

## Effects of academic results on the perception of competence and self-esteem in students' training

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### Abstract

The goal of this research is to measure, with validated instruments, the corollary links between students' academic results and the nature of their perceptions of their skills and self-esteem. To accomplish this study, we tested it on 255 student volunteers with an average age of 21 years (91 female students and 164 male students). We opted for two types of surveys: a questionnaire developed by Duclos B, which measures self-esteem in five domains, and a questionnaire on the perception of competence on three domains of training (oral skills, written skills and physical practice skills). The Pearson correlation coefficient ( $r$ ) is used to assess the intensity of the relationship between the three subject variables. The data were processed with Statistical Package for the Social Sciences (21). The significance level is set at  $p < 0.05$ . These three variables combined in the synthesis of the results confirm the initial hypothesis that there is a correlation but only between a few domains of self-esteem, sense of competence and academic results obtained. Indeed, students in this branch of education have a negative perception of their 'academic' and 'physical' self-esteem when their academic performance is modest or low. On the other hand, the domains of family, social and overall self-esteem are not influenced, despite modest academic achievement. The result is that even though students display a low sense of competence in the face of modest results during training, their self-esteem in the 'family and social' domains stays stable with good scores.

**Keywords:** Academic results, corollary links, perception of competence, self-esteem, training.

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## 1. Introduction

In psychology, self-esteem is a concept that is largely used and analysed in the scientific literature of Bariaud (2006), which does not facilitate its clear use. It is often studied and strongly mobilised during a transition between studies and work, according to a study by Cohen-Scali, Zein, Vignoli and Lallemand (2019). Still, Delignieres (2007) and Zedda, Thibodeau and Lefebvre (2018), through two studies separated by time, demonstrate that there are causal hypotheses to explain the self-esteem and solar results of young college students. Thus, the results show positive relationships between academic performance and three of the nine dimensions of self-esteem selected. So, when we approach the subject of self-esteem, we find ourselves with a multitude of concepts that are used more or less synonymously. Self-esteem can, therefore, be explored from different angles and under multiple dimensions (Hepper, Gramzow & Sedikides, 2010).

Barbot, Safont-Mottay and Oubrayrie-Roussel (2019) put two types of theoretical models forward in this direction: unidimensional and multidimensional.

The unidimensional models consider self-esteem as a global entity, covering the whole concept of self: it is the general appreciation that an individual has for himself. The pioneers of this model include Coopersmith, (1967), Piers and Harris (1964) and Rosenberg (1979) cited by Fiassa and Nader-Grosbois (2010).

Additionally, and taking into account the fact that individuals make different self-assessments in different domains of life, Harter(1985) considers a multidimensional model more appropriate and constructs his instruments accordingly. They focus on different domains of the concept of self: physical, relational, social, etc. Self-esteem is conceived in this model as a sectoral entity, allowing the individual to make separate assessments of the different domains of his or her personality. The notion of self-esteem is, therefore, one of the most ambiguous in psychology; the lack of a true empirical consensus leads to examining self-esteem according to different phenomena and areas of life.

Self-esteem/concept of self scales varies considerably in their structure and content, raising questions about which scales are the most valid. In addition, a qualitative survey found that children value areas and content not found in these scales. Guerin and Tatlow-Golden (2018) attribute this to the fact those scales are generally designed by adults, with little or no reference to children's representations.

Since 2002, in his work on the sense of self-efficacy, Bandura (2005) has argued that the sense of self-efficacy refers to individuals' beliefs about their ability to achieve particular performances. It helps to determine activity and environmental choices, the subject's investment in the pursuit of goals, the persistence of effort and the emotional reactions he or she experiences when encountering obstacles. Sense of self-efficacy theory is used in many areas such as education, work, health, sport and even in collective actions that are marked by the belief shared by citizens in their ability to bring about change through Rondier's collective action (2004).

As a result, self-esteem and the feeling of self-efficacy represent two distinct theoretical constructs that are not systematically linked. Self-esteem can come from self-assessments based on personal competence, but also on the possession of personal characteristics invested with positive or negative values depending on the culture (social status, profession, etc.).

In primary education, and distinctly in secondary education, students who have good self-esteem, as compared to students who consider themselves modest, persevere more in their school work when they encounter difficulties and use more effectively the skills and strategies they have developed to overcome their difficulties(Virat,2014).

