

## THE RELATIONSHIP BETWEEN STUDENT ENGAGEMENT AND SELF-ESTEEM ON VOCATIONAL HIGH SCHOOL

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### ABSTRACT

School is an important context for individuals wherein they acquire a wide range of knowledge, behaviors, and skills that both promote their multifaceted development and influence their adaptation during the life span. This study aimed to explore the relationship between student engagement and self-esteem. The research methodology is a quantitative approach with a correlational descriptive type. The samples used were 389 vocational high school students. The Instruments used were the University Student Engagement Inventory and Rosenberg Self-Esteem Scale. Data were analysed using descriptive statistical techniques and multiple regression. The results showed student engagement and self-esteem simultaneously had a positive correlation. Then it is known student engagement has a positive effect on self-esteem. This result will provide basic information that can contribute to developing a prevention program for students. Finally, the practical and theoretical implications were discussed.

**Keywords:** Student engagement, self-esteem, vocational high school.

### INTRODUCTION

Humans are God's creations endowed with reason and conscience. Through reason and conscience, humans have the ability to know themselves better. The ability to assess or evaluate how valuable oneself is called self-esteem (self-esteem) (Papalia, Olds, & Feldman, 2004). Self-esteem is a subjective assessment in which a person assesses how capable he is in facing life's challenges, understanding and solving problems, and the right to achieve happiness.

According to Rogers (in Wairimu, Macharia, & Muiru, 2016) the origin of the problems experienced by individuals is when individuals look down on themselves and think that they are worthless and unloved. James (in Duffy, 2002) said that the human tendency to fight for himself to feel good is a fundamental aspect of being human. This shows that having good self-esteem is an inherent need for humans. According to Maslow (in Wairimu, et al, 2016) self-esteem is a basic need or basic human motivation. Maslow listed 2 self-esteem in the hierarchy of human needs. Maslow described self-esteem in two forms, namely the need to receive respect from others and the need to respect oneself. The need for appreciation from others includes the need for prestige, respect from others, status, fame, dominance, being important, honor, acceptance and appreciation. When self-esteem needs are not met, individuals will be compelled to seek and will not be able to develop to achieve self-actualization (Alwisol, 2014).

Self-esteem is an important component in one's development. America views self-respect as a panacea, the ultimate psychological wellspring of all positive behavior and manners. In 1986, California formed the Taskforce on Self Esteem program with the hope that it would help solve the problems of crime, teenage pregnancy, drug abuse, poor school performance, and pollution (Cook, 2013). High self-esteem refers to happiness, whereas low self-esteem refers to

depression (Weiten, Lloyd, Dunn, & Hammer, 2009). Several studies have shown that high self-esteem is associated with better academic achievement. In interpersonal relationships, people with high self-esteem are more likeable and more attractive than people with low self-esteem.

People who have high self-esteem will show the ability to have better relationships and show better impressions compared to people who have low self-esteem. In the relationship between self-esteem and coping, people who have low self-esteem will feel many shortcomings (Weiten, et al, 2009). When experiencing failure, people with low self-esteem will experience depression and have no motivation to do better on other occasions. In addition, low self-esteem makes people have negative expectations of their abilities, so they feel anxious and unprepared for the challenges that will come. faced while people with high self-esteem have more power in the face of failure. Therefore every student needs to learn actively (active learner), because children will get better learning results if they are active. In the process of learning and student success at school requires the active involvement of students, in which students who are actively involved is called student engagement (National Research Council & Institute of Medicine, 2004).

The importance of student engagement in schools is well recognized by educators. Fredricks, et al (2004) explained that researchers, educators and educational policy makers are currently more focused on student engagement as the key to overcoming problems in students with low achievement, bored and alienated, and high dropout rates. This is supported by research conducted by Connell and Wellborn (1991) which shows that students who are involved (engagement) will demonstrate involvement in learning behavior and have positive emotions, they survive in the face of challenges. The results of research by Dharmayana et al (2012) show that emotional competence and school involvement have a positive role in student academic achievement. Then from the results of Fauzie's research (2012) states that there is a positive relationship between fulfilling the need to be competent and student involvement in learning. Active involvement (engaged) tends to be marked by students by creating a harmonious, harmonious and balanced learning atmosphere in the learning and learning process, student involvement in submitting assignments, providing answers to teacher questions, asking questions/problems and trying to answer them yourself, assessing answers from colleagues, and solve problems that arise during the teaching and learning process (Hamalik, 2003). Meanwhile, students who are not involved (disengaged) tend to be passive, don't try hard, get bored, give up easily, and display negative emotions, such as anger, blame, and rejection (Skinner and Belmont, 1993).Based on the things that have been disclosed, this study aims to determine the relationship between student engagement and self-esteem among students.

