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The Relationship between Students' Self-Esteem and Academic Achievement

The Case Study of First Year Oral Classes at Dr. Moulay Tahar University

Dissertation submitted to the Department of English Language and Literature as a partial fulfilment of the requirements for the degree of *Master* in Didactics.

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Declaration of originality

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

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Dedication

I dedicate this work to the most precious people in my life, those who have supported and encouraged me throughout my life, My Parents.

This work is also dedicated to my darling sister Sotra whose advice and constant support helped me complete this research work

To my brothers and my beloved aunts

To all my family

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Above all, I would like to thank **Allah** for giving me the strength and patience to complete this work.

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Abstract

Self-esteem continues to be one of the most researched concepts in social psychology; researchers have been interested in self-esteem as a factor that has a significant impact on human psychological functioning. Studies in the same area reveal that academic achievement affects the level of self-esteem, and self-esteem is a better predictor of academic success. The present study aims at investigating the link between self-esteem and academic achievement among first year oral classes at Dr. Moulay Tahar University (2020.2021). For the purpose of collecting data, 45 students were selected randomly to take part of this investigation. They were asked to complete the questionnaire that includes participants' personal information and the Rosenberg Self-Esteem Scale. While academic achievement was represented by students' averages in Oral Comprehension and Expression module. Data obtained from the research tools were analyzed using the computer software (Microsoft Excel). The obtained results of this study reveal that a positive correlation exists between students' self-esteem and their academic achievement. Further research is hence needed to explore about the domain of self-esteem in different departments and its influence on the development of the educational system.

Keywords: Self-esteem, Academic achievement, Correlation, Rosenberg Self-Esteem Scale.

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List of Abbreviations

EFL:English as a Foreign Language.

ELT:English Language Teaching

GPA:Grade Point Average

RSES: Rosenberg Self-esteem Scale

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General introduction

General Introduction

Students' Academic achievement determines to what extent they have achieved their learning goals; it is an indicator of a successful educational system. In addition to the cognitive factors that might negatively affect students' performance and achievement, psychological factors such as (motivation, anxiety, stress, depression and self-esteem) matter as well. This section will provide an introduction to the study by first discussing the background of this study, followed by the research aim, objective and question, the significance and finally the limitations.

Self-esteem is the personal judgment of individuals own worth and value, it is the evaluation that every person holds towards himself. Moreover, it has been defined in the social cognition theory as the motivational factor that drives the individual to achieve certain life goals.

As far as the educational setting is concerned, academic self-esteem is students' perceptions and evaluations of their educational abilities as it plays a major role in determining learners' achievement. In recent years, self-esteem, as one of the influential variables that affects students' academic attainment has received more attention. It is generally assumed that high self-esteem is associated with high achievement and low self-esteem is an indicator of low academic achievement.

Negative self-esteem disrupts students' daily functioning and also affects their academic performance. Therefore, Self-esteem is critically important for learners' educational achievement. Numerous studies have investigated the effect of self-esteem on students' achievement. However, These studies have looked at the correlation between self-esteem and academic achievement, in association with other factors like gender, age, and family background

Giving contradictory perspectives and a lack of research on the correlation between learners' self-esteem and academic achievement, and due to the limited studies on this association, the purpose of this study is to identify and investigate any possible relationship between students' self-esteem and academic achievement among 1st year Bachelor's degree oral classes students at Dr, Moulay Tahar University along the academic year 2020_2021.

General introduction

The current study stands on the following research question:

- Is there a relationship between students' self-esteem and their academic achievement?

According to the research question asked, this hypothesis is being proposed:

- If self-esteem is considered in helping students view their capabilities and achieve their goals, then a relationship may exist between self-esteem and their academic achievement.

The current study will contribute to the existing body of knowledge concerning self-esteem and its relationship with 1st year EFL students' academic achievement in the ELT department at Dr. Tahar Moulay University, Saida.

It will help determine whether students' self-esteem has an impact on their academic achievement in the Oral Comprehension and Expression module, and if increasing self-esteem leads to higher academic attainment.

Although it has been stated that the answers will remain anonymous, the researcher was not sure if the participants have honestly completed the questionnaire, For instance, a student strongly agrees with the first statement "On the whole I am satisfied with myself" at the same time he/she disagrees with the statement that says "I take a positive attitude toward myself .So, some answers to the RSES did not seem to be compatible. It is evident that some people do not feel comfortable answering questions which they may find too personal or which are related to psychological issues. Another constraint encountered during the data collection process is students' unwillingness to complete the online questionnaire which obliged the researcher to print and give it to them by hand.

The present study is divided into three chapters, the first chapter is devoted to the literature related to students' self-esteem and academic achievement, the second chapter is about the methodology used in this research and the last chapter includes the analysis and discussion of the data gathered from students' questionnaire in addition to the recommendations.

Chapter one:

Literature Review

1.1. Introduction

The current chapter offers a brief review of the literature relevant to “Students’ self - esteem and academic achievement”. This review consists of definitions of self-esteem, academic achievements, EFL learners, self-esteem and self-concept, nature of self-esteem, theories of self-esteem, formation and development of self-esteem, main types of self-esteem as well as gender and age differences in self-esteem, and the last part sheds lights on teacher’s role in enhancing students’ self-esteem.

1.2. Self-Esteem

Self-esteem is defined as a feeling of having respect for oneself and one’s abilities. It is the confidence and the satisfaction with the self. Notably, a person with high level of self-esteem is more likely to evaluate his own worth in a healthy and positive way. However, the level of self-esteem is affected by a variety of life events including competition, attractiveness, conformity, causal attribution, supportiveness and accomplishment. It also encompasses the way in which the individual responds to different life situations (Baumeister, 1993).

In general, self-esteem is about how a person thinks, and evaluates himself. It is related to the affective appraisal of one’s own self (Baumeister, 1998). It is also about being able and well qualified to manage any life situation despite its difficulty (Branden, 1969). For the purpose of this chapter self-esteem is defined as:

“The evaluation which the individual makes and customarily maintains with regard to himself: it expresses an attitude of approval and indicates the extent to which an individual believes himself to be capable, significant, successful and worthy. In short, self-esteem is a personal judgment of the worthiness that is expressed in the attitudes the individual holds towards himself (Coopersmith, 1967 pp.4_5).

Competence and worth are the main components of self-esteem (Gecas, 1982; Gecas & Schwalbe, 1983). The competence dimension is more concerned with self-efficacy; it is the evaluation of one’s abilities. The worth dimension refers to a person’s sense of his value and worth. Based on these two dimensions, in a recent study, Reasoner (2005) defined self-esteem as the experience of being capable of meeting life challenges and being worthy of happiness.

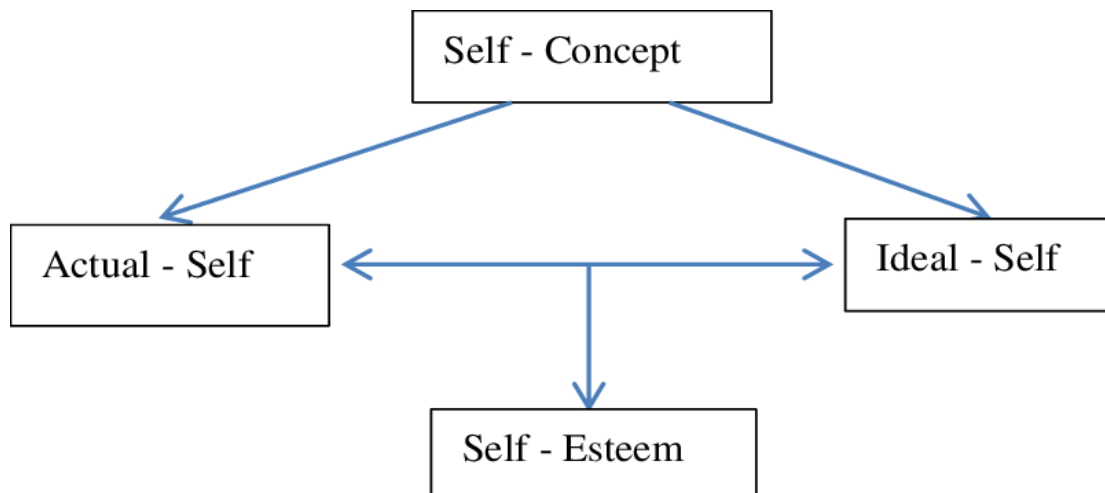


Figure1.1 Conceptual framework on the relationship between the terms

1.3. Academic achievement

Academic is related to schools,colleges and universities, or connected with studying and thinking.

Achievement refers to a thing that somebody has done successfully, especially using their own efforts and skills.

Academic achievement refers to the outcomes of students' performance in a particular discipline, as well as meeting their learning goals; such as completing high schools or earning a college degree. The evaluation of students' academic achievement is made by instructors to review and make the necessary modifications in the educational system (Writer, 2020). In the same mark, Almedia et al (2005) stated that academic achievement entails the challenges that might be encountered in the learning process. It is a deep empirical assessment of the elements that have an influence on the instructional process and learners' development. However, the disparity of students' academic achievement within the same academic level is affected by a number of factors; these include:

➤ **Family background characteristics**

The socio-economic status has a significant influence on students' academic results; it encompasses family income, occupation, and parental educational qualifications. The latter is seen to be the most important determinant in students' academic achievement (Chevalier and Lanot, 2002; Fuchs and Woßmann, 2004; Guncer and Kose, 1993; Parcel and Dufur, 2001; Schiller et al., 2002; Willms and Somers, 2001; Yayan and Berberoglu, 2004)

➤ **Individual students' characteristics**

Students' perception toward school and parental support, motivation and well-being are found to have an influence on students' educational outcomes. According to Konu and Rimpela(2002), well-being in school is influenced by school conditions(rules, class size, social relationships , teachers and schoolmates), means for self-fulfillment and health status.

➤ **School characteristics**

School characteristics include teachers' experience and qualifications, teaching-learning resources and tools, and class size since school conditions can decide to what extent students achieve in school. (Fuller and Clarke, 1994; Heyneman and Loxley, 1983).

1.4.EFL learners

EFL is the abbreviation of English as a Foreign Language, it refers to the teaching of English to people for whom it is not the first language, learner, on the other hand refers to a person who is finding out about a subject or how to do something.

Rubio(2007) viewed language learning as a journey in which learners take different paths or go at different speeds to meet their goals, he argues that language learning programs make a mistake by encouraging students to strive for native-like competency as their main objective, because when students are compared to native speakers or compare their own ability to native-level, they typically fail as a result of such comparisons, and they incorrectly interpret their progression as abnormally slow which contributes to their low self-esteem.. Consequently, experts must prioritize"functioning

bilinguals within language communities" over native speakers as role models for language learners; this would encourage students to evaluate themselves as more competent language learners who are valuable as bilinguals. As a result, learners' self-esteem benefits more from authentic goals.

As far as oral language learning is concerned, exposure, chances to use the language, motivation, and instruction are four essential factors for the language learning to occur; learners should feel supported and comfortable using the language they are learning (Willis,1996).

Gardner and Lambert (1972) classified attitudes into external and internal; they believe that attitudes are a type of affective variable which affects learner's life. External attitudes refer to the learner's evaluations of the external world, or factors outside of oneself. They include the value placed on the foreign language and its culture by the student. By contrast, internal attitudes are the assessments that the learner makes of himself. These factors include learner's competency in a foreign language and his sense of self-worth.

Various terms in the literature have been used to describe these internal attitudes which are directed toward the inner of the human personality, including ego, self-perception, self-confidence, self-image, self-concept, and self-esteem. This paper is mostly concerned with self-esteem.

More advanced learners may not have higher levels of self-esteem in all circumstances; rather, as they progress, they become more aware of their language abilities' limitations. So, it is necessary to be aware of the fact that learners' feelings about themselves may change at different times during the language learning process (Horwitz et al, 1986).

Self-esteem in language learning refers to individual aspects of specific self-esteem such as language learning ability, actual language use, in-class relationships, and student behavior toward the foreign language. It also refers to students' conscious evaluations of situations in which they use the foreign language (Hayde &Parsons, 1983).

1.5. Self-esteem and Self-concept

Self-esteem and self-concept are the most used terms to think about the self. Self-concept is the cognitive aspect of the self and self-esteem is the affective one. In fact, they seem to be related and used interchangeably (Franken, 1994). Self-concept is the basis of any goal-oriented behavior; it makes people believe that they can do things and motivates them to do them. It also includes the beliefs, attitudes and opinions that a person perceives about the self. Thus, self-concept is a complicated, dynamic and an organized system to evaluate the self (Purkey, 1988).

