

**The relationship between Self-Esteem and Academic
Achievement of Grade Six Pupils in Private Schools in
Jerusalem District**

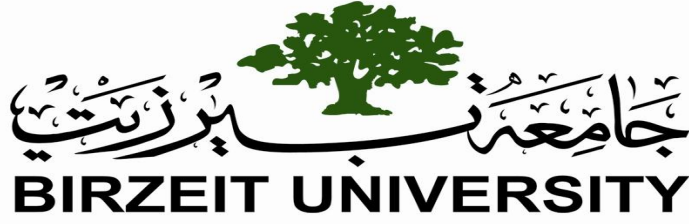
العلاقة بين تقدير الذات و التحصيل الأكاديمي لطلاب الصف السادس في
المدارس الخاصة في منطقة القدس

Prepared by: Ruba Hasan Kalouti-Mekky

Thesis Advisor: Dr. Bihan Qaimari

Birzeit University-Palestine

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Dr. Ibrahim Makkawi (Committee Member)

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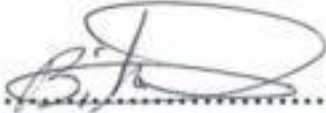
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May 21st, 2012

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Thank You

Dedication...

To the soul of my father who taught me that knowledge enlivens the soul.

To my mother who planted the seeds of faith in me, and helped that faith grow, who gave me hope for every tomorrow. The woman who deserves all my love and respect.

To my sisters and brothers

*To the ones who are there ... deep in my heart
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*Iyad, who tried to help from
a distance .. from his university in Cairo*

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when I devoted my time to my research while it was
supposed to be theirs .*

Thank you all

ENGLISH ABSTRACT

This study aimed to explore the relationship between self-esteem and pupils' academic achievement.

The researcher put forward the following main question to investigate the research: what is the relationship between self-esteem and pupils' achievement?

To answer this question, the researcher proposed three sub-questions so as to examine of the level of existed self-esteem within pupils and the factors affecting it directly and indirectly, to scrutinize the strategies applied by teachers to enhance pupils' self-esteem, and to finally combine the results of investigation in order to answer the main question of the study. The study population was pupils of grade six in three private schools in Jerusalem (N= 83 / 50 males and 33 females) and all their teachers (N=6/ 2 male and 4 females). The sample of the study was purposeful, 18 pupils (11 males and 7 females); six high self-esteem and low self-esteem were selected according to the results of the attitude scale, and six teachers from the population of the mentioned school were chosen since they offered to participate in the study. The instruments for collecting data were an attitude questionnaire (self-esteem scale) to measure pupils' self-esteem, in addition to interviews and classroom observations. The results of this study indicated positive relationship between self-esteem and academic engagement and social interaction, while they revealed weak correlation between self esteem and academic achievement. Further studies were recommended on the gender issue

related to self-esteem, in addition to a comparative study of self-esteem between local and private schools in Jerusalem.

ملخص الدراسة

هدفت هذه الدراسة الى تفصي العلاقة بين تقدير الذات والتحصيل الأكاديمي لطلبة الصف السادس في المدارس الخاصة في منطقة القدس، كما سعت للكشف عن اتجاهات المعلمين والطلبة نحو تقدير الذات، إلى جانب الكشف عن مستوى تقدير الذات لدى الطلبة واستراتيجيات المعلمين نحو تعزيزه لدى طلبتهم.

جمعت الدراسة بين المنهجين الكمي والكمي حيث تم تطوير أدوات البحث بالاعتماد على الدراسات السابقة ذات العلاقة، وتم فحص صدقها وثباتها بعد تحكيمها. تمثل مجتمع البحث من 83 طالبا وطالبة، وعينة البحث من 18 طالبا وطالبة إضافة الى 6 معلمين من ثلاث مدارس خاصة في القدس.

سعت الدراسة للإجابة على السؤال الرئيسي التالي: ما هي العلاقة بين تقدير الذات و تحصيل الطلبة الاكاديمي ؟ انبثق عن السؤال الرئيسي عدة اسئلة فرعية. لجمع المعلومات اللازمة لتحقيق هدف الدراسة استخدمت الباحثة استبانة للطلبة كما استخدمت المقابلات والمشاهدات الصفية لكل من الطلبة والمعلمين، وبهدف معرفة التحصيل تم الرجوع الى سجلات الطلبة المدرسية الرسمية.

اشارت النتائج الكمية للدراسة الى عدم وجود علاقة ارتباطية ذات دلالة إحصائية بين تقدير الذات لدى الطلبة وتحصيلهم الاكاديمي في معظم محاور الإستبانة. وفيما يتعلق بالنتائج الكيفية، فقد أشارت إجابات الطلبة خلال المقابلات الى عدم وجود علاقة بين تقدير الذات و

التحصيل الأكاديمي ولكنها اظهرت علاقة قوية بين تقدير الذات وإستعداد الطلبة للاندماج في المهام الاكاديمية والاجتماعية ومن هنا ظهرت أهمية تعزيز مستوى تقدير الذات لدى الطلبة حيث أنه هدف إنساني يساهم في بناء شخصية سوية للطلبة، لا يقل في أهميته عن التحصيل الأكاديمي. كما كشفت هذه الدراسة عن علاقة سلبية مثيرة للقلق بين الطلبة والمعلمين وعدم وجود استراتيجيات مدرسية واضحة لتعزيز تقدير الذات لدى الطلبة، وأظهرت مستوى تحصيل أكاديمي أعلى لدى الطالبات منه لدى الطلاب فيما أظهرت مستوى أعلى لتقدير الذات لدى الطلاب عنه لدى الطالبات.

توصي الباحثة بإجراء دراسات مستقبلية جندرية حول مستوى تقدير الذات لدى الطلبة.

Chapter one

Introduction

Chapter one

The Research Problem

Introduction

School is not only a place where children accumulate facts and learn academic skills, but it is also a place in which their basic motivation towards competence and achievement is established, their affiliated tendencies and rational patterns take root, their view of themselves as persons of worth and value develops. What transpires at school can have a foundational impact on a child's life, serving as an impetus for future growth and functioning.

Achievement is an ultimate goal to most of our schools. Within the past twelve years there has been a dramatic change in the field of education. Many alarming voices have warned of the deterioration of education in Palestine in general, and in Jerusalem in particular. As a teacher for about 15 years, the researcher and her colleagues have discussed the matter repeatedly in an attempt to figure out the reasons for this decline. It was difficult for teachers from different school to talk about the problem openly. Unfortunately enough, whereas some schools tend to make their success front page news, failures are never in the headlines.

The decline in educational standard contributed to the massive presence of illiterate children who have an everlasting effect on the educational system. This deterioration affects every aspect of the educational system and form a break that holds learning back from pupils.

Raising the standards of learning that are achieved through school education is therefore an important national priority. Stoll & Myers (1999) argue that educators who deal with children on a daily basis should equip the pupils with skills for the life, thereby enabling the pupils to attain the *transformational power of education*. In an attempt to improve the level of education, along with pupils' achievement Sommer (2003) asks a crucial question: What can the school do to assure that every student receives an adequate education ?

The answers follow immediately. Sommer (2003) avers the aim of school is to turn out well-skilled pupils in early grades, since children are to acquire their basic skills and educational foundations at that age. Each grade in the elementary school should have a minimum level of proficiency in basic school skills as reading, writing, and arithmetic, and there must be a minimum standard for graduation from junior high and high school.

Sommer's comments are vital since sixth grade is considered transitional from elementary to junior high school, therefore pupils should demonstrate a definite level of proficiency.

One should not ignore the fact that education means more than learning of academic skills. Lawrence (2006) in the introduction of his book stresses that if educators can help children to understand themselves better and to feel more confident about themselves, then they are going to be in a stronger position to be able to cope with inevitable stresses of life and ultimately to be better citizens. He points to the ideal role teachers have as they are able to exert influence on self-

esteem enhancement in pupils, thereby positively contributing towards academic achievements and personal and social developments as well.

Many researchers over epochs emphasized the need of self-esteem as an fundamental aspect of life; the renowned researcher, psychologist and academic, Albert Bandura, has set forth the significance of self-esteem in his social cognitive theory. Bandura elucidated that self-efficacy beliefs influence the choices people make and the courses of action they pursue. Student's sense of self as a principal component of academic motivation is grounded on the taken-for-granted assumption that the beliefs that pupils create, develop, and hold to be true are vital forces in their success or failure in school. Bandura (1997) notes that efficacy beliefs play a vital role in the development of self-directed life-long learners. Students' belief in their capabilities to master academic activities affects their aspirations, level of interest in intellectual pursuits, academic accomplishments, and how well they prepare themselves for different occupational careers. He, however, points out that students' low sense of efficacy to tackle academic responsibilities makes pupils more vulnerable to *scholastic anxiety*.

Many researchers had focused on improving achievement and examined whether this improvement resulted in enhanced self-esteem; in 1970s Denis Lawrence led the inquiry to the importance of self-esteem for UK educators.

Lawrence (2006) stated that the focus of the researchers was previously on raising achievement then examining whether this improvement led to enhanced self-

esteem. He took a different approach at this, turning around the quest for a casual relationship between the two, he concentrated on raising self-esteem and demonstrated achievement improved considerably. Lawrence emphasized that for the first time a heavy emphasis was put on the importance of a sense of well-being, confidence, security and above all the value of a positive relationship between teacher and pupil.

Teachers are advised to teach for self-esteem. Hewitt (1998) stresses the importance of teaching self-esteem. In fact, he affirms that teachers' main concern should be teaching pupils to themselves.

Hewitt (1998) believes that the educational theory of self-esteem centers around the notion that teachers, through their teaching practices and methods, can have a direct influence on their students' self-esteem. This can be done, through designing activities and creating situations where pupils feel that failure is unlikely and success is virtually assured. Therefore, teachers should recognize that by paying attention to their teaching behaviors can contribute to their students' self-esteem, which in turn motivate them to succeed.

Hewitt (1998) evokes teachers to *capitalize on success* by helping children succeed in further activities in areas where they succeeded before. It is, therefore of a great importance to keep their expectations realistic and the activities cut out for their abilities so that pupils with low self-esteem do not become absurdly anxious.

In this study, as a researcher, I sought to explore the relationship between self-esteem of pupils of grade six and their school achievement. By doing so the I attempted to find out attitudes towards pupils' self-esteem and the factors that directly affect high or low self-esteem pupils. In addition, I inquired about strategies and techniques teachers use in the classroom to foster or hinder self-esteem among pupils and mainly investigated the relationship between pupils' self-esteem and their school achievement.

Attitudes are considered according to the *ABC model* of attitudes; the widespread "tripartite" definition of attitude, which divide attitudes into three components: affect behavior, and cognition is illustrated in figure 4.1. Cognitive responses to a particular stimulus are the knowledge and beliefs the person has about the stimulus object; affective responses are simply how the person feels about the object, and behavioral responses are simply the overt behaviors (Augoustions, Walker, and Donaghue, 2006:114)

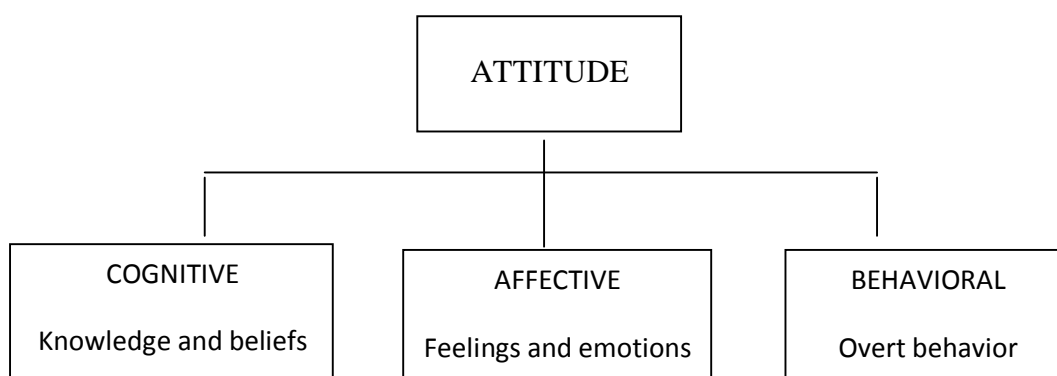


Figure 1. *Tripartite (ABC) model of attitudes*. Source: Augoustions, Walker, and Donaghue (2006, p.114).

Teacher's attitudes are often reflected in their behaviors towards pupils, in the classroom environment on the whole, and to some extent in pupils achievement. Pupils usually make a great effort to prove their existence through participating in every possible activity in the classroom and other school activities in addition; they desire to have a clear self-identity, particularly through tackling internal and external conflicts in their school. In fact, teacher attitudes can either increase the pupils' conflicts or support them by helping them find their highest potential. In this context, it is necessary to point out that teachers have different attitudes towards pupils' self-esteem: positive, negative or an ambivalent. While some teachers display positive attitudes, others express negative or tentative attitudes toward their pupils.

Statement of the problem

Self-esteem is an essential component of the self and has its impact on aspects of human's life. As school achievement and development have vital roles in shaping individuals and determining their future careers, enhancing self-esteem in pupils' during their growth stages from infancy till adulthood has a remarkable role in improving their real life achievements.

In this study I aimed to investigate the relationship between self-esteem and students' achievements mainly by studying the domains of high self-esteem which is believed to result in high school achievement, and those of low self-esteemed that may possibly lead to low school achievement. Whether or not the study

proves that specific domains of self-esteem have a positive and direct effect on increasing school achievement, it is advised that all efforts must be focused on building strategies to boost self-esteem within pupils, as a means to help them achieve better and to enable them to excel in their future life.

Many researchers have been putting in tremendous efforts to thoroughly investigate the relationship between self-esteem and achievement. Some studies point to positive effects of self-esteem on pupils achievement; one of them is the findings of a study in (2006) by Trtauwein, Oliver, Köller, and Jürgen. Under the title "Self-esteem, Academic Self-Concept, and Achievement: How the learning environment moderates the dynamics of self-concept. " The authors examine the directionality of effects between global self-esteem, domain-specific academic self-concepts, and academic achievement. Special emphasis is placed on learning environments as potential moderators of the direction of these effects. According to the meritocracy principle presented here, so-called bottom-up effects (i.e., self-esteem is influenced by academic self-concept) are more pronounced in meritocratic learning environments than in ego-protective learning environments. This hypothesis was examined using a three-wave cross-lagged panel design with a large sample of seventh graders from East and West Germany. A total of 5,648 students were tested shortly after German reunification. Reciprocal effects were found between self-esteem, academic self-concept, and academic achievement. In accordance with the meritocracy principle, support for bottom-up effects was stronger than that in the meritocratic learning environment.

The present study attempts to explore the relationship between some domains of self-esteem and school achievement in Jerusalem private schools. The study will explore the attitudes of some experienced teachers and some pupils of the sixth grades.

The importance and significance of the study

This study is significant since it provides crucial data about the relationship between self-esteem and pupils' achievement.

It is important for the following reasons:

1. It is significant since this topic has not been undertaken in Palestine quite enough, and particularly in Jerusalem quite few studies have been conducted so far.
2. It presents information that contributes to a clear understanding of pupils and their needs; therefore, it supports and helps them to develop in a healthy atmosphere.
3. It provides a scientific reference in relation to pupils' self-esteem and achievement.
4. It is vital for supervisors, school managers, educational authorities, and for training courses designers.
5. It is significant for teachers who spend long times in classrooms dealing with their pupils.

As a researcher and a teacher for 15 years, the idea of probing the relationship between self-esteem and school achievement through focusing on different components of the self (identity, character, abilities, and attitudes) has aroused my interest to resolve a crisis that may face many pupils in a stage of growth between 10-11 year-old when self-esteem and identity start to take a shape. These pupils are mainly in grade six.

The researcher has chosen to investigate in the city of Jerusalem because it is her home town, and she knows its people and its institutions quite well, and so she can have an easy access to private schools. More specifically, she has selected private schools as they are renowned for providing modern educational and social support, and so the pupils are believed to be a perfect sample for the inquiry.

This study is also very important for teachers as they have crucial and impressive roles in the processes of teaching and learning. Besides, they have the official authority on almost every element of this process starting with the strategies and techniques, up to the curriculum, and ending with the pupils themselves. Therefore, the researcher believes that a teacher can make a change when he/she wisely uses the skills of reinforcing self-esteem within his/her pupils to improve and develop their abilities and skills, and consequently their performance and achievement. Focusing throughout this investigation on the fact that no one can ever tell what type of impact he may have on another's life by his action or lack of action.

Moreover, it will be an insightful study for the Ministry of Education and the developers of training courses, given that professionally developing and empowering teachers in the Jerusalem District schools has always been one of the most challenging tasks due to the complex political situation.

Purposes of the study

The purposes of this study are:

1. To measure the Palestinian sixth graders' attitude towards their self-esteem, both qualitatively and quantitatively.
2. To investigate the attitude of classroom teachers' of grade six towards pupils' self-esteem.
3. To compare between the teachers' beliefs about pupils' self-esteem as reflected in their responses to the interviews and their own classroom practices as reflected in the classroom observations.
4. To examine the factors that affect pupils' self-esteem in classroom.
5. To check up the strategies that teachers use to boost or hinder self-esteem within their pupils as reflected through teachers' interviews and classroom observations .
6. To measure the effect of pupils' self-esteem on their school achievement by referring to pupils' school records.

Research questions

This study addresses the following main question:

What is the relationship between self- esteem and pupils' academic achievement?

Other related sub questions that need to be investigated:

1. What are teachers' attitudes towards pupils' self-esteem ?
2. What are pupils' attitudes towards their self-esteem ?
3. What are the factors that affect self-esteem and school achievement?
4. What strategies do teachers employ for pupils of high or low self-esteem?

Assumptions of the study

Assumptions of the study include the following:-

1. All of the teachers and pupils participating in this study will provide honest and accurate responses to the questionnaire items and interview questions.
2. The questionnaire for measuring pupils' self-esteem is valid and reliable.
3. Interviews and observations are adequate instruments of data collection in order to elicit information needed in examining the perceptions and attitudes of teachers and pupils regarding pupils' self-esteem.
4. The small number of teachers and pupils participants in the study is the primary limitation to this research study.
5. The sample size is small to be representative, which would ultimately make it difficult to generalize the results to the whole population.

6. The researcher assumes that constructs of self-esteem, attitudes, and perceptions of teachers and pupils can be measured, and the instruments used in collecting data are valid and reliable.

Limitations of the study

1. The proposed study is exploratory. As such, it serves as preliminary information in analyzing data about the relationship between pupils' self-esteem and their school achievement. Replication of this study using other districts and other types of schools and samples is deemed necessary.
2. Generalizability of the results is limited by assumptions made by the researcher.
3. This study is limited to the population of the sixth grade pupils and teachers.
4. It is limited to the Jerusalem District in the scholastic year 2010 /2011.
5. This study is limited to private schools in Jerusalem that have been established before 1970.

Definition of terms

This investigation puts clear definition to the terms used by the researcher as follows:-

Self-Esteem: "self-esteem involves an attitude of approval or disapproval and indicates the extent to which the individual believes himself to be capable, significant, successful, and worth. In short, self- esteem is a personal judgment of worthiness that is expressed in the attitudes the individual holds toward himselfö (Coopersmith, 1967, pp. 4-5).

Global self-esteem: This term refers to a" person's overall feeling of self-worth as opposed to specific self-esteem that refers to a person's feeling of self-worth in regard to a specific activity or skill."(Lawrence, 2006, p.3).

High Self-Esteem: öThis term refers to a person who is confident and has a realistically positive view of themselves and of their abilitiesö (Lawrence,2006:4).

Low self-esteem: This term refers to "children who view the self in a less favorable light, often choosing to dwell on perceived inadequacies rather than on any strengths they may happen to have."(Shaffer, 2005,p.174).

Self-efficacy: "People's beliefs about their capabilities to organize and execute the courses of action required to manage prospective situation. Efficacy beliefs determine how people feel, think, motivate themselves and act." (Bandura, 1997,p.3).

Attitude: Augoustions ,Walker, and Donaghue (2006) defined attitude as "an expression of a largely stable body of knowledge and experience with a particular object, person, or issue." (p.114).

Attitude Scale Questionnaire: "A self-report data collection instrument that each research participant fills out as a part of a research study. Researchers use questionnaires so as they can obtain information about the thoughts, feelings, attitudes, beliefs, values, personality, and behavioral intentions of research participants" (Johnson & Christian, 2000,p.127).

School Achievement: "The product of formal study by educators-study oriented directly toward improvements in curriculum and instruction and accompanied by continuous examination of student learning."(Joyce & Showers, 2002, p.3).

The following are the researcher's operational definitions:

Self-esteem: is the acceptance of ourselves for who and what we are at any given time in our lives.

High self-esteem pupils: Pupils who get 2.4 or above on the self-esteem scale.

Low self-esteem: Pupils who get 1.8 or below on the self-esteem scale.

Attitude: positive or negative feelings about persons or issues.

Achievement: Pupils' records of grades for different school subjects, which are handed to pupils at the end of each school semester.

Achievers: Pupils whose total grades are 80 and above.

Low achievers: Pupils whose total grades are 60 and below.

Pupils: All pupils attending grade six in the selected school in the school year 2010-2011.

Private Schools: Non-governmental schools in Jerusalem that have been established before 1970, excluding those in its suburbs.

School behavior: Interpersonal relationships and face óto- face social interaction, both verbal and non-verbal, that exist between pupils in a group situation.

Chapter Two

Theoretical framework

And

Literature review

Chapter Two

Introduction

In this chapter the researcher identifies the theoretical framework for this study, examining the self and self-esteem as a psychological and educational concept. She also presents a review of literature and previous studies related to pupils' self-esteem and school achievement. This chapter is crucial to the study, for it helps me as Kumar (2005) indicates, to establish *the theoretical roots* of the inquiry, clarifies my ideas, develop my methodology, increase and strengthen the knowledge base, and later incorporate the results with the existing body of knowledge.

Since the researcher is mostly interested in probing particulars about pupils' self-esteem and its relationship with their achievement, the focus of the study is mainly on self-esteem.

Theoretical Framework

The self and the self-esteem

The self is a controversial term that has occupied the field of psychology for so long. Aronson (2002) claims that the personal meanings people attach to their perceptions of their experiences, past or present, influence their behaviors. He further indicates that William James was one of the first to stress the significance of inner consistency, revealing the distinction between the healthy person

whose "inner consistency" is well-balanced and peaceful and the "sick souls" whose "spirits wars with their flesh ." (Aronson ,2002,p.6)

Aronson (2002) points to the fact that William James (1896-1958) was one of pioneers to use the term self-esteem, which he described as a self-feeling that depends totally on what one backs himself to be and do

James (2007) maintains that people themselves know how the barometer of their self-esteem and confidence go up and go down from one day to another though more "visceral and organic" causes than rational ones; these instinctive causes undoubtedly answer to no "corresponding variations" in the esteem in which we are held others.

James (2007) provided a mathematical formula for self-esteem which suggests that, in essence, how we feel about ourselves depends on the success which we accomplish those things we wish to accomplish.

$$\text{Self-esteem} = \frac{\text{Success}}{\text{Pretensions}} \quad (\text{p.311})$$

In 1902, Charles Horton Cooley was one of the earliest psychologists to explore the idea of the self. Aronson (2002) indicates that Cooley introduced the metaphor of " *the looking-glass self* " to demonstrate the notion that individual's sense of self is mainly created as he develops self-beliefs through his precise perceptions and interpretations of the reaction of other people to him.

This really signifies that the appraisals of others act as mirror reflections that provide the information we use to define our own sense of self.

Hamachek (1971) points out that Carl Rogers' self-theory views the self as the nuclear concept that has numerous features, the most important of which are:

The self struggles for consistency, experiences that are not consistent with self are regarded as threats and are likely to be distorted or denied.

