

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.