Self-esteem is the focal point of any self-concept study. For that reason, self-esteem is often confused with self-concept. Nonetheless, self-esteem seems to have a small part of individuals' self-perception (Mecca, Smelser and Vasconcellos, 1989)

"People who have good self-esteem have a clearly differentiated self-concept.... When people know themselves, they can maximize outcomes because they know what they can and cannot do" (Franken, 1994 p.439).

Additionally, the study of individuals' self-concept is important to understand the self in different situations, to predict behaviors that may happen and to provide measures for different interferences. Conversely, compared to general self-concept, specific self-concept is more beneficial in educational context, for instance, if a student possesses a high math self-concept, but low reading self-concept, then specific self-concept measurement will be more suitable than the global self-esteem measurement (Marsh and Craven, 1997).

1.6. Nature of Self-esteem

There is a well-known distinction between three types of self-esteem, Global self-esteem, feelings of self-worth and self-evaluations (Brown, Dutton and Cook, 2001):

a) Global self-esteem (trait self-esteem)

It is an affective feeling of the self; it represents the emotions people hold towards themselves (Brawn, Dutton & Cook, 2001). Similarly, Branden (1969) argued that global self-esteem includes a person's self-respect and confidence in being worthy to live a happy life, to be loved and respected. Global self-evaluations are general characteristics of the

individual; they are defined as a stable personality trait (Cattell, 1966). Whereby, they depend mostly on the evaluation and the support of the significant others (Harter, 1990). According to Rosenberg (1988), since it is related to the levels of anxiety (Luck and Heiss, 1972; Rosenberg, 1989) and depression (Rosenberg 1985; Wylie, 1979), global self-esteem is associated with psychological well-being

b) Feelings of self-worth (state self-esteem)

It refers to individual's self-evaluation of temporary affective situations; it is either a feeling of satisfaction or disapproval of one's self-worth (James, 1890). Feelings of self-worth have been also defined as momentary reactions to different emotional states (James, 1890).

c) Self-evaluations (specific self-esteem)

It refers to the way in which people estimate the value of their capacities, talents and personal qualities (Brawn, 1998; Brawn et al, 2001). Domain-specific self-esteem is easily influenced by different contextual and life events. It represents individuals' attitudes towards their competencies in particular domains like social competence or school competence (Campbell and Lavelle, 1993). This face of self-esteem is often associated with humans' behavior rather than their psychological well-being (Rosenberg, schooler and Schoenbach, 1995).

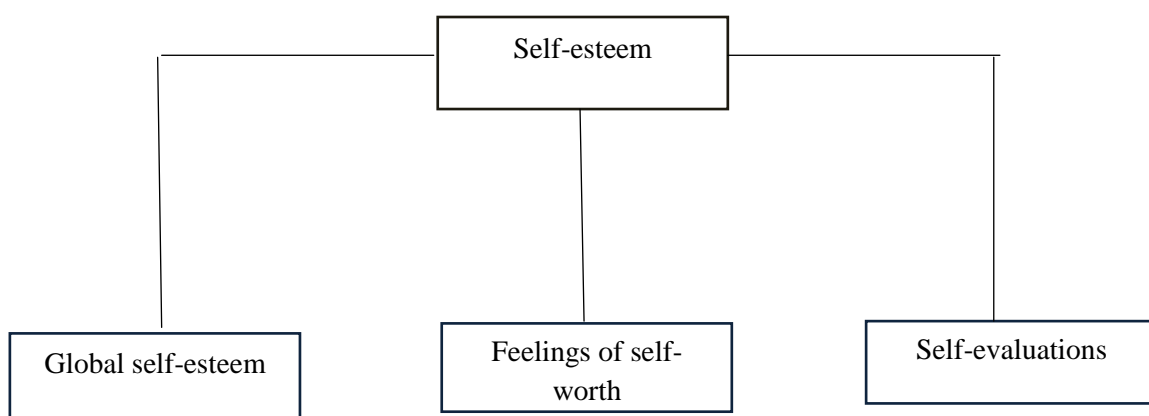


Figure 1.2: The Three Faces of Self-esteem

1.7. Theories of Self-esteem

Theories of self-esteem offers a variety of definitions of the concept, some of them define it as a person's overall sense of his own worth, others see self-esteem as being emotionally able to handle new situations and challenges. In this study, the researcher focused on James's formula of self-esteem, Coopersmith theory of self-esteem, self-esteem in Nathaniel Branden and Maslow's Hierarchy of Needs.

1.7.1. William James' formula for self-esteem

James was the first who introduced a theory of self-esteem. He used a simple formula to define self-esteem, this formula is as follows:

$$\text{Self-esteem} = \frac{\text{Success}}{\text{Pretensions}}$$

Figure 1.3: James Formula of Self-Esteem

According to James (1890), pretensions in this case refer to the personal goals, values and motives; if a person succeeds in achieving their goals, then, the belief on one's potential increases and self-esteem rises as well.

1.7.2. Coopersmith Theory of Self-esteem

According to Coopersmith, self-esteem measurement should be based on four important factors, the first is the value that the individual receives from others, the second is the experience and success in different situations in which the individual feels adequate, the third factor is one's definition of success and failure, and the last factor is one's attitudes towards criticism. Although self-esteem is fixed and unchangeable, it can change through therapy or some other conscious efforts.

Coopersmith stated also that our sources of self-esteem are our personal life experiences with ourselves, with others and our own independent judgments of the external world. Moreover, it is influenced by gender, age and other conditions.

1.7.3. Maslow's hierarchy of needs

The Hierarchy of needs theory is a motivational theory in psychology in which Abraham Maslow introduced a five-stage model of human needs. This model is divided into deficiency needs and growth or being needs. The first four levels are often referred to as deficiency needs, and the top level is known as growth or being needs. These needs are:

- **Physiological needs-** These are the basic needs of air, water, food, clothing and shelter. They are considered to be the most essential because if these needs are not met, the human body cannot function.
- **Safety needs:** they include being protected and secure.
- **Love and belonging needs:** they are social needs which involve trust, and acceptance, receiving and giving affection and love.
- **Esteem needs:** they include respect, self-esteem, recognition and strength.
- **Self-actualization needs:** This entails having the ability and the potential to become what a person is capable to become.

In the words of Maslow, people are motivated to meet their basic needs, then move on to others. Esteem needs is the fourth in Maslow's hierarchy of needs; it plays a significant role in motivating behaviors. Having the sense of worth and being accepted, valued and recognized by others make the person confident and more likely to achieve their goals.

In educational context, the Maslow's hierarchy can be applied in different ways. For instance, a student who is hungry cannot focus on learning, and a student who does not feel safe in the classroom cannot show an academic progress. Thus, before meeting students' cognitive needs, they have to fulfill their physiological, security and safety needs.

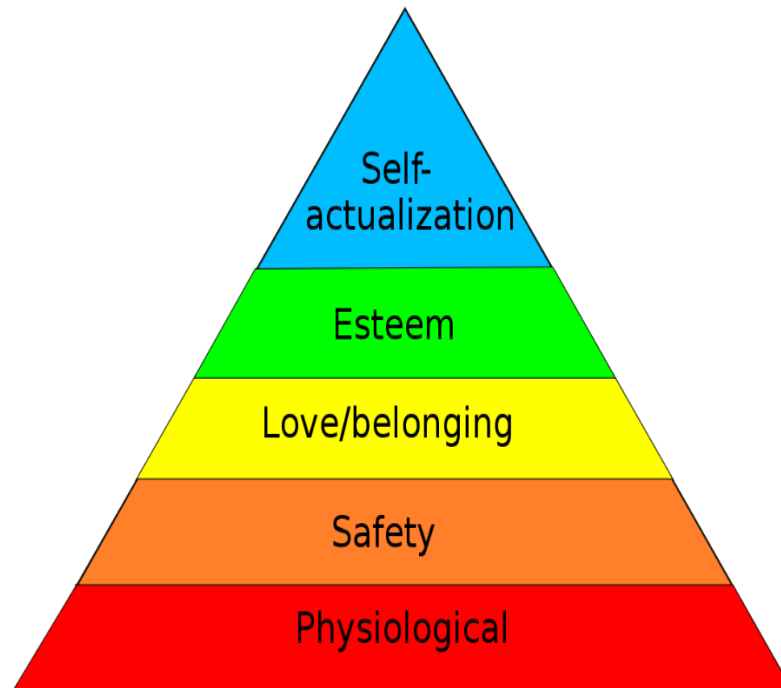


Figure 1.4: Maslow's Hierarchy of Needs

1.7.4. Self-esteem in Nathaniel Branden

Branden(1969) in "*The Psychology of Self-Esteem*" claimed that self-esteem is one of the most important factors in human psychology; self-esteem according to Brendan consists of two components; self-effectiveness and self-respect.

According to Branden (1969), self-esteem is what a person does rather than what he thinks; in his book "*The Six Pillars of Self-Esteem*", he suggested six practices that encourage and help developing self-esteem:

1) The Practice of Living Consciously

This practice is mostly concerned with being aware of oneself, knowledge and potentials.

2) The Practice of Self-acceptance

Accepting the self is what builds self-esteem, this practice includes improving what can be improved and accepting what cannot.

3) The Practice of Self-Responsibility

This practice is about facing life challenges and being responsible for a person's own choices and actions.

4) The Practice of Self-assertiveness

To be authentic and real.

5) The Practice of Living Purposefully

To be inspired to achieve goals.

6) The Practice of Personal Integrity

Maintaining high ideals and standards to match up with people's actions and behaviors. Moreover, Self-esteem is very important for the effective functioning of human beings such that:

To say that self-esteem is a need is to say: That it makes an essential contribution to the life process. That it is indispensable to normal and healthy development. That it has survival value (Brendan, 1995, p17).

1.8. The Formation and Development of Self-esteem

Self-esteem forms as a result of the comparison of one's perceptions of their own worth alongside their performance on different life tasks (Sirin and Rogers, 2004).

The affective model of self-esteem development assumes that self-esteem is a reaction to social relationships and emotional changes and it forms in early childhood. After the formation process, individuals are able to boost, protect and restore feelings of self-worth. Therefore, they are considered to have high self-esteem (Brawn et al, 2001).

There are four sources for the formation of self-esteem:

- **Reflected appraisal**

The first source for the formation of self-esteem is reflected appraisal as introduced in Coley's concept of the "looking glass self" (1902) and in Mead's idea of "Role taking" (1934). Reflected appraisal is based on the idea that people's perception towards the individual is the main source of his sense of self (Coley, 1902).

If the significant others are valued by the individual, self-perceptions and social comparison could be of great effect (Rosenberg, 1979).

- **Social comparison**

The second source is, social comparison, in which a person's evaluation of his qualities and abilities depends on comparing himself to others (Festinger, 1954).

- **Self-attribution**

The third source is self-attribution, it is the interpretation of a person's own actions, it is more concerned with how people explain and describe their behaviors (e.g., I did poorly on the test because the teacher does not like me).

- **Social identity**

The last source of self-esteem is social identity; the social group to which individuals belong has a considerable impact on the development and construction of self-esteem. It refers to how the self is related to others (Tajfel and Turner, 1986). According to the Social Identity theory, people who share the same race, gender status or religion are considered to be members of the same social group, and this categorization is what determines how people should behave in their social group (Turner et al, 1987).

1.9.Types of self-esteem

1.9.1. Positive (healthy) self-esteem

Self-esteem is based on perceptions rather than facts; High levels of self-esteem may be proportionate with a person's characteristics and achievements, or these sentiments of self-worth might be associated with any objective assessment of the self; Individuals who have high self-esteem are more likely to focus their efforts on increasing their sense of worth. (self-enhancement) (Baumeister, Tice & Hutton, 1989). In fact, people with high self-esteem are assumed to be less influenced by negative experiences and tend to recover from them faster than people who have low self-esteem.

According to Brown (2010), when faced with unpleasant social feedback like receiving a negative appraisal from a colleague, or a negative achievement feedback such as receiving fake feedback about their performance on an intellectual task, people with high self-esteem are more adaptable than people with low self-esteem. Individuals who report higher levels of positive self-worth are also more emotionally stable and less susceptible to psychological distress as compared to people who have negative feelings of self-worth, (Sedikides, Rudich, Gregg, Kumashiro, & Rusbult, 2004). Positive self-esteem gives the individual the confidence to enjoy his life and deal with its challenges (Rubino, 2006).

