

# CONSTRUCTION AND STANDARDIZATION OF SELF-ESTEEM SCALE (SES)

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## ABSTRACT

The researcher made an attempt to construct and standardize the Self-Esteem Scale for the High Schools Teachers. A well-organized scale was administrated among them. Initially, the scale consists of 54 items in which 31 are positive and 23 are negative statements related to self-esteem. For the purpose of the study 100 samples of High School Teachers were randomly selected from the High Schools of Kulgam District of Jammu and Kashmir. In order to standardize the scale 't' test was done, based on the 't' values 32 statements were taken for the final study. Percentile norms of the tool was also planned to describe the scores of self-esteem scale. The present paper talks about the development of the scale to measure the self- esteem of High schools teachers.

**Key words:** -Self- esteem, standardize, High school teachers, t- test, etc.

## INTRODUCTION

The word "esteem" has come from Latin aestimare, meaning to "evaluate, value, rate, weigh, and estimate". Our thinking, feeling and acting show how we value ourselves. The first concrete definition of self -esteem has given by James in 1890. According to him, self-esteem may be defined as to be the ratio of success and pretensions in important life domains. The individual processes has been focused to a stronger degree by James as that forms self-esteem afterwards symbolic interactionism approaches stressed the social influences on self-esteem. Self-esteem is a psychological trait related to a person's image of self-value and self confidence in total aspects of human activity. It is a potent strength inside each one of us. It is the belief in one's ability to think and to manage the basic challenges of life bravely and smartly. It is the feeling of being valuable, praiseworthy, and free to express his /her needs and wants to enjoy the fruits of his /her hard work. One of the fundamental and powerful human needs is self-esteem. It makes akey contribution to the life process; it is essential to normal and healthy development; it has survival value. Due to lack of positive self-esteem, our psychological growth remains underdeveloped.

Positive self-esteem has great effect on person's life process. It provides resistance, strength, and a capacity for renewal. When self-esteem is low, our ability to bear in the face of life's misfortunes is flagging. We fall down before vicissitudes that a healthier sense of self could subjugate. We tend to be more prejudiced by the desire to keep away from pain than to experience delight. Negatives have more power over us than positives. While going through the related literature available in the field of self-esteem many facts have been

revealed. A great deal of attention has been paid to self-esteem from researchers in USA. Ability and self-worth are two key parts of self esteem. One should believe in one's abilities and skills and should have a sense of love and respect for one-self. High self-esteem gives a confidence to an individual to achieve his goals of life. All the institutions and organisations need people with high self esteem as it is correlated with knowledge, performance and productivity and effectiveness.

### **NEED AND IMPORTANCE OF THE STUDY**

Studies have demonstrated that Self-esteem is an integral part of the growth of teachers. Teacher's self-esteem would be linked to self concept because self concept hinges on how we think and how we evaluate ourselves (Brookover, Thomas, & Paterson, 1964; Rosenberg, Schoenbach, & Rosenberg, 1995). When as educators we are aware of who we are, then we have a self concept of ourselves. Unfortunately, if teachers have a distorted self image of themselves, it is possible that they become incapacitated in their teaching career. The central part of one's life is self-esteem. It may be the most important psychological resource we have to help us meet the challenges of the future. That challenge is especially evident in the workplace where it is becoming clear that self-esteem is not an emotional comfort but a survival requirement. It gives ability to play different roles, an ability to take risks, learn new skills, be creative, take feedback, deal with others fairly and compassionately, be productive and assertive. Full strength is only possible when we have high self-esteem as it gives confidence to perform many tasks efficiently and superbly. It is opined that the importance of Self-esteem in the educational process seems to require more emphasis than is currently given to it. The situation is not far from this even today when teachers need to have concern about their Self-esteem as it affects to a large extent on the performance of a worker. Moreover, several researchers have reported that the lower academic performance experienced by students have reflected in a more negative Self-evaluation of academic abilities of teachers. To put it more clearly, self-esteem has been found to be extensively linked with a number of important facets of human behaviour like adjustment, nervousness and recognition of other people. It has implications for both parents and teachers. Our self-esteem is affected the way we look ourselves and the way other people perceive us. In order to have high self-esteem, we need to build our own self-esteem by realizing we need to be our self, not what other people think about me what I should be. Negativity, from others only lowers our self-esteem and makes us less confident. We should always freely express our likes and dislikes in front of others. People who have high self-esteem give much to society by getting things done and promoting a happier environment. They are always open to learn. Whereas people with low self esteem always criticize themselves and are depressed, in a state of anxiety, anger, shame or guilt and also have relationship problems .