On the contrary, studies on this theme are rare in the initial training of physical education teachers. But we have persuaded ourselves with Roux-Perez's (2006) study that novices in training are in line

with the standards and requirements of training. They represent professional practices and engage in action according to the degree of recognition and the resulting sense of mastery of the situation, and this may lead to a partial reorganisation of their perceptions during the next stages of training.

Observation shows that in initial teacher training, prior knowledge of the target population does not have the place it deserves as a pedagogical device. Careful analysis of the simple didactic practices in use in training schools quite easily reveals the lack of psychological concepts contributing to this end (Aebli, 2019).

It is in this sense of verification and understanding of the population to be trained that we are conducting this study in a university environment and precisely in the initial training of physical education teachers. The first objective is to measure the correlational links between students' academic results, the nature of their perceptions of their own skills and the level of their self-esteem, with respect to the demands of training. For this will lead them towards a better optimisation of the constraints and efforts they will face.

### **1.1. Purpose of the research**

It means measuring and analysing the relationship between students' academic results, the nature of perceptions of their competences and the level of their self-esteem.

This is the preliminary stage of developing a support guide based on the identification of student's cognitive and emotional states. So that can be used by trainers in this academic branch. Indeed, this work is part of a pilot project to accompany students during this professional training, leading to a qualification.

We stipulate hypothetically that the results obtained by the students during the different stages of the training affect the levels of confidence and self-esteem and may condition all of their future adaptations and finally the attainment of the desired academic and personal success. This is a statement also shared by Famose and Bertsch (2009), en milieu scolaire du secondaire.

## **2. Methodology**

### **2.1. Population of study**

The profiles of the students who made up the sample for this study are heterogeneous in their physical profiles, as in the types of previous training followed. There were 255 student volunteers with an average age of 21 years (91 female students and 164 male students). They were pursuing training in two different streams but affiliated to the same department at the Ecole Normale Supérieure Casablanca, Hassan II University.

### **2.2. Measuring instruments**

We used three measurement tools.

#### **2.2.1. The questionnaire surveys: a questionnaire (SEQ)**

The questionnaire SEQ of Duclos (2004) Self-Esteem Scale consists of 30 items divided into 5 dimensions (family self, social self, school self, physical self and global self).

#### **2.2.2. The questionnaire analysing the variables related to the perception of competence**

The questionnaire analysing the variables related to the perception of competence is measured on a 4-level scale: I am drowning in big gaps; I feel the difficulties that accumulate; I find the demands

affordable; and I have perfect control of the situation. Three training domains evoked in the syllabus have been chosen to frame the selected items below:

- *Practices* (expressed in 7 modalities): Recuperating between training sessions; Leading a group on the field; Respecting the time available to engage in practice; Running in endurance; Supporting strength exercises; Being accepted by others in the game; Progressing in learning techniques; and Following the rhythm of the practice sessions.
- *Oral* (expressed in 6 modalities): Expressing yourself orally in a constructed manner; Speaking in front of the audience; Communicating your ideas to the teacher; Questioning the teacher; Listening and retaining oral exchanges; and Retaining lectures.
- *Writing* (expressed in 8 modalities): Taking notes; Using the draft; Analysing a question; Understanding the expected work; Respecting the instructions; Arguing an answer; Elaborating a synthesis; and Organising the research documents.

### **2.2.3. The archives of the university notes**

The archives of the university notes of the seven modules of the first semester students for the academic year 2018–2019.

### **2.3. Conditions for the administration of instruments**

Just at the beginning of the second half of the year in February, we distributed the first questionnaire of Duclos (2004) Self-Esteem Scale to students in a single session after linguistic explanation and clarification (translation of some terms into Arabic).

The questionnaire (analysing variables related to the perception of one's competence) was tested for 'content validation' on 30 cases of the promotion (LEEPS) 2017–2018 within the framework of a pilot project of student accompaniment and support. Then, in a second phase it was explained and distributed to the entire student sample through Survey Monkey an online survey tool.

### **2.4. Methods of data analysis**

We used the Bravais–Pearson linear correlation coefficient ( $r$ ) to analyse the relationships between the variables and the non-parametric Mann–Withney test to compare means. The significance level is set at  $< 0.05$ .

In addition to comparing the variations in self-esteem scores according to the types of difficulties, we used the Mann–Whitney test, which is a non-parametric test, to compare the means of two independent groups on the same variable. The readjustment of the calculations for all pair wise comparisons was done using the Bonferroni correction.

The Pearson correlation coefficient ( $r$ ) expressing the intensity of the relationship between two quantitative variables (always between  $-1$  and  $+1$ ) was used to estimate the intensity of the relationship between scores expressing practical, oral and written difficulties and scores of self-esteem types.