The assumption that high self-esteem acts as a buffer to protect people from negative experiences supports the belief that self-esteem should be linked to a variety of positive outcomes. This notion is the driving force behind the extensive empirical research on self-esteem. Hence, this problem may seem easy, but it led to many studies in which the conclusions varied; Accordingly, some researchers stated that self-esteem is linked to important life outcomes (Orth et al, 2012; Tzesniewski et al, 2006), while others have doubted these correlations (Baumeister et al, 2003).

1.9.2. Low(negative) self-esteem

Low self-esteem refers to the ambiguous or negative self-evaluations, whereas high self-esteem refers to a highly favorable image of the self (Campbell et al., 1996).

Individuals with poor self-esteem appear to be afraid of risk taking, rejection and failure. The risks taken by people with low self-esteem appear to have a higher potential cost than those taken by people with high self-esteem, because people with low self-esteem do not possess the evaluative resources needed to protect themselves from the self-esteem threats that come with negative experiences like failure and rejection.

Self-esteem is unquestionably related to positive outcomes such as self-reported happiness (Furnham & Cheng, 2000) and global life satisfaction (Diener & Diener, 1995).

High self-esteem	Low self-esteem
Feeling of self-worth	Lack of self-acceptance
Self-confidence	Shyness
High achievements	Afraid of challenges
Risk-taking	Poor risk-taking
Assertive	Non-assertive
Self-directed	Indecisive
Seek self-improvement	Self-criticism
Emotionally stable	Hostility & irritability
Adjust to failure	Felling of insignificance

Table 1.1: Indicators of High & Low Self esteem

1.10. Gender and Age Differences in Self-esteem

The positive evaluation of one's own worth and abilities is important to make the appropriate life choices and decisions; it contributes in motivating people to trust their potential and achieve their goals. Self-esteem indeed, is influenced by gender and age, these two important factors are usually correlated with the extent to which people value themselves.

Gender plays a significant role in promoting and exhibiting self-esteem. In fact, it is widely accepted that the most well-known findings in the field of self-esteem research, is that men's level of self-esteem is higher than women's, and that from late adolescence to middle adulthood, people's self-esteem increases (Huang, 2010; Orth & Robins, 2014; Kling, Hyde, Showers, & Buswell, 1999; Robins, & Tzesniewski, 2005; Tzesniewski, Donnellan, & Robins, 2014).

Male's self-esteem is affected by goals characterized by autonomy and independence while on the contrary; females' self-esteem is affected by goals characterized by interdependence and sensitivity (Cross and Slater, 1995). Accordingly, females' primary source of self-esteem is influenced by relationships, whereas the primary source of males' self-esteem is affected by objective success (Stein et al, 1992).

Another difference between males and females' self-esteem is that men tend to have a higher body image satisfaction than women. Therefore, women resort to cosmetic surgery, weight loss and more likely to negatively evaluate their physical appearance (Heatherton, 2001). Men and women appear to have the same lifespan trajectories in that self-esteem is high in childhood for both genders; it decreases during adulthood, steadily rises throughout adulthood, before declining in old ages (Orth & Robins, 2014; Robins & Tzesniewski, 2005; Wagner, Gerstorf, Hoppmann, & Luszcz, 2013).

However, some investigations in the area of gender differences as related to self-esteem indicated that in comparison to males, women have higher self-esteem. Furthermore, Coopersmith (1967) proclaimed important self-esteem gender differences favoring females. Lerner, Sabura, and Chihara (1981) conducted research on self-esteem among Japanese adolescents. Anew, findings came in favor of females. On the contrary,

other studies such as Marron and Kayson (1984) pointed out that boys' self-esteem was found to be higher.

1.11. Family environment and self-esteem

Having a positive self-esteem and a supporting family is an essential factor for better academic outcomes. It is evident that individuals' self-esteem is made of their own perceptions about their worth and abilities alongsidesignificant others' perceptions of them. Infact, positive self-esteem is associated with parental involvement (Coopersmith, 1967; Rosenberg,1965) and Children's behavior at home and school also reflects their level of self-esteem (Mogonea, 2014).

Rathunde et al. (2000) noted that parent's belief on their child ability to obtain good results help to boost his self-esteem. Consequently, challenging home environment has an effective impact on adolescent's self-esteem and a positive effect on academic achievements as well (Csikszentmihalyi et al, 1993; Rathunde, 1996; Rathunde et al, 2000). In contrast, adolescents with less challenging family tend to have negative self-esteem. it has been asserted that individuals' development relies heavily on family challenges and support (Csikszentmihalyi et al, 1993; Rathunde, 1996; Rathunde et al, 2000).Moreover, adolescents' ego development is a result of both, the emotional and the cognitive family supports (Hauser,1991).

The form of teenage family interactions has an impact on their perceptions and behaviors (Baumrind, 1987, 1989). According to Hauser (1991), the best parenting style is authoritative, which combines responsiveness with demandingness, the mixture of these parenting qualities produces skilled and balanced adolescents. Rathunde et al. (2000), claimed that home challenges are associated with goal-directed activities and for that reason it can be considered as an indicator of achievement in scholastic(academic) and non-scholarly domains.

Well-educated family members provide an encouraging and supporting atmosphere for their child; they promote his curiosity and willingness to explore and learn by creating

an environment where the child is free to explore and provided with many activities which help him develop intellectually.

1.12. The Relationship between Self-esteem and Academic Achievement

Choi (2005) asserted that there is an association between students' attitudes towards school, motivation and academic attainment; Students with low self-esteem are not risk takers, even if they are exposed to challenges that are rewarding or that may make them famous in school or at home (Wood et al, 1991).

Notably, students' self-esteem is positively associated with classroom participation and academic achievement. Learners who perform well at school tend to feel more confident than those who exhibit low academic performance (Murayama et al, 2008).

Additionally, Students' participation in schools is found to be influenced by the way in which they feel in their social circles (home and school) in other words, students who feel shy or inadequate are not active and do not participate in the classroom. Therefore, they always feel unhappy and hesitate to be involved in the learning activities which lower their self-esteem (Miraei, 2005). Generally, student who have high self-esteem perform better in examinations than those with low self-esteem, because their confidence and motivation towards learning is higher (Jordan and Kelly, 1990).

Reduced self-esteem has a negative impact on learners' academic performance, it also affects their progression in various areas of life. (Baumeister et al, 2003). In the same line of thought, Zeivand (2006) highlighted that in both social and academic contexts, low self-esteem impedes students from solving their problems in school and makes them discouraged and dejected.

It is noticeable that increases in self-esteem are related to increases in academic achievement. Rubie et al (2004) suggested that it is necessary to increase students' self-esteem in order to improve their academic achievement.

Moreover, Motivation plays a significant role in promoting positive self-esteem. It is a fundamental factor that relates self-esteem to academic achievement (Skaaiiuk, 1983).

People's perceptions about failure and success impact the extent to which they see themselves worthy or unworthy.

The attribution theory is a well-known motivational theory that focuses on the idea that effort and ability are two significant causal attributions that individuals make when it comes to their judgment of success and failure (Weiner, 1985; 1986). In his theory, Weiner asserted that causal ascriptions influence emotions and assumptions for favorable outcomes, they also have a positive impact on individuals' achievements and behaviors.

Fitts (1972) on the other hand, believed that someone with a healthy concept is more likely to use his intellectual resources more accurately if his intellectual resources or educational background are on the borderline. Otherwise, his sense of self appears to be more closely linked to no cognitive aspects of academic life. In his research, he also reported that there is a number of affective variables that show a link between self-concept and factors affecting academic performance when relating self-esteem to these affective variables (attitudes toward school and teachers, assuming responsibility for learning, motivation and goals, morale and satisfaction with school, class participation, discipline problems, dropout rates, and school failure).

In the United States, the educational system gives a great importance to self-esteem because they believe that academic achievement is influenced by healthy self-esteem, and a number of studies have demonstrated that self-esteem is linked to academic success. So, it is evident that people who possess healthy self-esteem will do well in school because they will put in more effort and persevere in the face of failure. This is significant because high self-esteem might protect people from the unfavorable consequences of failure which are all too typical in the early stages of learning.

Many researchers confirmed that academic achievement is related to high self-esteem (March et al, 1999). However, others found low correlation between the two variables and that the relationship is weaker. In his study, Hattie (1992) concluded that the correlation between self-esteem and academic achievement is negative. Furthermore, Baumeister et al (2003) argued that instead of being a cause of academic achievement, self-esteem is its consequence.

1.13. Teacher's role in building students' self-esteem

Ethrman et al (2003) stated that teachers and students are different; teachers prefer different strategies and choose various teaching styles and so are students; each of them has a preferred learning style. Creating a safe and a stress-free atmosphere is important for the learning process. In fact, the creation of the appropriate program and teachers' assistance enables students to acquire and learn.

In general, for many students, the development of autonomy and self-direction may be a source of self-esteem. The level of proficiency in a language classroom is considered as limited in traditional school-based programs; as a result, teachers have to encourage students to be more autonomous and self-directed (Parsons, 1983).

Parsons (1983) also highlighted that low self-esteem in students has an impact on language teaching. Because of their poor self-esteem, advanced language learners who become language teachers may limit the experiences they can provide to their learners. As a result, Rubio (2007) believed that positive self-esteem should be fostered in language classrooms.

1.12. Conclusion

It is apparent that reviewing the literature has a significant role in conducting research. Therefore, this section aims at describing the correlation between students' self-esteem and academic achievement. The researcher, in the current chapter started by providing various definitions of the key terms, then shed lights on the three faces of self-esteem as well as the theories in the same field. Moreover, the main types of self-esteem, gender and age differences in self-esteem were discussed.

The impact of the family environment on the formation and development of self-esteem is another topic covered in this section. At a last step, the researcher highlighted teachers' role in enhancing students' self-esteem.

Chapter two:

Research Design and Methodology

2.1. Introduction

Every research paper includes a methodological aspect, this section aims at explaining the methodological components of the current research, it describes the research design and the type of the data collected. In this chapter, the researcher identifies the sample population as well as the data collection tools in details.

2.2.Quantitative Research

Quantitative research is a type of research that is undertaken using empirical methods; it describes what the case is in real life and not how it should be. Quantitative research relies on collecting numerical data that are analyzed using statistics. It is used to quantify opinions, attitudes and behaviors and to determine how people feel about a certain topic. Additionally, it can be used also to the testing of the hypotheses and the explanation of some phenomena such as what variables are related to any changes in students' school performance? Or whether there is a relationship between students' academic achievement and self-esteem? As it is the case in this study.

2.2.1. Types of quantitative research

There are four types of quantitative research:

- 1) **Survey research:** it is the most commontype of quantitative research. It uses questionnaires for data collection. These questionnaires are often standardized to gain precise results.
- 2) **Correlational research:** this type examines whether two variables correlate with one another or not.
- 3) **Experimental research:** it is scientific research that takes one or more hypotheses and tests them to reach inconclusive results.
- 4) **Causal comparative research:** it aims at discovering a cause-and-effect relationship between two variables. This type of research is used to determine the causes or consequences of differences that exist between or among groups of people.

2.2.2. Advantages of quantitative research

- Allow for statistical comparison between different groups of people
- Use of random sampling technique
- standardized
- It does not necessarily require direct observation of the participants. This promotes a better response rate because respondents would have more time and less pressure.
- The results are more reliable and can be tested and checked.

2.3. Research design

This research work is a correlational study in which the investigator has tried to explore the correlation between students' self-esteem and academic achievement.

2.3.1. Statement of the Problem

The academic achievement of students in the ELT department at the University of Dr. Tahar Moulay, Saida (Algeria) varies tremendously from years ago. Numerous studies examined the effect of students' psychological aspects on their performance, but there is a lack of research concerning the association between students' self-esteem and academic achievement. The present study aims at investigating the correlation between self-esteem in and BA students' academic achievement (1st year) in their oral classes along the year 2020-2021.

2.3.2. Purpose of the Study

The purpose of this study was to investigate any possible relationship between self-esteem and students' academic achievement at Dr. Moulay Tahar University;

2.3.3 Research Objective

- To explore the relationship between the level of self-esteem and students' Academic achievement.

2.3.4. Research Question

From the objective mentioned above, the research question being tackled in this research study is:

- Is there a relationship between students' self-esteem and their academic achievement?
- What is the impact of self-esteem on learners' academic achievement?

2.3.5 Research hypothesis

According to the research question asked, this hypothesis is being proposed:

- If self-esteem is considered in helping students view their capabilities and achieve their goals, then a relationship may exist between self-esteem and their academic achievement.

2.3.6. Significance of the Study

The research' goal is designed to contribute to the limited body of research concerning self-esteem and its relationship with 1st year EFL students' academic achievement in the ELT department at Dr. Tahar Moulay University, Saida.