In further discussion about the self, Sigmund Freud in 1923, had framed the self as the regulating center of an individual's personality and shed light on self-processes under the guise of id, ego, and superego functioning. Freud's work as Aronson (2002) stresses was so "influential that it would be reasonable to say that few concepts in psychology are as closely associated to the concept of self in modern parlance as that of ego. When we say that individuals have a "big ego" we generally mean that they have an exaggerated sense of self importance." (p.7)

In their pursuit to identify the meaning of the self, Augoustinos, Walker, and Donaghue (2006) state that self and identity are concepts that we use in everyday life to locate ourselves relative to our surroundings.

They indicate that the self is more often used to refer to people's beliefs about themselves, who they are, and their personal characteristics, abilities, experiences, emotions and agendas. While they say that "identity locates us in a world made up of different groups of people and usually concerns the social groups and categories to which we do and do not belong" (p.186).

Based on this definition, people's self and identity are influenced by the attitudes and beliefs of the people who are significant to them.

Self-esteem

Self-esteem is an important explanatory construct in social psychology " the desire to protect and enhance self-esteem is invoked in many theories as a basic motive underlying social behavior

Coopersmith in Globe (2004) defines self-esteem as the self evaluation which the individual makes and believes about himself ; it expresses an attitude of approval or disapproval to his capability, success, and worth.

Baumeister (2009) has his own outlook, he wonders why people devote their efforts in preserving their self-esteem, for it is not proved that having high self-esteem is associated with other positive behaviors.

During the first half of the 20th century, discussions of what components and characteristics might constitute an individual's sense of self were prominent in the mainstream of psychological thinking. Behaviorist Perspective Psychology was redirected, attention was turned to observable stimuli and responses, and the inner life of the individual was labeled as beyond the scope of scientific psychology.

Dissatisfied with the direction that psychology was taking, a group of psychologists called for renewed attention to inner experience, internal processes, and self-constructs. The most powerful voice in the new movement was that of Abraham Maslow's in 1954, now recognized as the father of modern humanistic psychology, for his unique contribution to psychology by his new humanistic

philosophy of learning ,teaching, and intrinsic education aimed to satisfy child's basic psychological needs. Maslow believed that all individuals have inner lives and potential for growth, creativity, and free choice. (Maslow,1972)

Solomon (2006) indicates that humanistic psychology focuses on individual development, self-actualization, in addition to the need to develop and actualize to the fullest one's potentialities, and capacities and thus become *fully human*, as every person's central need study.

In 1943, with the publication of "A Dynamic Theory of Human Motivation," he has offered theory of human motivation based on the view that human beings are motivated by basic needs

that must be satisfied and

that are hierarchically

ordered. Maslow stressed

the fact that when the

needs that have greatest

prepotency and priority

are satisfied, the next

need in hierarchy

emerges and presses for

satisfaction.



Figure 2: Maslow's Hierarchy of Needs
<http://changingminds.org/images/maslow.gif>

Pajares & Schunk (2002) indicate that Maslow ascertained that the goal of each individual is to achieve self-actualization, which is a motivation to develop a

person's full potential as a human being and to reach self-fulfillment, inner peace, and contentment.

In his book *Motivation and Personality*, Maslow (1970) stresses the fact that all people have a need for a stable high evaluation of themselves, for self-respect, self-esteem, in addition to a need for achievement and competence in their life tasks. He states that satisfaction of self-esteem needs result in feelings of self confidence, worth, strength, capability that create a believe that he is respectable member in his society. Nevertheless hampering these needs construct feelings of inadequacy, of weakness, and of helplessness .

Solomon (2006) points to forth level of Maslow's hierarchy of needs and says that self-esteem needs focus on the individuals ego. Individuals need to feel that they are respected a matter that boost their self-confidence and feeling of worth.

Schultz& Schultz (2005) elaborate on the forth level of Maslow's hierarchy of needs by saying that when one feels he is loved by others he may find himself driven by two needs for esteem; respect from ourselves through feelings of self-worth, and respect from other people, in the form of status and social success. stressing the fact that lack self-esteem result in feelings of inferiority and helplessness.

A somewhat related approach is found in the Neo-Freudian concept of identity, Erikson (1980) has made this concept the core of a modern version of psychoanalytic theory and has observed that it is especially during adolescence that attempts to bring the sense of one's own identity in closer unity to one's

social relationships. Extending Erikson's idea a step further it is suggested that one's ability to maintain inner sameness and continuity is more likely to occur when one is self-involved in whatever the experiences at hand happens to be.

To be clear, the value of inner sameness has been stressed by many psychologists who have been curious about the relationships between self-concept and behavioral consistency. This line of thinking identifies a healthy personality with a complete and unified self-image.

Stanley Coopersmith, one of the most distinguished in the field, placed an emphasis on the importance of a healthy self-concept and positive self-regard. Coopersmith(1967) in Tuttle (2004) refers to self-esteem as a part of the personality while he regards the self, as a part of the personality that is related to motivation and self-regulation.

Williams & Burden (1997) elaborate that measuring self-esteem is predicated on the closeness of the actual self-concept to the ideal one. That is, the closer the actual self-concept to our ideal self-concept is, the higher the level of self-esteem will be.

In short, self- concept theory strongly suggests that a person will act like the sort of individual he/she conceives himself/herself to be. As he/she undergoes new experiences , he will accept or reject them in terms of their compatibility with his/her present evaluation of self ,which will eventually enable him/her to maintain individuality and reduce conflict.

Lawrence (2006) describes self-concept as an "umbrella" term which concepts of self-image, ideal self, and self-esteem lie underneath .

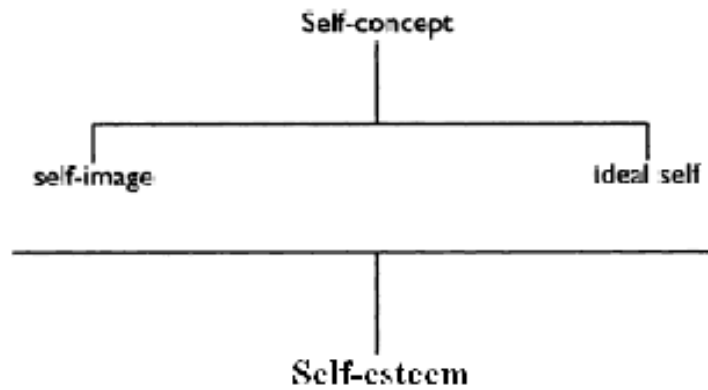


Figure 3: *Self-concept as an umbrella term* .(Lawrence,2006,p.3)

So far self-esteem refers to a global concept. The following figure illustrates how a person's self-esteem is dependent on the relationship between many factor.

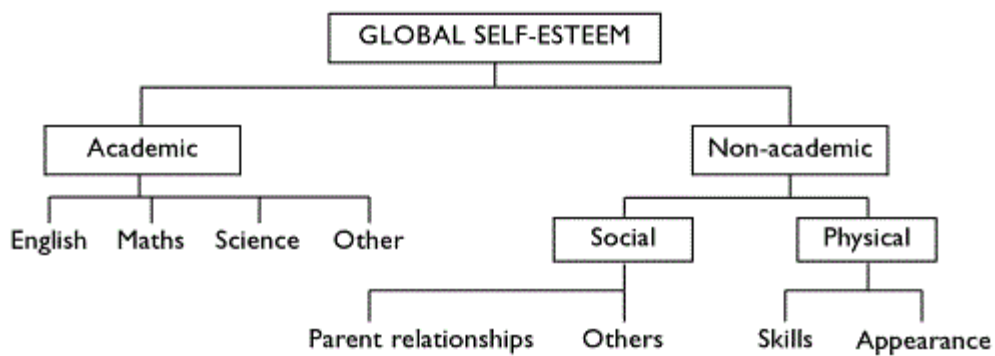


Figure 4: *Self-esteem hierarchy*.(Lawrence, 2006, p.12)

Globe (2004) describes high self-esteem individuals as creative, confident in themselves, less anxious, daring, and socially independent stable. Therefore they are generally happy and more effective in their daily lives than individuals with low self-esteem.

In this investigation I shall refer to Albert Bandura's social cognitive theory which was recognized in 1977. The reciprocal nature of the determinants of human functioning in social cognitive theory makes it possible for therapeutic and counseling efforts to be directed

at personal, environmental, or behavioral factors. Strategies for increasing well-being can be aimed at improving emotional, cognitive, or motivational



Figure 5: Reciprocal effect on human.

<http://share.ehs.uen.org/category/course-names/psychology?page=1>

processes, increasing behavioral competencies, or altering the social conditions under which people live and work. In school, for example, teachers have the challenge of improving the academic learning and confidence of the pupils within their realm of responsibility. Using social cognitive theory as a framework, teachers can work to improve their students' emotional states and correct their faulty self-beliefs and habits of thinking (personal factors), improve their academic skills and self-regulatory practices (behavior), and alter the school and classroom structures that may work to undermine student success (environmental factors).

Bandura (1997) points to dominant factors related to people's beliefs about their efficacy which can be developed by four main sources of influence:-

1. The most effective way of creating a strong sense of efficacy is through mastery experiences. Successes build a robust belief in one's personal efficacy, while failures undermine it, especially if failures occur before a sense of efficacy is firmly established.

2. The second way of creating and strengthening self-beliefs of efficacy is through the explicit experiences provided by social models. Seeing people similar to themselves succeed by sustained effort, raises beliefs that they too possess the capabilities to master comparable activities.

3. Social persuasion is a third way of strengthening people's beliefs. People who are persuaded verbally that they possess the capabilities to master given activities are likely to gather greater effort and sustain it .whereas people who have been persuaded that they lack capabilities tend to avoid challenging activities and give up quickly in the face of difficulties. (Bandura, 1997, pp.3- 4)

Successful efficacy builders do more than convey positive appraisals. In addition to raising people's beliefs in their capabilities, they create situations for them that help them succeed and avoid pushing them in situations where they are likely to fail. They measure success in terms of self-improvement rather than by the success of others. (Bandura, 1997)

We conclude that efficacy beliefs regulate human functioning through four major processes. They include cognitive, motivational, affective and selection processes.

These different processes usually operate in concert rather than in isolation, in the ongoing regulation of human functioning.

Pajares & Schunk (2002) sum up the researches on self by differentiating between self-efficacy and self-concept beliefs. They indicate the fact that when individuals tap into their self-efficacy or their self-concept beliefs, they must ask themselves quite different types of questions. Self-efficacy beliefs revolve around questions of "can" (Can I write well? Can I solve this problem?), whereas self-concept beliefs reflect questions of "being" and "feeling" (Who am I? Do I like myself ? How do I feel about myself as a student?). The answers to the self-efficacy questions that individuals pose to themselves reveal whether they possess high or low self-esteem to accomplish the task or succeed at the activity in question; the answers to the self-concept questions that individuals pose to themselves reveal how positively or negatively they view themselves as well as how they feel in these areas.

The self-esteem construct is recognized today to be a major factor in learning outcomes" as the notable American researcher, Denis Lawrence, indicates in the introduction of his book *Enhancing Self-Esteem* (2000), in which he has detailed his researches on this subject. He points to the fact that studies have consistently shown a positive correlation between how people value themselves and the level of their attainments. He agrees with the findings of many researchers that people who feel confident generally achieve more, while those who lack confidence in themselves achieve less.

Achievement

Achievement is a vital issue that concerns educators, families, and pupils themselves. The researcher did not put much effort on detailing theories of achievement; her concern was on the self-esteem with its various domains. After probing self-esteem, she would relate the outcomes to pupils' achievement represented by schools' formal records for both achievers and low achievers in an attempt to investigate any relationship between self-esteem and pupils' academic achievement. The definition of achievement that the researcher assumed to be comprehensive and precise was that of Joyce & Showers (2002), who defined school achievement as "The product of formal study by educators-study oriented directly toward improvements in curriculum and instruction and accompanied by continuous examination of student learning" (p.3).

The eventual aim

The aim of education should exceed the development of academic competence. Schools have the responsibility for preparing self-assured and fully-functioning individuals capable of pursuing their hopes and their ambitions. The dominant aim of schools should be training and educating people to be competent and mentally healthy.

Bandura (1997) states that schools can support their students by helping them develop the habit of better achieving, and at the same time develop their self-beliefs. He argues that educational practices should be estimated not only by the

skills and knowledge but also by what they do to children's beliefs about their capabilities, which affects their future.

In relation to achievement, Lawrence (2006) indicates that people are likely to behave in a way that reflects how they perceive themselves. Moreover, he adds that pupils with high self-esteem achieve better and tend to lead more satisfying lives.

Counting on Bandura's:

- Self-efficacy theory which reflects that efficacy beliefs play a vital role in development of self-directed lifelong learners. Pupils' belief in their capabilities to master academic activities affects their aspirations, level of interest in intellectual pursuits, academic accomplishments, and how well they prepare themselves for different occupational careers." (Bandura,1997, p.17)
- Social cognitive theory, which stressed the reciprocal nature of the determinants of human functioning, is directed at personal, environmental, and behavioral factors.

The researcher also sought to probe the effect of self-esteem on achievement since many researchers found out a relation between these two variables, Lawrence (2000) and Prasad (2004) argued that high self-esteem result in high achievement, and low self-esteem result in low achievement .

Literature Review

The literature review is an integral part of the entire research process and makes a valuable contribution to almost every operational step. It also contributes to deep understanding of the relationship between the research problem and the body of knowledge in the area. The literature review "can play an extremely important role in shaping your research problem because the process of reviewing the literature helps you understand the subject area better and thus helps you to conceptualize your research problem clearly and precisely." (Kumar, 2005, p.30)

A large bulk of research and inquiries has been conducted to find out the significance of enhancing self-esteem in pupils and its relation to achievement. Some studies found out a strong casual relationship between self-esteem and achievement; others observed a casual relationship between achievement and self-esteem. Some studies, however, showed a reciprocal relationship between them. Surprisingly, some studies did not find any link or a weak relationship between self-esteem and achievement. And as such, the researcher will review some relevant literature by dividing it into three parts:

Part one: Literature review related to strong relation between self-esteem and achievement.

Part two: Literature review related to a direct impact of achievement on self-esteem.

Part three: Literature review related negative relation between self-esteem and achievement.

Part one: Positive relation between self-esteem and achievement

El-Anzi (2005) investigated academic achievement and its relationship with anxiety, self-esteem, optimism, and pessimism on Kuwaiti students. The aim of study was to examine the relationship between academic achievement and the following variables: anxiety, self-esteem, optimism, and pessimism. The sample consisted of 400 male and female students in the Basic Education College in Kuwait. The salient findings of the investigation were the significant positive correlation between academic achievement and both optimism and self-esteem, whereas the correlations were negative between academic achievement and both anxiety and pessimism.

The result of this study did not go far away with that of Lent, Robert W.; Brown, Steven D.; Larkin, Kevin C. in 1984, *The Relation of Self-Efficacy Expectations to Academic Achievement and Persistence*, which examined the relation of self-efficacy beliefs, as measured by indices constructed using procedures of N. E. Batz and G. Hackett, to 42 undergraduates' persistence and success in pursuing science and engineering college majors. Ss had participated in a 10 week career-planning course on science and engineering fields. Self-efficacy measures tested their perceived ability to fulfill the education requirements and job duties of a variety of technical and/or scientific occupations. Results show that Ss who reported high self-efficacy for educational requirements achieved higher grades and persisted longer in technical and/or scientific majors over the following year

than those with low self-efficacy. Self-efficacy was moderately correlated with objective predictors of academic aptitude and achievement.

Amy L. Hall, (2007), explored the relationship between academic achievement, academic performance and self-esteem of high school juniors at a public high school in central Florida. The purpose of the study was to determine the relationship between academic achievement, academic performance and self-esteem. Participants for this study made up of approximately 100 students currently in their junior year at a public high school in Florida. Each student's academic performance was measured by obtaining Florida Comprehensive Assessment Test (FCAT) scores from the previous school year. Academic achievement was obtained by viewing the student's cumulative grade point average. The Piers-Harris Self-Concept Scale was administered to assess child self-evaluative attitudes and behaviors that have a bearing on self-esteem. Pearson product-moment correlations and multiple regression analysis were conducted in order to determine the relationship between academic achievement and self-esteem. A significant relationship was found between academic achievement and performance and self-esteem.

Another recent study in 2010 by Moller J, Pohlmann B, Br J Math trying to come back with a clear investigation on achievement differences and self-concept differences: stronger associations for above or below average students. Their hypothesis was that students who achieve above average develop self-concepts more distinct from average achieving students' self-concepts than below average

achieving students' self-concepts. Concept Sample In Study 1, N=382 7th-10th graders (62.2% female) from several academic track (Gymnasium) schools in Germany served as participants. Students' ages ranged between 12 and 16 years (M=14.76, SD=6.24). In Study 2, the sample comprised N=1,349 students (49% girls) with a mean age of M=10.87 (SD=0.56) from 60 primary schools that were drawn representatively from a federal German state. In an experimental Study 3, N=81 German teacher education students (76.5% female) aged between 18 and 40 years (M=22.38, SD=3.80) served as participants. Two field studies and one experimental study were conducted. Results in all three studies showed achievement differences between above average and average students were identical to those between average and below average students. However, self-concept differences between above average and average achieving students were greater than those identified between average and below average students. To close, the two studies demonstrated that self-enhancement and self-protection processes led above average students to develop self-concepts that were more distinct from average students' self-concepts than those of below average students' self-concepts.

Supporting the previous study, Mahyuddin & others (2006), from Malaysia, asserted the importance of self-esteem. Their study aimed to find out whether performance in the English language is largely determined by pupils' perceived English language efficacy. A descriptive- correlational study was conducted on 1,146 students from eight secondary schools in the Petaling district, Selangor. The

instruments used to measure self-efficacy were the *Self Efficacy Scale* developed by Bandura (1995) and the Self Efficacy Scale developed by Kim and Park (1997). The findings showed that 51 percent of students had high self-efficacy while 48 percent showed low self-efficacy. Correlation analysis showed positive correlations between several dimensions of self-efficacy ;that is, academic achievement efficacy ($r = 0.48, p = 0.001$); other expectancy beliefs ($r = 0.34, p = 0.005$); and self-assertiveness ($r = 0.41, p = 0.005$) with academic performance in English language.

In conclusion, achievement in English language will improve when students have high self-efficacy in the language. The implications are discussed in relation to teaching and learning within the school settings.

Caprara study (2010) , *The Contribution of Personality Traits and Self-Efficacy Beliefs to Academic Achievement: A Longitudinal Study*, aimed to examine the unique contribution and the pathways through which traits (i.e., openness and conscientiousness) and academic self-efficacy beliefs are conducive to academic achievement at the end of junior and senior high school. Participants were 412 Italian students, 196 boys and 216 girls, ranging from 13 to 19 years. The hypothesized relationships among the variables were tested within the framework of structural equation model. The results and conclusions of the study stressed the fact that openness and academic self-efficacy at the age of 13 contributed to junior high-school grades, after controlling for socio-economic status (SES). Junior high-school grades contribute to academic self-efficacy

beliefs at the age of 16, which in turn contributed to high-school grades, over and above the effects of SES and prior academic achievement. In accordance with the posited hypothesis, academic self-efficacy beliefs partially mediated the contribution of traits to later academic achievement. In particular, conscientiousness at the age of 13 affected high-school grades indirectly, through its effect on academic self-efficacy beliefs at the age of 16. These findings have broad implications for interventions aimed to enhance children's academic pursuits. Whereas personality traits represent stable individual characteristics that mostly derive from individual genetic endowment, social cognitive theory provides guidelines for enhancing students' efficacy to regulate their learning activities.

The above studies ensured the importance of self-esteem to students' achievement, and students' attitudes to their self-esteem. The main purpose of the following study, *Relationship of Study Attitude and Academic Performance of Students at Secondary Level in Punjab*, by Muhammad Sarwar in 2004 aimed to inquire the link between study attitude and students' academic performance at secondary level in Pakistan, Punjab. Performance is considered the academic achievement of the students. The major objectives of the study were to correlate the study-attitude and academic-performance of students and to compare the study-attitudes of low and high achievers. All secondary school students of govt. boys and girls high schools in Punjab province who appeared in ninth grade examination of Boards of Intermediate and Secondary Education 2003 were taken

as population of the students. The province was divided into three zones: Northern Punjab, Central Punjab, and Southern Punjab. Two districts from each zone were selected randomly. The lists of schools located in the selected districts were obtained from the office of educational management and information system, Punjab Lahore. The schools were divided into rural and urban girls' schools and rural and urban boys' schools. One school was selected randomly from each of the above categories. In this way, twenty-four schools were selected. From each school, all students appearing in ninth grade examination 2003 were included in the sample. The variable of study-attitude was measured through the scores obtained by the students on study-attitude scale (SAS) consisting of 36 items. The items were divided into eight categories namely attitude toward self, regularity, examination, perseverance, teacher, subjects, school and parents'-authority. The study-attitude scale was standardized by checking the validity and reliability of the scale. Items were dropped on the basis of weak correlation with total score and low discriminatory power. The variable of academic performance was measured through marks obtained by the students in the Board Examination held in March 2003. The academic-performance scores were correlated with study-attitude scores, and it was found that study attitude was positively related to the academic performance. The study attitude scores of females were more closely related with academic performance as compared to males. Similarly, study attitude scores of rural students are more closely related with academic performance as compared to urban students. Furthermore, mean scores of low and

high academic-achievers were compared, and it was found that high achievers and low achievers differ in their study attitude and female, male and rural, urban students also differ in their study attitude.

Part two: Achievement has the direct impact on self-esteem.

Researchers may argue that achievement has the direct impact on self-esteem, or there is a reciprocal effect between them. One cannot say that this is untrue or impossible. Nevertheless, I am concerned with is the opposing viewpoint, that attempts to examine the impact of self-esteem on achievement. Meanwhile the I shall introduce some related studies to draw attention to the strong relationship between self-esteem and achievement.

Brandy M. Bray from Missouri Western State University pointed out that significant research results agree with previous indications that academic achievement and self-esteem have a positive relationship. The original purpose of this study(2001), titled *Exploring the Influence of Academic Achievement on A College Students' Self-Esteem*, was to check if academic achievement had more effect on a college student`s self-esteem if that student was an Honors student versus a general student. Participants took the Rosenberg Self-Esteem Scale before and after a scheduled psychology exam. Data were collected from 64 college students and analyzed by a 2 (pre-test/post-test) X 2 (actual exam score/lowered exam score) mixed design factorial ANOVA was calculated comparing the pre-test and post-test scores of the Rosenberg Self-Esteem Scale depending on whether or not students received their true exam score or score

lowered by ten points. No significant main effect was found between the pre-test and the post-test ($F(1,56)=2.64$, $p=.11$). Also, a non-significant main effect for which group participants were in (experimental vs. control group) was found ($F(1,56)$, $p=.307$, $p=.582$). However, a significant interaction was found ($F(1,56)=6.77$, $p=.012$) between the two groups and two tests. Results show that the self-esteem scores were significantly higher between the pre-test ($m=30.64$, $sd=5.32$) and post-test ($m=31.04$, $sd=5.27$) for participants who +false lowered exam score (pre-test, $m=31.0$, $sd=4.88$; post-test, $m=29.3$, $sd=4.42$).

"Self-Efficacy and Academic Achievement in Australian High School Students: The Mediating Effects of Academic Aspirations and Delinquency" is a research completed in 2008. It investigated the structural relations among self-efficacy, academic aspirations, and delinquency, on the academic achievement of 935 students aged 11 to 18 years from ten schools in two Australian cities. The *Children's Self-Efficacy Scale*, *Adapted Self-Report Delinquency Scale (Revised)*, and *Children's Academic Aspirations Scale* were administered to participants prior to academic achievement being assessed using mid-year school grades. Structural equation modeling was employed to test three alternative models for the relationships from academic, social, and self-regulatory efficacy on academic achievement. A partial mediation model showed the best overall fit to the data. Academic and self-regulatory efficacy had an indirect negative effect through delinquency and a direct positive effect on academic achievement. Academic and social self-efficacy had positive and negative relationships, respectively, with

academic aspiration and academic achievement; however, the relationship between academic aspiration and academic achievement was not significant in the final model.