## **3. Results**

### **3.1. Perception of competence and academic results**

The majority of students found the job requirements during the training period to be affordable and that they were in full control of the situation. This represents 59.7% of the population surveyed. We therefore noted a good majority of students who perceived their skills positively based on the

initial results obtained during training, with an overall average of 13.56/20 and a standard deviation of 1.37.

The two other levels of perception of competence, which we report as 'major gaps' and 'difficulties that are accumulating', respectively, affect 42.2% of the population. The overall average is 11.68/20 with a standard deviation of 0.61. This category of students clearly expresses the state of uncertainty in which they find themselves. The modest university results obtained at the end of the semester make students' perception of their skills low and mixed.

Furthermore, based on a description of the ratios of the scores of the male and female representations, girls scored low on the Duclos 'low self-esteem' scale, i.e. 20% of the students chose this item. Boys scored 80% or 27 out of 36 cases identified as having low self-esteem (Table 1). Girls also scored well on the Duclos' advanced 'very good self-esteem' scale. This is significantly higher than that of their colleges in training, at 53.3% of cases, who chose the items relating to very good self-esteem. Boys scored 46.7% of this population (Table 1), given that the number of girls in this training represents only 31% of the total number of students in training, i.e. 91 female students out of a total of 255 students. The best score for all genders combined is 77% on 'fairly good self-esteem' and 17% on 'very good self-esteem'.

**Table 1. Variation in self-esteem and gender scores**

Fusion of Duclos' self-esteem domains & genre		Genre		Total
		Female	Male	
Low self-esteem	Effectif	15	47	62
	% relatif	20.0%	80.0%	100.0%
	% included in Genre	3.7%	6.7%	5.7%
	% du total	1.1%	4.6%	5.7%
Fairly good self-esteem	Effectif	29	79	108
	% relatif	26.9%	73.1%	100.0%
	% included in Genre	66.7%	81.7%	77.0%
	% du total	20.7%	56.3%	77.0%
Very high self-esteem	Effectif	47	38	85
	% relatif	53.3%	46.7%	100.0%
	% included in Genre	29.6%	11.7%	17.2%
	% du total	9.2%	8.0%	17.2%
Total	Effectif	91	164	255
	% relatif	31.0%	69.0%	100.0%
	% included in Genre	100.0%	100.0%	100.0%
	% du total	31.0%	69.0%	100.0%

### 3.2. Variations in scores in the domains of self-esteem and practical training requirements

With regard to the requirements of physical practice, self-esteem scores are distributed across the different domains in mean and standard deviations. Gender is highlighted to express the homogeneity of the responses obtained. Female students (F) for this purpose have a tendency close to the student representations (M) (Table 2).

As a result, scores in the self-esteem domains vary significantly depending on the nature of the demands of the work to be done. It is in the family self-esteem score that students score the highest. Constraints and practical requirements during training do not negatively affect students' family self-esteem and therefore they maintain a good self-worth shared with their family circle.

On the other hand, it is in the academic self-esteem score that they achieved the lowest level, and this concerned especially those students who had modest academic results during the training period.

The students targeted by the survey are therefore conditioned by initial representations of a desired 'student athlete' prototype. The contrasting results in the different forms of physical practice led them to be confused and uncertain about their chances of adapting to this training.

**Table 2. Variation in scores in self-esteem domains and practical skill requirements**

Domains of self-esteem and Requirements for physical practice	Physics		Family		Social		School		Global	
	A	SD	A	SD	A	SD	A	SD	A	SD
Follow the rhythm of the practical sessions	M 34.85	7.06	42.84	7.02	35.15	8.76	28.75	8.93	72.96	13.56
	F 34.00	7.06	44.21	6.60	33.71	6.01	26.36	9.38	71.50	15.01
Recuperate between practice sessions	M 34.49	6.32	43.38	6.27	34.05	9.26	27.49	8.78	72.16	12.62
	F 34.88	7.57	42.82	7.45	35.56	7.68	29.02	9.17	73.14	14.60
Managing a group in the field	M 34.78	7.26	42.29	7.58	36.33	7.36	28.64	8.47	71.33	14.03
	F 34.64	6.86	43.88	6.16	33.40	9.18	28.07	9.60	74.21	13.39
To respect time availability; To be engaged in practice	M 34.32	6.12	43.21	6.65	34.12	9.19	28.79	9.22	73.84	13.50
	F 35.47	8.57	42.77	7.56	36.43	6.41	27.57	8.62	70.60	14.11
Keeping up an endurance effort	M 34.84	6.53	43.08	6.75	36.22	7.71	27.54	9.12	71.36	13.68
	F 34.54	7.74	43.03	7.29	33.16	9.00	29.49	8.80	74.57	13.75
Supporting strength exercises	M 33.88	7.00	43.21	6.36	35.21	8.35	27.94	8.51	72.34	14.22
	F 37.68	6.47	42.53	8.88	33.89	8.60	29.89	10.63	74.11	12.00
Being accepted by others in physical activities	M 35.18	6.76	43.82	6.24	35.18	8.18	29.63	8.72	72.21	13.47
	F 33.83	7.56	41.60	8.02	34.43	8.85	25.97	9.15	73.70	14.38
Progress in motor skills training	M 34.75	6.77	43.25	6.66	35.34	8.67	28.64	8.95	72.69	14.16
	F 34.61	7.87	42.52	7.80	33.74	7.53	27.61	9.24	72.83	12.74