2.4. Research paradigm

2.4.1. Correlational research

The present study is correlational research, which is designed to investigate the relationship between two variables, It is a non-experimental research method in which the researcher has to assess the statistical relationship between the two variables; an independent variable (self-esteem) and a dependent variable (academic achievement). However, if variable A (self-esteem) is related to variable B (academic achievement), it does not always entails that variable A caused variable B.

Besides, to figure out how two or more variables are related and to test the strength of the correlation, researchers use a statistical measure called "Correlation coefficient (r)". A correlation coefficient is an index of the strength of association between two variables.

Chapter two Research Design and Methodology

The range of the correlation can range from +1.0 to -1.0 and an r of 0 means no relationship between two variables.

2.4.2. Types of Correlational Research

There are three types of correlational research:

1. **Positive correlation:** a positive relationship between two variables is when an increase in one variable leads to a rise in the other variable. A decrease in one variable will see a reduction in the other variable.
2. **Negative correlation:** a negative correlation is the opposite of a positive relationship. If there is an increase in one variable, the second variable will show a decrease and vice versa.
3. **Nocorrelation:** in this third type, there is no correlation between the two variables. A change in one variable may not necessarily see a difference in the other variable.

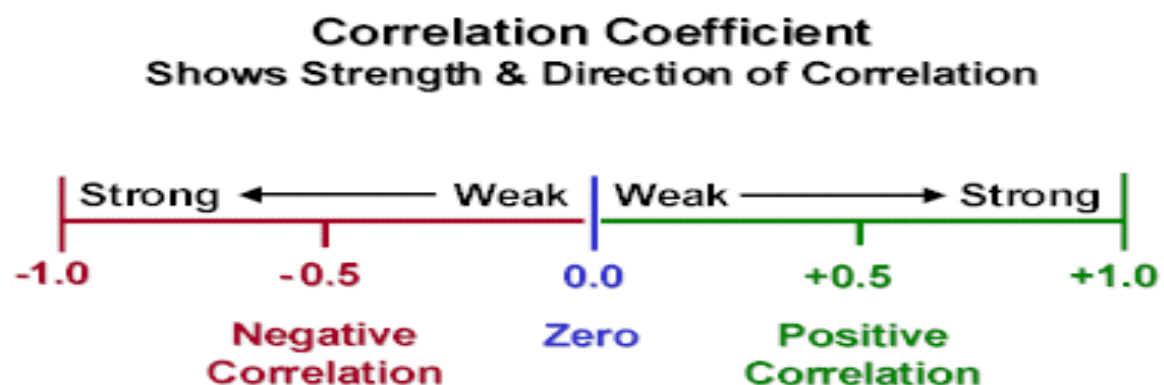


Figure 2.1: Pearson's' Correlation Coefficient (r)

2.4.3. Data collection

Data collection is an important procedure for all fields of study, it is the process of gathering information in a systematic way which enables the researcher to answer the research questions, to test the hypotheses and to discuss the results, however, data collection methods vary by the nature of the study and the type of data (quantitative, qualitative). Consequently, correlational research fits into this study to examine the link between students' self-esteem and academic achievement.

Chapter two Research Design and Methodology

Correlational research is a type of quantitative research method in which the researcher gathers quantitative (numerical) data that are analyzed using statistics.

Data collection methods are the methodologies undertaken by the researcher who is carrying out a correlational study in order to determine any possible relationship that exist between variables in a predetermined population. Therefore, three main methods can be used in correlational research, these include; surveys, observations and secondary data.

2.4.3.1. Data Collection Methods of Correlational Study

❖ *Survey research*

It is non-experimental research approach used to gather information. In survey research, questionnaires can be used to measure the variables of interest. Surveys are a quick, flexible and an easy way to collect standardized data from the respondents.

Survey research is defined as

"The collection of information from a sample of individuals through their responses to questions" (Check & Schutt, 2012, p. 160)

❖ *Naturalistic observation*

It is a type of field research where the researcher gathers data about a behavior or phenomenon in its natural environment. Naturalistic observation can include both qualitative and quantitative elements. However, in order to determine the correlation, researchers collect data that can be statistically analyzed (e.g. levels, frequencies, durations, and scales). Moreover, easily generalize findings from naturalistic observation to real life contexts.

❖ *Secondary data*

Data has already been collected for a different research purposes or previous studies. The use of secondary data allows the researcher to complete a study in a shorter period of time than would be necessary for primary data collection.

Chapter two Research Design and Methodology

As far as this study is concerned, the researcher has undertaken a survey questionnaire in order to gain a better insight into the correlation between self-esteem and students' academic achievement. Data were collected by asking the students to complete the questionnaire in class where they returned it at that time.

2.4.4. Data Collection Procedure

The researcher carried out this study through the following steps:

1. The researcher designed a questionnaire that fits into the type of the study.
2. He asked for teachers' permission to distribute the questionnaires, he also informed the participants that their answers will remain anonymous.
3. The investigator asked for Head of the department's permission to take students' grade grades.
4. In order to examine the correlation between variables, the researcher analyzed the data in a descriptive way.

2.4.5. Participants and Sampling

Population refers to a group of people who share the same characteristics so that the data can be gathered. Researchers cannot examine every member of the population; therefore, they must select a sample of interest that will be an accurate representation of the entire population.

A sample is a number of people taken from a larger group (target population) and used to provide necessary information for the study, and the sample must include individuals with characteristics similar to the population. Hence, sampling techniques are classified into Probability and non-probability samples.

Probability sampling refers to a sampling strategy in which the sample is chosen at random. This method of sampling is classified as:

- simple random sampling
- stratified random sampling
- random cluster sampling
- systematic sampling.

Chapter two Research Design and Methodology

Conversely, non-probability sampling is a sampling method in which not all members of the population have an equal chance of participating in the study. It is widely used for qualitative research and exploratory studies. Here are the types of non-probability sampling methods:

- Convenience sampling
- Consecutive
- Quota sampling
- Judgmental or purposive sampling
- Snowball sampling

In this study the researcher used random sampling method in which participants were selected randomly to be representative of the chosen population. Therefore, responses from the sample will reflect and represent the entire population.

The population of this study is first year BA students from English department of Dr. Moulay Tahar University, Saida in the academic year 2020/ 2021. The size of the sample is 45 (males and females) subjects were selected as a sample size in this study.

2.4.5.1. Students' Profile

The informants of this study are first year BA students, in the Department of English language, Faculty of Languages, Letters and Arts at Dr. Tahar Moulay University during the academic year 2020-2021. Data were collected in their third semester of the academic year 2021_2022.

After gathering information from participants through the questionnaire (*see appendix 1*), and their scores of the previous semester (2nd semester) in Oral expression module were also collected. The sample population included 45 students, (32 females and 13 males), their age ranges between 17_25. The participants were previously informed that all data obtained from the questionnaire responses would be confidential.

2.4.5.2. Participants' Demographic Information

Age	17-19	20_22	23_25	Over 26	Total
Number	22	21	2	0	45
percentages	48.9%	46.7%	4.4%	0%	100%

Table2.1 : Participants' Age

Participants	N	Percentages
Females	32	71.1%
Males	13	28.9%
Total	45	100%

Table2.2: Participants Gender

Region	N	Percentages
In city	31	68%
Out of the city	14	32%

Table 2.3: Participants' Region

2.4.6. Research Instruments

For data collection, the researcher has chosen 1st year oral classes students to conduct the study. The information collected for this study include students (45 respondents) answers to the questionnaire that was handed in person and shared online, and their averages of oral expression in the second semester of the academic year 2020_2021.

2.4.6.1. Students' Questionnaire

A questionnaire is a widely used research instrument that consists of a series of questions for the purpose of gathering information. Questionnaire is also defined as:

“A document containing questions and other types of items designed to solicit information appropriate to analysis” (Babbie, 1990p377).

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There are two types of questionnaire, structured and unstructured. A mixture of these both is the semi-structured questionnaire that is used mostly in social science research.

In this study, a structured questionnaire was distributed to all participants (45 students). This consists of 2 parts;

Part A: Demographic and personal details

Part B: The Rosenberg Self-Esteem Scale

The first section of the questionnaire was concerned with student's demographic and personal details, close ended questions about gender, age, region (in-city/ out of the city) and educational status were included. In both sections, the respondents were asked to select (tick) from the answers provided by the researcher.

In the second section the researcher adopted the RSES; Rosenberg Self-Esteem Scale it is a scale measure of self-esteem, developed by the sociolinguist Morris Rosenberg in (1962). It was designed to measure high school students' self-esteem; however, it has been used to measure adults' overall self-esteem.

The RSE includes 10 items; five statements are worded to positive feeling about the self, such as: “ On the whole I am satisfied with myself”, and the other five statements are worded to negative feeling about the self like “At times, I think I am not good at all”.

2.5. Data analysis

After collecting data through the research tools, including the questionnaire and students' grades of the second semester in Oral Expression module; the researcher used the computer software (Microsoft Excel) for the descriptive analysis of the results (percentages and frequencies). Data was presented using scatter plots in order to identify the direction of the correlation (positive/negative), and the form of the correlation (linear/nonlinear). Furthermore, Pearson's Correlation Coefficient (r) was used to examine the strength of the correlation (weak, moderate or strong).

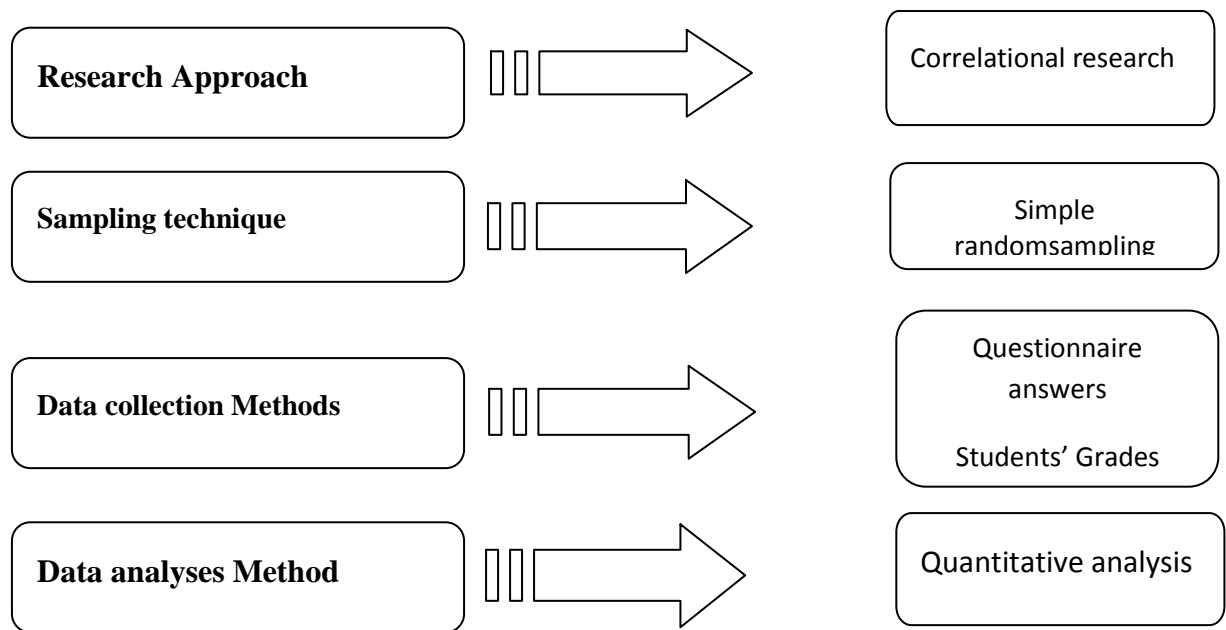


Figure2.2: Research Design

2.6. Limitations of the study

Undertaking a research work is not an easy process. Therefore, during the investigation the researcher encountered a number of constraints that made it difficult to accomplish the required work appropriately; these obstacles might have an effect on the research findings.

Although it has been stated that the answers will remain anonymous, the researcher could not guarantee that the participants have been totally honest while completing the questionnaire. It is evident that some people do not feel comfortable answering questions which they may find too personal or that they are related to psychological issues, the second hurdle encountered during the data collection process is students' unwillingness to complete the online questionnaire which obliged the researcher to distribute it by hand.

2.7. Definition of variables

➤ Self-esteem

Self-esteem in psychology, is the perceptions and beliefs that a person holds towards himself, it is the overall sense of a person's worth and value.