### **OBJECTIVE**

➤ The main objective of this study is to construct and standardize the research tool which measures the Self -Esteem of teachers.

### **DEVELOPMENT OF THE SCALE**

Researchers are interested in the measurement of human behaviour. They have devised many methods to assess human behaviour using the principles of psychometrics. After searching a lot and not finding the most suitable tool to measure the Self-esteem of teachers teaching in High School of Kulgam district in Jammu and Kashmir. So the investigator has decided to develop and standardise a suitable scale to measure the self-esteem of teachers teaching in High schools of Kulgam district. In order to develop the scale the investigator prepared variety of items related to self-esteem after an intensive review of related literature and a guidance given by various experts in psychology.

## **METHODOLOGY**

In order to develop the scale, the investigator consulted many experts of the related area, referred many books, journals, web-sites, **articles and thesis related to self-esteem**. The experts analysed the tool keeping in view the relevance of areas, item difficulty, language and clarity of each statement. After a careful scrutiny of the each statement and by the consent of all the experts 54 statements out of which 31 are positive and 23 are negative statements that were chosen to include in the initial draft. For the purpose of its tryout, the self-esteem scale was administered on a sample of 100 high school teachers randomly selected from Kulgam district of Jammu and Kashmir. Respondents were asked to read the statements and answer freely about each statement by putting a tick mark (✓) in the column which is right according to them from the five given alternatives. After pilot study the next step for tool standardization is to calculate the 't' value of each item which is a key component of item selection process. For pilot study, the investigator selected a sample of 100 students and administered the scale. The papers were valued and scored. For positive items score is calculated by 5, 4, 3, 2, and 1 for strongly agree, agree, undecided, disagree and strongly disagree respectively and for negative items 1, 2, 3, 4, and 5 for strongly agree, agree, undecided, disagree and strongly disagree. Thus, one can get a maximum score of 270 and minimum score of 54. In this way the total score varies from 54 to 270, showing low self-esteem and high self-esteem. According to the total score values, all the 100 respondents were arranged in descending order from the maximum score to the minimum score. As per the formula given by Allen Edward (1957), the high 25% of respondents and low 25% of the respondents were considered and taken for item selection based on 't' value. Items with 't' value equal to 1.75 and above were selected for the final study and items with 't' value lower than 1.75 were rejected. The number of items selected on the basis of 't' value is 32 and rejected is 22. The 't' values of 54 items are given in the table -01

**t – Values of Self –Esteem Scale****Table-01**

Item Number	't' value	Selected/Not selected	Final selection Of (SE)
1.	4.109	Selected	1
2.	5.347	Selected	2
3.	5.355	Selected	3
4.	4.370	Selected	4
5.	4.217	Selected	5
6.	1.656	Not selected	×
7.	5.872	Selected	6
8.	7.232	Selected	7
9.	3.794	Selected	8
10.	1.169	Not selected	×
11.	2.478	Selected	9
12.	1.226	Not selected	×
13.	1.239	Not selected	×
14.	5.950	Selected	10
15.	5.664	Selected	11
16.	5.815	Selected	12
17.	1.721	Not selected	×
18.	1.503	Not selected	×
19.	5.780	Selected	13
20.	0.876	Not selected	×
21.	1.745	Not selected	×
22.	4.060	Selected	14
23.	2.841	Selected	15
24.	5.448	Selected	16
25.	1.708	Not selected	×
26.	6.640	Selected	17
27.	1.423	Not selected	×
28.	1.150	Not selected	×
29.	1.718	Not selected	×
30.	4.836	Selected	18
31.	4.616	Selected	19
32.	1.143	Not selected	×

33.	<b>1.516</b>	Not selected	×
34.	<b>1.315</b>	Not selected	×
35.	<b>4.694</b>	Selected	20
36.	<b>1.647</b>	Not selected	×
37.	<b>3.606</b>	Selected	21
38.	<b>3.360</b>	Selected	22
39.	<b>0.963</b>	Not selected	×
40.	<b>3.268</b>	Selected	23
41.	<b>3.100</b>	Selected	24
42.	<b>1.134</b>	Not selected	×
43.	<b>0.987</b>	Not selected	×
44.	<b>2.702</b>	Selected	25
45.	<b>4.177</b>	Selected	26
46.	<b>4.638</b>	Selected	27
47.	<b>1.331</b>	Not selected	×
48.	<b>2.070</b>	Selected	28
49.	<b>2.921</b>	Selected	29
50.	<b>0.901</b>	Not selected	×
51.	<b>5.173</b>	Selected	30
52.	<b>4.773</b>	Selected	31
53.	<b>1.464</b>	Not selected	×
54.	<b>4.409</b>	Selected	32