An investigation about the relationship between self-esteem and academic achievement among adolescents conducted by Martins, Pereira, Amaral & Pedro (2002) illustrated the importance of self-esteem in schools. The main purpose of this research was to analyze what strategies were pursued in order to protect self-esteem when it was threatened by a negative self-evaluation of school competence. Participants were 838 secondary-school students from the seventh to the ninth grades. Data were collected using Harter's Self-Perception for adolescents together with a Scale of Attitudes towards School. The researchers argued that their results showed that there were significant differences between the self-esteem enjoyed by successful and unsuccessful students in the seventh grade; such differences disappeared in the eighth and ninth grades. They also revealed success-related differences in domain-specific self-evaluation. They found that students with low levels of academic achievement attributed less importance to school-related areas and displayed less favorable attitudes towards school. Finally, they discussed these results in terms of Harter's self-esteem model and Robinson and Tyler's *self-esteem protection model*.

In another study titled *The Relation between Self-Beliefs and Academic Achievement: a Meta-Analytic Review*, the researchers, Jeffrey C. Valentine, David L. Du Bois, Harris Cooper, investigated in 2004 the relation

between self-beliefs and academic achievement. The study pointed up to the extensive debate among scholars and practitioners concerning whether self-beliefs influence academic achievement. To address this question, findings of longitudinal studies investigating the relation between self-beliefs and achievement were synthesized using meta-analysis. Estimated effects were consistent with a small, favorable influence of positive self-beliefs on academic achievement, with an average standardized path or regression coefficient of .08 for self-beliefs as a predictor of later achievement, controlling for initial levels of achievement. Stronger effects of self-beliefs are evident when assessing self-beliefs specific to the academic domain and when measures of self-beliefs and achievement are matched by domain (e.g., same subject area). Under these conditions, the relation of self-beliefs to later achievement meets or exceeds Cohen's (1988) definition of a small effect size.

Notwithstanding the result, there is still another effect that needs exploration; such an effect is crystal clear in Pajares F.'s article which he wrote in 2003 about *Self-Efficacy Beliefs, Motivation, and Achievement in Writing: A Review of The Literature*. The purpose of this article was to examine the contribution made by the self-efficacy component of A. Bandura's (1986) social cognitive theory to the study of writing in academic settings. A brief overview of Bandura's social cognitive theory and self-efficacy was first provided, and then followed by a description of the manner in which writing self-efficacy beliefs were typically operationalized and assessed. This was followed by a synthesis of research

findings that address the relationship between writing self-efficacy, other motivation constructs related to writing, and writing outcomes in academic settings. These findings demonstrated that students' confidence in their writing capabilities influence their writing motivation as well as various writing outcomes in school.

Another study inquiring the development of relation between achievement and academic self-concept in secondary school supported a reciprocal effects model and indicated that academic achievement had an effect on academic self-concept.

Maarten, Pinxten, De Fraine Beatrijs, Van Damme Jan, and D'Haenens Ellen. (2009) conducted a study titled *Development of the Relation between Achievement and Academic Self-concept in Secondary School*. They examined the development of academic self-concept, academic achievement and their relation from Grade 7 to Grade 12 on a group of 2834 adolescents in 50 schools. Age and sex differences were tested with structural equation modeling (SEM). The results supported a reciprocal effects model, indicating that academic achievement had an effect on academic self-concept (skill development model) and that academic self-concept had an effect on academic achievement (self-enhancement model). Significantly different relationships were found for boys and girls, suggesting a reciprocal effects model for boys and a skill development model for girls. The discussion centered on methodological and theoretical issues. Practical implications are discussed briefly.

Part three: Negative relationship between self-esteem and achievement.

The outcome of some studies stressed negative relationship between self esteem and academic achievement.

Another study titled *Self-Concept and Academic Achievement of Grade 9 Pupils*, conducted by Loni Baadjies in 2004 and published in October 2008, investigated whether there was a relationship between the self-concept and personality of a student and his/her academic achievement. In this study, the self-concept was defined as a set of beliefs about the self and the relationships between those beliefs that might mediate behavior in certain situations. It was regarded as a key factor in the integration of personality, in motivating behavior and achieving mental health. This study was mostly exploratory by nature and held the development of an intervention as a future aim, which could be implemented to enhance both self-concept and academic achievement. The sample comprised 44 grade nine males and females students at St Barnabas College. The instruments used for this study included the Cattell's Culture Fair Intelligence Test, the Beck's Self-Concept Scale, and the High School Personality Questionnaire. The results pertaining to the research hypotheses indicated that there was no significant correlation between self-concept and academic achievement and also no significant correlation between intelligence and academic achievement. No correlation was also found between self-concept and factors of the HSPQ. A significant correlation was, however, found between some of the factors of the HSPQ and academic achievement.

It is possible that some students may have found their physical appearances more important than a positive self-concept. A failure in school, therefore, cannot influence their self-concept. This may explain why no correlation was found between self-concept and academic achievement. Verbal intellectual count has been found to show a high correlation with academic achievement. However, the Cattell Test is non-verbal and this can therefore account for the fact that no significant correlation between intelligence and academic achievement was found. Students may develop an identity, which may not necessarily be a positive identity, which goes hand-in-hand with a positive self-concept. This might explain why no significant correlation between self-concept and the factors of the HSPQ has been found. This study has found that a correlation does exist between three factors of the HSPQ and academic achievement. Factors of personality therefore do have some correlation with academic achievement. It is recommended that future research investigate this relationship. The small sample size of this study limits its generalization possibility, and it is further recommended that cultural aspects be brought into consideration.

Another study titled the *Relationship between Self-Esteem, General Health and Academic Achievement in Students of Shiraz University Of Medical Sciences* by Najaf Zare, Farah Danehpajoo, Marzieh Amini, Mohsen Razeghi, and Mohammad Hossein Fallahzade in 2007. This cross-sectional study which had a sample of 512 students (168 males and 344 females) from 8 schools were randomly selected through multistage random sampling during autumn 2005. It

was performed to determine the relationship between self-esteem, general health and academic achievement in students of Shiraz University of Medical Sciences. Data were gathered by demographic and achievement questionnaire, Copper-Smith inventory (for assessing self-esteem) and Goldberg Health Questionnaire (to assess general health). The results were analyzed by SPSS-13 using descriptive statistics, Pearson correlation, t-test, ANOVA and multiple regressions. Results were as follows: The mean score and standard deviation for self-esteem were 17.6 ± 4.6 (out of 25), and for general health they were 20.9 ± 4.13 (out of 84). As for the average grade point, it was 15.6 ± 1.6 (out of 20). There were no significant correlations between self-esteem and achievement. A significantly negative correlation between self-esteem and general health was seen ($r = -0.59$). However, the difference between probationary and non-probationary students in terms of self-esteem and general health was significant. Predictive factors for grade point average were sex, residence, and being in probation. In Conclusion, there was not a strong correlation between students' academic achievement and their general health and self-esteem, but self-esteem and general health were correlated. It seems that students' academic achievement was influenced by other factors.

In another study titled *Self Esteem, Gender and Academic Achievement of Undergraduate Students*, Habibollah Naderi from Iran, Abdullah Rohani H. Tengku Aizan, Sharir Jamaluddin and V. Kumar from Malaysia studied Iranian students in Malaysian universities. The objective of the study was to explore the levels of self esteem of Iranian students and to determine whether there were any

differences between the variables related to the formation of self-esteem; because the literature provides consistent evidence that self esteem has the most important effect /or relationship on academic achievement(Miraei, 2005; PourSina, 2003).

This study examined self-esteem, gender and academic achievement. Participants (N= 153, 105 = male & 48= female) completed the Persian version of the Rosenberg Self-Esteem Scale (RSES) (Tevakkoli, 1995). The RSES as a questionnaire test included 10 items. Cumulative grade point average (CGPA) was used to select the participants. Data were analyzed by multinomial logistic regression and independent sample t-test. The findings from this study indicated that although self-esteem indicated a strong significant relationship on academic achievement when gender was controlled (Chi-Square =14.173,Sig=.007, $P<0.01$), there was no relationship between self esteem and academic achievement significant(Sig=.074, $P>0.05$).In other words, a significant difference between gender and self-esteem was observed (Sig=.001, $P<0.01$).

Concerning gender, a different study gave virtually similar results. In their study *Self Esteem, Gender and Academic Achievement of Undergraduate Students, in Banaras Hindu University*, Joshi and Srivastava concluded contradictory results in one investigation relevant to self-esteem. This study was undertaken to look into the self-esteem and academic achievement of urban and rural adolescents, and to examine the gender differences in self-esteem and academic achievement. The sample of this study consisted of 400 adolescents (200 urban and 200 rural) from Varanasi District. The boys and girls (aged 12

to 14) were equally distributed among the urban and rural sample. Self-esteem was measured by Self-esteem questionnaire and academic achievement was measured by academic school records. The findings showed that there were no significant differences with regard to self-esteem of rural and urban adolescents. There were significant differences with regard to academic achievement of rural and urban adolescents. Urban adolescents scored higher in academic achievement as compared to rural adolescents. Boys would score significantly higher on self-esteem as compared to girls. Significant gender differences were found in academic achievement. Girls were significantly higher on academic achievement as compared to boys.

In 2003, D'Amico A, and Cardaci M conducted a study about the relations among perceived self-efficacy, self-esteem, and school achievement. This research explored empirically the factorial dimensions of self-efficacy and self-esteem and associations among self-esteem, self-efficacy, and scholastic achievement as measured in 151 subjects (M age = 13.4 yr.). Five factors emerged from factorial analysis; two factors reflected the self-esteem feelings (and were, respectively named as self-referential self-esteem and comparative self-esteem). The remaining three factors reflected the self-efficacy beliefs in the three different scholastic domains: linguistic-literary, logical-mathematical, and technical-practical. All self-efficacy scores were significantly correlated with scholastic achievement while no associations between self-esteem scores and scholastic performance were found. Nevertheless, self-efficacy and self-esteem dimensions

shared some common aspects. In particular, each different self-esteem factor showed different magnitudes of association with domain-specific self-efficacy beliefs.

Summary

The vast majority of researchers found a clear positive relationship between self-esteem and achievement, and emphasized the importance of the topic as it concerns students' school development and success. Taking the result of this literature review into consideration, I decided to investigate the relationship between self-esteem and academic achievement in the Arab society in Jerusalem, paying adequate attention to the impact of social, cultural, and political domain, while not ignoring the critical political situation for the city on the process of investigation. Despite the fact that most of the previous studies are, as previously illustrated, quantitative in nature, the researcher believes she can go a bit further beyond the previous studies and use a mixed research method to collect more profound information in a triangulated approach.

Chapter Three

Methodology

Chapter Three

Methodology

Introduction

This chapter includes an overview of the rationale for utilizing quantitative along with qualitative methods. It then includes the instrument's structure and the components that each part of instrument is supposed to measure. Content, construct validity procedures are included in details. The final section of the chapter describes analysis procedures for questions posed in this chapter.

Design

As this study is a mixed approach one, the researcher has implemented both quantitative and qualitative designs. At the first stage of the investigation, the researcher distributed a quantitative instrument, a questionnaire, to assess self-esteem in pupils, depending on The Scale of United States 2008 Child Trends for the Questionnaire on Self Concept (see appendix 4). The data of the questionnaire were analyzed quantitatively.

The second stage of the investigation was conducted qualitatively. Since the study involved pupils and teachers of grade six, both pupils and teachers were interviewed about pupils' self-esteem. The data of the interviews were analyzed qualitatively and tabulated to be discussed profoundly. At a further stage of

investigation the researcher observed the behavior of both teachers and pupils in classrooms. A checklist was drawn up for observation (see appendix 6).

The results of the observations and interviews of the study were surveyed and tabulated and presented as descriptive statistics that gave us a general view of the attitudes of students and teachers regarding the relationship between self-esteem and achievement.

This study took place during the second semesters of the academic year 2010-2011 and was conducted by the researcher who utilized the research instruments. The researcher has a B.A degree in English Literature in addition to two-year diploma in methods of teaching English. She has been teaching for ten years in Collège Des Frères in Jerusalem, and this study was in partial fulfillment of the requirements for an M.A degree in Education. The researcher had a notable support from school headmasters and teachers for making progress in her research.

Rationale of the methodological approach

Silverman (2006) states that one of the strengths of the qualitative research is its ability to access directly what happens in the world, i.e. to observe what people really do and behave in real life instead of asking for their comments upon it.

Through investigation I intended to obtain profound data, especially in the field of self-esteem, where self-report data gained from the questionnaire is not quite adequate to ensure its validity and preciseness. That is why quantitative data need to be supported by qualitative data. However, qualitative data would enable me to

get familiar with the socially constructed nature of reality, the intimate relationship between me as a researcher and what is studied though I may encounter some "situational constraints" that unquestionably impede the process of inquiry. As Denzin and Lincoln (2007) described. In view of this fact, I have opted for using a variety of data gathering methods to ensure having valid data for her study.

Qualitative research

Uwe Flick & others (2007) in the introduction of their book state that recently qualitative research has enjoyed a period of exceptional growth as it has become an established and respected research approach. Moreover, Shank (2002) defines qualitative research as "a form of systematic empirical inquiry into meaning". As concerns inquiry into meaning, it is about how researchers try to understand how others make sense of their experience.

Yin, 2004 confirms that the significance of the qualitative research lies in its ability to represent the views and perspective of the participants in a study. Hence, the data emerging from qualitative research can actually show the meanings given to real-life events, simply because the participants are the people who undergo these experiences and live these events, not the researchers whose values, preconceptions, or meanings or beliefs are no longer necessary in the inquiry.

Using a Mixed Method

Self-esteem is an essential component of the self and has an impact on every aspect of human life. As schools have vital roles in shaping individuals and determining their future careers, enhancing self-esteem in pupils has a remarkable role in improving their school achievement.

A limited number of studies addressed the issue locally and on the level of Arab world, yet it was addressed thoroughly in Europe and America. What aroused the researcher's attention was the methodology used in most study, which mainly relied on a quantitative approach, i.e., the use of questionnaires. Fewer studies, however, employed qualitative methods to examine this issue. Consequently, the researcher was keen to utilize both quantitative and qualitative designs, for a mixed method design would provide a rich field of combined data. Therefore, with this design "words, pictures, and narrative can be used to add meaning to numbers. In other words, it enables the researcher to get the whole picture of her inquiry.

The term 'mixed methods' applies to research that combines alternative approaches within a single research project. In Denscombe's terms (2007) , it refers to " research strategy that cross the boundaries of conventional paradigms of research by deliberately combining methods drawn from different traditions with different underlying assumptions. At its simplest, a mixed methods strategy is one that uses both qualitative and quantitative methods." (p.107). To put it

rather straightforward, it is a mingle of qualitative and quantitative data-gathering instruments done on purpose to ascertain the quality, correctness, preciseness, and comprehensiveness of the collected information.

Mixed methods research designs are moving across the disciplines. Their influence is accelerating considerably, especially over the past decade.

One specific approach-mixed methods research has the potential to have wide application for conducting research in organizations. According to Tashakkori & Teddlie (2003) some researchers point out that it the mixed method is the next *evolutionary trend* or what could be labelled the *third methodological movement*.

Intimately relevant what Creswell& Creswell (2005) hold that mixed methods will be prevalent as a research design.

The population

The population of this study consisted of 83 sixth graders ; 28 were from Collège Des Frères 28 (23 males and 5 females), 25 females from Rosary Sisters' School, and 30 males from Saint George's College. The number of the male participants was 53, and the number of the female participants was 30. The ages of the participants ranged from 11 to 12 years, most of them came from high social classes.

Three private schools in Jerusalem were selected for conducting this study: Collège Des Frères, Rosary Sisters School, and Saint George School. And they were considered the site of the research. (see Appendix 7. for details.)

The Study Sample

The study sample consisted of 18 students; 6 students from each of the aforementioned school. The students were chosen according to the questionnaire results, which were analyzed statistically using the SPSS (for more details see appendices). The researcher accordingly chose 6 high self-esteem students (3 from each school) who had the higher total marks, and 6 low self-esteem students (3 from each school) who had the lowest total marks. Consequently the sample was 18 pupil (11 males, and 7 females) and 6 teachers(2males and 4 females).

Table 1
The number of the pupils who participated in the study according to school

School/Gender	Males	Females	Total
College Des Frères	5	1	6
Rosary Sisters School	–	6	6
St. Georges' college	6	–	6

The pupils' sample was categorized into high and low self-esteem, as shown in table 2 below.

Table 2
High and Low self-esteem pupils according to the questionnaire's results

Sample	males	females	Total
High self- esteem	6	3	9
Low self-esteem	5	4	9

Tables 3 and 4 present the means of high and low self-esteem pupils as resulted from the statistical analysis (SPSS) of the questionnaire

Table 3

The means of high self-esteem pupils according to the attitude scale

No.	School	Gender	Total Average
1	C.D.F	M	2.77
2	C.D.F	M	2.60
3	C.D.F	M	2.47
4	R.S	F	2.70
5	R.S	F	2.63
6	R.S	F	2.53
7	St. G	M	2.67
8	St. G	M	2.60
9	St. G	M	2.57

* C.D.F: *College Des frères school.* * R.S: *Rosary Sisters school*

* St. G: *Saint George school*

Table 4

The means of low self-esteem pupils according to the attitude scale

No.	School	Gender	Total Average
1	C.D.F	M	2.03
2	C.D.F	M	2.13
3	C.D.F	F	2.17
4	R.S	F	1.93
5	R.S	F	1.77

Table 5**The teachers' sample is presented according to school and gender**

School	Male teacher	Female teacher
College Des Frères	2	
Rosary Sisters School	-	2
St. Georges' college	-	2

Table 5. presents the teachers' sample of the study from the three private schools, that was interviewed and observed as a means to collect data.

Achievement was measured by student's school records for the first semester total grades in December 2010. The researcher collected the sample's grades record in three domains: scientific domain which included science and math, literally domain which included languages which included Arabic, English, and a foreign language which is usually French or Hebrew and civics, and finally the schools recreational activities curricula which included Sports, Arts and Music. Each subject has a total mark of 100. The total averages of the pupils were given to the researcher by the school principals. They were calculated according to each school computer programmer which differs in the percentage for some subjects from the total average.

In order to detect any relationship between self-esteem and school achievement, the researcher revised in details pupils' formal school records with their school principals.

The following tables 6 and 7 clarify the scores for the target sample taken from the schools formal records for the final total average of the grades for the first and second semesters of the school year 2010/2011.

Table 6
Achievement of pupils with high self- esteem according to school records

Achievement Domain	Gender	Scientific		Literally			Civic	Recreational activities			100
		Mathematics	Science	Arabic	English	Hebrew/ French		History & geography	Physical	Arts	
HSE 1	F	84	89	83	72	81	87	95	95	89	86
HSE 2	F	46	61	67	52	41	66	91	92	88	67
HSE 3	F	97	99	97	94	97	99	95	95	95	96
HSE 4	M	62	67	74	67	67	91	91	92	89	78
HSE 5	M	61	75	62	56	66	83	90	91	94	68
HSE 6	M	80	89	90	80	88	94	91	92	93	89
HSE 7	M	91	98	91	89	100	96	94	98	97	95
HSE 8	M	88	96	92	79	94	97	99	99	75	91
HSE 9	M	59	63	58	76	86	65	98	100	76	76

**High self-esteem are referred to as (HSE)*

Table 7
Achievement of pupils with low self- esteem according to school records

Achievement Domain	Gender	Scientific		Literally			Civics	Recreational activities			100
Subject/ Sample		Mathematics	Science	Arabic	English	Total	History & geography	Physical education	Arts	Music	Total average
LSE 1	F	79	83	78	76	68	84	94	95	86	83
LSE 2	F	89	86	80	83	86	73	95	95	87	86
LSE 3	F	81	93	87	81	96	96	95	95	86	90
LSE 4	M	65	76	89	74	90	91	92	91	85	83
LSE 5	M	50	58	71	80	54	59	93	93	68	70
LSE 6	M	56	66	54	62	75	89	90	92	83	74
LSE 7	F	91	96	88	83	98	83	98	96	96	92
LSE 8	M	93	95	80	75	92	88	98	100	92	90
LSE 9	M	69	70	57	58	98	73	100	100	80	78

* Low self-esteemed are referred to as (LSE)

Instruments of the study

Three instruments were used in this study. The first one was a questionnaire. As a quantitative research instrument, this an attitude scale was aimed to measure self-esteem within pupils' of the sixth grade at the first stage of the research. Then qualitative method tools, namely interviews and classroom observations, were utilized to collect qualitative data.

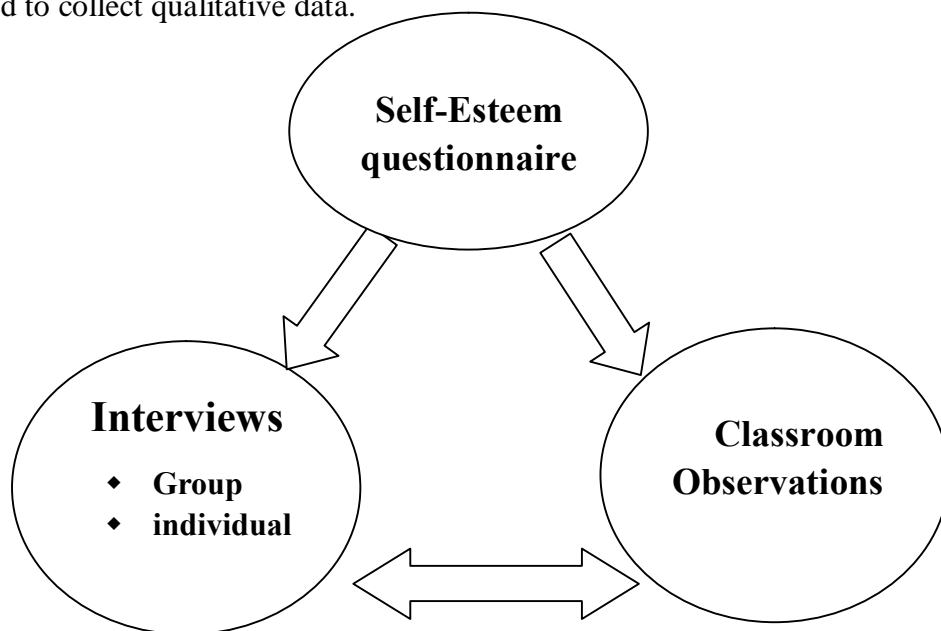


Figure 6: *Data Collection instruments of this study*

In this research, the researcher was considered to be the basic instrument in the process of collecting data for she represents the "human instrument" since she collected data and implemented the instruments herself.

Self-esteem Questionnaire

At the first stage of the investigation, the researcher distributed a questionnaire to assess self-esteem within students, depending on The Scale of United States 2008 Child Trends for the Questionnaire on Self Concept.

A three Likert point scale attitude questionnaire was distributed to the population of the study in the three aforementioned schools at the beginning of the research in order to measure pupils' attitude towards their self-esteem, and to enable the researcher to identify high and low self-esteemed pupils as the study required. The domains of the questionnaire included Athletic Competence, Morality, Peer Acceptance, Physical Appearance, and Scholastic Competence. These domains generally reflect pupils' global self-esteem (see appendices).

The questionnaire was built by Alena M. Hadley, M.S., Elizabeth C. Hair, Ph.D., and Kristin Anderson Moore, Ph.D. (SCALE). The researcher adapted it to fit the level of the pupils, and three doctors from Birzeit University triangulated it.