➤ High self-esteem

People who have high self-esteem hold positive opinions about their value as a person, and believe that they deserve happiness.

➤ Low self-esteem

Low self-esteem people tend to be easily affected by the stresses they experience in life. They are hypersensitive and they lack self-confidence and self-acceptance. Low self-esteem is often linked to depression, loneliness and shyness.

➤ Academic achievement

Academic achievement is conceptualized as the extent to which people have achieved their learning goals; it can be referred to as students' average, grade or educational benchmark like bachelor's, Master's or PhD degrees. For the measurement of academic achievement, researchers often use The Grade Point Average (GPA).

➤ Correlation research

A research method that investigates the relationship between variables and how these variables are associated to each other. In other words, if variable A changes, then, variable B would change as well.

➤ Variables

Any characteristics of the sampling population that the researcher is interested in and want to collect such as gender, age and self-esteem level. Variables can differ between students and schools.

2.8. Conclusion

The present chapter is an overview of the methodology used in this study, it includes the research question, objective and hypothesis. It also describes the research design and the data collection methods. In this section the investigator shed light on the correlation research, its types and methods.

In the following chapter the researcher will analyze, interpret and discuss data that have been gathered through the data collection tools.

Chapter three:
Data Analysis and interpretation

3.1. Introduction

This chapter is devoted to the analysis and the interpretation of the research findings, thus the collected data from the questionnaire and students' averages are quantitatively interpreted. Additionally, the findings of this study are analyzed to study the correlation between self-esteem and students' academic achievement.

In this chapter the findings and results are also discussed in details. The researcher analyzed participants' demographics (gender, age, region). Then examined whether there is a relationship between self-esteem and students' academic achievement.

3.2. The questionnaire

The questionnaire was designed to figure out how students feel about themselves. This research tool is composed of two sections, section one included students' personal information; their gender, age, region and educational status. The second section was devoted to the RSES which is a scale measurement to assess participants' self-esteem. Therefore, Data collected from the RSES helped identify the correlation between students' self-esteem and academic achievement.

3.2.1. Analysis of the questionnaire

3.2.1.1. The analysis of participants' demographic details

In this section, the researcher analyzes and interprets the personal data collected from the first section of the questionnaire administered to the sample population (45 students).

Gender:

Participants	N	Percentages
Females	32	71.1%
Males	13	28.9%
Total	45	100%

Table3.1. Participants' Gender

The following diagram represents the percentages of students' gender

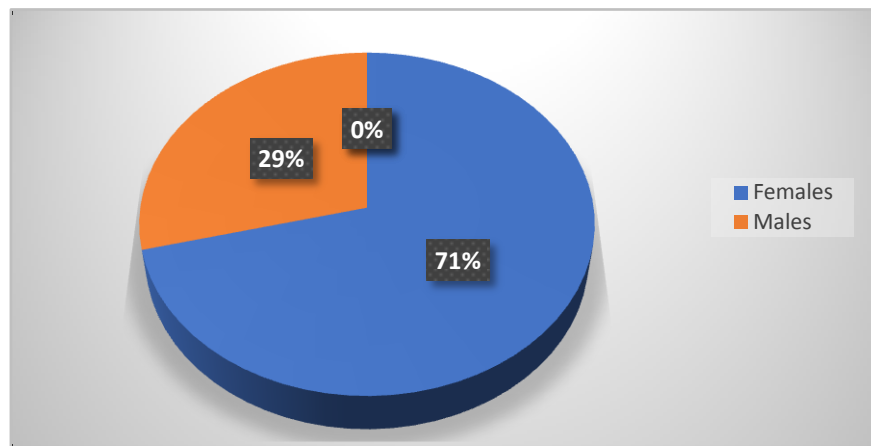


Figure 3.1: Participants' Gender

Regarding the gender of the participants, the table and figure above, reveal that the majority which represents 71% (31) of the participants are females, while 13(28.9%) reported their gender as male. Therefore, the number of males and females were not equal because of the random choice of the population, or because female is the dominant gender in the EFL classrooms at Saida's university.

Age:

Age	17-19	20_22	23_25	Over 26	Total
Number	22	21	2	0	45
percentages	48.9%	46.7%	4.4%	0%	100%

Table 3.2 students' age ranges

The following pie-chart illustrates the information introduced in the above table; it represents the percentages of participants' age ranges.

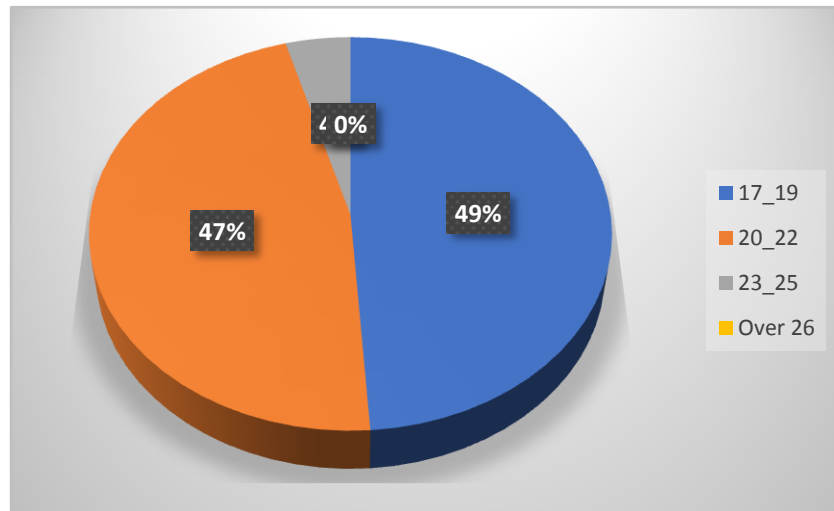


Figure 3.2: participants' age ranges

From the figure and the table, it can be seen that respondents' age ranges between 17_25 years old. 22 (49%) participants reported their age range between 17_19, and then 21 (47%) students reported their age range between 20_25, and only 2(4.4%) students are between 23_25 years old. While there is no participant who is over 26 years old.

Region:

Participants	N	Percentages
In- city	31	68%
Out of the city	14	32%

Table3.3. Participants' Region

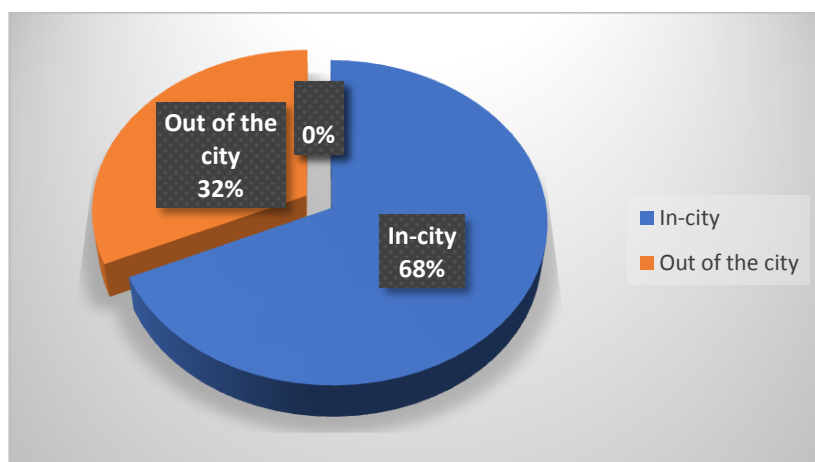


Figure 3.3. Students Region

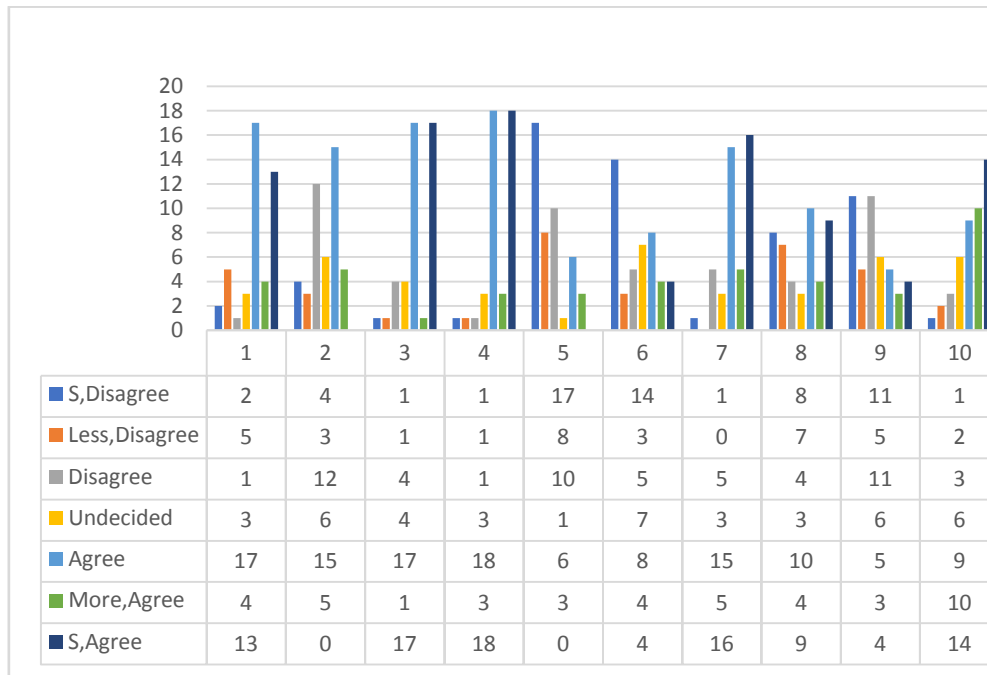
Chapter three Data Analysis and Interpretation

With regard to the figure, and from the total number of participants (45),31 (68%) students live in the city, while only 14 (32%) claimed that they live out of the city.

3.2.1.2. Analysis of the RSES

In this section we analyze the data collected from participants' answers to the Rosenberg Self-esteem Scale.

The following Table and the graph show students' responses to the RSES:



GRAPH 3.1. Students' Responses on the RSES

The Graph (3.1) represents students' responses to the Rosenberg Self-esteem scale (10 items). The results show that the participants have different conceptions about their own worth and value. This led the researcher to split the findings in relation to another parameter; students' responses to statements that describe high self-esteem and students' responses to statements that describe low self-esteem.

Differences in self-esteem level

Statements that describe high self-esteem

The table represents students' responses to the statements that measure high self-esteem.

Statements that describe high self-esteem	S. D	L.D	D	UN	A	M.A	S. A
Q01. On the whole I am satisfied with myself	2	5	1	3	17	4	13
Q03. I think that I have a number of good qualities	1	1	4	4	17	1	17
Q04. I am able to do things as well as most other people	1	1	1	3	18	3	18
Q07. I feel that I am a person of worth	1	0	5	3	15	5	16
Q10. I have a positive attitude toward myself	1	2	3	6	9	10	14

Table3.4 Statements that Describe High Self-esteem

The findings on the table reveal that a high number of participants (37.8%) agree, and (28.9%) strongly agree with statement (01), in which they are satisfied with themselves. In regard to statement (3), 17(37.8%) students agree and strongly agree that they think they have a number of good qualities. And (40%) believe that they are able to do things as well as most other people. Also 15(33.3%) and 16(35.6%) respondents agree and strongly agree with the 7th statement “I feel that I am a person of worth”. Moreover, (20%), (22.2%) and (31.1%) believe that they hold positive attitude toward themselves.

Statements that describe low self-esteem

The table represents students’ responses to the statements that measure low self-esteem.