SD = Standard Deviation; A = Average.

### 3.3. Variation in self-esteem scores and writing skills requirements

with regard to difficulties in writing requirements, the results show that disparities are also significant between the different domains of self-esteem. However, there is stability in academic self-esteem, which remains the lowest performing domain compared to the other self-esteem domains. The demands on students' writing skills are more difficult and the constraints are more accentuated than those encountered in practical skills.

The writing requirements primarily impacted the 'academic self-esteem' domain. It turns out that it is not global self-esteem that should interest us in predicting academic success, but self assessment at the level of academic skills 'academic self-esteem'. Consequently, school-specific self-assessment can be considered to be more predictive of academic behaviour than global self-assessment. This gives those who work with these students something to look forward to and think about in order to help them and improve their 'academic self-esteem'.

This is done through encouraging pedagogical experiences that encourage success. To this end, long training sessions help them to change their conceptions of learning with a greater focus on progress and palpable acquisitions, which short and unduly restrictive training does not really help (Boucher, 2019).

**Table 3. Domains of self-esteem and writing skills requirements**

Domains of self-esteem & requirements for the written word	Physics		Family		Social		School		Global	
	A	SD	A	SD	A	SD	A	SD	A	SD
Writing notes in a course	35.03	6.91	41.89	7.52	34.22	8.57	28.05	10.14	70.46	13.68
Use the draft for your own reproduction	34.48	7.17	43.92	6.42	35.44	8.26	28.60	8.13	74.40	13.65
Analyse successfully the requirements of the questions asked	34.40	7.02	43.22	6.48	35.23	7.86	27.69	8.74	72.60	13.70
Understand the work expected	35.64	7.16	42.59	8.30	34.00	9.87	30.36	9.60	73.09	14.10
Observe the writing instructions	34.33	7.08	44.00	5.67	35.21	8.71	28.88	9.31	72.26	13.28
Diversifying the argumentative options for a response	35.43	7.00	41.27	8.70	34.37	7.80	27.40	8.41	73.60	14.72
Elaborate a synthesis or a mental map	34.97	7.26	43.18	7.17	35.19	8.63	28.48	9.28	73.00	13.58
Develop and Compose Documentary Research	33.85	6.29	42.65	6.27	34.00	7.56	28.00	8.13	71.80	14.49
	34.54	7.02	43.10	7.25	35.39	8.06	28.13	9.25	72.79	13.64
	35.12	7.18	42.96	6.29	33.81	9.13	28.92	8.49	72.58	14.19
	34.87	7.15	42.86	7.38	34.99	8.80	28.14	9.02	72.72	13.74
	34.11	6.73	43.83	4.99	34.67	6.66	29.22	9.05	72.72	14.03
	34.75	6.71	43.55	6.37	35.20	7.57	29.27	8.46	73.98	13.46
	34.65	7.69	42.16	7.89	34.42	9.76	26.74	9.80	70.45	14.12
	34.27	7.25	42.29	7.34	34.40	8.96	28.52	9.47	73.31	13.62
	35.37	6.73	44.20	6.23	35.69	7.46	28.14	8.36	71.86	14.02

### 3.4. Variation in scores in the domains of self-esteem and oral skills requirements

The preliminary reading of the results for this type of difficulty reveals remarkable similarities between oral and written scores. Students in their judgements about self-efficacy during this training period confirm the links between the indicators of 'core training skills'. In fact, the average scores on the domains of estimation show a very good level of overall self-esteem, followed by that of family esteem. The average scores range from 41.86% to 74.87% (Table 4). This expresses the non-impact of low academic achievement on their self-image and concerns only the two areas of self-esteem mentioned, namely family self-esteem and overall self-esteem. Moreover, the low academic results obtained during this period have impacted other domains of self-esteem. Academic and physical self-esteem were mainly impacted. The average scores vary between 26.45% and 35.82% (Table 4)

