



Facultad de Ciencias de la Salud
Grado en Psicología

THE INFLUENCE OF SELF-ESTEEM AND SELF-EFFICACY ON STUDENT ACADEMIC ACHIEVEMENT AT SECONDARY SCHOOL

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Introduction

This study starts from the line of research followed by the Quality Model of Educational Situation (Domenech. F, 2017), which is responsible for the exhaustive study of those variables that influence the learning process. Therefore, we have decided to focus our research on the personal variables of self-esteem and self-efficacy in addition to academic performance in secondary school students.

Analysing in depth the variables that interest us, we see that self-esteem is defined as the evaluation of an individual's beliefs and attitudes towards his or her abilities and values (Rosenberg, 1965), it is considered the affective dimension of self-concept, it corresponds to the affection that each person has towards himself or herself. Our second variable of interest, self-efficacy, is defined as "an individual's belief in his or her own ability to organise and implement actions to produce desired achievements and outcomes" (Bandura, 1997, pp. 3).

This variable does not only correspond to the quantity and quality of what is learned, but also to all those vital areas where it is manifested (Rodríguez, 1995), this is considered as the result of the educational system in terms of qualifications.

If we include self-esteem and self-efficacy as terms of self-concept, we see that this determines academic achievement, specifically it is a reciprocal relationship, the greater the one the greater the other (Marín Usuga, A., Restrepo Mesa, S., 2016), so this influence can be both negative and positive.

Inquiring about the differences between our personal variables, we see that according to Rosenberg (1986) self-esteem would refer to the more global perception that the individual has about himself, while Bandura (1997) mentions that self-efficacy has a less global impact, because it focuses more on a perception towards achievements, since the first would be more a self-valuation and the second variable would be more a perception of skills.

Although not everything is different, as might be expected, self-efficacy will be the driving force to carry out challenges with some difficulty and the outcome of this action will result in greater or lesser self-esteem (Schunk and Meece, 2006).

In the article "Perceptions of self-evaluation: self-esteem, self-efficacy and life satisfaction in adolescence" (Reina, M^oC., Oliva, A., Parra, A. 2010) it is mentioned that in the periods corresponding to adolescence the levels of self-esteem tend to fall, which could be an indicator of why they have less motivation, this downward pattern is repeated with self-efficacy, although in this case one of the possible explanations given is the change of educational stage, from primary to secondary, a situation that can put on alert the perception of their own abilities to cope with the demands that this new stage holds for them.

Objective and hypotheses

Based on what has been observed in the above-mentioned articles, the aim of this research is to examine the relationship between self-esteem, self-efficacy, and academic achievement in secondary school students. A positive and significant relationship is predicted between the personal variables considered (self-efficacy and self-esteem) and academic achievement (H1).

Methodology

In this research we used a sample of 487 secondary school students, 235 are male and 252 are female, aged between 11 and 17 years old.

The data corresponds to a secondary school in the centre of the city of Castellón de la Plana, obtained from a larger database that was collected in the course of a doctoral thesis that my tutor directed. Permission was sought from both the schools involved in the thesis and the Generalitat de Catalunya to collect the data. The anonymity of the students was preserved, and they participated on a voluntary basis.

The data collection was carried out at two points during the academic year. The first data collection was at the beginning of the first term, all participants were given a self-esteem scale and a self-efficacy scale. The second data collection was at the end of the second trimester and the means obtained in the first and second trimester were recorded, as well as the expected final grade.

Results

As a starting point for our results, after finishing with the factor analysis we moved on to the descriptive analysis of the results obtained in the first and second pass.

For the Self-esteem scale, both factors (negative and positive self-esteem) obtained similar means of 3, with more dispersed samples for negative self-esteem than for positive self-esteem and in both cases leptokurtic distributions. The reliability of this scale was 0.74 for negative self-esteem and 0.62 for positive self-esteem, with the latter factor scoring low on Cronbach's Alpha test.

In the Self-efficacy scale there are 7 factors, with means between 2.57 and 3.21, with the interaction with peers' factor (F3) with a mean of 3.21 and the new technologies factor (F4) with a mean of 3.17 standing out a little. The standard deviation for these factors ranged between 0.5 and 0.72, so that the sample was distributed throughout the course, although for F4 and F1 (study techniques) even more so. F2 (planning), F6 (oral and written expression) and F7 (coping with exams) show a mesokurtic representation, while F1, F3 and F5 (memorisation) show a leptokurtic representation.

For Cronbach's coefficient, we see that above the minimum accepted value (0.70) for this coefficient we find F1, F2, F3, F4 and F5, while F6 and F7 would indicate lower internal consistency than the rest of the factors.

The variable Performance has obtained a mean of 5.72-5.76 for the first and second quarter and a mean of 6.47 for the expected final. The deviation indicates a high dispersion of the sample with a mesocurtic distribution. Cronbach's Alpha has not been analysed for this case.