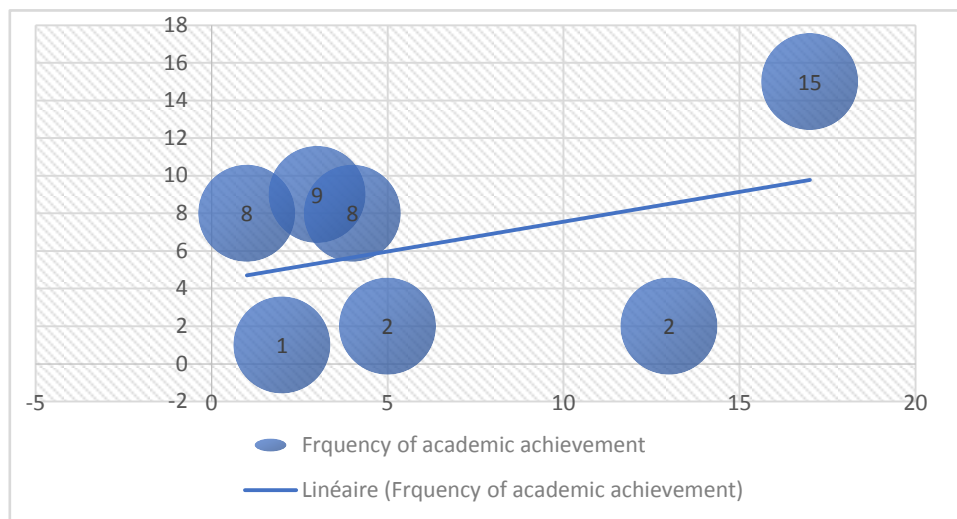
Statements that describe low self-esteem	S. D	L.D	D	UN	A	M.A	S. A
Q02. At times I think I am not good at all	4	3	12	6	15	5	0
Q05. I feel I do not have much to be proud of	17	8	10	1	6	3	0
Q06. I certainly feel useless at times	14	3	5	7	8	4	4
Q08. I wish I could have more respect for myself	8	7	4	3	10	4	9
Q09. All in all, I am inclined to feel that I am a failure	11	5	11	6	5	3	4

Table3.5. Statements that Describe Low Self-esteem

Students' responses to statements that describe high self-esteem are compatible with those that describe low self-esteem, where (37.8%) of the students strongly disagree with statement (09), "All in all, I am inclined to think that I am a failure", Only 6 participants agree with statement (05), "I feel I do not have much to be proud of". However, (33.3%) think that they are not good at all, and (22.2%) agree with statement (08) in which they wish they could have more respect for themselves.

3.2.1.3. The correlation between students' self-esteem and academic achievement

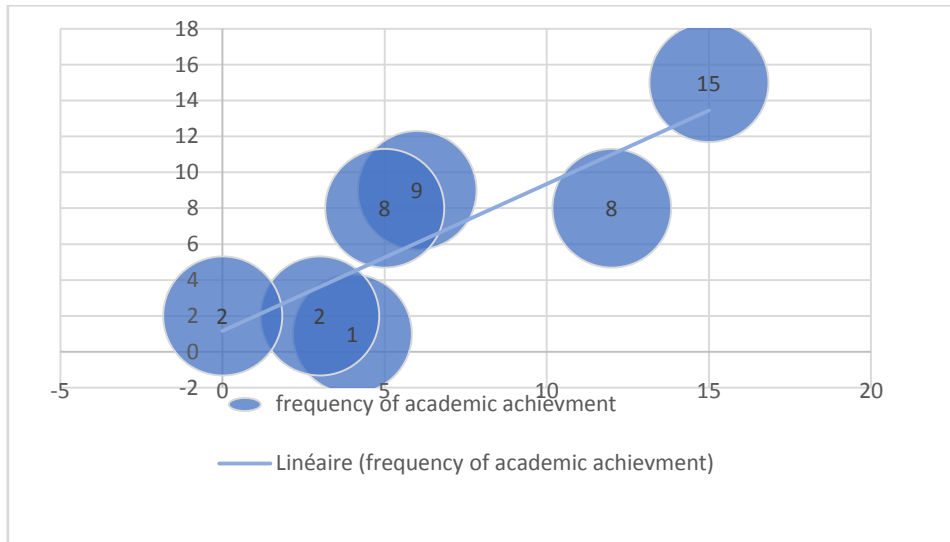
1. On the whole I am satisfied with myself.



Graph3.2: The Correlation between Students' Satisfaction with Themselves and Academic Achievement

The finding in the graph above reveal that, the more students are satisfied with themselves, the higher grades tend to be, in other words, there is a positive linear relationship between students' satisfaction with themselves and their academic achievement. However, the correlation is weak $r=0,38$.

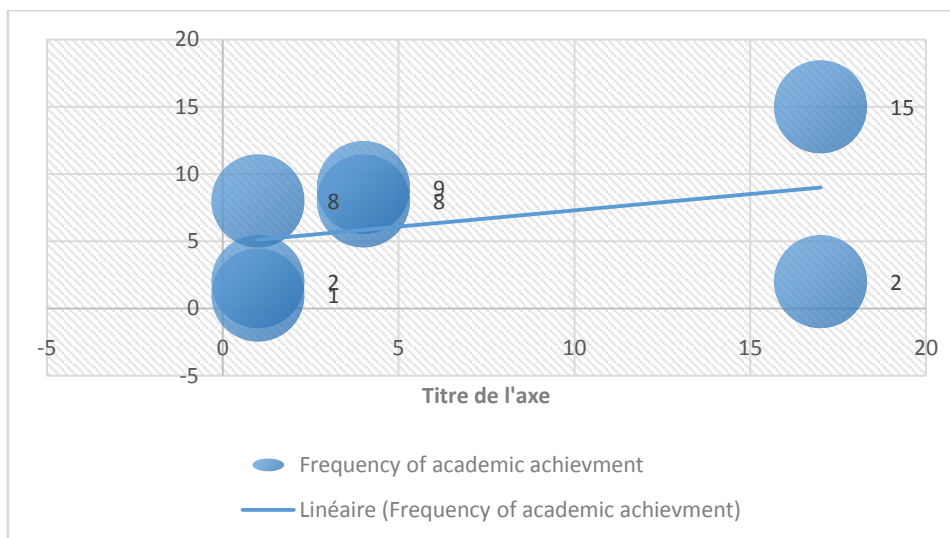
2. At times I think I am not good at all



Graph3.3: the Correlation between Students' Thinking That They Are Not Good at all and Academic Achievement

It can be seen from the above graph that there is a positive, strong linear relationship between students' negative evaluations of their own worth and their academic achievement $r=0.85$.

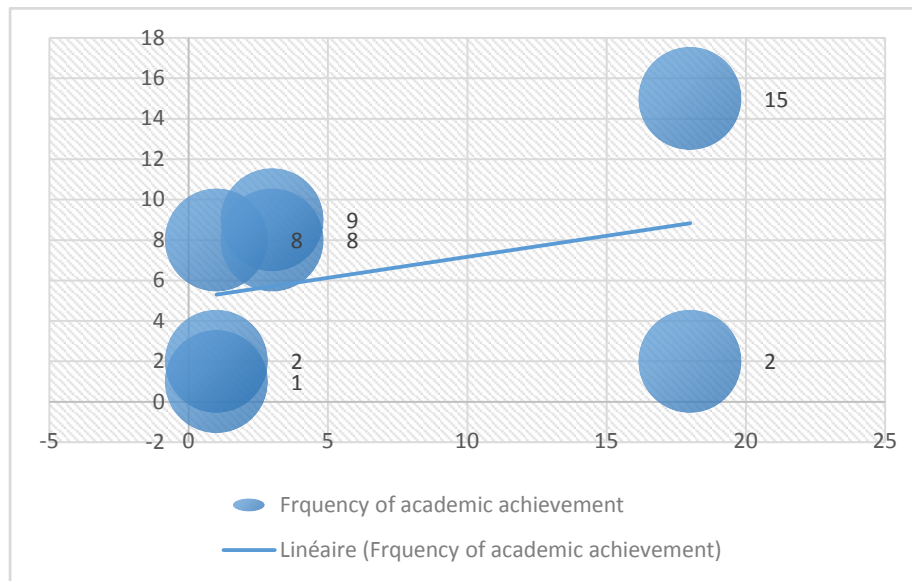
3. I feel that I have a number of good qualities



Graph3.4: The Correlation between Students' Feelings That They Have a Number of Good Qualities and Academic Achievement

Basedon the given data, there is a weak positive linear relationship between students feeling about their personal qualities and their grades $r=0.35$

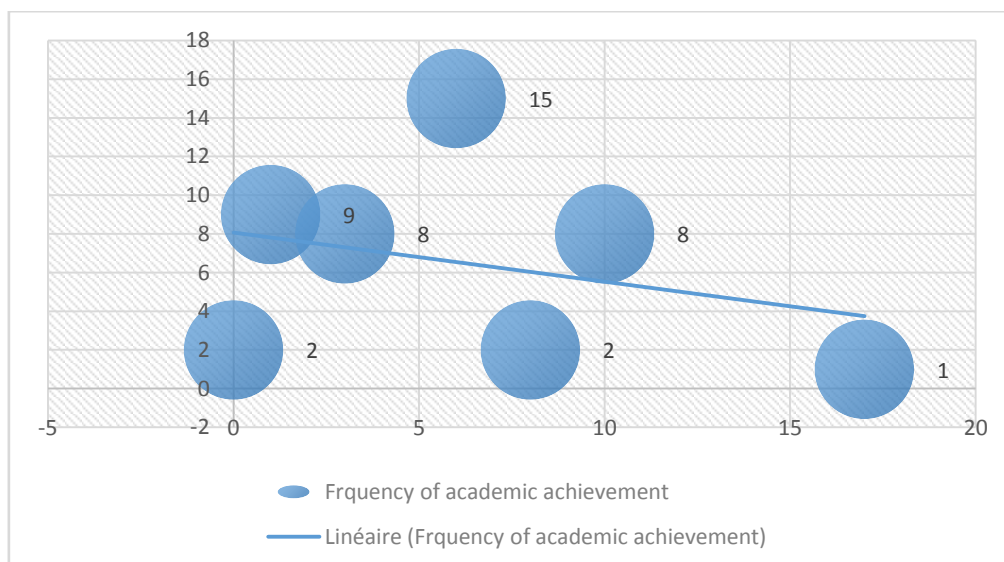
4. I am able to do things as well as most other people



Graph3.5: The Correlation between Students' Conceptions of Their Abilities and Academic Achievement

After, plotting the points between students' conceptions about their capabilities and their grades, it can be seen that there is a weak positive linear relationship between the two variables $r=0.32$.

5. I feel I do not have much to be proud of



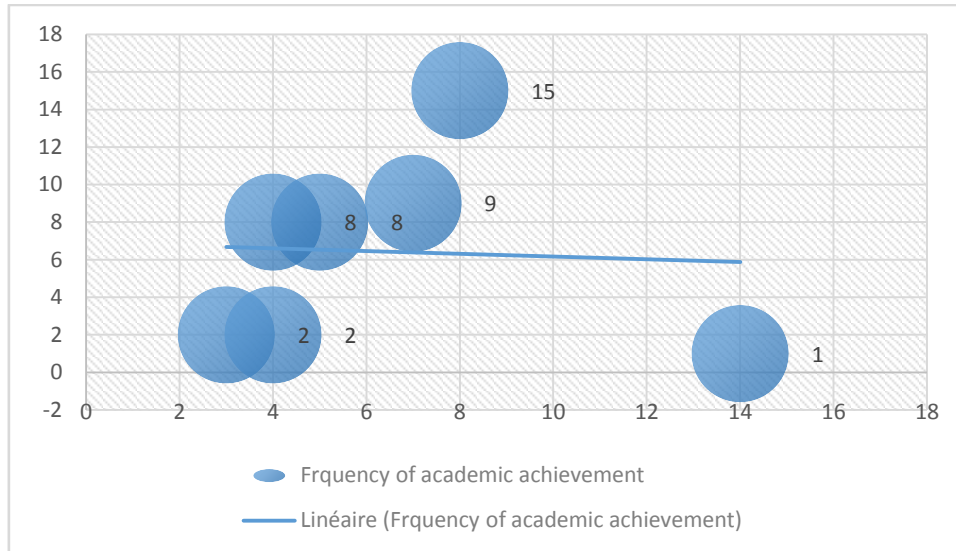
Graph 3.6: The Correlation between Students' Feeling of Pride and Academic Achievement

Data presented in the scatter plot reveal that there is a week negative linear relationship between students' feelings of pride and their grades, hence students' degree of

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agreement on statement (5), “I feel I do not have much to be proud of” increases as the frequency of educational achievement decreases $r=-0.29$

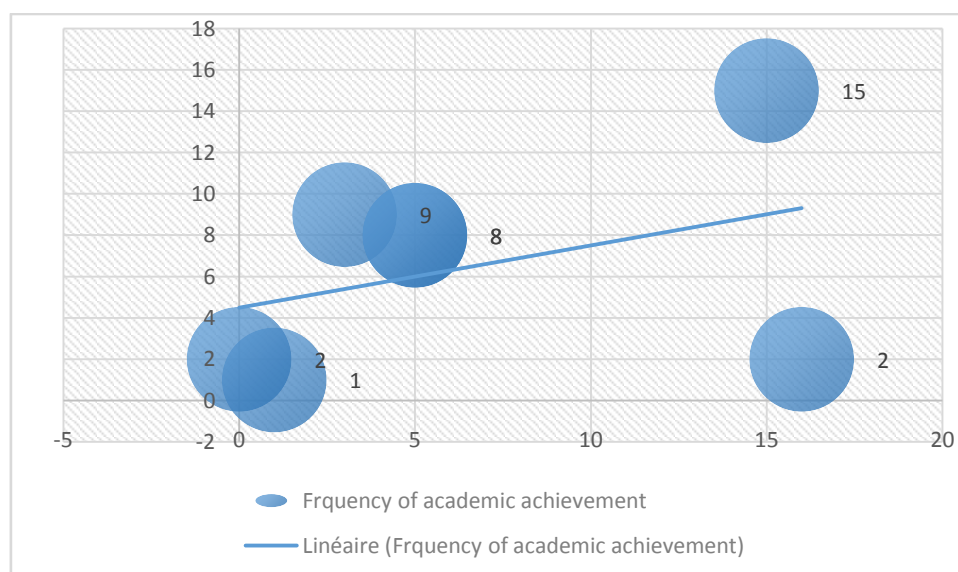
6. I certainly feel useless at times



Graph3.7: The Correlation between Students' Certitude That They Feel Useless at Times and Self-Esteem

The findings above display that there is no correlation between students' degree of agreement with statement (4) "I certainly feel useless at time and the frequency of academic achievement $r=-0.05$.