## **LITERATURE REVIEW**

Fredricks, et al (2004) define student engagement through three dimensions, namely behavioral engagement (participation, absence of disruptive behavior and negative behavior), emotional engagement (interest, excitement, sense of belonging) and cognitive engagement (such as students' efforts to complete assignments and strategies used in learning). According to the National Survey on Student Engagement, student engagement is the frequency with which students participate in activities related to educational practice, and understand it as a pattern of involvement in various activities and interactions both inside and outside the classroom during their career at school (in Barkley, 2010) . Another definition was also put forward by Chapman (2003), namely student engagement is the willingness to participate in routine school activities with cognitive, behavioral, and affective indicators in carrying out certain learning tasks. Student engagement has also been defined as participation in effective educational

practices, both inside and outside the classroom, that lead to a set of measurable outcomes (Kuh et al., 2007), and as the extent to which students engage in activities that higher education research has been shown to be associated with high-quality learning outcomes (Krause and Coates, 2008, 493). Similarly, Hu and Kuh (2001, 3) define student engagement as “the quality of student effort that they devote to activities of educational purposes that contribute directly to desired outcomes”. Meanwhile, according to Natriello (1984) student engagement is student participation in activities offered by the school as part of the school program.

One of the psychological developments experienced by adolescents is socio-emotional development, one of which is self-esteem, which is the whole method used to evaluate ourselves, where self-esteem is a comparison between ideal self and real self (Santrock, 2012). Self-esteem is the attitude one has about oneself, both positive and negative (Rosenberg, 1965). According to Coopersmith (in Lestari & Koentjoro, 2002) says that self-esteem is the result of an individual's evaluation of himself which is expressed in attitudes towards himself. This evaluation expresses an attitude of acceptance or rejection and shows how much the individual believes that he is capable, significant, successful, valuable according to his personal standards and values. Self-esteem is a global notion of self that refers to the overall evaluation of oneself as an individual, or how people feel about themselves in a comprehensive sense.

## METHODOLOGY

This study uses a correlational research design with a survey method. The number of respondents in this study amounted to 389 vocational high school students in Pekalongan City who were randomly selected (random-assignment). This study uses two scales, namely, the University Student Engagement Inventory. This scale consists of six mutually correlated elements, namely autonomy, environmental This research adapts the University Student Engagement Inventory (USEI) scale which is intended to measure 3 components of student engagement, namely: emotional attachment, cognitive engagement, and student behavioral engagement in the learning process. USEI was developed by Fredricks and his colleagues (Fredricks, et.al, 2004; Maroco, Maroco, Campos & Fredricks, 2016) for elementary school students, then redeveloped and adapted to the context of high schools and universities. The USEI consists of 15 items rated on a response scale of (1) “never” to (5) “always”. This instrument has a Cronbach Alpha score of 0.908.

Second, the Rosenberg Self-Esteem Scale (RSES) is intended to measure aspects of student self-esteem, including: self-acceptance and self-respect. The RSES developed by Rosenberg (1965) consists of 10 items on a 5-point Likert-type scale, ranging from (1) “strongly disagree” to (5) “strongly agree”.with a Cronbach Alpha 0.850. The assessment of the instrument is in the form of a Likert scale, where there are favourable statements and some are unfavourable with six answer choices ranging from strongly agree to strongly disagree. Data analysis using correlation analysis and multiple linear regression. Researchers used the application of Statistical Product and Service Solution (SPSS) version 21.