The questionnaire was handed to pupils in its original language (English) and some items were translated to Arabic when needed. Only little translation was required because of pupils' proficiency in English. That is because they study at a private school renowned for its pupils' mastery of languages, especially English.

The scale has three point response formats that result in a "30" Likert-type items. Each had three options; the maximum read "3" marks (for Agree 😊) which indicates high reading for self-esteem calculation. The minimum read "1" mark

(for Disagree ☹) which indicates low reading for self-esteem calculation, while "2" marks were calculated for (not sure ☺)

The positive items were:

1, 2, 3,7, 8, 10,14,15,17,19, 20, 24, 25 ,27 and 28.

The negative statements were:

4, 5, 6, 9, 11, 12, 13, 16, 18, 21, 22, 23, 26, 29 and 30.

These negative items were considered so because they went against the trend in the questionnaire which was designed to elicit positive responses from students, negative coding was considered when the researcher analyzed the questionnaire.

The questionnaire items were divided as follows :

Athletic competence (items 1 ,2, 3, 4, 5, 6)

Morality (items 7, 8, 9, 10,11,12)

Peer acceptance (items 13,14,15,16,17,18)

Physical appearance (items 19, 20, 21, 22, 23, 24)

Scholastic competence (items 25, 26, 27, 28, 29, 30)

Interviews and Classroom Observation

Introduction

Classroom observations and interviews proved to be the most appropriate methods for tracing interactions between pupils, teachers, and classroom activities, where pupils were observed in their natural classroom environment. That was strongly supported by the results of the pilot study which was a preliminary trial of research and also was essential to the development of this further investigation.

As a result, the researcher considered carrying on the study with the same methodology because she viewed classroom observations and interviews as effective instruments for collecting data.

Interviews

Semi-structured interviews and unstructured interviews are widely used in qualitative research. Semi-structured interviews consist of a list of open-ended questions based on the topic areas the researcher intends to study. The open-ended nature of the questions provides opportunities for both the interviewer and interviewee to discuss certain topics in more detail; that is, the reason behind the researcher's choice of semi-structured interviews in her research. The interviews I held were used as means to collecting data about different views on self-esteem from both teachers and pupils. In so doing, I sought to find out how they define

self-esteem, how they apply it as an approach, and whether such approach enhance their achievement and lead them to success. The results of the interviews will be analyzed qualitatively , tabulated and described in details.

I Started collecting, processing and analyzing the required data from the beginning of September 2010 to the end of May 2011, within duration of a year (that school year).

At first a group interview for pupils was conducted to prepare them for the study and make them clear about why they have been chosen (i.e., because they have diverse interpretations and feelings about the research issue that will contribute to further understanding of the phenomenon, and they help the researcher to better identify the general attitudes towards self-esteem). Another 18 individual interviews for the pupils were conducted through the defined period of time; I asked the pupils after each interview to read the notes I had taken during the interview after making a detailed script, in a way to assure reliability and constancy. Furthermore, the researcher I carried out another six individual interviews (one for each teacher). Tables 8 and 9 give brief information about the conducted interviews both for pupils and teachers.

Table 8
Pupils' interviews Details

Interviews with pupils	<i>Aim</i>	<i>Focus</i>	<i>Participation</i>
In a focus group	To introduce the study; the aims, the reason for choosing them, and to discuss school's general topics.	The focus was on classroom overall interaction.	The participation of the members of the group is voluntary.
Individual interviews	The researcher would guarantee independent attitudes from the target pupils, not affected by their peers' attitudes.	They can express themselves openly without being overwhelmed by peers' attitudes.	The participation of each member of the target sample is crucial .

Table 9
Teachers' interviews Details

Interviews with teachers	Aim	Focus
Individual interviews Three interviews, one for each teacher	To seek their attitudes towards their pupils' self-esteem	On strategies and techniques that teacher use in the classroom to foster or hinder self-esteem among pupils.

Note: Group interview lasted for 45 minutes. First 10 minutes of each was for ice- breaking, the rest was for gathering data related to attitudes on self-esteem, while individual interviews lasted for 30 minutes to gain deep information about interrelations in classrooms.

Classroom Observation

Classroom observations that involve seeing and hearing events that take part in schools will be used to enable the researcher to understand and explain the behavior of the study sample and its concrete reaction in their normal atmosphere, which is the classroom and other school facilities. I observed the behavior of both teachers and pupils to define the domains of self esteem that could possibly result in better/worse school achievement; a checklist was used for observation (see appendices). I was a passive observer so as to avoid bias. The best way not to get involved and keep a distance from the research subjects was to be a passive observer. And as such, I simply gathered data and observed the individual or individuals without doing anything to disturb the situation. In fact, I maintained a certain amount of distance between the persons being observed and me. To do so, I needed to gain access and be accepted by the individual or individuals being observed, that was the reason behind my choice to use classroom observations after beginning with group interviews as to guarantee ice-breaking between the target sample and me.

Classroom observations were implemented in two sessions (45 minutes each) for each school (one language class and one physical education/arts class, in addition to observations in open days activities. The point was to observe pupils and teachers in different conditions, be free, celebratory, and disciplined, and therefore dig up concrete facts about them.

Checklist

For the classroom observations, I prepared a checklist to keep a record of pupils' performances and behaviors in classroom. I intended to observe pupils' interaction with their teachers and peers and their attitudes toward the tasks assigned to them by their teacher. I was just a passive observer, and focused my attention on observing and recording pupils' interactions verbally and non-verbally to the overall scene.

Moreover, I used another checklist to take notes of teachers' interaction with their pupils and their observable behavior. (see appendix 6).

Access and Trust

My initial step in my study was to get access to the target schools and be accepted by the headmasters, teachers, and the pupils as well as their parents. Equally important was to attract their attention to the significance of the research, build rapport, establish trustworthiness, and hence gain access into the setting. A form was distributed to headmasters/principals stressing the importance of the study and highlighting the expected procedures (see appendix 1); another was distributed to the parents of the target pupils to encourage their participation (see appendix 2).

Research Ethics

I committed myself to preventing harm to the participants upon collecting data and maintaining justice to participants upon analyzing them. I also show my firm assurance, through the questions both in the questionnaire and interviews, that participants never face any internal crises, feel vulnerable or get embarrassed when they read the researcher's notes. Moreover, I guaranteed the confidentiality of the gathered data, and on that I made pledges to both schools' administrations and participants to keep their privacy.

Classroom setting

I sat in the front right corner of the classroom so as to get a clear view of the target sample, and kept distance from pupils' desks to avoid any interaction in the first observation. In the second observation, I sat in the back of the classroom. The rooms were spacious and suitable for pupils' number, the lighting was good. The desks were organized in four rows in college des frères and rosary sisters' school with adequate space between them, but they were in three rows in St. George College. Posters with motivational pictures were hung on the walls. Regarding pupils, most of them were committed to classroom rules except for a few pupils who were either murmuring here or playing with a pen or drawing aimlessly on their notebooks. Some pupils were active participants (initiative); others passive participants (answer when asked by teacher). Yet, the vast majority was not fully participating; that is, they were mainly receptive.

Instruments Validity

I confirmed the validity of the research instruments which I used in this study to collect the required data.

First, the questionnaire was distributed to three panel experts, who held PhD degrees, to assess content validity. Drawing on their experiences regarding the questionnaire design, the panel experts found that the questionnaire was valid and suitable to measure self-esteem, but not for pupils of grade six. Therefore, it needed some modification. The researcher modified the questionnaire by changing it from 5 point Likert scale to 3 point Likert scale and deleted some items that measured compound idea in order to make it more valid according to the recommendation of the doctors (Both the original and the modified questionnaires are attached to the appendices).

As concerns the checklist and interview, the three panel experts found that they (checklist and the interview questions) were valid and suitable to measure overt behavior for both pupils and teachers regarding self-esteem and performance.

The most significant is that the triangulation of the qualitative and quantitative data secured the validity of this study. According to Hesse-Biber (2010), the triangulation of the qualitative and quantitative data guarantees the validity of their study. Nonetheless, the complementarity of the two datasets create more detailed understanding of the phenomenon at hand.

I conducted a pilot study on the topic as a first step before the main study was performed. The study was carried out in September and October, 2010. It evaluated classroom overall interactions through a specific period of time, and addressed two major domains:

1. The cognitive domain which focused on pupils' attitudes towards self-esteem (this reveals pupils' thoughts about themselves).
2. The affective domain which reflects pupils' interaction, both with teachers, peers, and classroom interaction.

The pilot study oriented the researcher in her further work as she developed a vision for conducting her study with the same methodology. To put briefly, she regarded classroom observations and interviews as effective instruments for collecting data.

Instruments Reliability

To check the internal consistency of the questionnaire Chronbach's Alpha Coefficient was applied.

The questionnaire was distributed to pupils to determine reliability, coefficient of Chronbach-Alpha or reliability of this questionnaire produced a result which supported the instrument's reliability.

Reliability Statistics

N of Items	Chronbach's Alpha
30	.646

To ensure reliability of the gathered data through interviews, I gave the recorded notes back to the interviewees and asked them if the notes reflected their precise words and meanings. Upon approving them, I kept them and kept records of the agreed upon paraphrased statements.

Data Analysis

The researcher used both Quantitative and Qualitative analysis

Statistical package for the Social Sciences program (SPSS) was used to analyze the questionnaire data. The Independent T-test analysis was used to compare the questionnaire domains' means. To answer the questions of this study, I pursued the method which I used in the pilot study. That method was close to the Grounded Theory (G.T) data analysis method.

Kathy Charmaz (2006) argues this method helps researchers learn what happens in the research environment and how research participants behave and act in their real life situations. Thus, researchers can study their subjects statements, actions and behaviors, then seek the best analytic method that they could use to make sense of them.

Charmaz (2006) further elaborates researchers are usually open to events that occur in the studied scenes and the statements of the interviewees, as they tend to get familiar and close to participants' worlds. She maintains that researchers must pay attention meticulous details to participants actions and statements during the interview.

How do Strauss and Corbin signify the "grounded theory"?

Strauss & Corbin (1998) point out that a theory derived from data is more probably to be similar to the "reality" than a theory resulting from a series of concepts predicated on experience or through assumption (how one thinks things ought to work). Since Grounded theories are drawn from data, it is plausible they may improve researchers comprehension, provide them with insightful thoughts, and guide them in a meaningful fashion to a course of action

In addition, Strauss & Corbin (1997) state that grounded theory is both science and art. It is science in the sense that it maintains a certain degree of rigor and by grounding analysis in data. It is art because creativity manifests itself in the ability of researchers to aptly name categories, ask stimulating questions, make comparisons, and extract an innovative, integrated, realistic scheme from masses of unorganized raw data. It is the balance between science and creativity that we strive for in doing research. More interestingly, there are procedures that help provide some standardization and rigor to the process. However, these procedures are designed not to be followed dogmatically but rather to be used creatively and flexibly by researchers as they deem appropriate.

Rationale for G.T method of analysis

Generally speaking, Strauss and Corbin introduced the G.T as a suitable method to study topics of social nature, and as this study has a social nature, the G.T analysis seemed to be quite fitting. Data were acquired as combined social

constructions of both the researcher and the participants, though it manifested the subjectivity of the researcher, which is an important element of the qualitative research.

When Strauss and Corbin (1997) talked about the methodology in the G.T., they emphasized their desire to guide readers to understand flexibly and creatively what the researcher says and why he is using certain activities. Besides, they want the reader to acquire a way of thinking about data in order to learn to think comparatively in terms of properties and dimensions so that they can easily see what the same is and what is different. They asserted that the importance of this methodology lies in the fact that it "provides a sense of vision, where it is that the analyst wants to go with the research," and its ability "ground that theory in data," not only to produce a new theory (Strauss & Corbin, 1998, p. 8)

Toeing the same line, Charmaz (2006, p.2) argued that Grounded Theory methods enable researchers to see their data in *fresh ways* and examine their ideas about the data through early analytic writing. Adopting G.T methods, Charmaz affirmed, not only leads to better management, reorganization, streamlining and structuring of data collection, but also makes a creative analysis of the data .

Regarding the steps of analyzing data, this method puts it plainly as Charmaz spells out that data are constructed through observations, interactions, and materials collected about the topic or setting. Then the empirical events and experiences are studied, and all the possible analytic ideas about them are followed based on researchers' intuition and hunches (Charmaz, 2006).

The following figure will introduce a vivid image to the Coding and analysis procedure which includes three stages:

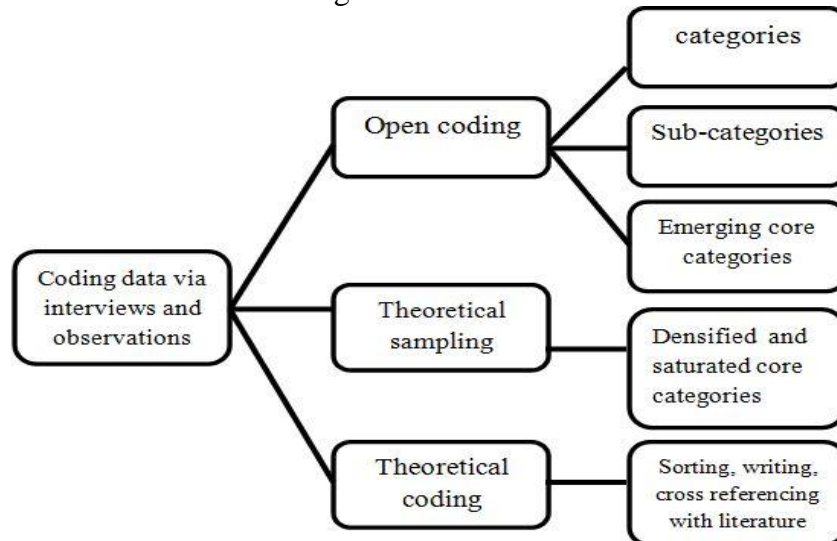


Figure7: *Data analysis-stages of coding according to G.T*

CHAPTER FOUR
DATA ANALYSIS PROCESS
AND
RESULTS

CHAPTER FOUR

DATA ANALYSIS PROCESS

Introduction

This chapter presents the results of the study and answers the research questions. Data collected by the questionnaire are analyzed quantitatively using descriptive statistics (means and standard deviation), whereas data gathered by interviews and classroom observation are analyzed qualitatively.

As Birks & Mills (2011) state "Qualitative data is often obtained from a relatively small number of sources, yet you need to establish mechanism to record, retrieve, analyze, and review data and other resources that you will generate and collect while undertaking your research." (p.39)

In chapter five, the data would be discussed within the conceptual frame of reference that the researcher developed based on the findings, which will make up the concluding remarks of the extent to which self-esteem affects pupils' achievement.

Establishing a mechanism to analyze and compare data was a central goal of the researcher since she launched her study. Her ultimate decision was to integrate the Grounded Theory (G.T) analyzing method as a part of data analysis pursuing the theoretical guidelines for it. Therefore, I paid great attention to every bit of

data collected, not overlooking the settings and conditions that surrounded each. I selected such an approach for my study to explore and build, rather than confirm and test the dynamic set of the relationship between self-esteem and pupils' achievement.

I would present some brief information related to the steps I used in analyzing the gathered data according to the Grounded Theory analysis:

Steps of G.T. analysis

This chapter tracked the steps of the data analysis, using the grounded theory method, hoping it would supply the reader with an illustrated step-by-step guide for clear analysis.

Handling interviews and observations by G.T. analysis Coding

Through coding, I was able to distill data, sort them, and grip them for making comparisons with other segments of data. By coding data I emphasized what was happening in the scene. In this regard it is paramount importance to highlight how Strauss and Corbin (1997) defined coding. They views coding as an analytic process "through which data are fractured, conceptualized, and integrated to form a theory." (p.3).

In the same sense, Charmaz (2006) compared G.T. coding to the skeletal bones which support the body. Similarly, G.T. coding produces the bones of the *analysis theoretical integration* and accumulate these bones into a working skeleton. In simpler terms, it paves the way for creating a theory for the sieved data.

Through studying interviews data, interviewers attended closely to their respondents' feelings and views; such responses would be carved in their minds as they listened carefully to what participants were saying. For example, one of the pupils **H** mentioned:

What the impact the teacher's words had on me when I sat studying in my room for her test ,but could that mean I am not good at science ;in order to pass I have to study five times more than my peers. I spent most my time to imagine how pupils study so that I could do like them...and five times more. I was sure I would not pass my test.

To sum up, Group interview was held for each school separately in its location. It lasted from 40-45 minutes each (see chapter two methodology). This interview yielded rich data regarding attitudes towards self-esteem. After this interview, individual interviews were done for each school till was able to gather rich data. During individual interviews, I asked the participants the same set of questions, which were open-ended ones in order to stimulate the study participants to express themselves openly and simultaneously focused on the aim of the study. I took notes that enabled me to recall certain expressions and body language that would convey information relevant to the participants' intended meaning. For example, in response to a question on the importance of teachers' beliefs about pupils for pupils' self- esteem,**T** commented:

" Some teachers are trustworthy and understanding. I like their sessions and they encourage me to talk to them in and out classroom and give me suitable advices."

On the other hand, he added:

" Mr.(...) is a really terrible person. One cannot deal with him or tolerate him. I HATE him and his sessions; he always try to trap me so as to punish me regardless of how trivial the cause was. He makes me feel that I am the only pupils in the class, he always look in my eyes as if threatening me not to talk or even move" .

During the conversation, he became very energetic and raised his voice a little. I interpreted this response as that feature of his classroom experience was very central to him. Similar notions were made all through the interviews that could enable further interpretation of the information conveyed during the interviews. This was similar to what any interviewer need from study participants if he /she sought more accurate information.

When I attended to pupils' language, I was able to live their experience and therefore have a better understanding to their situations. I identified their meanings rather than make assumptions about what they mean. For example, when **M** one of the low self-esteemed pupils talked about "hating school", I probed further and asked more questions about what he meant by " hating school". I asked further more questions, such as What does hate mean to you? What kind of responses makes your hate things or persons? How do you feel when these

disliked events occur to you? What is your immediate reaction to these negative responses? I concluded that the meaning of "hating school" for that pupil resulted from feeling insulted, de-motivated, and worthless. I tried to follow up and explore meticulous meanings and feelings for the pupil's described terms, and compare them with other participants' narratives.

The first step I took in analyzing her piling up of data, which gathered by interviews and classroom observation, was the initial coding. At this level, the collected data was examined and coded.

At that stage, coding had an outstanding role in assessing the relevance of gathered data, the researcher started revising the emerging data and comparing them together. By making and coding numerous comparisons, the analytic grasp of data would begin to take form. I started to write preliminary analytic notes called memos about codes and comparisons; I then began to compare the data gathered from interviews with those gathered from classroom observations, then to school records. Any distinction between the participants' narration was a cause to undergo further questioning. For example, in the individual interview, when asked about their relation with his teachers, **R** ascertained that he had very good relation with all his teachers they never needed to notify him for anything, but during observation I noticed that the teacher, more than once, reprimanded him. She said,

"Do I need to tell you every session that you have to be more attentive and to participate in my lesson? "

His reaction was so flaccid; he did not comment, but shook his shoulders as a sign of rejection to her words, blushed and started to play with his notebook while murmuring unclear words (the researcher was sitting at the back of the class quite close to **R** which enabled her to have a close observation). When this piece of information was subject to coding, the inconsistency between data necessitated me not only to go back to **R** to get further elaboration on the subject, but also to seek extra information from the teacher.

Almost immediately after completing group interviews, I recorded data and coding began. I maintained equivalent tracks for gathering and coding data by interviews and classroom observation and coded data through reading and regarding every separate comment made by each participant in an attempt to find similarities between concepts.

Advancing in this process, I started to fracture data into different pieces and distinct codes and tried to answer many questions about the consequences. With these questions, I was able to describe the studied experience more fully. This stage allowed me to examine data without excluding any part of it, and gradually form categories that in further analysis became core categories. Further initial codes were noticeable in participants' interviews: " we hate school" , "we don't trust our classmates", " school makes life more difficult to me", "I hate school", "we are teachers not social workers", "pupils want to play not study", "we are

neglected", "we are stigmatized", "some teachers are understanding", "they want us to be a copy of them".

Most significantly emerging concepts and phrases related to this research topic were:

The teacher waits to see any faulty action; teachers are unfair; my classmates mock me when I give a wrong answer; I need some time to answer; teachers don't negotiate; I can't defend myself; I have many problems with teachers, classmates and grades; I lack courage; I r the curriculum; we care much for our pupils' self-esteem; we work much to hide in my desk so as not to participate; teachers don't listen; time is short to help increase their achievement; they are behaving like boys; it is not our job; self-esteem is very crucial; we are not social workers.

Constant Comparison

Constant comparison obligated me to start reflecting on the data and to initiate conceptualization by using " memos" to record the researcher presentation and description of the data.

Making comparison between observations and interviews offered clues to follow in analyzing data. This process of constant comparison was employed throughout the analysis from initial coding until literature was reviewed.

Relating to this research, data obtained from group interviews, classroom observations and individual interviews, and pupils; school records (document)

were constantly compared during the process of coding. The aim was to spot similarities and differences in the participants' statements, attitudes and behaviors all through the research, and then compare them to the already collected data to measure their weight, which evoked further inquiring and conformation of data.

Memoing

While the process of analyzing was proceeding, data began to draw together in categories, and the researcher needed to reflect on what was coming into view. This reflection was improved through producing memos. At this stage categories were filled up by constant comparison and reflections and resulted with rich memos. I made use of her data by yielding it to thorough assessment to participants' statements and behavior (actions), and cited similarities and differences in attitudes, in addition to stressing explicit feelings and implicit ones that were detected through nonverbal communication, especially facial expressions. For example, when **H** talked about peers interaction and the impact on classroom, she became very anxious and her eyes were fixed to the floor. She had a sharp ascent in her voice when she talked about her classmate who competes for the first title in the class :

" She is trying to win over me, she is forcing the whole class to stay away from me, but I will not allow her to beat me. I do not care if they talk to me or reject me, I have my friend and that is enough, I do not care."

Another example illustrating the connections between self-esteem and task implementation (oral participation in classroom) was clear in Y response. As soon as she started talking, her face blushed, her voice gradually dropped, then she mumbled:

"I do not like to participate because if my answer was wrong, the teacher will laugh at me and then all my classmates will make fun of me. I prefer keeping silent."

The participants' notes, face expressions and body language were traced throughout interviews and observations and recorded in codes and categories, then were compared constantly until core categories emerged from data, and no new noteworthy observable fact reported.

The earlier example of H's interview indicated that telling other people about having school problems posed emotional and interactional dilemmas. Such dilemmas arose in many interview instances, some of which the researcher didn't intend to study like the impact of family on both self-esteem and school achievement, yet still aware of its significance and recommended further explorations on the topic.

As the process proceeded, categories not only merged while interpreting the collected data but also the categories became more theoretical because of placing them in successive levels of analysis. The relationships between these categories and the participants' school records led to constant comparison and analysis, which eventually provided an obvious grasp to the studied experience.

Theoretical Sampling and Saturation

Theoretical sampling was used in the following phase of the study to seek more data samples that were crucial for the study and accordingly appealed for further exploration as extra information was needed to uncover any concealed related details. This added much to the study and contributed to theory development.

In this study, I inspected the participants who shared similar features of high self-esteem, high achievers, low self-esteem, and low achievers. After constant comparison regarding the features of the four mentioned aspects, categories had fully developed and led to data saturation.

Theoretical Coding and Sorting

The final stage of coding was theoretical coding ;this stage was reached after the core categories became saturated.