7. I feel that I am a person of worth

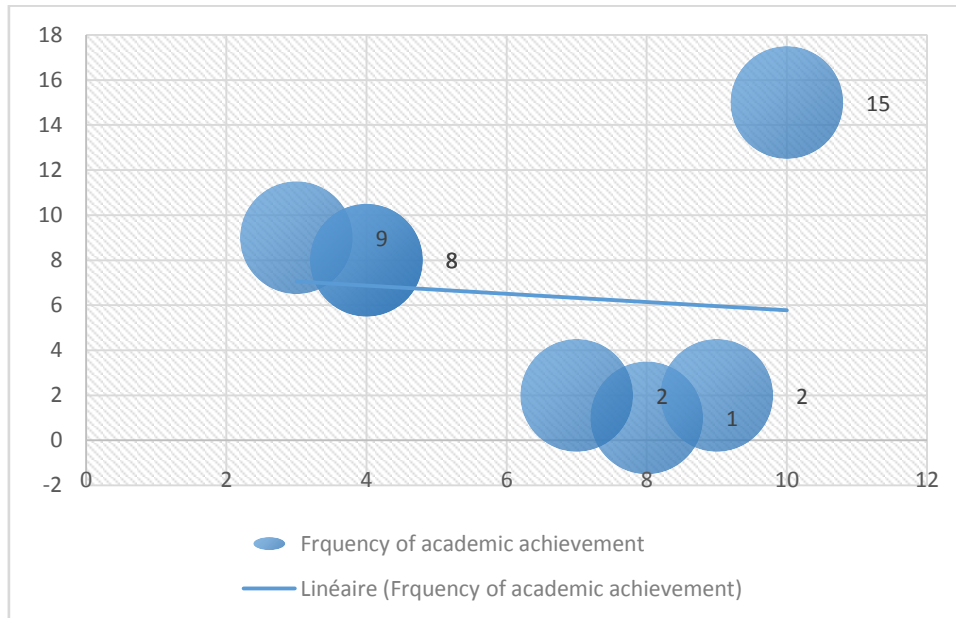


Graph3.8: The Correlation between Students' Feeling of Worth and Self-Esteem

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Findings on the graph illustrates that it appears to be a weak positive linear association between learners feelings of worth and their grades $r=0.38$.

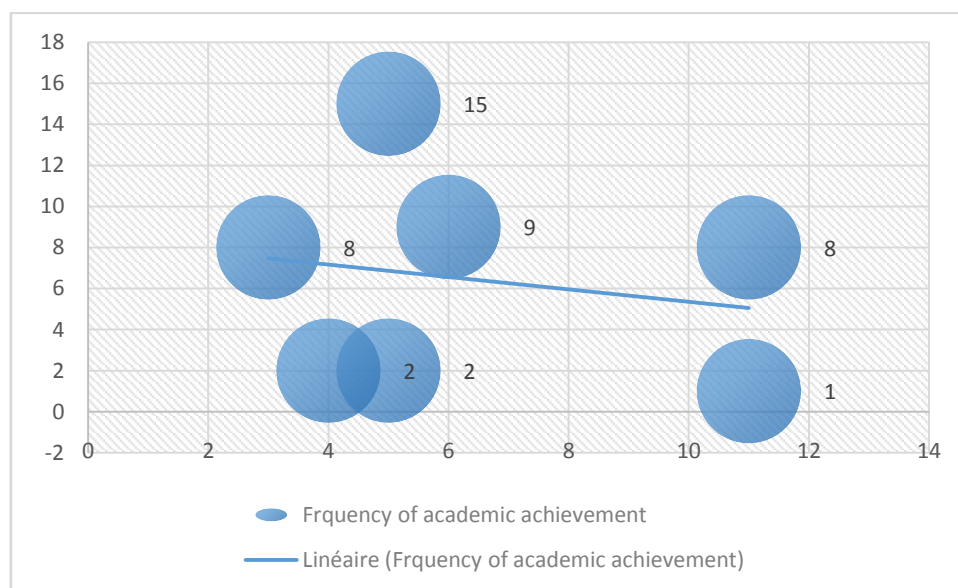
8. I wish I could have more respect for myself



Graph3.8: The Correlation between Students' Respect for Themselves and Academic Achievement

The findings above indicate that there is no association between students' agreement on statement (6) and the frequency of their academic achievement $r=-0.09$.

9. All in all, I am inclined to feel that I am a failure

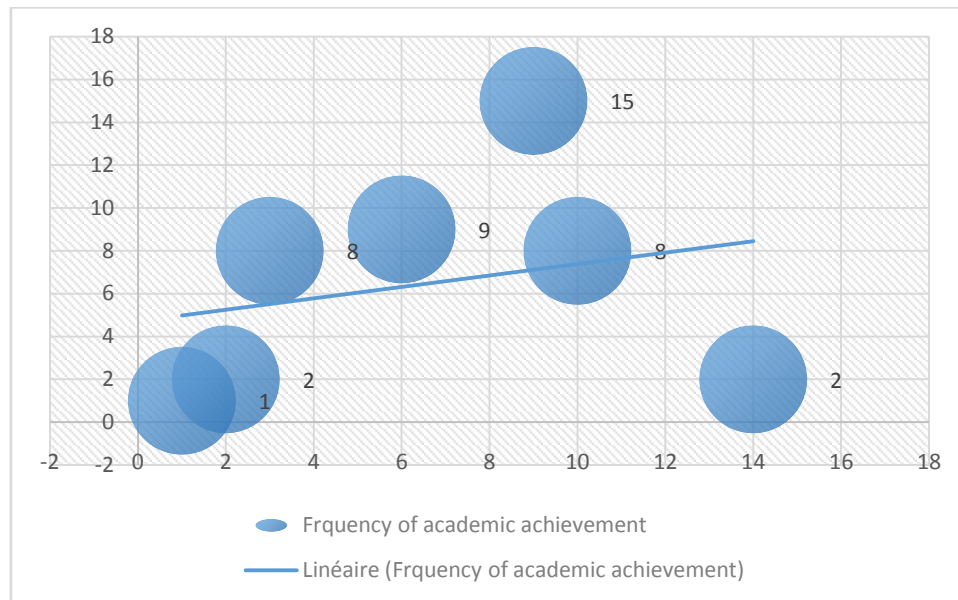


Graph3.10: the Correlation between Students' Feeling That They are a Failure and Self-esteem

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The graph shows that there is no relationship between statement (7) and participants' academic attainment $r=-0.19$.

10.i take a positive attitude toward myself



Graph 3.11: The Correlation between Students' Positive Attitudes Toward Themselves and Self-Esteem

Findings reveal that there is a weak positive linear association between students' attitudes toward themselves and educational achievement $r=0.25$.

3.3. Discussion of the results

This study examined the correlation between self-esteem and BA students (1st year) academic achievement in their Oral classes 2020_2021. The results indicate that there is a weak positive correlation between students' educational achievement and self-esteem.

The correlational analysis between participants' answers to the Rosenberg Self-Esteem Scale and learners' grades demonstrate that those who have positive view of their own value perform better, thus their educational achievement tend to be higher as well. Therefore, the association does exist even though it is weak.

Considering the answers of learners with regard to the statements that describe high feelings of self-worth, most participants agree, more and strongly agree with statement (1),

(3), (4), (7) and (10). Moreover, students' answers to statements that describe low self-esteem seem to be disparate; Students show a disagreement with statement (5) (6) and (9). Nonetheless, some students agree with statement (2) and (8).

Findings on graphs 1, 2, 3, 4, 5, 7 and 10 illustrate that there is a relationship between students' self-esteem and academic achievement. The association between students' degree of agreement with statement (2), "At times I think I am not good at all", and the frequency of academic achievement is strong and positive $r=0.85$. However, There is no association between statement 6, 8, 9 and students' academic achievement. And the correlation between students' answers to the 5th statement "I feel I do not have much to be proud of", is negative, in other words, as the degree to which students feel proud of what they have increases, their academic achievement decreases $r= -29$. Also, the correlation between statement 1, 3, 4 and 10 is weak and positive . yet, these conclusions are in line with the set hypothesis that predict that there is an association between Self-esteem and academic achievement. Therefore, it is evident that if self-esteem is considered in helping students view their capacities and achieve their goals, then a relationship exists between self-esteem and educational achievement.

The research findings support the idea that a lowered self-esteem does not only affect learners' academic achievement but, also negatively influences their progression in different domains in life (Baumeister et al, 2003). It also approves the findings of (Murayama et al, 2008) study, in which it was found that students' self-esteem is positively associated with classroom participation and academic achievement. Subsequently, learners who perform good at school tend to feel more confident than those who exhibit low academic performance.

3.4. Recommendations of the Study

Based on the findings and conclusions presented, the following recommendations are suggested:

➤ For EFL Teachers:

- Teachers should provide students with positive feedback and encouragement.
- Teachers should help students focus on positive aspects of themselves, and teach them to cope with failure and making mistakes by telling them how fear of failure can affect their academic achievement.

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- Teachers should give students the opportunity to solve problems by themselves, because when students believe that they have control over their lives, that can boost their self-esteem.
- Teachers should state clearly what is expected from the students, and help them identify their goals and expectations.
- Teachers should accept students' differences without being judgmental and make sure that all students are treated equally which can make them feel accepted.
- Teachers should teach students self-evaluation, and stimulate peer interaction which are effective ways to boost self-esteem.
- Teachers should give students the opportunity to communicate their needs with the teacher and with their peers, this can boost students' ability to communicate and promote teacher learner and peer learner relationship.
- Teacher should raise students' awareness on the effect of their attitudes towards themselves on their academic performance.

➤ For EFL Students

- Students should not have a fear of failure and making mistakes, they should understand that failure is an opportunity to learn.
- Students should set their educational goals and work to realize them
- Positive self-talk is a great way for students to nurture positive self-esteem.
- Students should stop thinking negatively about themselves and determine what their values are.
- Students should seek the support of a counselor or a therapist whenever they do not feel good about themselves.

3.5. Conclusion

In this chapter, the researcher analyzed and interpreted the findings in a statistical and a graphical way. These finding were gathered through quantitative research methods; the questionnaire and students' grades, the results show that there is a weak positive correlation between BA students (1st year) self-esteem and academic achievement.

General conclusion

General Conclusion:

Positive sense of the self attributes to the personal and intellectual development of human beings. Therefore, high self-esteem helps learners view their capabilities and trust their potentials; it is a predictor of a better educational achievement, and an essential need for humans' functioning, as it is one of the psychological variables that have an effect on the process of foreign language learning.

The study in hand sought to examine the association between self-esteem and BA students' academic achievement (1st year) in their oral classes along the year 2020-2021. This study is an attempt to shed light on self-esteem as an effective factor to predict academic results. This investigation began with a review of the existing literature related to self-esteem and its association with educational attainment. Then, the researcher moved to the description of the research design that has been undertaken to complete this research work. At a last step, findings were descriptively analyzed and statistically presented.

Based on a quantitative analysis of data, the findings indicate that the association between self-esteem and academic achievement is weak,

The correlational type of research was a better fit for this study, since it seeks to determine any possible link between variables in a predetermined population, hence the results of the analysis interpretation, helped the investigator came to the conclusion that the way in which students evaluate themselves have a positive, but weak impact on their education.