As a result, the written and oral skills as two components of academic competence are taken seriously by the students and the feeling of competence in the face of this training requirement is not totally stable and serene when the results are not satisfactory and leave room for more effort. If the skills that make up these academic competencies are not fully honed, students become suspicious of their abilities and increase their investment in training in the belief that their academic self-esteem is low. This will not be to the advantage of training at the beginning, unless it is selective at the outset to degrade promotion.

The judgement, therefore, on whether or not a training activity is effective is considered to be a spontaneous reaction to the results of the action, by way of feedback. It has a dynamic and evolutionary character (Dozot, Piret & Romainville, 2014). This is why we plan to follow this population of students in this evolving dynamic of self-esteem throughout the training cycle (from semester 1 to semester 6).

We can consider in the same sense with Gravel (2019) that this type of judgement will have an impact on the initial motivation, as it will have an impact on the course of the activity and the self-regulation of the process and will contribute to the reinforcement or the possible modification of the feelings of competence by means of feedback between the results obtained and the envisaged academic future.

**Table 4. Scores in the domains of self-esteem and oral competency requirements**

Domains of self-esteem and Oral requirements	Physics		Family		Social		School		Global	
	A	SD	A	SD	A	SD	A	SD	A	SD
Expressing himself orally in a structured form	34.63	7.23	42.71	7.83	33.73	9.17	29.44	8.71	72.85	14.47
	34.78	6.92	43.37	6.11	35.98	7.53	27.41	9.21	72.61	13.18
Speaking appropriately to the audience	34.87	6.70	43.36	6.13	34.43	9.23	30.00	8.92	72.17	13.42
	34.53	7.48	42.70	7.85	35.50	7.31	26.45	8.79	73.38	14.21
Communicating and explaining ideas to the professor	34.54	6.87	43.73	6.08	35.88	7.87	28.52	9.66	71.29	14.61
	34.97	7.35	42.06	8.04	33.49	8.98	28.14	8.02	74.86	12.17
Questioning and discussing with the teacher	35.16	6.94	42.75	7.15	33.59	8.93	28.35	8.88	73.00	13.16
	33.54	7.29	43.88	6.41	38.42	5.42	28.42	9.47	72.00	15.38
Listening and exchanging words in front of others	33.81	7.39	44.02	6.14	35.48	7.76	28.33	8.54	72.38	13.15
	35.82	6.48	41.87	7.73	34.23	9.12	28.41	9.62	73.15	14.56
Supporting and exposing a communication with an ICT tool	34.31	7.04	42.94	7.29	35.13	8.63	28.02	9.36	73.60	12.57
	35.21	7.08	43.21	6.58	34.67	8.15	28.79	8.61	71.64	15.12

Significant variation in academic self-esteem in relation to the ability to speak in front of the audience or not ( $p < 0.028$ ); Significant variation in social self-esteem in relation to the ability to question the teacher or not ( $p < 0.023$ )

#### 4. Discussion

We remind you that the study's goal is to verify whether there are correlational links between the three variables: perception of competence, self-esteem and academic results obtained by students. This with the intention of optimising constraints of the beginning of a new training and, consequently, to ensure the success of all within the next three promotions.

The analysis of the data relating to the crossing of the variables taken 'self-esteem and academic results' shows that the total number of students questioned confirms a very satisfactory self-esteem, especially in the school, family and social domain. Good scores could be favourable to succeed in the next stages of training (Regulatory estimate of the accessibility of training content for these professional bachelor's degree courses from 2015 to the present day).

About one-third of the population has 'very good self-esteem' and two-thirds have 'fairly good self-esteem'. This section shows that a very small percentage of students (4%) have 'very low self-esteem'.

Indeed, in the category of 'very high self-esteem', female students represent 53.3% of the enrolment while male students represent 46.7%. The results again show that the level of self-esteem in some domains is corollary to academic performance.

The combination of the three variables confirms our initial conclusion that there is a correlation between some areas of self-esteem, the sense of competence and the levels of academic achievement. Students in this cycle of education are negatively impacted in their academic and physical self-esteem when their university results are modest or low. The family, social and global self-esteem domains are very little impacted by their academic performance.