Theoretical coding steered the researcher to develop the relationship between the categories and their relevance to the study hypothesis on one hand ,and to literature reviewed on the study issue on the other hand. The relationship between self-esteem and school achievement resulted from various factors that were joined together in several domains shown in the figure below: pupils' inner impact, peers' impact, teachers' impact and cultural impact, and political impact. The influence of each factor on pupils' self-esteem and their relation with school achievement was identified.

Discussing the results of the research along with comparing them with literature reviewed would be detailed in the next chapter.

Diagramming

Diagrams presented tangible descriptions of the research ideas. The researcher put forward figure (7) that presented briefly the core categories of the study, in addition to figure (8) below which resulted from the constant G.T. analysis using various stages of coding, noting that the pupil was the center of attention in this study.

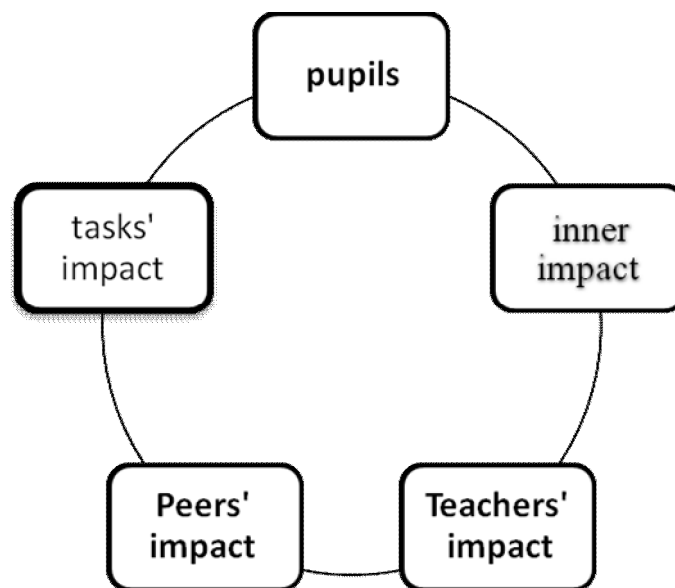


Figure 8. *Core categories emerged from analyzing data.*

Inner impact of each person's own view regarding perceptions, attitudes toward self-esteem, motivations, skills, educational level, personal traits and characteristics.

Teachers' impact regarding the effect that teachers belief and attitudes have on pupils in and outside the classroom.

Peers impact regarding the effect of peers on pupil's interaction in school.

Conclusion for data analysis

In the process of data analysis I sought to uncover pupils' and teachers' beliefs and experiences towards self-esteem and its impact on attitudes and behavior related to achievement. To explore the underlying issues, the researcher selected the target sample that shared many of the characteristics that could present adequate data for the research aims. At the same time, a clear data analysis using grounded theory analyzing methods was detailed; thus, the assemblage of results in this chapter acted as a cornerstone for the next the clearly stated results.

RESULTS

Introduction

This chapter aims to demonstrate the results of the interviews and observations which were the key instruments to collect data for the study through answering the research questions; some detailed quotations are included when required. In the previous section, the researcher presented the procedures she followed in analysing the study data on which the present section depends.

To answer the questions of this study, the researcher pursued a method that is close to the grounded theory data analysing method.

The following question was the research main question that would be answered through data analysis. Its aim was to explore the relationship between self-esteem and pupils' achievement:

What is the relationship between self-esteem and pupils' academic achievement?

Other related sub-questions were:

1. What are teachers' attitudes towards pupils' self-esteem ?
2. What are pupils' attitudes towards their self-esteem?
3. What are the factors that strongly affect self-esteem and school achievement?
4. What strategies do teachers employ for pupils of high- or low self-esteem ?

To answer the main question, the researcher needed to mull over each sub-question focusing on the collected data through interviews and classroom observations and relating them to the data gained from the questionnaire results

and school records. (See Chapter Three for details of the interviews and classroom observations as instruments for data collection).

Question one: What are teachers' attitude towards pupils' self-esteem ?

1- Some teachers had a positive attitude toward pupils' self-esteem. Furthermore, a considerable number of them believed that self-esteem played a significant role in pupils achievement and their overall classroom performance. For example, one teacher said,

" Self esteem decides the way the pupils interact in classrooms, how they answer teachers questions, how they cooperate with their classmates, and how they can implement their classroom tasks. "

Another teacher express a friendly, positive attitude toward pupils when he stressed the importance of self-esteem to him as a teacher . He said ,

"It is clear for everyone that pupils of high self-esteem achieve better in classroom when compared with low self-esteemed pupils. That's why many teachers care more for high self-esteemed pupils. To me, I don't see a reflection of my efforts except for pupils of high self-esteem. Only these pupils show me that they understand what I say and give me a feeling that I am a good teacher."

Another teacher with the same positive attitude said,

" We do our best to boost our pupils' self-esteem and build up their personalities along with their knowledge. We work on building comprehensive personalities and equip our pupils with social skills that help them in their

future life. For example, we help them to participate in many social and religious events ,where they can sing or act. In addition to their participation in open days that aim to make school fun for them."

Furthermore, some teachers , who held a negative attitude especially toward pupils with low self esteem, affected them negatively and further deteriorated their situation. These pupils did not feel they belong to school; therefore, they felt unequal to the other pupils in their class. They had not developed an understanding to their needs, however. For example, one teacher said,

"...teachers' job is to teach not to be socially responsible for pupils; teachers can sometimes deal with some pupils at risk for a limited number, but they can't frequently do it large numbers. Pupils at risk should not stay in classroom and hinder the teaching/learning process. In that case, there is no time to waste on trouble- making pupils.(Pupils at risk are those who have no desire to study and usually come to school as an obligation due to low self-esteem, those low achievers, or those who have some social and psychological problems." as teachers agreed on defining them.

2- Negative teacher attitudes can frequently be noted through their use of language: both their choice of words as well as the conveyed connotative meaning. By labeling student or using words such as trouble makers or lazy pupils, a teacher contributes much to their problems and their effect on pupils become devastating, thus making them feel as strangers who do not belong to

their classroom or even the school in general. They are often seated in the back of the classroom, in a corner, or alone in a desk.

Some pupils comments on teachers' attitudes towards self-esteem contradicted with what some teachers stated. When interviewed, they assumed that teachers had a negative attitude towards their self-esteem. This appeared in their interaction of with pupils .In fact, they did not focus on the social or psychological aspects of pupil's personality and did not make any efforts to boost their self-esteem. More devastating to the pupils self-esteem was their constant criticism, as some pupils stated it. For example, pupil **J** said,

"... If a weak pupil's answer is wrong, teacher becomes very angry and bad-tempered, but when a good student make a mistake, the teacher does her best to help him reach the correct answer and stay at ease. Isn't this called inequity and injustice? This make me hate school."

Another pupil **W** reported that teachers did not care much for their self-esteem, but they did care only for marks to prove that she taught well. In fact, **W** said,

"...Teachers want us to be high achievers, but they don't teach us how to study and how to handle the information in our hands. Actually, we need learn by rote (without having any insight or understanding of the subject) in order to answer their questions and pass."

These comments expressed by pupils about their perceptions of teachers' attitudes toward their (pupils') self-esteem, directed the researcher to the second question in this research which sought pupils' attitudes toward self-esteem.

Question two: What are pupils' attitudes towards self-esteem ?

After analyzing the questionnaire results along with the interviews and observations, the researcher was able to obtain the following data:

1. From questionnaire: pupils' attitude towards various domains of their self esteem.
2. From interviews: an apparent definition of self-esteem from the pupils themselves, so the researcher got a clear image of their attitudes towards self-esteem.
3. From classroom observations: how do pupils cope with self-esteem in classroom.

The questionnaire

To answer this question, the researcher calculated the mean and the standard deviation (S.D) of the marks of the scale and tabulated them as follows :

Table 10
The means of the domains of the questionnaire that measured pupils' self-esteem

Domains	Mean	Std. Deviation
Athletic domain	2.1526	.32007
Morality	2.3735	.34491
Peer Acceptance	2.1225	.25910
Physical Appearance	2.4659	.42353
Scholastic Competence	2.4538	.38105

The previous table shows that the standard deviation of the domains has an acceptable value in relation to the means of the domains. In addition, the means are within the range.

The highest mean was for the physical appearance domain (2.4659), while the lowest was for the peer acceptance domain (2.1225). This indicates the significance of peers to the sample study pupils.

The interviews Classroom Observations

The researcher found out that pupils' definitions reflect the fact that they are aware of the meaning of the concept or close enough to it, as pupils age ranged from 11 to 12 years old. 15 pupils out of 18 gave related definition; one pupil had an imprecise definition. Though he was a high achiever, he expressed low self-esteem. Another two pupils had no definition; one of them was a low self-esteem male and low achiever whereas the other was a low self-esteem female and high achiever.

The following pupils' definitions have clearly showed that self-esteem is an inner belief about the self.

"..... how successful or unsuccessful you see yourself or how strong or weak you are. "

"..... strong personality and good relationship with others. "

"..... How I feel about myself; good or bad. "

"..... your personal views about your capabilities. "

"..... to believe that I am the best in the world. "

".....self-confidence and no fear".

".....the power to express oneself openly."

".....is that I am worthy."

".....How I handle the problem I face in my life."

" my abilities and what I can perform. "

"..... To be polite and good in school. "

"..... be polite and brave. "

"..... not to be boasting or showing off, hating failure, and joyful. "

"..... is to accept a person with all his positive or negative traits. "

"..... to see yourself as you are. "

One pupil defined it as a sort of external evaluation from others. "*Self-esteem is how people view me...How people look at me,*" said the pupil, corresponding with the trend that ascertains self-esteem is a view of self according to external evaluation.

Only three pupils (**Z**, **G** and **X**) had no clear vision about what self-esteem is, which was clear in their following statements:

"..... No answer, fully silent and blushed. "

"..... No answer "emmm ehh, I don't know".

Through reviewing the previous definitions, I concluded that most of the pupils in the study have adequate knowledge about self-esteem, even in its restricted sense of term. Therefore, most of them demonstrated an apparent understanding towards self-esteem.

Although only few pupils (3 out of 18) seemed to have no clear definitions of self esteem, the researcher was able to touch upon a sense of implicit positive attitude, such an attitude recurred very often in pupils' interviews and observations.

An aspect of a positive attitude towards the vitality of their role in classroom was evidently expressed in the interviews.

N said that self-esteem was the basis of her personality. *" It gives me the power to participate actively in the classroom and have a positive role, and therefore please my family and teachers and get good grades,"* she said.

Another pupil, G, said that he had no previous idea about self-esteem and its role in learning, and he had not thought about such an issue before. he said, *" what do you mean when you talk about self-esteem?"*

After some explanation from the researcher and an ample discussion, G started to shape a stand towards self esteem that was really positive. That was also the case with the two other pupils who were comparable to G and whom the researcher helped to get to a definition of self-esteem and consequently establish an attitude towards self-esteem, which was mostly positive.

Upon repeated requests to carry out further interviews and discussions about the essential role of self-esteem in their related school experiences, I figured out the significance of the topic to the pupils. In fact, 100% of the pupils sample asked for further meetings to discuss the importance of self-esteem to them .

* An attitude that was apparent throughout classroom observations was a " *help seeking*" attitude where the researcher noticed a considerable number of pupils (9 out of 18: six high self-esteem and three low self-esteem) who sought help or approval of their teachers to their performance repeatedly during the session ,and looked for teacher's support as a way to boost their self-esteem and therefore perform their tasks appropriately.

* The "scapegoat attitude" was dominantly expressed in pupils' interviews and noticed as well in classroom observations. The beliefs were that some pupils (7 out of 18 (39%) ,six of them low self-esteem) agreed on the fact that " they were often blamed for something that was not their fault, especially because someone else wanted to avoid being blamed". That "someone" was always the teacher who usually, as they expressed, accused pupils for any faulty action, misdeeds, or low achievement. The fact that the teacher always refused to accept his responsibility for might have shattered pupils' self-esteem.

That idea was clear in interviews with pupils and amounted to nearly 39% of their comments. To illustrate that point , An example was excerpted S's interview remarks:

" Mr.(...) is a really terrible person; one cannot deal with him or tolerate him. I HATE him and his periods. He always try to trap me so as to punish me regardless to how trivial the cause was. He makes me feel that I am the only pupils in the class, and he always look in my eyes as if threatening me not to talk

or even move. Any disorder in the classroom is always the pupils' fault, not due to his disability to manage and control the classroom " .

Moh agreed with him. Asked about the way he interacts with teachers and his attitudes towards them, he communicated the following:

" To be frank, I always fail; I try and fail in making good relations with my teachers. I cannot be what teachers want me to be. I am academically weak, and I can't be what they expect me to be. They have to be more realistic. I'm never going to have high grades, they must stop tearing down my self confidence" .

When asked to elaborate more on what he said, **Moh** carried on:

" teachers are very strict, They don't give you space to defend yourself. Their notes to my parents about my school outcomes create problems at home; my father becomes angry and usually punishes me by room imprisonment for the whole day. I HATE my teachers. They are the source of my suffering, yet they don't understand that they make me feel worthless " .

Summary of the results for attitudes interview questions

In conclusion, many pupils at the outset had a positive attitude towards self-esteem and its role in their school life. Nevertheless, following the interviews and observations, pupils started to analyze their school status and evaluate their school experiences. They started to outline the points of their weaknesses and strengths, points where they could work on to improve their positions in the schools vis-à-vis self-esteem.

The teachers' and pupils' attitudes towards self-esteem affected learning, different perceptions, and beliefs about self-esteem and influenced the environment in the classroom. Positive attitudes towards self-esteem were found. The perceptions of some teachers and all the pupils were in favor of the impact self-esteem had on a person's beliefs and actions. 50% of the teachers neglected the importance of self-esteem in classroom, and therefore their attitudes toward their pupils' self-esteem were totally negative. Such teachers never employed any strategy to increase pupils' self-esteem; on the contrary, their neglecting behavior contributed much to developing a considerable degree of low self-esteem among pupils as well as feelings of rejection toward teachers and school in general.

Teachers' attitudes may facilitate or constrain the implementation of policies of creating healthy self-esteem and school achievement; consequently, teachers need to commit themselves to boosting their pupils' self-esteem. The next step was to find out the factors that influence self-esteem.

Question three: What are the factors that strongly affect self-esteem and academic achievement?

Interviews with both teachers and pupils revealed various factors that affected pupils' self-esteem on one hand and their school achievement on the other. Moreover, classroom observations served as a mirror that reflected the concrete attitudes and beliefs both teachers and pupils have towards self-esteem and achievement as dynamic elements of their school experience and the ongoing teaching/learning process. In this context, Lawrence (2006) affirmed parents,

teachers and peers who play a critical role in life of a school-aged child significantly affect his self-esteem.

In this study, the researcher identified many factors that influenced pupils' self-esteem; some were consistent with what Lawrence (2006) thought about the issue and with other factors that were revealed through interviews and classroom observations. These factors had considerable impact on pupils' self esteem factors and were displayed, as follows :

1. Personality factors

Such factors were found out through analyzing data collected by interviews and were underlined by classroom observations.

a. Inner impact

Many pupils expressed feelings which lowered their morale, and thus reflected their powerlessness and surrender to the status quo. This situation implied a case of low self-esteem that hindered these pupils from progressing in school. A good example on this was what S said, *"That's what I am, I cannot change. I feel myself weak. All those around me are better than me, they have strong personalities and high grades .I can't be like them."*

Throughout classroom observation, her nonverbal communication with her teacher, which was mainly body language and facial expressions, corresponded with her verbal one. That was clear in her response to her teacher's question. She was very uneasy, she blushed and she started murmuring, then answered in a low

voice while playing with her pen. What made the situation more difficult to her was her teacher strict comments:

" When will you answer my questions? I am still waiting for that since the beginning of the year. I hope a miracle would happen ," said the teacher.

Unfortunately, **S** was so upset she was looking at the researcher as if she were about to check her reaction. She looked around at her peers and started crying. Regrettably, she was ignored by the teacher till the end of the session.

On the extreme of the continuum, **A** is a high self-esteemed pupil who had a smiley face and frequently participated in most of the lessons ,though his answers were incorrect most of the time. His teachers said that **A** was a low achiever, he retained his class, and became at the same class with his sister . Examining his self-esteem, the researcher asked him in the interview the some questions and had the following exchange with him:

R: You retained your class, and you still have a vigorous personality, how do you explain that?

A: I think I do my best; these are my abilities. I can't make better, yet I am contented with what I am. I have many friends, I am good at sports, I can achieve in social skills better than in school."

To close, this fact requires further investigation as it contradicts with Bandura's theory.

b. Pupils' carelessness

If truth be told, we have much heard and investigated teachers' burnout, yet there is no need to neglect an apparent fact which came into sight throughout this study, which is pupils' carelessness. Low achievers refused to do the work required from them in order to pass their test; most of them were convinced that minimum efforts bring them success. They set their own standard, not higher than what is required to pass. This fact implied lack of enthusiasm, motivation educational concern within pupils. To put it clearly, nothing was more evident than what L (she was ranked as a high achiever, but low self-esteem) pronounced in the interview. She said,

" I don't care if I understand my lesson, I need not waste my time in explaining the hints and meaning of every piece of information in my book .I admit that I lack the skills of analyzing and evaluating the material. To me, what matters more is passing the exam. That's why I memorize every word even the punctuation marks. if I do so, I'll be number one in my class and get teachers' praise."

Another example shedding the light on this topic is a pupil who was ranked as low self-esteem and low achiever as well. She expressed her belief that she might be better if she got some support, but with her current situation she would never improve. She explained,

" Why should I study if I know that I will fail? I cannot express myself clearly. I sometimes know the answer ,but I cannot phrase it in the expected way."

Teachers are so strange they want us to answer the way they want and refuse anything else, they even don't wait for you to think for the answer."

The following quotations represented the opposite beliefs to what was reflected previously. These views were held by high self-esteemed pupils, who were not all high achievers. One of the high self-esteemed and achiever is **R**. He said, " *My grades are high because I am well organized. I have self- confidence, I know what I really want ,and what I need to do"*.

That shows that high self-esteem is a way of life, it guided **R** to be organized, rational, and confident. These element obviously contributed to his achievement.

Additionally, a different pupil **K** said,

"I like to participate in the lessons. I don't fear anything. It is my right to express myself openly".

2. Teachers' effect

a. Teachers beliefs and attitudes make the difference as their actions and behaviors have a tremendous impact on the pupils. To be succinct, they play the most important role in the classroom setting. Teachers have a direct and clear-cut role in directing pupils' attitudes, managing and monitoring pupils' learning efforts and skills.

First, the emphasis on self-esteem as an entitlement necessitates that teachers have to accept children for who and what they are and encourage children to do the same. This approach frequently leads to an emphasis on group identity as a source of individual self-esteem.

Teachers found to have a serious impact on pupils' self-esteem and their achievement. Some pupils expressed their beliefs about this idea, as follows:

"Some teachers are trustworthy and understanding. I like their sessions and they encourage me to talk to them in and out classroom and give me proper advice."

However, some pupils had views about teachers' impact on their self-esteem, which diametrically opposed to the previous opinion. One of them, reflecting on his experience with teachers, said,

" I don't trust teachers. They tend to insult pupils, especially the shy ones, before the whole class ".

When the researcher asked teachers about the critical significance of self-esteem, the majority gave a positive answer; they stressed its importance for both teachers and pupils. While this majority of the teachers agreed on this fundamental role of self-esteem, their attitudes towards dealing with pupils with low self-esteem in the classroom were frequently ambivalent or negative. That may be due to lack of training , adequate support and resources, as factors affecting teachers' attitudes ,mostly appeared in teachers' burnout. It was quite apparent most teachers, throughout interviews, felt they were not educationally qualified to meet the needs of pupils with high or low self-esteem in the teaching learning environment, especially with the growing number of discoveries of learning disabilities and ADHD í etc .

- Some teachers started to lose faith in their competences and therefore became de-motivated. They began to feel they had low self-efficacy and thus reflected their feelings on their pupils. In essence, those pupils were negatively influenced by their teachers' attitudes and beliefs. This was concluded from the responses of two teachers who, when asked about this issue, said,

"..... the conditions of the weak, low achievers, and troublemakers had been progressed throughout the years, and no compelling measures to deal with them have been put into place by the school administration. Thus, they remained a burden on teachers and a source of depression that hampered us from even considering any action that might contribute to enhancing pupils' self-esteem .

Another teacher shared the same beliefs; his low expectations of the pupils affected his own expectations for the future generation as a teacher. He opined,

" pupils in general are careless; they don't want to learn, This generation is careless; therefore, teaching is in decline. We are wasting our time and efforts with a generation who reject schools and learning as process. What matters to them is only to pass year by year."

Another teacher commented on teachers' effect on pupils. She stated,

"..... teachers become frustrated when trying to handle pupils' awful performances and low achievement in classroom as their efforts were wasted. Such a case turns out to be a burden on teachers that sometimes cannot be tolerated, this leads to teacher's low self-efficacy and is reflected on their pupils."

With regard to outstanding pupils, a high achiever revealed his beliefs that teachers' constant focus on him and other high achievers would make the situation disastrous to them and to low achievers along with high and low self-esteemed. He spoke out,

".....some teachers are understanding; they believe in your abilities and encourage you to go ahead, but sometimes teachers' care for me and other top class pupils is excessive as if we were the only pupils in class. We are tasked with all the questions in every activity. Also, we are the leaders. Even if we made mistakes, it would be disastrous. All this made me feel really ...really filled to capacity. We are ordinary pupils; there is no need for us to be super."

Classroom observations showed teachers' actions were far away from their beliefs. For instance, one teacher used insulting words when reprimanding some pupils for not doing their homework. This made them so embarrassed they did not answer back or defend themselves. For them, what worsened the situation that this happened before me.

Teachers' age:

It was clear that teachers' age had a considerable impact on pupils' self esteem. Old aged teachers had their own standards of teaching, their perspectives, beliefs and assumptions about teaching. Hardly do they care much for teaching revolution or implementing modern trends in teaching. They don't diversify their teaching methods or adapt their strategies to meet their pupils' needs and interest. They are

traditionalist and cautious conservatives in the strictest meaning of the word.

Reflecting on this, one pupil said,

"..... They want us to be high achievers, but they don't teach us how to study, or how to handle the given information. We need to learn by rote, not understand, in order to answer their questions and pass."

Stigmatizing

Stigmatizing is one of the prevailing factors that strongly affected pupils' self-esteem, and an imperative factor that led to pupils' burnout. That was clear in the interviews with teachers and pupils; teachers usually tend to label or stigmatize some pupils by using such words as "troublemakers" or "lazy pupils" to identify them. In so doing, they implied they rejected the existence of some pupils in their classes. This without doubt led to pupils' burnout.

teachers usually stigmatize pupils regardless of any positive change in their conditions. One pupil said,

"....we are stigmatized; teachers think that we cannot improve and advance. My parents tried to help me by employing a special tutor who teaches me in my house after school. I feel that I am improving but my teachers do not accept that. They noted that I am a case that will never improve. My tutor and I are very disappointed and de-motivated. "

3. The curriculum

The new curriculum is a great obstacle to both teachers and pupils, it is crammed with information. As a consequence, it leaves no place to mind pupils' self-esteem as the priority is to cover the yearly plan. 12 pupils (66.7%) described the situation as such:

".....the curriculum is packed with information that needs to be covered by the end of each semester according to the yearly plan, which directs teachers to focus on the pupils as a whole group, not as individuals deserving special techniques of communication due to individual differences. This fact hold back teachers from giving much time and effort to individual pupils, be they high or low self-esteemed."

Speaking of this problem, one pupil ,F, said,

" Our books are so difficult, and their language is very complicated. I cannot understand the sentences easily, I need to read it again and again and sometimes I never comprehend what it means. I don't know if the problem lies in me or in the books"

Another pupil W said,

"...it makes a great problem to me. The lessons are very long and difficult. I need much time to study, sometimes I do not understand the meanings of the words, and sometimes when I finish studying, I forget what I studied at the beginning of the lesson; it is very confusing."