## RELIABILITY

The Self-esteem scale was distributed among 100 respondents at randomly. The obtained information was scored and statistically treated to find out reliability and validity in order to standardize the scale. A correlation was worked out between the odd and even items for each scale. This was subjected to Spearman Brown's prophecy formula for the purpose of finding correlation coefficient for the entire scale. This gave the reliability coefficient for self esteem scale. Further the validity coefficient was also worked out from the reliability coefficient. Both the reliability and validity coefficient were subjected to 't' test separately. Its level of significance was fixed by the formula suggested by Edwards (1969):

$$t = \frac{r \sqrt{(n-2)}}{(1-r^2)}$$

**Reliability of Measuring Tool**

Reliability Coefficient, test of Significance and Level of Significance for self -esteem scale used in the study

**Table -02**

S.No.	Research tool	Reliability correlation co-efficient ®	t-value (n=100)	LS
1	Self -Esteem	0.73	10.57	0.001*

\*significant at 0.001 %level      LS- Level of significant

The above table shows the reliability co-efficient test of significance and level of significance for one test used in this study. It is found that the obtained r-value and t-value for the present research tool is highly significant at 0.001 level. Therefore the tool is reliable for the present study.

**Validity of Measuring Tool**

Validity, Test of Significance and Level of Significance of self -esteem scale used in the study

**Table -03**

S.No	Research tool	Validity	t-Value	LS
1	Self-esteem	0.85	16.27	0.001*

\*significance at 0.001% level.      LS- Level of significant

The above table exhibits the validity test of significance and level of significance for one test used in the study. Based on the obtained result it is inferred that the validity and t-value for the tool is highly significant at 0.001 level. Therefore, it is concluded that the selected tool is valid.

**PERCENTILE NORMS**

## NORMS FOR THE INTERPRETATION OF THE TOOL

Based on the normal probability theory the scoring procedure has been developed and is given in the following table-04

**Table -04**

### Scoring procedure

S.No	Scores	Levels
1	Above 134.92	High
2	Between 109.8 to 134.92	Average
3	Below 109.8	Low

## THE Z-SCORE AND T-SCORE OF THE SELF -ESTEEM SCALE

**Table -05**

Raw score	Z-score	T-score
93	-2.33758	26.6242
94	-2.25796	27.42038
100	-1.78025	32.19745
101	-1.70064	32.99363
102	-1.62102	33.78981
103	-1.5414	34.58599
104	-1.46178	35.38217
105	-1.38217	36.17834
106	-1.30255	36.97452
107	-1.22293	37.7707
108	-1.14331	38.56688
109	-1.06369	39.36306
112	-0.82484	41.75159
114	-0.66561	43.34395
115	-0.58599	44.14013
116	-0.50637	44.93631
118	-0.34713	46.52866
119	-0.26752	47.32484
120	-0.1879	48.12102
121	-0.10828	48.9172
122	-0.02866	49.71338
123	0.050955	50.50955
124	0.130573	51.30573

125	0.210191	52.10191
126	0.289809	52.89809
127	0.369427	53.69427
128	0.449045	54.49045
129	0.528662	55.28662
130	0.60828	56.0828
131	0.687898	56.87898
132	0.767516	57.67516
133	0.847134	58.47134
134	0.926752	59.26752
135	1.006369	60.06369
136	1.085987	60.85987
139	1.324841	63.24841
140	1.404459	64.04459
141	1.484076	64.84076
142	1.563694	65.63694
143	1.643312	66.43312
149	2.121019	71.21019

## CONCLUSION

Every fraction of our life is affected by self-esteem. The self-esteem at professional level is a very significant and that should be stressed to them as it adjusts themselves accordingly with their environment, assesses their expertise and makes them know their worthiness. People with high calibre will not always succeed in their life, but people with truly positive self-esteem will find ways to. To put it more clearly people with positive self-esteem have got resistance, power, and a capacity for renewal. Conversely, when self-esteem is low, our ability to bear in the face of life's misfortunes is flagging. Keeping its significance in view the researcher made painstaking effort to construct and validate an apt research tool for measuring self-esteem of High School teachers. The scale will be immense use for the researchers in future who would like to study the self-esteem of teachers and other employees working in different institutions.

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