In the case of Pearson's bivariate correlations, the scores obtained in the performance and self-efficacy variables indicate a positive and direct correlation in most of the factors, except for the F4 factor (new technologies) which obtained no correlation with the performance variable and F3 (interaction with classmates) which obtained no correlation with the grades in the 2nd term. In this case, the gender variable obtained a single negative correlation with factor F4 (new technologies), in the same way as in the previous case, as these two variables had already been analysed together.

The correlations between the variables self-esteem, performance and gender again show that the gender variable only correlated negatively with one factor, F2 (positive self-esteem), which we had already seen in the first table. Thus, self-esteem and performance were positively correlated in all factors.

In conclusion, we see that the two personal variables, self-esteem and self-efficacy, correlate positively with performance. This shows that when the values of one of these three variables increase, the other two will also increase to some extent, and the same would be true in the opposite case, if one decreases, the other two would also be affected.

Conclusions

At the end of this research, we would like to summarise the main contributions in the following conclusions:

- a) There is a positive correlation between personal variables (self-esteem and self-efficacy) and academic performance.
- b) We have seen that the gender variable does not correlate with the variables in our study.
- c) In the sample we obtained, negative self-esteem predominated over positive self-esteem.
- d) Students perceive greater self-efficacy in the factors: interaction with classmates and new technologies.

INFLUENCIA DE LA AUTOESTIMA Y LA AUTOEFICACIA EN EL RENDIMIENTO DE ESTUDIANTES DE SECUNDARIA

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INTRODUCCIÓN

Basándonos en el Modelo de Calidad de Situación Educativa hemos trabajado para ver en que modo las variables personales como la autoestima y la autoeficacia influyen en el rendimiento académico de los estudiantes de secundaria.

Aunque estas variables, autoestima y autoeficacia, ya se han intentado relacionar con el rendimiento académico en investigaciones previas, este estudio es interesante porque se centra en estudiantes adolescentes, ha sido menos estudiado.

METODOLOGÍA

Muestra de 487 estudiantes de secundaria.



Se pidió los permisos pertinentes a los institutos en cuestión, además de a la propia Generalitat.

A principios de curso se realizó el primer pase con una escala para evaluar autoestima y otra escala para evaluar autoeficacia.

A finales de curso se recogió las notas obtenidas en los dos primeros trimestres, además de la nota final esperada.

Se ha utilizado:

Cuestionario de Autoestima (escala basada en Rosenberg, 1965, Martín Albo et al., 2007):

- F1- Autoestima negativa (4 ítems).
- F2- Autoestima positiva (4 ítems).

el objetivo de esta investigación es examinar la relación entre autoestima, autoeficacia y rendimiento académico en estudiantes de secundaria.

OBJETIVO

Se pronostica una relación positiva y significativa entre las variables personales consideradas (autoeficacia y autoestima) y el rendimiento académico (H1).

Cuestionario de Autoeficacia(escala basada en Bandura, 1990 y Pastorelli et al. 2001):

- F1- Técnicas de estudio (4 ítems).
- F2- Planificación (3 ítems).
- F3- Interacción de los compañeros (4 ítems).
- F4- Nuevas tecnologías (4 ítems).
- F5- Memorización (3 ítems).
- F6- Expresión oral y escrita (4 ítems).
- F7- Afrontamiento de exámenes (3 ítems).

Para medir el rendimiento únicamente se registraron las notas obtenidas:

- 1º trimestre: RTO (rendimiento)
- 2º trimestre: RTO (rendimiento)
- 3º trimestre: ESP (esperada)

RESULTADOS

Autoestima – Rendimiento- Género

	1º RTO	2º RTO	3º ESP	F1	F2	FG
1º RTO	1					
2º RTO	.535**	1				
3º ESPD	.160**	.188**	1			
F1	.169**	.184**	.822**	1		
F2	.175**	.203**	.813**	.876**	1	
FG		-.102*				1

Autoeficacia– Rendimiento- Género

	1º RTO	2º RTO	3º ESP	F1	F2	F3	F4	F5	F6	F7	F8
1º RTO	1										
2º RTO	.822**	1									
3º ESP	.813**	.876**	1								
F1	.178**	.191**	.213**	1							
F2	.237**	.283**	.305**	.365**	1						
F3	.106*		.99*	.263**	.209**	1					
F4				.210**	.181**	.252**	1				
F5	.295**	.279**	.301**	.349**	.400**	.127**	.209**	1			
F6	.140**	.143**	.142**	.322**	.156**	.324**	.317**	.287**	1		
F7	.262**	.277**	.294**	.317**	.454**	.190**	.226**	.504**		1	
FG							-.134**				1

CONCLUSIONES

a) Existe una correlación positiva entre las variables personales (autoestima y autoeficacia) y el rendimiento académico.

b) Se ha visto que la variable género no se correlaciona con las variables de nuestro estudio.

c) En la muestra que hemos obtenido ha predominado la autoestima negativa por encima de la autoestima positiva.

d) Los alumnos perciben mayor autoeficacia en los factores: interacción con los compañeros y nuevas tecnologías.

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