As a result, even if they display a low sense of competence because of the modest results, their self-esteem in certain areas related to the global, social and family self remains stable without negative impact.

We can explain this by considering (Harter, 1993) that the individual is comparing two concepts: the importance of a skill area and self-evaluation. Thus, a more global concept of self-worth develops. The



person may be modest or weak in specific areas of his or her competency without affecting the balance and stability of the value he or she gives to self (Le Bastard-Landrier, 2005). This is also true for our population where the student here gives more value to how he or she is perceived by others, 'especially peers' in his or her global academic environment. The sense of competence in activities specific to a particular field contributes to the reinforcement of global self-worth. It is successful in defined tasks in a particular context that always enriches global self-esteem (Masson & Ratenet, 2020).

But on the other hand, the perception of incompetence in these specific tasks in particular area of education does not automatically correlate with family, social and global self-esteem in the case of our population of university.

As a result, the construction of an 'optimum' perception of competence from positive or even negative experiences, favourably affects some aspects of the student's academic and personal life. Famose and Bertsch (2009) have confirmed our initial point by stating that the first steps in a training programme are very important in shaping personal and professional self-worth.

Attempting to lead, therefore, and to adjust perceptions of competence and feelings of competence requires rigorous guidance and skillful support from the trainers.

In this respect, supporting students in training to develop their perception of competence will not only undoubtedly help them to improve their confidence and self-esteem, but also to develop their taste for the different efforts and challenges encountered in a multifaceted training between theory and physical practices.

## 5. Suggestions

In order to verify some of the experimental facts of the study and by reinvesting some of the literature identified at the beginning, we would like to offer some practical ideas to those working with a population of students in training: training similar to ours for the teaching profession towards a lucid and effective professional qualification.

We begin by suggesting that, at first glance, everyone achieves high self-esteem when they achieve success that equals or exceeds their ambitions. This leads to personal pride, as well as perceptions of effectiveness and competence that enhance self-esteem.

What we must remember is that a young person or adult experiences success and the chances of continued success; it is very important that he or she be offered realistic goals while being certain that he or she is capable of achieving them with an affordable level of investment. These realistic and attainable goals become protective factors for self-esteem (Pauze, Audet & Pauze, 2020). However, the perception of success varies from one individual to another. It is largely subjective, in the sense that it depends on the expectations, ambitions, values and degree of perfectionism of each individual. It is therefore obvious to consider that self-esteem is not acquired once and for all; it needs to be constantly nourished, in particular by new mobilising successes.

The teacher's attention to these students should be oriented in the light of what has been shown previously and should be focused on optimising the perception of efficiency with regard to a given activity from the very first exchanges. Because the first moments in a training course are important to build the perfect foundation for the perception of competence. It is on the basis of positive or negative experiences that all aspects of an individual's life are affected by his or her level of self-esteem: ability to adapt to change, relationship with others and finally the very belief in one's own success.

Furthermore, various studies have shown significant relationships between the level of self-esteem and psychopathological disorders, such as depression, anxiety disorders and eating disorders Guillon,

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Crocq and Bailey (2003). These are situations that we must avoid for our students, by being attentive to behaviours that provide information on good adaptation or maladjustment to training activities. This is what will give meaning to the trainer's job as an efficient coach, a human being who knows how to listen to and support the student in a more global paradigm, that of a real academic support.

## 6. Conclusion

Identifying and understanding the relationship of students' self-states to their academic performance in training is the main focus of this work. Therefore, this preliminary knowledge of the population is aimed at understanding the causes of training successes or failures for better optimisation of interventions.

The perceptions of competence and self-esteem are states of the person that are particularly important for his or her functioning. As such, they are motivating factors for the person's power to act in his or her environment. They are also the triggers for motivation to learn. They also allow for fruitful cognitive engagement in training activities and, consequently, for relevant academic and professional choices. The perception of competence and self-esteem directly or indirectly impacts the performance and results of learning. This is what we confirmed at the end of this analysis of the results of this work. We are also convinced that the relationship between self-esteem and the level of academic achievement differs according to the dimensions or areas of self-esteem we considered.

Finally, we were persuaded with Canisius Kamanzi, Lessard and Tardif (2019) study that the close follow-up of our 'future teacher' students also gives us a perception of satisfaction and academic value as educators. This is accessible in an institution such as the ENS where the reception of students in training classes is limited. This follow-up is relevant insofar as it also makes it possible to effectively accompany the students' state of self in their disparities and to prescribe a climate of mutual trust during the first stages of this professional training.

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