Findings of the current study confirm the existence of a relationship between learners' grades in Oral Comprehension and Expression module and students' evaluations, feelings and thoughts about themselves. This research clearly illustrates that self-esteem is correlated with academic achievement, but also raises the question of how to improve the academic conditions for a better educational system

The findings suggest that educationalists, teachers and students should be aware of the importance of the psychological aspects in maintaining a successful EFL classroom. Also, teachers should create a comfortable learning atmosphere which promotes students' feelings of belonging, acceptance and approval. This cannot be achieved unless the teacher tolerates students' mistakes and gives them the opportunity to communicate their needs. The results also recommend that teachers should put more efforts in encouraging students and providing them with positive feedback in order to motivate them, and to make them feel good about themselves.

General conclusion

On the other hand, university students are mature enough to protect their emotional well-being. Therefore, they should realize the positive aspects of any negative result, in other words, they should understand that failure is not a bad thing, instead, it is an opportunity to learn. They should stop thinking negatively about themselves and ensure positive self-talk as a strategy to increase their sense of self-worth.

Further research is hence needed to explore about the domain of self-esteem in different departments and its influence on the development of education. In addition, future research on the influence of other affective factors such as (depression, anxiety and motivation) on learners' academic achievement would be beneficial.

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Appendices

Appendix 1

Students' Questionnaire

Dear students,

My name is NADJEMI Laidia Nardjesse, my humble research is entitled “The Relationship Between Students’ Self-Esteem and Academic Achievement”. The present questionnaire is conducted to collect necessary information about the topic under investigation.

Cooperation is, of course, voluntary and responses will remain completely anonymous.

Thank you for taking time to answer the questions thoughtfully.

Section One: Demographic and Personal Details

1. Please indicate your gender

☐

Male

☐

Female

2. Your age

☐

17_19

☐

20_22

☐

23_25

☐

Over26

1. Your region

☐

In-city

☐

Out of the city

1. Your educational level

☐

1st License degree

☐

2nd License degree

Appendices

☐ 3rd License degree

☐ Master 1

☐ Master 2

Section 2: Self-Esteem

Strongly **Less** **Disagree** **Undecided** **Agree** **More agree** **Strongly**
Disagree **disagree** **disagree**

1. On the whole

I am satisfied

With myself.

2. At times I

think I am

not good

at all.

3. I feel that

I have a number

Of good

Qualities.

4. I am able

To do things

As well as

Most other

People.

5. I feel I do not

Have much

To be proud of

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6.I certainly

Feel useless

At time.

7.I feel that

I am a person

Of worth.

8.I wish I couldHave more

Respect for

myself.

9.All in all

I am inclined

To think that I

Am a failure.

10.I take a

Positive attitude

Toward myself.

Appendix 2

Students' Averages (1st year License)

Université Dr. Moulay Tahar Saida

Spécialité : L1 _ Langue anglaise

Matière : Compréhension et Expression Orale (S2)

N°	Matricule	Nom&Prenom	Test 1	Test 2	Test3	CC	Exam	MO Y
1	202038024809	ABDELOUAHEB Lamis				12.50	13.50	13.00
2	202038029219	ABDICHE Sid Ahmed				03.00		01.50
3	202038025647	ADDADI Abdeljawad				09.00	12.00	10.50
4	202038053664	AGGOUN Messaouda				13.00	12.00	12.50
5	202038029785	AKIL Abdelkader				12.50	14.00	13.25
6	202038022799	AMRANI Fadila				13.00	14.00	13.50
7	202038028153	AMER Mohamed				14.50	12.00	13.25
8	202038053835	AMMARI Hana				12.00	12.50	12.25
9	202038028713	AOUAD Nasreddine				19.00	16.00	17.50
10	202038031534	AOUINANE Amel				13.50	14.00	13.75
11	202038028702	AOUINANE Mokhtar				00.00	00.00	00.00
12	202038022786	ARIB Abd El Fattah				03.00	12.00	07.50
13	202038028605	ATBI Bouchra				14.00	14.00	14.00
14	202038025938	BACHETOULA Seif Eddi				02.00	12.50	08.00
15	202038024663	BACHIR CHERIF Khadid				13.00	09.50	11.25
16	202038026061	BAHLOUL Amel				15.00	14.00	14.50
17	202038052076	BAROU Maroua Khoulo				14.50	13.00	13.75
18	202038025617	BEKHECHI Wahbi Hadj				13.00	14.00	13.50
19	202038055713	BEL ARBI Tadj Eddine				08.00	09.50	08.75
20	202038022685	BELHACHEMI Ahmed				17.50	14.00	15.75
21	202038022789	BELHACHELI Ali				18.50	15.00	16.75
22	202038025245	BELLIL Louiza				00.00	00.00	05.00
23	202038024655	BELOUZ Ibrahim				16.50	13.00	14.75
24	202038022677	BEN ATTOU Nourhane				17.50	12.00	14.75
25	202038025405	BENABDERRAHMANE Mai				16.00	14.00	15.00
26	202038025405	BENAIADA SEDIK				00.00	00.00	00.00
27	202038052112	BENEDIN SARA				13.50	12.00	12.75
28	202038056677	BENTABET Khouloud				13.50	13.50	13.50

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29	202038052159	BERRAGUE Fatima				10.00	11.00	10.50
30	202038053215	BOUAFIA Dounia				12.00	09.50	10.75
31	202038033839	BOUAZZA Kaddour				14.00	12.00	13.00
32	202038025590	BOUAZA RAYAN				03.00	12.00	07.50
33	202038022753	BOUCHIKHI SAADIA				02.00	13.00	07.75
34	202038027379	BOUDALI FATIMA				06.50	11.00	08.75
35	202038022737	BOUDIA KHALED				10.00	12.00	11.00
36	202038022822	BOUGERBA MARWA				16.50	13.50	15.00
37	202038025587	BOUZAR KHALIADA				14.50	12.00	13.25
38	202038025003	BOUZIDI FATIMA				14.13	14.13	14.13
39	202038022793	BOUZIDI FATIMA				00.00	00.00	00.00
40	202038022827	BRAHIM MARWA				16.50	16.00	16.25
41	202038022809	BRAHIMI MOHAMED				04.00	12.00	08.00
42	202038029192	BREXI SABAA				12.00	13.00	12.50
43	202038022701	CHAIB IKRAM				12.00	10.50	11.25
44	202038024273	CHAKOUR MERIEME				17.00	16.00	16.50
45	202038025556	CHAREF MOHAMED				15.00	12.00	13.50
46	202038022812	CHEBLI MOHAMED				16.50	15.00	15.75
47	202038029572	CHERIEF HOUDA				18.50	14.00	16.25
48	202038022757	CHIBANI SOUMIA				11.00	10.00	10.50
49	202038024791	CHIKHAWI AHMED				13.50	11.50	12.50
50	202038028630	CHOHRA RANIA				15.00	09.50	12.25
51	202038024276	DAHMEN NADIR				05.50	14.00	14.00
52	202038024668	DAHMANI AICHA				05.50	09.50	08.50
53	202038024163	DAHMANI SOADE				14.00	14.00	14.00
54	202038023830	DJABO RAZIKA				05.50	11.50	08.50
55	202038052125	DJELDJI DOUAA				14.50	13.00	13.75
56	202038024672	DJENAN MOHAMED				13.00	13.00	13.00
57	202038027595	EL GHAIUANE CHAIMAA				03.00	09.50	06.25
58	202038024095	ELYASS MALIKA				13.00	12.50	12.75
59	202038025597	ELKALAH SAFAA				16.50	14.00	15.25
60	202038022830	FEKIRA MERIEME				15.50	13.50	14.50
61	202038028103	FETOUH MOHAMED				11.00	10.00	10.50
62	202038022740	GASSEM DJIHAN				12.50	14.00	13.25
63	202038023257	GASSEM RAOUDHA				00.00	00.00	00.00
64	202038054526	GOUASMIA HICHAM				02.00	13.00	07.50
65	202038023494	GUELAI HADJER				00.00	00.00	00.00
66	202038056057	GUENDOUZI FADIA				14.00	12.00	13.00
67	202038025606	HACHMAWI LAMIA				16.50	13.50	15.00
68	202038029562	HACHMI HANANE				14.00	14.00	14.00
69	202038024666	HADJ SAYEH CHAIMA				16.00	16.00	16.00
70	202038053326	HAKIMI TALYA				10.0	12.00	11.25
71	202038056546	HAKKOUM FATNA				12.00	09.50	10.75
72	202038052605	HALICH RIANE				05.00	08.00	06.50
73	202038064051	HAOUARI KHAWLA				00.00	00.00	00.00
74	202038022683	HAZAB AYA				07.50	09.50	08.75
75	202038052048	HOUSSINE AHLAM				16.50	13.50	15.00

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76	202038025973	IDRISS KHOUDJA YASSIN				00.00	00.00	04.25
77	202038024254	KADAA KHAWLA				11.00	08.50	10.75
78	202038026208	KARDAMOUCHE ISRAA				04.00	12.00	08.00
79	202038025593	KHALFAOUI SAMAH				18.00	18.00	18.00
80	202038026834	KHELIFI FATMA				10.50	04.50	07.50
81	202038024113	KHLEF ASIA				00.00	00.00	00.00
82	202038029130	KOURAT KHOULOU				19.00	18.00	18.50
83	202038024675	LABANI MERIEM				13.50	13.50	13.50
84	202038024944	LAHRACH YOUSRA				11.50	13.00	12.25
85	202038026737	LAKEHAL SARA				17.00	12.00	14.50
86	202038024243	LARAB AYA				12.50	09.50	11.00
87	202038022854	LOT Wafa				16.00	14.00	15.00
88	202038024251	MAAMRI KHADIDJA				05.50	10.00	07.75
89	202038024248	MAHFOUD HASSNA				14.00	14.00	14.00
90	202038027448	MAHIE DDINE REYADH				14.00	12.00	13.00
91	202038022736	MAMRI KHALED				17.00	14.00	15.50
92	202038055708	MAMOUNI BOUTINA				04.50	07.00	07.00
93	202038031186	MAKI MOUNIR				13.00	13.00	13.00
94	202038025882	MALAL MOHAMED				05.50	12.00	08.75
95	202038022591	MERABTI SAADIA				12.00	12.00	12.00
96	202038022818	MESSAOUDI MOHAMED				18.00	16.00	17.00
97	202038054949	MILOUDI MARWA				10.00	12.00	11.00
98	202038055802	MORDI MOKHTAR				14.00	14.00	14.00
99	202038023692	NADER BOUCHRA				16.50	14.00	15.25
100	202038052129	NAIMI SARA				16.00	16.00	16.00
101	202038024670	NAOUI FATIMA				15.00	15.00	15.00
102	202038022731	NASR ALLAH HASNAA				16.50	13.00	14.75
103	202038026730	NASRI IMANE					10.50	05.25
104	202038031988	NOURAI FATIMA				02.00	12.00	07.00
105	202038021394	OUISSI BELKASSEM				12.00	12.20	12.00
106	202038025171	OULD KADA CHZHINAZ				13.00	09.50	11.25
107	202038028378	OULD SEDIK MILOUD				14.50	12.00	13.25
108	202038028611	OULDKADA DJIHAN				02.00	13.00	07.50
109	202038051875	OUMOUSSA SOFIA				07.50	12.50	10.00
110	202038024678	RAHMANI HOUDA				14.00	14.00	14.00
111	202038023598	SADEK TIDJINI				00.00	00.00	00.00
112	202038022480	SAFIR SIHAM				03.00		01.50
113	202038022864	SAHRANE YOUSFIA				03.00	11.50	07.25
114	202038022798	SAHRAOUI FEREILE				13.00	12.50	12.75
115	202038052058	SEKOUM SIHEM					08.00	04.00
116	202038028642	SID SOUMIA				12.00	12.00	12.00
117	202038022669	TAHRI IKRAME				16.50	10.00	13.25
118	202038052189	TAHRI YOUSRA				14.00	14.00	14.00
119	202038025583	TAYBI INAS				16.50	14.00	15.25

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120	202038025235	TALBI RANIA				00.00	00.00	00.00
121	202038053864	TIDJINI SIHAM				14.50	12.50	13.50
122	202038025247	TERASS MOHAMED				02.00		01.00
123	202038022762	YSSAAD MALEK				19.00	18.00	18.50
124	202038023828	ZAHAF HOURIA				16.00	12.00	14.00
125	202038025037	ZIYANE MARWA				12.00	13.50	12.75
126	202038054483	ZIYAR MARWA				14.00	12.00	13.00
127	202038030861	KHALLFALAH NAIMA				00.00	00.00	00.00
