Psychosocial and Organizational Aspects of Didactic Achievement:
Sex, School-type, and Self-esteem

Abstract

The results presented here are taken from empirical studies relating to the relation between academic achievement and sex, type of school, and self-esteem, as well as self-esteem and sex, school level, and academic achievement. Aside from specific issues, these results show, first, that levels of achievement and self-esteem in middle school show much lower values than in high school and primary school. Secondly, although girls show a higher level of achievement, there is no difference between their self-esteem compared to the self-esteem of boys.

Keywords: academic achievement, self-esteem, sex, middle schools, primary schools, high schools

The Problem

One of the parameters for describing and explaining school educational practices is academic achievement, which constitutes a quality indicator for the functioning of the education system as well as for pupils’ individual academic success. The first of these highlighted aspects can be combined with the stages of learning, under which is concealed, among other things, the culture of the school. Schools are often described in terms of culture primarily focused on educational discipline. The measure of a school’s success is more often determined by the ability to adapt students’ behaviour to the teaching requirements than the level of didactic achievement. The situation looks different in high schools and in middle