## RESULTS

### Multicollinearity Test Results

Table I. Multiple Regression Analysis Results

Variable	$\beta$	t	p	R	F	p
Student Engagement	1.06	6.74	.00	.113	56.7	.00
Self-esteem	4.05	5.77	.00			

In table 2, it can be seen that the results of the multiple regression analysis show that student engagement and self-esteem simultaneously affect students ( $F_{(1.8760)} = 47.66, p < 0.05$ ). Then it is known student engagement has a positive effect on self-esteem ( $\beta = -0.169, p < 0.05$ ). Then, based on the results of the correlation analysis without controlling for the self-esteem variable, the correlation coefficient score was 0.113 with a significance value of  $p = 0.00$  ( $p < 0.01$ ). This shows that there is a very significant positive relationship between student engagement and the tendency to addiction to self-esteem. The results of further correlation analysis between the student engagement variable and not controlling for the self-esteem variable, obtained a correlation coefficient score of 0.568 with a significance of  $p = 0.000$  ( $p < 0.01$ ). This shows that there is a very significant positive relationship between self-esteem and student engagement.

## DISCUSSION

The focus of this study was to examine the interrelationship between school engagement and self-esteem by examining early Turkish adolescents over an academic year. Both hypotheses 1 and 2 were verified using a cross-lagged model over three time intervals spanning 9 months. The cross-behind linkages found by this study suggest that self-esteem and school involvement mutually reinforce and cumulatively build, each having a predictive impact on the other. Few studies to date on the relationship between school involvement and self-esteem have been cross-sectional in nature and have examined the one-way relationship of school involvement with self-esteem or vice versa (Danneel et al., 2019; MihalecAdkins & Cooley, 2020).

The current study has thus contributed to the extant literature. The most important finding of this research is that self-esteem and school engagement reinforce one another over time, with increases in one leading to increases in the other. The current results are in line with the transactional process model (Sameroff, 1975), which shows that individuals and their environment such as schools can interact, resulting in a vicious cycle. The level of students' active involvement in school through actions, feelings, and thoughts is positively influenced by self-esteem (Lim & Lee, 2017). Because students with higher self-esteem are motivated to participate more actively in school life (Youngs, 1993). The more students are actively involved in the school, the stronger the bond between students and the school. A strong relationship between students and schools has the potential.

Therefore, this interaction shows the potential that these constructs can support each other in a reciprocal process. In the following sections, possible explanations underlying the predictive role of school engagement and self-esteem are discussed and how the findings regarding the theory are explained. The findings of the current study suggest that school involvement contributes positively to self-esteem over time, which is in agreement with previous theoretical explanations and empirical findings (Harter, 1999). One possible explanation for this finding may be that students with higher school involvement are closer to positive feedback and evaluations from significant others, which has the potential to increase self-esteem (Harter, 1999). School engagement refers to positive behaviors such as concentrating on learning, participation in academic and extracurricular activities, and adherence to school rules (Fredricks et al., 2004). These behaviors can contribute to a student's overall sense of worthiness, for example, by developing more supportive responses from classmates, peers, teachers, and parents and high-quality relationships with them. In support of this assumption, a longitudinal study of high school students shows that positive student engagement leads to positive teacher behavior and feedback (Skinner & Belmont, 1993). In addition, previous studies have shown that perceived support from teachers and friends plays an important role in

the development of positive self-esteem among early adolescents (Tian, Liu, Huang, & Huebner, 2013). The current results also align with sociometric theory (Leary & Baumeister, 2000) which states that self-esteem increases during experiences in which individuals feel involved. Given that one aspect of school involvement incorporates a sense of belonging to the school (Fredricks et al., 2004), it is possible that early adolescents who report higher school involvement also tend to have higher self-esteem. Indeed, a study shows that a strong sense of school belonging develops self-esteem (Hernández et al., 2017)

As Pullmann and Allik (2008) have noted that low general self-esteem is not necessarily a signal for poor academic performance. The success of students in this study was better at both cognitive and academic levels, and those with more modest academic abilities made up for deficiencies by increasing their self-esteem.

## CONCLUSIONS

In conclusion, the current study, which examined the relationships between school engagement and self-esteem during an academic year, revealed a transactional process in which school engagement and self-esteem mutually enhanced one another over time among vocational high school students. The current study's contributions may have some practical implications. The findings suggest that improving the interaction between student and school may be an important contextual target for promoting self-esteem in secondary schools and vice versa. Accordingly, professionals in the school should focus on raising the positive interaction between student and school, through teaching, supportive, independent, equitable, and safe school environment, which may in turn contribute to their self-esteem

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