Commenting on this problem, three teachers (50% of the teachers) said,

" Our job is becoming deadly dull owing to repeating the same curriculum for years and years, they need to be reformed."

4. Peers' effect:

Peers have direct impact on each others; they can have either positive or negative effect. Such effects can either help pupils to boost or lower their self- esteem, or build a healthy personality or a torn down character. For example, one teacher said,

"..... bad pupils have negative effect on good ones, they guide them to be careless. Once you try to help a low achiever by seating him besides a high achiever or a high-esteemed pupil, you will lose the good for the bad. It is better to leave things at it is and proceed."

5. Cultural factors

a. The meaning of teaching

The cultural meaning of teaching had a dominant role on the teaching/learning process; it would be considered as a preventive factor to any feasible progress in education .The meaning of teaching focus on passing knowledge to pupils from superior teachers in a period of time that lasts 45 hours. The more material is passed, the higher the grades are. Also, and the more the questions are sophisticated, the better the teacher is. These facts leave teachers with a restricted spot for caring for individual differences and pupils with special needs. They

could not adapt to individual pupils' needs since their overall efforts are only focused on passing information. With this issue in mind, one teacher contended,

"...teachers' job is to teach not to be socially responsible for pupils; teachers can sometimes deal with a limited number of pupils at risk, but not large numbers. Pupils at risk should not stay in classroom and hinder the teaching/learning process. In that case there is no time to waste on trouble-making pupils. (pupils at risk are those who have no desire to study and usually come to school as an obligation or those who have some social and psychological problems, as teachers agreed on defining them.)"

b. Stereotyping:

The cultural view to what is expected from both boys and girls is mostly related to the Gender issue . It is clear in our society that what is expected from boys are not expected from girls. The study asserted this fact through classroom observations, interviews, and the results of the questionnaire items, which identified the rank of self-esteem within each pupil. According to teachers, girls cannot do some tasks, they are allowed to limited interactions when answering back, and they need not to be nervous. This point was clearly illustrated in coeducation school where the situation was ideal for the tangible observation. However, the role the girl is supposed to play is fading away in a direct opposition with the teachers views. For instance, one of the teachers, talking about this matter, said,

" Girls are behaving badly; they are starting to act like boys... Can you imagine that they are following boy and kicking them. They are losing their feminine touch."

On the other hand, one of the girls, Y, who had a different view from that of teachers, said,

" The boys take the ball in the early morning activities; they don't allow us to play with them. Teachers told us that we'd better go to the school library to have some reading. Why do they play and we read? It is not fair."

6. Social status

The social status had its weight on pupils' self- esteem and achievement. N is not a higher achiever, yet he is considered a high self- esteemed according to the scale results. His teachers ascertained that; they described him to have a "strong personality". Besides, the researcher noticed that he was initiative taker, was ready with answers, and expressed his opinions boldly. N told the researcher,

" We are humans; we must be respected regardless of our grades. We have abilities. We can't progress without the help of our teacher, not their contempt."

Regarding his high self ó esteem, his teacher argued,

" He has a special situation; he is the elder son of the family. His father is in prison for life imprisonment, and he is supposed to compensate for the father's absence. That made him responsible, strong, and able to defend his rights strongly."

Similarly, pupil I had the case. He was a low achiever; he used to failed in 2- 3 subjects each year and needed to repeat them, yet he was a high self- esteemed. He was respected and supported by his peers. More strikingly, he was also authorized to take decisions for the whole class. In the observation, he proved to have a leading personality. I stated his opinion in relation to achievement, as follows:

"Grades are not the end of life; there are other important things such as your good relation with people and being loved by them. I have seen my brother a hero though he was not a high achiever."

Question four: What strategies do teachers employ for pupils of high or low self-esteem?

There is no doubt that flexibility is a good teacher trait which guides the teaching learning process appropriately.

When the researcher asked teachers the following question: Do you instruct your pupils in a way that promotes high levels of self-esteem? Most of them answered, "Definitely, yes." Yet, when interviewed and observed in action, I actually found out a number of points related to that field where they responded positively to interviews, but were in stark contrast to what they claimed when observed. The results are outlined, as follows:

1. The quality of teacher-student relationship was in danger. Teacher had low expectations of pupils whereas pupils feel that teachers were their adversaries. There was a clear feeling of mutual mistrust between them. Concerning teachers'

strategies for dealing with pupils, it was obvious that most teachers haphazardly worked with pupils as they didn't have clear plans that guided them. Only their own views and opinions about good teaching did they use to comply with the main school standards for better achievement; they did not think of fostering their pupils' self-esteem which could help them better their performance. Likewise, they did not adjust their strategies to deal with their pupils. Thus, teachers' focus was mainly on high achievers while low achievers were neglected, which had made the situation disastrous both to high and low achievers along with low self-esteemed. One of the high self-esteemed and high achiever pupils stated,

".....some teachers are understanding, they believe in our abilities and encourage us to go ahead, but sometimes teachers care for me and other top class pupils much as if we were the only pupils in class. All questions were posed for us... for every task. We are the leaders. And if we made mistakes it would be disastrous. All this makes me feel really ...really filled to capacity. We are ordinary pupils; there is no need for us to be super. Other pupils need a chance to participate and prove themselves."

The following gleaming viewpoint was given by A, who said,

" Some teachers are trustworthy and understanding. I like their sessions, and they encourage me to talk to them in and out classroom and give me proper advice."

That position was contradicted by T, who told the researcher that she would never try to participate in class even if she knew the answer well. Also she never

dared to draw the teacher's attention of any inaccuracy in calculating her total grade, even if she knew quite well that there was a factual error. She commented, *" I don't trust teachers; they tend to insult pupils, especially the shy ones, before the whole class "*.

2. Teacher's accountability affects self-esteem

There was a need for increased professional accountability on the part of the teacher when dealing with pupils. The way they held some pupils accountable for some behaviors and practices was unfair, and they sometimes adopted double standards upon assessing them, as though there were no definite evaluative criteria. In fact , **Moh'** s case, as revealed interviews, was a good example on this point. **Moh** and [...] are in the same class. The first is a LSE and low achiever, while the second is a HSE and high achiever. Upon commenting on teacher's assessment, **Moh.** furiously said:

"..... once the class had a reading test; the teacher started calling up the pupils by their names, when the teacher reached [...]s name the boy prepared himself to read ,but the teacher told him : you are a good pupil you don't have to read I shall give you a full mark. What an unfair assessment is that?, I may read better than him for I practiced hard yesterday. The fact that he is good at reading doesn't mean that he will get a full mark this time."

Equally irritated, another pupil gave his thought regarding teachers' assessment, as follows:

"... If a weak pupil's answer is wrong, teacher becomes very angry and bad-tempered, but when a good student makes a mistake, the teacher does her best to help him get the correct answer and stay at ease. Isn't this called inequity and injustice? This makes me hate school."

a. Negative messages, be they verbal or nonverbal, and teachers' destructive statements made against pupils contributed to depriving them from having feelings of belonging to classroom or even school. Some teachers did not show any signs of appreciation or recognition to a pupil when he made progress. However, when he made mistakes, he was punished without delay. **S, A, R, B** and **M.** describe the depressing experiences they passed through concerning this issue, namely, teachers' comments. They all clearly stated,

" Teachers' comments affect us much and sometimes de-motivate us, when they see us doing well they do not comment, but wait for us to make any mistake to talk about our apathy, lack of interest, and irresponsibility."

b. The absence of a clear strategy of initiating a constructive dialogue between teachers and pupils posed an obstacle in the way of enhancing self-esteem in pupil. Some teachers did not negotiate with pupils either when doing classroom tasks or when misbehaving; they directly informed the principal and the parents of any antisocial action made by them. Such a strategy increased the sense of passivity and feelings of rejection towards school within pupils and added to their feelings of insecurity, thus feelings of belonging to classroom society was absent as many pupils emphasized. A situation that strongly affected pupils' aspiration

inhibiting them from engagement in classroom work, particularly low self-esteem pupils.

c. Classroom comparison to siblings in other classes or to peers was perceived to be a negative teachers' strategy that had a strong effect on pupils' self-esteem.

Evidence about this issue was found in both classroom observation and interviews. For instance, A's strong personality and positive self image helped support and protect his self-esteem in spite of the teachers' "non stopping" comparison between him and his sister, who studied in the same class. This strategy of holding comparison between him and his sister "annoyed him, but never ruined him". A is not a high achiever yet high self-esteemed. He retained his class this year, and so he and his younger sister were in the same class. A explained his experience with unhelpful comparison in the following terms:

"What I really hate is that teachers always compare my grades with my sister's who always get good grades, they ask her why you don't help him in his study? As if she was my supervisor. I think this is all my business, not theirs. They really annoy me by doing so, but can never ruin me."

d. Neglecting differentiation between pupils.

No apparent care for individual differences or a strategy for inclusion of all pupils in learning activities regardless of being high/low self-esteemed or high/low achievers have been put in place. It was quite noticeable there was lack of dynamic, relaxing, and motivating atmosphere in the absence of any kind of cooperative learning or creative thinking activities which, in essence, might help

the inclusion of all pupils in any classroom. In using such activities, teachers could give low self-esteemed and low achievers a chance to develop and interact with peers and teachers.

Summary of the chapter

These were the results of each study question I drew from study interviews with both teachers and pupils as well as from classroom observations. The observation instrument enabled me to observe teachers and pupils in their normal environment, provided me with an opportunity to understand what was going on from the inside, and validate some of what the interviewees told me in the interviews (see chapter three for more details). The research focused on pupils' attitudes towards self-esteem (inner impact), their interaction with peers (peers' impact), pupils-teachers interaction (teachers' impact), and pupils-activities interaction. It also focused on how teachers handled issues regarding pupils, in-class tasks and out of class ones. Using this research tool, data was collected from many participants and many sites.

In the next chapter, the researcher will discuss these results in light of the earlier literature review, reconsider the conceptual framework that has been used for this research, and provide some recommendations and possible directions for further research.

Chapter Five

Discussion and Conclusion

Chapter Five

Discussion and Conclusion

Introduction

The quantitative and qualitative findings pertinent to the research questions of the study were presented previously. In this chapter, the answers will be highlighted and discussed. Moreover, the results of the study will be compared with the literature. Recommendations emerging from the findings of this study will be also presented.

Two major concepts were investigated in this study; both focused on the pupils themselves. They were investigated in many stages in this research. The first stage examined pupils' self-esteem, pupils' definitions and attitudes towards it, teachers' practices which contribute to shaping it within their pupils, and the factors that directly affect pupils' self-esteem in school. The second concerned with exploring the relationship between pupils' self-esteem and their academic achievement. The level of pupils' self-esteem was measured by a self-esteem questionnaire which had a three-point Likert scale. The result of the pupils' responses determined the level of their self-esteem. The researcher then chose her study sample as three high self-esteem and three low self-esteem from each target school, which composed the target sample of 18 boys and girls.

The second stage of the study started soon after defining the sample and initiating three separate group interviews for each school, where the researcher

interviewed pupils and obtained their definitions of self-esteem. Following this was individual interviews with both pupils and teachers in an attempt to find out specifics that had its roots in shaping pupils' self-esteem from two points of views which proved to be two extremes. The whole story was taken from both teachers and pupils who expressed their feelings, emotions and beliefs and further threw the light on what was going on in everyday school life from their angles, a fact that the researcher believed had enriched her study.

The third stage which needed more hard work and concentration was analyzing the collected data which was not brought to an end until the data was saturated at the closing stages of the analyzing process. In this phase, the researcher did really believe in her right choice of the analyzing method, which was the grounded theory method, as it was efficient and pertinent to this study. Undoubtedly, it was a proper choice that paved the way to and facilitated the extraction of the results.

The final stage was discussing the results; this was not a quite easy job, especially when trying to relate the results to the limited local studies and the available foreign studies that related in a way or another to this study. After some time the researcher eventually come to an end of this stage in discussing and comparing the results of the study.

The closing stage was the recommendation which the researcher was eager to see them being put into practice as soon as possible.

The Questionnaire results

To investigate pupils' attitudes towards self-esteem, the researcher used a Likert type questionnaire with three point scale. The questionnaire results were analyzed quantitatively. Descriptive statistics (reverse coding, means and standard deviation) were used to analyze pupils' responses to the questionnaire. The means and standard deviations for the questionnaire domain are presented in table 10.

Table 10
The means of the domains of the questionnaire that measured pupils' self-esteem

Domains	Mean	Std. Deviation
Athletic domain	2.1526	.32007
Morality	2.3735	.34491
Peer Acceptance	2.1225	.25910
Physical Appearance	2.4659	.42353
Scholastic Competence	2.4538	.38105

Peer acceptance was of the lowest mean in the domain ($m = 2.12$); this indicates the significant role of peers to pupils' self-esteem and their classroom interaction. This may have either positive or negative impact on pupils, a fact that teachers have to consider much more in the teaching/learning process and in boosting self-esteem in their pupils. Closely related is what Jillian Powell (2005) argues about peers. She believes that when a student goes to school, he meets

with new friends and teachers who may have an impact on the way he views himself. It turns out, according to Powell (2005), a student may be influenced negatively as he begins to compare other pupils who might be in a way or another better, smarter, or better-looking than him.

In line with Powell, Blandford (2005) claims teachers' roles are vital, so he stresses the fact that teachers need to be aware of individual strengths and weaknesses of their pupils. Low self-esteem will be influenced on their ability to relate to members of the school community in a confident manner. Because self-esteem engenders respect, pupils can respect others and their environment if they attain self respect. The development of self-esteem in pupils will reflect their relationship with their peers, parents, family, teachers and other members of the school community. As debated by Blandford (2005, p.2), low self-esteem pupils "may behave in an uncooperative manner due to their dissatisfaction and anger, which could lead them to behave irrationally, disrupting those around them."

The highest mean in the attitude scale was for the physical appearance domain ($m = 2.465$). This shows the importance of physical appearance. This fact corresponds with Williams & Currie's (2000) study: *Self-Esteem and Physical Development in Early Adolescence: Pubertal Timing and Body Image*. This study investigates pupils of nearly a similar age of the pupils of this inquiry, but comes out with different results about the relation of physical appearance. In their study Williams & Currie (2000) investigated relations between self-esteem, pubertal timing, and body image. They were examined through assigning a representative

sample of Scottish schoolgirls 11 ($n = 1,012$, $X = 11.53$ years, $SD = 0.32$) and 13 ($n = 799$, $X = 13.53$, $SD = 0.32$) years of age. Data were derived from the Health Behavior in School Children: WHO Cross-National Survey, specifically the Scottish survey. Among 11-year-olds, early maturation and lower ratings of body image (body size and perceived appearance) were associated with lower reported levels of self-esteem. There also was evidence that body image mediated the relation of pubertal timing on self-esteem for this age group. Among 13-year-olds, reports of body size concerns and poorer perceived appearance were predictive of lower ratings of self-esteem, as was late maturation. In this case, there was no evidence of mediation. Results lend support to the contention that pubertal timing influences body image and self-esteem.

Discussion of the first question: What are teachers' attitudes towards pupils' self-esteem ?

It was obvious that attitudes towards self-esteem affected learning, and the different perceptions and beliefs of self-esteem between the teachers and pupils influenced the environment in the classroom.

Data collected from interviews and classroom observations has presented different attitudes and beliefs towards pupils self esteem, negative attitudes and positive but passive attitudes. It is critical to point to the fragile teachers-pupils relationship that was a result from the overall demoralizing teachers' beliefs and attitudes toward pupils self-esteem.

Question two: What are pupils' attitude towards their self-esteem ?

To start with, most pupils attitudes towards their school were positive; they believe that Private Schools contribute much to their performance and achievement in comparison to Public Schools, a fact that added positively to their self-esteem. This matter is clearly exhibited in Tozer (2011) ,who points toward the significance of Private Schools. "Private school students spend all of their class time repeating the benefits of small classes-greater student-teacher interaction, more highly quality instructional time, and greater overall engagement with the learning process." (p.20).

This is in line with the study of Cappellari, Lucifora, Dario (2009) where they found out that the type of school adds much to pupils' achievement. Cappellari, Lucifora, Dario (2009) conducted their study on the "Determinants of grades in Math for students in Economics". The paper investigates the determinants of grades achieved in math by first-year students in economics. They use individual administrative data from 1993 to 2005 to fit an educational production function. Their main findings suggest that good secondary school achievements and the type of school attended are significantly associated with math grades. "Ceteris paribus", females typically do better than males. Since students can postpone the exam or repeat it when they fail, they also analyze the determinants of the elapsed time to pass the exam using a survival analysis. Modeling simultaneously math grades and the hazard of passing the exam, they find that the overall hazard rate of passing the exam is higher for those students who get the higher grades. The longer the students wait to take the exam, the less likely they are to obtain high grades.

In this study, positive attitudes towards self-esteem were found, and perceptions of many pupils were in accord with the influence that self-esteem had on a person's beliefs and school involvement. Despite their preference to their private schools to public schools, 72% believed that they did not received adequate educational and individual care. They felt they were often neglected, and that their school's main focus was on achievement, not on their pupils' mental health.

To sum up, pupils' low self-esteem hindered some from proving themselves as achievers or skilled persons, thus directly affected their school aspiration, deprived them from carrying out their school tasks, or even engaged in them. Many of them found their own excuses to justify their disengagement. In such a case these pupils should be considered at risk and in need of rapid teachers' intervention and support. Such negative or passive teachers' attitudes are in opposition to the constructive influence gained from teachers support investigated in a recent study conducted in (2010) by Mercer, Nellis, Martínez, and Kirk. The title of the study is *Supporting the Students Most in Need: Academic Self-Efficacy*. The study examined academic self-efficacy and perceived teacher support in relation to academic skill growth across one academic year. Participants included 193 5th-grade students. Teachers collected curriculum-based measures (CBM) of reading and math on three occasions as part of routine academic benchmarks, and researchers collected student-reported measures of academic self-efficacy and perceived teacher support in the spring of the same academic year. Results indicated that academic self-efficacy was positively

related to fall reading and math CBM scores, and that perceived teacher support was unrelated to fall scores or growth across the academic year. Academic self-efficacy and perceived teacher support in relation to math CBM growth and that low levels of perceived teacher support were related to greater growth, particularly for students with high academic self-efficacy. Follow-up analyses indicated that students with the lowest fall CBM scores and smallest growth rates reported higher levels of perceived teacher support, suggesting that teachers support the students most in need.

Furthermore any support pupils get would create a healthy classroom environment that foster pupils' self-esteem and increase their feelings of security and integration in their classroom and therefore motivate them to better performance. These findings are in accordance with the investigation (2007) by Friedlander, Reid, Shupak, & Cribbie titled "*Social Support, Self-esteem, and Stress as Predictors of Adjustment to University among First-Year Undergraduates.*" The current study examined the joint effects of stress, social support, and self-esteem on adjustment to university. First-year undergraduate students (N = 115) were assessed during the first semester and again 10 weeks later, during the second semester of the academic year. Multiple regressions predicting adjustment to university from perceived social support (friends and family), self-esteem (academic, social, and global), and stress were conducted. From the fall to winter semesters, increased social support from friends, but not from family, predicted improved adjustment. Decreased stress predicted improved

overall academic, personal-emotional, and social adjustment. Increased global, academic, and social self-esteem predicted decreased depression and increased academic and social adjustment.

Bankole (2011) conducted a study titled *Students Trust in Teachers and Its Relationship to Student Identification with School, Student's Perceptions of Academic Press, and Achievement*. Research has documented a plenty of evidence that children's perceptions of their relationships with caregivers, specifically teachers, impacts learning outcomes, including academic engagement and achievement (Furrer & Skinner, 2003; Owens & Johnson, in press; Stipek, 2002; Wentzel, 1997), identification with school (Anderman, 2003; Bonich, 2007; Goodenow, 1993; McGannon, 2003; Meloro, 2006; Mitchell, 2004;) and academic press (Bonich, 2007; Lee & Smith, 1999; Middleton & Midgley, 2002). Yet the research base from the student perspective on the pertinent elements that influence meaningful relationships between students and teachers, namely trust, is largely missing. The purpose of this study was to examine the construct of student trust in teachers and its relationship to student identification with school, student perceptions of academic press, and achievement in math and reading in an urban elementary school district. An additional aim of this research was to add to the research base on trust in schools from the student perspective. In this study of 4,700 ethnically and economically diverse students in 35 urban elementary schools, a number of significant relationships were found between student trust in teachers, identification with school, student perceptions of academic press, and

achievement. Although all independent variables indicated a moderate and significant correlation with achievement in both reading and math, the strongest relationship was between student trust in teachers and achievement.

The researcher had no previous intention to investigate gender differences in self-esteem and achievement, yet the result demonstrated higher levels of self-esteem in boys, while girls were higher in achievement. This is with accordance to a study by Lam & others (2012) "*Do Girls and Boys Perceive Themselves as Equally Engaged in School? The Results of an International Study from 12 Countries*". This study examined gender differences in student engagement and academic performance in school. Participants included 3420 students (7th, 8th, and 9th graders) from Austria, Canada, China, Cyprus, Estonia, Greece, Malta, Portugal, Romania, South Korea, the United Kingdom, and the United States. The results indicated that, compared to boys, girls reported higher levels of engagement in school and were rated higher by their teachers in academic performance. Student engagement accounted for gender differences in academic performance, but gender did not moderate the associations among student engagement, academic performance, or contextual supports. Analysis of multiple-group structural equation modeling revealed that perceptions of teacher support and parent support, but not peer support, were related indirectly to academic performance through student engagement. This partial mediation model was invariant across gender. The findings from this study enhance the understanding

about the contextual and personal factors associated with girls' and boys' academic performance around the world.

Discussion of question three: What are the factors that strongly affect self-esteem and academic achievement?

Research in this field has shown that children are very sensitive observers of teacher behavior patterns in the classroom (Weinstein,1989). They monitor their own interactions with the teacher and are also very aware of how the teacher interacts with other children, especially those identified as high and low achievers. Williams(1997) claimed that high achievers receive more positive feedback from their teacher, are provided with opportunities to excel, and are assigned as leaders and are challenged to develop mentally. Low achievers, however, receive more negative feedback, but also more direction and help-giving." (p.98)

Many factors that influenced pupils' self-esteem were highlighted; they were all significant starting with:

1. Personality factors that reflected pupils' inner impact, an effect which had a central role in reducing the level of pupils' self-esteem, thus hindering these pupils from progressing in school. Classroom observation underlined many nonverbal reactions from pupils to their teachers which were mainly body language and facial expressions. These reactions embodied feelings of embarrassment and anxiety that were translated in physical appearance as blushing and mumbling. This reflected low levels of self-esteem within some pupils, along with fragile

teacher/pupil relationship. Such feeling affected pupils' aspiration, thus impeding them from engaging classroom tasks .

2. Neglecting pupils contributed to depriving them from engaging in school tasks and thereby negatively affected their aspiration. Not being given the adequate care from some of their already burnout teachers decreased their motivation along with their self-esteem.

Marshal (2008) defines burnout "as a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment.(p.229)

Arnold (2007) elaborates, *Emotional exhaustion* is the feeling one gets about the *emotional resources* are lessened. Low self-esteem, low aspiration and the failure to do the task in an acceptable way lead to reduced personal achievement. As for *depersonalization*, he thinks this situation happens when a person no longer cares for others.

The researcher noticed an urgent trend towards carelessness within pupils. Many pupils had negative learning perspectives regarding their capacities and skills. This was detected both in low and high achievers. This is really alarming not only to teachers and educators, but also to parents and local communities. This may be attributed to a reflection of teachers' low self-efficacy, or to the critical social and political situation that the city is facing nowadays. Such a situation is an urgent need that requires further investigation.

3. Teachers have a crucial effect on pupils self-esteem and engagement.

Old aged teachers had their own standards of teaching, their perspectives, beliefs and assumptions about teaching. Hardly do they care much for teaching revolution or implementing modern trends in teaching. They don't diversify their teaching methods or adapt their strategies to meet their pupils' needs and interest. They are traditionalist and cautious conservatives in the strictest meaning of the word.

Therefore, they reduce the freedom of their pupils and force them to be obedient, thus leaving them without any trial to foster their self-esteem; this is all because of their adherence to traditional methods of teaching and their preconceived ideas on the pupils based on their classrooms assignment and test results.

Campbell (2000) underlines the importance of pupils' involvement in the teaching/learning process. He affirms that empowering students by giving more responsibilities improve self-esteem. Should students be given a chance to make choices, this increases their participation and engagement in the classroom. He further stresses the urgency to "develop a valid measure of teacher self-efficacy based on conceptual analysis of the construct." (Campbell,2000, p.94)

An investigation that highlighted the significance of pupils' attitudes towards their teachers to their self-esteem and engagement is the following study: "*Students' Self-esteem and Their Perception of Teacher behavior: A Study of Between-Class Ability Grouping*" which was undertaken by Nizam Prihadi & Hazri (2012). Between-class ability grouping practice in Malaysian Secondary Schools was studied in order to find the influence students' perception on their teachers' behavior on their self-esteem.

Students' perception on teachers' behaviors were divided into two categories: controlling students' behavior to avoid disciplinary matters and supporting students' academic achievements. Method: 302 students from four public secondary schools were selected to participate in this study. Levels of the students' self-esteem were measured using the Rosenberg self-esteem Scale. All scales were translated into local language and internal consistency reliability scores. Mean and t-test were used to analyze the difference of self-esteem between two groups as well as the difference of students' perception on teachers' behavior between two groups. For analyzing the mentioned differences within groups, mean and paired t-test were used. Influence of students' perceptions on teachers' behavior on students' self-esteem were analyzed with multiple regression. Results showed that students from high achievers' groups scored significantly higher in self-esteem compared to the students from low achievers' groups. A significant difference in perception on teachers' behavior between the students in the high and low achievers' groups was found; students from high-achievers' groups perceived their teachers to be more supportive while the other groups perceived their teachers to be more controlling. Amongst high-achievers groups, self-esteem were significantly influenced by perception on teachers', supporting behavior, while amongst low-achievers' groups, self-esteem were significantly influenced by perception on teachers' controlling behavior. Discussion and Conclusion: It is indicated that teachers might have different preconceived idea on the pupils based on their classrooms assignment. This difference is visible through their overt behavior, which was then perceived by the pupils, and in turn, influences their self-esteem.

4. The most common teachers' persistent practices of some teachers is stigmatizing, which is considered a prevailing factor that strongly affect pupils' self-esteem, and an very important factor that lead to pupils' carelessness. This is in accordance with what Lawrence thinks poor self-esteem follows criticizing pupils for achieving poorly. These pupils, he believes, could achieve the expected standards if they are praised, though they have failed, and given the chance to try again. Both their performance and behavior will change as a result, assuming "that standards in question are reasonable." (Lawrence,2006,p.45).

A study that demonstrates the importance of teacher's feedback to both high and low self-esteem pupils was conducted by Thomas Li-Ping and Linda Sarsfield Baldwin, They investigated "The Effects of Self-Esteem, Task Label, and Performance Feedback on Task Liking and Intrinsic Motivation". They examined American undergraduate students' task liking and intrinsic motivation using $2 \times 2 \times 2$ (Self-Esteem \times Task Label \times Feedback) analyses of variance. Identical tasks were labeled as either difficult or easy, and bogus performance feedback was given randomly to each subject. For subjects with high self-esteem, feedback had strong impact on their liking of a difficult task, whereas for those with low self-esteem, feedback had strong impact on liking of an easy task. After positive feedback for performing a difficult task, subjects with high self-esteem increased task liking, whereas those with low self-esteem decreased task liking. Subjects also showed higher intrinsic motivation after positive feedback than after negative feedback.

Cramp's article (2011) stresses the positive significance of the role of teachers' assessment and feedback, and negotiation to pupils' self-esteem and achievement. He argues that assessment feedback is a rather under-researched field in higher education though it has a basic role in learning and teaching. This article handles assessment feedback as a complex meaning-making process requiring dialogue and interpretation. The article outlines an evaluative case study investigating a feedback review meeting organized through the personal tutor system. This meeting is designed to support pupils' engagement with written feedback at their first formal feedback "moment" when confidence and self-esteem can be at risk. The evaluation of the review meeting suggests pupils benefit from one conversation about all their written feedback. The article concludes that developing positive learning relationships with personal tutors at the point of assessment feedback can encourage a sense of achievement and success at a time when learners may feel most vulnerable to low self-esteem. In this way, the intervention can be valuable as part of an institution's retention strategy.

5. The new curriculum constitutes a great obstacle to both teachers and pupils, it is full with information, thus it leaves no place to mind pupils self-esteem. The top priority is to cover the yearly plan, as many of them described, it therefore inhibits teachers from giving much time and effort to individual pupils, either high or low self-esteemed. It also leads pupils to believe that they cannot comprehend it, and so they will not highly achieve. The only way was to learn information by heart to

achieve high grades without utilizing learning skills. This explains why many of low self-esteemeds in the study sample are high achievers.

6. Cultural factor poses a hard problem to pupils' self-esteem. The cultural meaning of teaching has a dominant role on the teaching/learning process; it is considered as a prohibitive factor to any feasible progress in education.

7. Stereotyping was widespread in many schools. Gender differences has been investigated in many studies such as the one conducted by M Pinxten (2009) with the title *the "Development of the Relation between Achievement and Academic Self-Concept in Secondary School"*. It has supported a reciprocal effects model, indicating that academic achievement has an effect on academic self-concept.

This study has investigated the development of academic self-concept, academic achievement and their relation from Grade 7 to Grade 12 in a group of 2834 adolescents in 50 schools.

Age and sex differences were tested with structural equation modeling (SEM). The results support a reciprocal effects model, indicating that academic achievement has an effect on academic self-concept (skill development model) and that academic self-concept has an effect on academic achievement (self-enhancement model). Significantly different relationships were found for boys and girls, suggesting a reciprocal effects model for boys and a skill development model for girls. The discussion centers on methodological and theoretical issues. Practical implications are discussed briefly.

To elaborate more on the gender differences, Naderi, Habibollah from Iran. Rohani, Abdullah, H. Tengku Aizan. Jamaluddin, Sharir and V. Kumar from Malaysia studied Iranian students in Malaysian universities. The objective of this study is to explore the levels of self esteem of Iranian students and to determine whether there are any differences between the variables related to the formation of self-esteem; because the literature provides consistent evidence that self esteem has the most important effect /or relationship on academic achievement(Miraei,2005; PourSina,2003).

Another relevant study titled *Self Esteem, Gender and Academic Achievement of Undergraduate Students* examined self-esteem, gender and academic achievement. Participants (N= 153, 105 = male & 48= female) completed the Persian version of the Rosenberg Self-Esteem Scale (RSES) (Tevakkoli, 1995). The RSES as a questionnaire test included 10 items. Cumulative grade point average (CGPA) was used to select the participants. Data were analyzed by multinomial logistic regression and independent sample t-test. The findings from this study indicated that although self-esteem indicated a strong significant relationship on academic achievement when gender is controlled (Chi-Square =14.173,Sig=.007, $P < 0.01$), there is no relationship between self esteem and academic achievement significant(Sig=.074, $P > 0.05$).In other words, a significant difference between gender and self-esteem was observed (Sig=.001, $P < 0.01$).

8. Social status had a role affecting pupils' self-esteem. Three pupils who were observed and interviewed had passed through difficult times due to the political

situation. The father of the first pupil was sentenced to life imprisonment, the second one's elder brothers were imprisoned for a long time, the third had frequent problems with the soldiers manning the checkpoint close to their school. In fact, they found themselves a situation where they were responsible for maintaining their existence, especially where the cultural beliefs throw responsibilities mostly on males. These pupils had strong characters. they always had a suitable answer to each question, they stated their opinions boldly. In Addition, they enjoyed peer support and acceptance, and they are remarkably skillful in planning and organizing some school activities (these are characteristics of high self-esteem). Their condition gave them strength, motivated them to prove themselves and keep their existence, and affected their engagement and thus their performance positively. Nevertheless, no significant relation to their achievement was noted. This is accordance with many studies conducted to investigate the relation between terror management and self-esteem, the most significant of which was a recent study titled "*Terror Management Theory and Defensive Self-Esteem Structure*" by Rachel Guerreo (2011). In his study Guerreo stated in depth that some studies found that individuals with high self-esteem reacted with increased defensive responses to reminders of death. Other studies found that individuals with low self-esteem engage in increased defensive reactions to reminders of death. The measurement of self-esteem has been based on the Rosenberg Self-Esteem Scale (RSES; Rosenberg, 1965), which was what is in question by this study as being a sufficient measure of self-esteem.

This study argues for a more inclusive assessment of self-esteem by looking at both explicit and implicit levels. Recent findings using implicit measures of self-esteem support a theory of a defensive self-esteem structure. It also investigates whether measuring both explicit and implicit levels of self-esteem as they relate to mortality salience reactions will clarify some of these contradictory results. In this study, individuals with high, not low, explicit self-esteem, who are exposed to the word death, react more defensively than individuals who are exposed to a neutral word. These results support a more complex view of the role of self-esteem in managing existential concerns

Question four: What strategies do teachers employ for pupils of high or low self-esteem?

In relation to the strategies which teachers employed in classroom that aimed to enhance their self-esteem, little can be mentioned. There were no clear systemic strategies for the teachers that aim in its essence to boost their pupils self-esteem, therefore any actions towards that aim was individual and occasional. In the absence of the strategies, the researcher noticed some teachers' practices that undermined pupils' self-esteem; many discussed previously in teachers' and pupils' attitudes. The most frequent that negatively affected pupils' self-esteem were the fragile teacher-pupil relationship that resulted from underestimation to some pupils abilities, neglecting individual differences, and abandoning the strategy of negotiation which is also a cultural issue for it is believed that it is rudeness to negotiate one's teacher, as well as the never-ending teachers' negative messages

that hinder any process for improving pupils' self esteem and teachers' unjust assessment.

Such feelings that many pupils have contradict with what Bandura stresses when he talks about successful teachers. He believes that " Successful efficacy buildersö role is to provide students with learning opportunities where they can succeed and feel they substantially improve their performance and make headway in their learning, thus boosting their self confidence (Bandura,1997,p.4).

The claim of the pupils, as detailed in the data collected through interviews for fairness and justice in their assessment and treatment by their teachers, was addressed in the study of Peter, Kloeckner, Dalbert, and Radant(2010). The study *Belief in a Just World, Teacher Justice, and Student Achievement: A Multilevel Study* aimed to examine the meaning of belief in a just world and students' subjective experience of the justice of their teachers' behavior toward them for personally academic achievement. Sample 1 involved 947 secondary school students from 67 classes (grade levels 9 to 11), and Sample 2 718 students from 48 classes (grade level 9). Multilevel analyses revealed that the more the students believed in a personal just world, the more they felt their teachers' behavior toward them personally to be just and the better grades they received; the association between BJW and student achievement was fully mediated by teacher justice experience. It was concluded that personally experienced teacher justice is a key feature of a school environment that is conducive to student achievement.

Briefly, one cannot deny that teachers work hard and face difficult situation in dealing with many types of pupils, yet they should not waste their time and efforts working on individual methods and strategies; they need clear unified strategies to help with their pupils develop personally. As Lawrence states, "Self-esteem enhancement" requires handling the self-concept, which means looking after the pupils' self-image through "just routinely praising children and/or their work". This will definitely enhance their self-esteem. (Lawrence, 2006, p.21)

Summary of sub- questions:

- The research pointed out that high and low achievers have positive attitudes towards their self-esteem.
- Negative, positive, and passive teachers attitudes towards pupils' self-esteem, regardless of their level of achievement, was perceived.
- A fragile pupil-peer-teacher relation was revealed by teachers and pupils.
- Traditional teaching methods and curriculum contributed to self-esteem levels in students and resulted in low self-esteem and low aspiration, while achievement was not strongly affected.

Discussion of the main question: what is the relationship between self-esteem and student's academic achievement?

Regarding the main question, the researcher concluded that many pupils from the study sample proved to have high self-esteem level when rated on the scale, a fact that was verified through interviews and classroom observations. In contrast, their school grades were not high enough to be considered high achievers. The

researcher indicated that many possible reasons ,including the social status and political situation, were attributed to their high self-esteem and behind their self-defense in order to sustain. In the comparison held between the high self-esteem pupils and their displayed grades as in table 7 below, which the researcher regarded as the pupils achievement, one easily find out that many high self-esteem pupils are not high achiever, especially when excluding the grades of physical education, arts and music which generally raise the total of the grades. This result is not in accordance with Bandura's social learning theory, particularly the part that discusses self-efficacy.

Table 6
Achievement of pupils with high self- esteem according to school records

Achievement Domain	Gender	Scientific		Literally			Civic	Recreational activities			100
		Mathematics	Science	Arabic	English	Hebrew/ French		History& geography	Physical	Arts	
HSE 1	F	84	89	83	72	81	87	95	95	89	86
HSE 2	F	46	61	67	52	41	66	91	92	88	67
HSE 3	F	97	99	97	94	97	99	95	95	95	96
HSE 4	M	62	67	74	67	67	91	91	92	89	78
HSE 5	M	61	75	62	56	66	83	90	91	94	68
HSE 6	M	80	89	90	80	88	94	91	92	93	89

HSE 7	M	91	98	91	89	100	96	94	98	97	95
HSE 8	M	88	96	92	79	94	97	99	99	75	91
HSE 9	M	59	63	58	76	86	65	98	100	76	76

**High self-esteem are referred to as (HSE)*

The highest average of the high self-esteem is 96 for a female pupil, whereas the lowest is 67 for a male pupil. The findings indicate the following remarks:

1. 5/9 (55%) of the high self-esteem pupils were high achievers
2. Two were female pupils and three males.
3. No low achievers were noticed; the rest had a medium achievement range.
4. If the average total excluded the grades of arts, music, and Ph.E, there would be a significant difference in averages, as it is clear that the totals of these subjects are very high, a matter that resulted in the rise of the total average, excluding them HSE2 (in the table below) is considered an underachiever in pure scientific and humanities domains.

An example to this difference is displayed below:-

Achievement Domain	Gender	Scientific		Literally			Civics	Total
Subject/ Sample		Mathematics	Science	Arabic	English	Hebrew/ French	History & geography	100

HSE 2	F	46	61	67	52	41	66	56
HSE 4	M	62	67	74	67	67	91	71
HSE 5	M	61	75	62	56	66	83	67
HSE 9	M	59	63	58	76	86	65	68

5. The facts mentioned above clearly show that not all high self-esteemed are achievers.

A thorough examination of the following table reveals further facts in relation to self-esteem and achievement.

Table 7
Achievement of pupils with low self-esteem according to school records

Achievement Domain	Gender	Scientific		Literally			Civics	Recreational activities			100
Subject/ Sample		Mathematics	Science	Arabic	English	Total	History & geography	Physical education	Arts	Music	Total average
LSE 1	F	79	83	78	76	68	84	94	95	86	83
LSE 2	F	89	86	80	83	86	73	95	95	87	86
LSE 3	F	81	93	87	81	96	96	95	95	86	90
LSE 4	M	65	76	89	74	90	91	92	91	85	83
LSE 5	M	50	58	71	80	54	59	93	93	68	70

LSE 6	M	56	66	54	62	75	89	90	92	83	74
LSE 7	F	91	96	88	83	98	83	98	96	96	92
LSE 8	M	93	95	80	75	92	88	98	100	92	90
LSE 9	M	69	70	57	58	98	73	100	100	80	78

**Low self-esteem are referred to as (LSE)*

The highest average of the low self-esteem pupils is 92 for a female, whereas the lowest average is 70 for a male pupil. The findings indicate the following remarks:

1. 6/9 (66.6%) of the low self-esteem pupils were high achievers
2. Four were female pupils and two males.

No low achievers were noticed; the rest had a medium achievement range. If the average total excluded the grades of arts, music, and P.F, there would be a distinctive difference in averages of low self-esteem.

Conversely, the results revealed many low self-esteem with high achievement (achievers). This may be due to , as one pupil said, "traditional methods of teaching and learning that do not require superior learning skills; those who learned information by rote get high grades and thus considered high achievers".

This is clear from the readings of table 9. which presents the Pearson correlation between pupils' self-esteem according to the questionnaire results and their achievement according to school records.

Table 9
The relationship magnitude between the self Esteem component and pupils' achievement.

The qualitative analysis results were not a distance away from the qualitative results. The results indicated that there was no significant correlation (a negligible relation) between self-esteem and achievement in the Athletic domain and Physical appearance, whereas they indicated a weak correlation between self-esteem and achievement in relation to Peer Acceptance, and a moderate

Domains	Achievement	Sig (2tailed)
1. Athletic domain	0.04	0.72
2. Morality	0.16	0.14
3. Peer Acceptance	0.08	0.47
4. Physical Appearance	0.04	0.74
5. Scholastic competence	0.28	0.01
Means of domains	0.22	0.05

significant correlation between Morality and academic achievement. As a result, the overall domains of the attitude scale (questionnaire) indicated a weak to moderate correlation between self-esteem and achievement, except for the domain of scholastic competence where the relationship proved to be strongly related to achievement. Whereas the analysis of the interviews indicated that pupils do not show a significant relation between self-esteem and achievement. This may be due to the fact that qualitative methods of data collection can provide a deep understanding of social phenomena particularly for the intimate relationship

between the researcher and what is studied that focuses on how actions and beliefs are interpreted and given meanings in their natural settings.

The result which indicated that many of the low self-esteem pupils are not low achievers, was an outcome that contradicted the theoretical framework of the study.

These findings are in accordance with the findings of a study titled "*The Relationship between Self-Esteem, General Health And Academic Achievement in Students of Shiraz University of Medical Sciences*" by Zare, Danehpajoo, Amini, and Razeghi, in 2008 and Fallahzade in 2007. This cross-sectional study, which had a sample of 512 students (168 male and 344 female) from 8 schools were randomly selected through multistage random sampling during autumn 2005, was performed to determine the relationship between self-esteem, general health and academic achievement on students of Shiraz University of Medical Sciences. Data was gathered by demographic and achievement questionnaire, Copper-Smith inventory (for assessing self-esteem) and Goldberg Health Questionnaire (to assess general health). The results were analyzed by SPSS-13 using descriptive statistics, Pearson correlation, t-test, ANOVA and multiple regressions. The results were , as follows: The mean score and standard deviation for self-esteem were 17.6 ± 4.6 (out of 25), for general health were 20.9 ± 4.13 (out of 84) and average grade point was 15.6 ± 1.6 (out of 20). There were no significant correlations between self-esteem, and achievement. A significantly negative correlation between self-esteem and general health was seen ($r = -0.59$). However,

the difference between probationary and non-probationary students in terms of self-esteem and general health was significant. Predictive factors for grade point average were sex, residence, and being in probation. Conclusion: There was not a strong correlation between students' academic achievement and their general health and self-esteem, but, self-esteem and general health were correlated. It seems that students' academic achievement is influenced by other factors.

These findings are also in accord with a study titled , *Self-Concept and Academic Achievement of Grade 9 Pupils*, conducted by Baadjies, Loni in (2004) and published in October (2008). The study investigated whether there is a relationship between the self-concept and personality of a student and his academic achievement. The self-concept is defined as a set of beliefs about the self and the relationships between those beliefs that may mediate behavior in certain situations. It is regarded as a key factor in the integration of personality, in motivating behavior and achieving mental health. This study was mostly exploratory by nature and has as a future aim about the development of an intervention, which can be implemented to enhance both self-concept and academic achievement. The sample comprised 44 grade nine male and female students at St Barnabas College. The instruments used for this study included the Cattell's Culture Fair Intelligence Test, the Beck's Self-Concept Scale, and the High School Personality Questionnaire. The results pertaining to the research hypotheses indicated that there is no significant correlation between self-concept and academic achievement and also no significant correlation between

intelligence and academic achievement. No correlation was also found between self-concept and factors of the HSPQ. A significant correlation was, however, found between some of the factors of the HSPQ and academic achievement. It is possible that some students may find their physical appearances more important than a positive self-concept. A failure in school can therefore not influence their self-concept. This may explain why no correlation was found between self-concept and academic achievement. Verbal intellectual count has been found to show a high correlation with academic achievement. However, the Cattell Test is non-verbal and this can therefore account for the fact that no significant correlation between intelligence and academic achievement was found. Students may develop an identity, which may not necessarily be a positive identity, which goes hand-in-hand with a positive self-concept. This might explain why no significant correlation between self-concept and the factors of the HSPQ has been found. This study found that a correlation does exist between three factors of the HSPQ and academic achievement. Factors of personality, therefore, do have some correlation with academic achievement. It is recommended that future research investigate this relationship. The small sample size of this study limits its generalization possibility and it is further recommended that cultural aspects be brought into consideration.

A gender issue came into view. The study qualitative analysis which was expressed through interviews emphasized that boys surpassed girls in self-esteem,

while girls exceeded boys in achievement. This outcome is in accordance with many related studies.

Concerning gender, a different study gave virtually similar results. In their study *Self Esteem, Gender and Academic Achievement of Undergraduate Students, in Banaras Hindu University*, Joshi and Srivastava concluded contradictory results in one investigation relevant to self-esteem. This study was undertaken to look into the self-esteem and academic achievement of urban and rural adolescents, and to examine the gender differences in self-esteem and academic achievement. The sample of this study consisted of 400 adolescents (200 urban and 200 rural) from Varanasi District. The boys and girls (aged 12 to 14) were equally distributed among the urban and rural sample. Self-esteem was measured by Self-esteem questionnaire and academic achievement was measured by academic school records. The findings showed that there were no significant differences with regard to self-esteem of rural and urban adolescents. There were significant differences with regard to academic achievement of rural and urban adolescents. Urban adolescents scored higher in academic achievement as compared to rural adolescents. Boys would score significantly higher on self-esteem as compared to girls. Significant gender differences were found in academic achievement. Girls were significantly higher on academic achievement as compared to boys.

Chiu and others (2008) examined how math track placement and gender affected 7th-grade students' self-esteem, self-concepts, and social comparisons. Participants were 170 students who completed surveys that assessed their self-

esteem, academic self-concepts of ability, and the kinds of social comparisons they make. Results showed that higher track students had significantly higher ability self-concepts in math and school. Math track did not influence students' self-esteem. After controlling for students' grades in math, track placement no longer affected students' self-concepts of ability. Students stated that they most frequently compare themselves with other students who perform similarly to them in the same track. Direction of comparison did not affect students' academic self-concept concepts or general self-esteem, regardless of whether they compared upward or downward.

In 2003, D'Amico A, and Cardaci M conducted a study about the relations among perceived self-efficacy, self-esteem, and school achievement. This research explored empirically the factorial dimensions of self-efficacy and self-esteem and associations among self-esteem, self-efficacy, and scholastic achievement as measured in 151 subjects (M age = 13.4 yr.). Five factors emerged from factorial analysis; two factors reflected the self-esteem feelings (and were, respectively named as self-referential self-esteem and comparative self-esteem). The remaining three factors reflected the self-efficacy beliefs in the three different scholastic domains: linguistic-literary, logical-mathematical, and technical-practical. All self-efficacy scores were significantly correlated with scholastic achievement while no associations between self-esteem scores and scholastic performance were found. Nevertheless, self-efficacy and self-esteem dimensions shared some common aspects. In particular, each different self-esteem factor

showed different magnitudes of association with domain-specific self-efficacy beliefs.

Conclusions and Suggestions for Further Research

The study aimed to investigate whether there was relationship between self-esteem and school achievement. To find out such a relationship, first, I measured pupils' self-esteem by an attitude scale, and then I examined pupils and teachers attitudes towards self-esteem. The second step was identifying the direct factors that affected pupils' self-esteem in classroom. Thirdly, I explored teachers' strategies in use to enhance pupils' self-esteem.

The overall result answered the main question of the study. With regard to the second and third questions, the study revealed that the results were shocking; the data evidently showed a critical decline in pupils' attitudes towards teachers and school because of their feelings of insecurity or low levels of self-esteem. These factors seemed to be neglected in the teaching learning process. More strikingly, there were bits of a contradiction between teachers and pupils statements as regards the classroom interaction. As concerns the fourth question, no clear-cut, definite strategies were noticed.

There qualitative analysis of the interviews confirmed that student did not demonstrate significant relationship between self-esteem and school achievement while the quantitative analysis results were in line with the qualitative results which indicated a negligible to weak correlation between self-esteem and achievement in most domains of the attitude scale (questionnaire) and a moderate

correlation in one out of the six domains of the questionnaire; this result was in line with some studies, though different in some aspects, as was previously detailed and clarified in the discussion. This result did not concur with the theoretical framework of the study, which emphasized the fact that high self-esteemed pupils were high achievers, and low self-esteemed pupils were low achievers. The findings refuted the latter claim that low self-esteemed pupils were low achievers, and so was the case with former. More importantly, the results challenged Bandura's claim about the relationship between success / failure and personal efficacy. They revealed successes not always "build a robust belief in one's personal efficacy", nor failures continually "undermine it" (Bandura, 1997: p.3). However, there was another result of this study which showed a positive relationship between self-esteem and academic aspiration. This outcome was in agreement with the theoretical framework of the study and corroborated Bandura's (1997) assumptions, "Students' belief in their capabilities to master academic activities affects their aspirations." (p.17)

Bankston and Zhou (2002) study, *Being Well vs. Doing Well: Self-Esteem and School Performance among Immigrant and Nonimmigrant Racial and Ethnic Groups*, was in line with my findings that revealed a negative relationship between self-esteem and school achievement. The Bankston's and Zhou's investigation highlighted the following results:

In examining data from the National Longitudinal Study of Adolescent Health, they found that Asians did show the lowest levels of reported self-

esteem of the major racial/ethnic groups, but also the highest grade-point averages. Black adolescents, on the other hand, showed the highest levels of reported self-esteem, but showed relatively low grade-point averages.

Similarly, my study confirmed this point the corpus of literature discussed extensively by providing compelling evidence that the overall teaching/learning process in Private Schools in Jerusalem is worrying due to the cultural and political landscape in the city. This politically charged atmosphere had a significant effect on pupils' self esteem, with no clear educational strategies in hand to enhance it in the school setting. It also provides a better understanding of pupils and teachers attitudes towards pupils' self-esteem and the impact of these attitudes on pupils. Although self-esteem proved to have no significant relationship with pupils' achievement, it is significantly related to pupils' aspiration as most pupils have indicated in the interviews, aspiration is intimately related to everyday school life .Therefore, it shapes pupils' interaction with their teachers and peers in and the way they perform in a given task , be it of academic nature or not. Consequently, self-esteem and academic aspiration are considered essential factors in shaping pupils' future life, particularly as Erikson (1980) stresses the significance of critical stage of growth for pupils of this grade. In fact, attempts to bring the sense of one's own identity in closer unity to one's social relationships is critical, especially during adolescence (Erikson,1980) . Brinthaupt (2002) also validates the role of identity in this stage and points to some key phases of one's life; thus, it is necessary to the adolescent to release a safe hold

on childhood to get a firm hold on adulthood, since the latter formation of identity can move in a positive direction when a stable sense of self is developed in the preadolescence stages.

Calls for Educators:

- Kyriacou (2001) enlightens teacher to take deep care for pupils with low academic self-esteem. Some pupils may be terrified to engage in scholastic tasks in order to avoid failure. Such pupils can become quite isolated from the teaching learning dynamics, which form crucial part of a positive classroom climate if they do not get sufficient care from their teachers. Therefore, The educational landscape and their immediate learning environment fall short of their expectations.
- The researcher would like to finish her call with the words of Lawrence(2006) directed toward teachers with regard to individual differences. He recommends teachers in classrooms be aware of their own teaching practices concerning individual differences. Many teachers can have a blind spot and may sometimes become victims of their assumptions or culturally learned responses to individual differences, which may affect their pupils negatively.
- Vizard (2009) strongly emphasizes that educators should have a good working relationship with their pupils. He stresses the fact that the way teachers support their pupils and help them to develop emotionally and intellectually will have a significant impact on them. Therefore, they are likely to feel positive about

themselves and engage better in classroom work. The success of an educator is mainly dependent on a positive, caring, trustworthy relationship than any skill, idea, tip, or instruments.

- Consequently, the study calls educators for extensive efforts to enhance pupils' self-esteem. Although the relationship between self-esteem and academic achievement appeared to be weak, self-esteem has direct relation with pupil's engagement in tasks and his aspiration which are aspects that affect a person throughout his life.

Recommendations

The results of this study have significant implications for teachers in terms of their relationship with their pupils, many of which are highlighted within the frameworks of this study. Moreover, this study shows that what learners feel and do is as equally important as what teachers do, since teaching is just a means to an end, namely, developing learners emotionally, socially, and mentally. This brings the results of this study up for discussion that emphasize the necessity of using constructive practices in the classroom setting. These practices center around the role of teacher as a facilitator and mentor, not as a controller and purveyor of absolutely indisputable knowledge. More interestingly, they view the learner as important most entity. By emphasizing human nature of the learner, this study asserts the principles of the humanistic approach which includes the development of human values, the growth of self-awareness, understanding of others, the sensitivity to human feelings and emotions, and the active student involvement in

learning. These humanistic notions are fully in line with what the researcher stresses in her theoretical framework of the study(see chapter two).

In view of the previous discussions, some tentative recommendations for educators as well as for future research can be suggested. They are as follows:

1. Novice teachers and in-service teachers as well should have adequate training for teaching strategies aimed to enhance self-esteem within pupils.

2. The researcher believes that using grades as the only assessment method to measure pupils achievement is inconvenient, as was noticed in the target schools. This does not contribute to the aim of developing pupils' personalities comprehensively: mentally, socially, intellectually and psychologically . The researcher calls for including pupils' social skills and task performances (even if they do not achieve competent standards) in the achievement record along with the grades, as it may reinforce pupils' self-esteem and their social skills.

3. Further studies on the gender issue in relation to self-esteem and achievement are recommended.

4. The researcher also strongly recommends an implementation of a comparative study on self- esteem and achievement between private and public schools.

5. The researcher appeals to the Palestinian National Authority for further developing the Palestinian curriculum so that they take into account enhancing pupils' self-esteem and including activities and tasks that help fulfill this objective.

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APPENDICES



APPENDIX 1: SCHOOL ACCESS

Dear principals,

The researcher is conducting a study that investigates the extent impact of self-esteem on pupils' achievement for grade six in private schools in Jerusalem.

The researcher is going to use interviews with both teachers and pupils in addition to classroom observations in order to collect her data.

Your school was on the list of the research's selected schools .

The researcher will be grateful if you present her access to your school.

All information collected for this study is confidential and would only be used for this research purposes.

Ruba Kalouti,

M.A Student,

Education and psychology Department,

Birzeit University.



APPENDIX 2: TEACHERS' PARTICIPATIONS

Dear Teachers,

The researcher is conducting a study that investigates the extent impact of self-esteem on pupils' achievement for grade six in private schools in Jerusalem.

The researcher is going to use interviews with both teachers and pupils in addition to classroom observations in order to collect her data.

The researcher really appreciates your participation in interviews and your cooperation in agreeing to her access to your classrooms for observations.

Ruba Kalouti,

M.A Student,

Education and psychology Department,

Birzeit University.



APPENDIX 3: PARENTS' APROVAL

Dear Parents,

The researcher is conducting a study that investigates the extent impact of self-esteem on pupils' achievement for grade six in private schools in Jerusalem.

The researcher is going to distribute an attitude questionnaire which is designed to measure the level of pupils Self-esteem, then she will use both group and individual interviews in addition to classroom observations in order to collect her data.

The researcher commits herself to avoiding harm for participants in collecting data, and maintaining justice to participants in analyzing the data. She also stressed her assurance through her questions both in the questionnaire and interviews so as not to cause any internal crises for the participants or make them feel vulnerable or embarrassed when they read the researcher's notes. Moreover, she ensures confidentiality for all information collected for this study.

Ruba Kalouti,

M.A Student,

Education and psychology Department,

Birzeit University.

APPENDIX 4: THE ORIGINAL ATTITUDE QUESTIONNAIRE

THE SCALE OF United States 2008 Child Trends FOR THE QUESTIONNAIRE ON SELF
CONCEPT

Instructions. Please use this list of sentences to describe yourself as accurately as possible. Describe yourself as you see yourself at the present time, not as you wish to be in the future. Describe yourself as you are generally or typically, as compared with other persons you know of the same sex and of roughly your same age. There is no right or wrong answer. Please choose the number that best describes you.

1 2 3 4 5

Strongly Disagree- Disagree - Agree- Strongly Agree

Athletic Competence

___ 1. I think that I could do well at just about any new sports activity that I haven't tried before.

___ 2. I do very well at all kinds of sports.

___ 3. I feel that I am better than others my age at sports.

___ 4. I wish that I could be a lot better at sports.*

___ 5. I don't do well at new outdoor games.*

___ 6. In games and sports, I usually watch instead of play.*

Conduct/Morality

___ 1. I behave very well most of the time.

___ 2. I usually do the right thing.

___ 3. I do things that I know I shouldn't do.*

- ___ 4. I usually act the way that I am supposed to.
- ___ 5. I usually get into trouble because of the things that I do.*
- ___ 6. I often do not like the way that I behave.*

Peer Acceptance

- ___ 1. I would like to have a lot more friends.*
- ___ 2. I am popular with others my age.
- ___ 3. I am always doing things with a lot of kids.
- ___ 4. I wish that more people my age like me.*
- ___ 5. I have lots of friends.
- ___ 6. I find it hard to make friends.*

Physical Appearance

- ___ 1. I am happy with my height and weight.
- ___ 2. I am happy with the way that I look.
- ___ 3. I wish my physical appearance (how I look) were different.*
- ___ 4. I wish my body were different.*
- ___ 5. I wish that something about my face or hair looked different.*
- ___ 6. I think that I am good-looking.

Scholastic Competence

- ___ 1. I feel that I am very good at my schoolwork.
- ___ 2. I often forget what I learn.*
- ___ 3. I feel like I am as smart as other kids my age.
- ___ 4. I do very well in my class work.
- ___ 5. I am pretty slow in finishing my schoolwork.*
- ___ 6. I have trouble figuring out the answers in school.*












APPENDIX 5: THE MODIFIED ATTITUDE QUESTIONNAIRE




Instructions

Please use this list of sentences to describe yourself as accurately as possible. Describe yourself as you see yourself at the present time, not as you wish to be in the future. Describe yourself as compared to other persons you know of the same sex and of your same age. There is no right or wrong answer. Please choose the symbol that best describes you.

Agree 😊 **I am not sure** 😐 **Disagree** ☹️

Domains & Questions	😊	😐	☹️
Athletic competence	😊	😐	☹️
1. I do very well in all kinds of sports.			
2. I can do well in any sport activity that I haven't tried before.			
3. I feel that I'm better than others of my age at sports.			
4. I wish I could be a lot better in			

sports.*			
5. I don't do well at outdoor games.*			
6. In games and sports, I usually watch i			
Conduct/ Morality			
1. I behave very well all the time.			
2. I usually do the right things.			
3. I do things that I know I shouldn't do.*			
4. I usually act the way that I am supposed to do.			
5. I usually get into trouble because of the things that I do.*			
6. I often do not like the way that I behave.*			
Peer acceptance			
1. I would like to have a more lot friends.*			
2. I am popular with others of my age.			
3. I am always doing things to help a lot of kids.			
4. I wish that more people of my age like me.*			
5. I have lots of friends.			
6. I find it hard to make friends.*			
Physical appearance			
1. I am happy with my height and			

weight.			
2. I am happy with the way that I look.			
3. I wish that my physical appearance were different.*			
4. I wish my body were different.*			
5. I wish that something about my face and hair looked different.*			
6. I think that I am good-looking.			
Scholastic Competence			
1. I feel that I am very good at my school work.			
2. I often forget what I learn.*			
3. I feel that I am as smart as kids of my age.			
4. I do very well in my class work.			
5. I am slow in finishing my schoolwork.*			
6. I have trouble in reaching some answers in school.*			



APPENDIX 6: CHECKLISTS FOR OBSERVATIONS

Day/Date _____ school _____

Session _____ class _____

Part 1 : Cognitive Domain (pupils' list)	YES	NO
As the researcher looks at the questions below she puts an X in the "yes" or "no" columns for each.		
Does he /she have a positive self image?		
Does he /she give quick answers?		
Are his / her answers relevant?		
Is he / she reluctant when answering questions?		
Does he / she sometimes refuse to answer?		
He / she often answers nonverbally?		
Do some personal questions embarrass him / her?		
Does he / she goes deeply enough to explore himself/ herself?		

Does he/she think he/ she can change some of his/her negative traits?		
Does he/she think he/ she can meet inner or outer expectations in better school achievement?		

Part 2 : Affective Domain (pupils' list)	YES	NO
As the researcher looks at the questions below she puts an X in the "yes" or "no" columns for each.		
Good listener		
Open to criticism		
Attentive		
Challenging		
Shy/timid		
Take interest in sessions		
Easily evoked		
Careless		
Tensed/ anxious		

Part 3 : Physical skills domain (pupils' list)		
As the researcher looks at the questions below she puts an X in the "yes" or "no" columns for each.	YES	NO
Performs tasks actively		
Follow teacher's instructions		
Enduring		
Respond instantly		
Enjoy teamwork		
Well organized		
Cooperative		
Expresses his/her opinions openly		

Part 4:teacher's attitudes (The teacher's list)		
As the researcher looks at the questions below she puts an X in the "yes" or "no" columns for each.	YES	NO
Understanding		
Supportive		

Patient		
Great listener		
Professional		
Motivating		
High- tempered		
Frustrating		
Close-minded		
Demanding		
Traditional		
Unfair		
Intimidating		

APPENDIX 7: THE PRIVATE SCHOOL IN WHICH THE STUDY WAS CONDUCTED

1. Collège des Frères

Collège des Frères has been a prominent Palestinian institution of education in Jerusalem for 135 years, serving students irrespective of religious affiliation or national identity. Founded in 1876 by the La Salle Brothers, a Catholic order dedicated to teaching, the purpose of the School was to provide quality education for children in Palestine. After more than a century, the aims of quality and accessibility of education to all children is still the cornerstone of Collège des Frères, Jerusalem.

Throughout the years, Collège des Frères-Jerusalem has worked, along with the families and local community, to provide youth with knowledge, skills and courage to realize their potentials and successfully step forward into the world. In the year 2000, Collège des Frères-Jerusalem updated its enrollment policy to a co-educational system that embraces both male and female students.

Collège des Frères-Jerusalem provides classes from Kindergarten through 12th Grade. There is a total enrollment to-date of 1390 students, 590 at New Gate, and 800 at Beit Hanina. The school employs 90 teachers and 35 employees and teaches the Palestinian Curriculum and graduates more than 65 students every year in both Scientific and Literary Tawjihi streams. The school, also, offers the

option of student enrollment in a IGCSE class (British system) and offers subjects at the Ordinary and Advanced IGCSE levels. The school is known for teaching languages such as English, French and Hebrew. The school is run by a director, administrative and academic councils and supported by the community of Brothers. <http://cdf.edu.ps/en/>

7. Rosary Sisters' School

A Catholic educational girls institution, was established in the city of Jerusalem in 1964 by the Rosary sisters congregation. This school started its mission in education by opening a nursery. Its growth was gradual; each year it added a new class and it wasn't until 1977 that the first high school Tawjihi class graduated. Since then the number of students increased so a new annex was established to meet the increasing demand of students who wished to enroll; today, the number of students in both schools is 1720. And the staff are 170.

The mission as a school is to serve the community by providing quality education to students from all backgrounds. Among the highest priorities of the school is fostering the growth of students on all levels. Moral, spiritual, physical and intellectual aspects are all given attention as essential components of preparing the youth to meet the demands of the present and future. The school value tolerance, and above all respect and acceptance of ð the otherö. Christians and Moslems are given equal opportunity to receive quality education that places the learner "at the center of the learning process."

We strive to provide an educational environment which promotes high level thinking skills along with preparing individuals to become responsible citizens. Implementation of modern methods and strategies in teaching is a top priority.

<http://www.rosaryedu.net/Default.aspx?tabid=73>

2. Saint George's College

Saint George's College Jerusalem, an Anglican and ecumenical institution of adult education in the Diocese of Jerusalem. The school was established in 1899 to enable its course participants to explore the world of Bible and to engage with the pilgrimage and archeological sites in the context of an encounter with the various peoples of the Holy Land. It enables participants to encounter the three monotheistic faiths of Judaism, Christianity and Islam and encourages interfaith dialogue. It focuses on reconciliation, justice and peace issues in its immediate environment. It unites academic study, spirituality and travel in a dynamic process of holistic learning, equipping participants for mission and ministry in their own environment. <http://www.sgcjerusalem.org/>

APPENDIX 8 : THE QUESTIONNAIRE MEANS AND STANDARD

DEVIATION ACCORDING TO THE DOMAINS

Athletic Domain

No	Item	Mean	Std. Deviation
1	I do very well in all kinds of sports	2.51	0.59
2	I can do well in any sport activity that I've not tried before	2.24	0.64
3	I feel that I am better than others of my age in sports	2.11	0.81
4	I wish I could be a little better in sports*	2.71	0.62
5	I don't do well at outdoor games*	1.52	0.77
6	In games and sports I usually watch instead of play*	1.71	0.86

Morality

1	I behave very well all the time	2.46	0.55
2	I usually do the right things	2.34	0.67
3	I do things that I shouldn't do*	1.53	0.74
4	I usually act the way that I am supposed to do	2.55	0.61
5	I usually get into trouble because of the things that I do*	1.75	0.79
6	I often do not like the way I behave*	1.83	0.71

Peer Acceptance

1	I would like to have more friends*	2.53	0.79
2	I am popular with those of my age	2.51	0.57
3	I am always doing things to help lot of kids	2.54	0.63
4	I wish that more people of my age like me*	2.69	0.52
5	I have lots of friends	2.55	0.74
6	I find it hard to make friends*	1.65	0.79

Physical Appearance

1	I am happy with my height	2.71	0.62
2	I am happy with my weight	2.37	0.76
3	I wish that my physical appearance were different*	1.78	0.84
4	I wish that my body was different*	1.61	0.81
5	I wish that something about my face and hair look different*	1.63	0.82
6	I feel that I am good-looking	2.73	0.47

Scholastic Competence

1	I feel that I am very good at my school work	2.54	0.61
2	I often forget what I learn*	1.78	0.78
3	I feel that I am as smart as kids of my age	2.40	0.68
4	I do very well in my class work	2.61	0.60
5	I am slow in finishing my schoolwork*	1.45	0.69
6	I have trouble in reaching some answers in school*	1.60	0.71

APPENDIX 9 : INTERVIEWS MOST PERTINANT STAMENTS.

Pupils' relationship with teachers

How do you perceive your relation with your teachers ?

- I fail to make good relations with my teachers.
- Teachers are unfair.
- Teachers do not negotiate.
- I have problems with my teachers.
- Teachers do not listen.
- Some are trust worthy, I like their sessions.
- Teachers are really terrible they trap pupils in order to punish them. I hate school and teachers.
- They neglect us.
- They stigmatize us.
- They want us to be a copy of them.
- Some are understanding.
- Their words and expressions are very important to me.
- They do not teach us strategies of learning or life skill, they only care to pass information.

Pupils' evaluation of their role in classroom

How do you perceive yourself in the classroom ?

- I am strong.
- I Like to participate.
- I cannot defend myself.
- I lack courage.
- I like some sessions, not all of them.

- I feel that I don't belong to my school.
- I need some time to think about the answers.

Pupils' relationship with peers

What do you think the role of your peers in class room interaction is ?

- My classmates mock me when I give wrong answers.
- They are jealous from my success.
- They keep disturbing me, they don't like me.
- They don't keep secrets.
- They compete with me all the time.
- They are cooperative when I fall in trouble.
- They help me with my homework.

Teachers relationship with their pupils

How do you describe your relation with your pupils in classroom regarding their self-esteem ?

- We work hard to increase pupils self-esteem, they participate actively in open days, ceremonies, and competitions.
- I care for enhancing self-esteem in pupils, but unfortunately there is no time to work constantly with individuals.
- It's not our job to work with each individual in the class, it's the social workers job.
- Self-esteem is very crucial to both pupils and teachers, but we don't know how to boost it.

- I care much to increase my pupils achievement, they need to work hard in order to achieve.
- Pupils of this generation are careless and playful they need strict rules to oblige them to learn.
- I am a teacher that have a curriculum to cover, therefore I need to focus on passing the exact information to my pupils, no time is available to other matters.
- Its unbelievable, girls are behaving like boys, they are losing their common feminine behaviors.

What strategies do you employ to enhance self-esteem within your pupils ?

- We are not trained on such subject, I don't know.
- There is no systematic strategies given to us by school principals.
- I improvise, but I don't know if that is enough or even is helpful.

PUPILS' INTERVIEW QUESTIONS

A . Questions that assess self- esteem within pupils:

- 1.How can you describe yourself?
- 2.How do you define yourself in comparison to your classmates?
- 3.Do you know the points of strength and weakness in you?
4. Do you consider yourself popular in school?
- 5.Can you express yourself openly?
- 6.What is your reaction if someone criticize you publicly?

B . Questions that assess teachers' impact on pupils' self- esteem:

1. Do you like your school?
2. How do you describe your teachers?
3. Do you feel that they support you in classroom?
4. Can you interact with your teachers straightforwardly?
5. Which school events that you can never forget? why?
6. How do you usually solve a problem with teacher that may face you in classroom?
7. Are teachers' comments central to you?

C. Questions that assess the impact of peers on pupil's self- esteem:

1. Do you think that your classmates opinions are worthy?
2. Do you think that your classmates are cooperative?
3. How do you usually solve a problem with your classmates that may face you in classroom?
4. What is your reaction if someone criticize you publicly?
5. Do you usually admit your mistakes?

D. Questions that assess the impact of achievement on pupil's self-esteem?

1. Do you consider yourself high achiever or low achiever?
2. How do you feel when your scores are high?
3. How do you feel when you fail your tests?

4. How do you feel when your friend scores better than you?
5. What do you usually do if you cannot complete a classroom task?
6. What motivates you to achieve better?

Teachers' interviews questions

A. Questions that assess teacher's attitude towards pupils' self-esteem:

1. How long have you been teaching?
2. Do you think you understand your pupils?
3. Does pupils self-esteem have a role in their achievement?
4. What is the main role of a teacher?
5. How do you deal with pupils' individual differentiation?

B. . Questions that assess teacher's strategies towards enhancing pupils' self-esteem:

1. How can you tell if a student is high or low self-esteemed?
2. How do you cope with low achievers in your classroom?
3. What reinforcement positive or negative do you use with your students regarding their achievement?

4. Is student achievement stereotyped for teachers? Does a high achiever need to be so regardless to unexpected deteriorating achievement (push up) , and so is the case with low achievers (drag down) ?
5. What are the strategies do you follow to boost self-esteem within your pupils?
6. Is there a systematic plan that aids you?
7. Do you feel that you are able and qualified enough to deal with pupils with high or low self-esteem?