

# A STUDY OF SELF-ESTEEM AMONG HIGHER SECONDARY WOMEN TEACHERS

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## Abstract

This present study aimed at investigating the self-esteem of higher secondary women teachers. Self-esteem Scale constructed and standardized by Dr.Santosh Dhar and Dr.Upinder Dhar (2005) has been administrated to a random sample of 600 higher secondary women teachers working in Kanchipuram, Thiruvallur and Vellore District. The statistical techniques adopted to analyse the collected data were descriptive and differential analysis. The results revealed that the level of self-esteem of higher secondary women teachers is high and is further revealed that teachers differ significantly in self-esteem in respect of their locality of the school and age and they do not differ significantly in self-esteem in respect of type of school management.

**Key Words:** Self-Esteem, Locality of the School, Age, Type of School Management and Higher secondary women teachers.

## Introduction

Self-esteem has long been considered an essential component of good mental health and has drawn many researchers' attention in recent years. In general the word Esteem means to have a high regard for, value something or someone, thinking and believing that something or someone is of great value. Self-esteem is the way you look at, feel, regard and value yourself. Self-esteem is an emotional response; a generalized feeling about the self that is more or less positive. "Self-esteem is a general personality characteristic; not a momentary attitude or an attitude specific to individual situation. Self-esteem is a personal judgment of worthiness" (Pervin, 1985). Self-esteem has been variously defined.

**Coopersmith (1967)** defined Self-esteem is generally defined as "a personal judgment of worthiness that is expressed in the attitudes the individual holds towards himself"

**Nathaniel Branden (1969)** defined self-esteem as "the experience of being competent to cope with the basic challenges of life and being worthy of happiness."

**Hemacheck (1971)** explained self-esteem as the affective portion of the self. It is the fertilizer which nourishes one's talents, resources and ability.

## Need and Significance of the Study

The need of self-esteem is ardently felt in teaching profession as teachers are directly interacting with the whole personality of their students. This interaction needs devotion, sense of ownership and

commitments which are directly linked not only with their mind but also with their enthusiastic attachment with their profession. Self-esteem is eminent for teachers so that they may be proceeding in their profession with confidence, attachment and with out any fear of failure.

#### Objective of the Study

1. To find out the level of self-esteem of higher secondary women teachers.
2. To find out whether there is any significant difference in the self-esteem of higher secondary women teachers in respect to their locality of the school.
3. To find out whether there is any significant difference in the self-esteem of higher secondary women teachers in respect to their age group.
4. To find out whether there is any significant difference in the self-esteem of higher secondary women teachers in respect to their type of school management.

#### Hypotheses of the Study

1. The level of self-esteem of higher secondary women teachers is high.
2. There is no significant difference in the self-esteem of higher secondary women teachers in respect to their locality of the school.
3. There is no significant difference in the self-esteem of higher secondary women teachers in respect to their age group.
4. There is no significant difference in the self-esteem of higher secondary women teachers in respect to their type of school management.

#### Method and Sample of the Study

Normative survey method has been adopted for the present investigation. In the present study, the sample of the study consisted of 600 higher secondary women teachers working in Kanchipuram, Thiruvallur and Vellore District.

#### Scoring Procedure

The Self-esteem Scale (SES) constructed and standardized by Dr. Santosh Dhar and Dr. Upinder Dhar was adopted for this study and has given the high score as 98 and above, average score - 81-97 and low score as 80 and below.

#### Analysis of Data

##### Hypothesis 1

The level of self-esteem of higher secondary women teachers is high.

**Table 1**

**Mean and Standard Deviation Scores of Self-esteem of Higher Secondary Women Teachers**

Variable	N	M	SD
Self-Esteem	600	103.02	16.91

From the above table 1, the calculated mean and standard deviation for self-esteem scores of the entire sample is found to be 103.02 and 16.91 respectively, which indicates that the mean score of the

total sample is above the mid value of 98 and above. Therefore hypothesis 1 is rejected and it is concluded that the self-esteem is high among higher secondary women teachers.

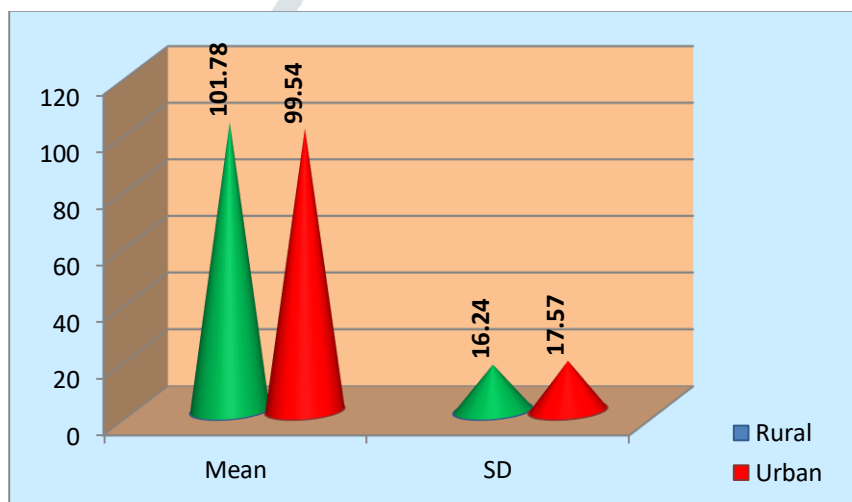
### Hypothesis 2

There is no significant difference in the self-esteem of higher secondary women teachers in respect to their locality of the school.

**Table 2**

**Comparison of Mean Self-esteem of Higher Secondary Women Teachers in respect to their Locality of the School**

Variable	Locality of the School	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Self-Esteem	Rural	365	101.78	16.24	3.59	Significant
	Urban	235	99.54	17.57		



**Figure 1**

**Diagram Showing the Mean and Standard deviation scores of Self-Esteem based on their Locality of the School**

Table 2, shows the computed 't' value (3.59) is significant. Hence, the framed null hypothesis 2 is rejected and it is concluded that there is a significant difference between rural and urban higher secondary women teachers based on their self-esteem. It is also inferred that rural school teachers have high self-esteem than the urban school teachers.

### Hypothesis 3

There is no significant difference in the self-esteem of higher secondary women teachers in respect to their age group.

Table 3

**Comparison of Mean Self-esteem of Higher Secondary Women Teachers in respect to their Age Group**

Variable	Age Group	N	Mean	SD	'F' Value	Level of Significance at 0.05 Level
Self-Esteem	Below 35 years	179	106.38	15.53	8.24	Significant
	35-45 years	246	103.50	17.81		
	Above 45 years	175	102.76	16.87		

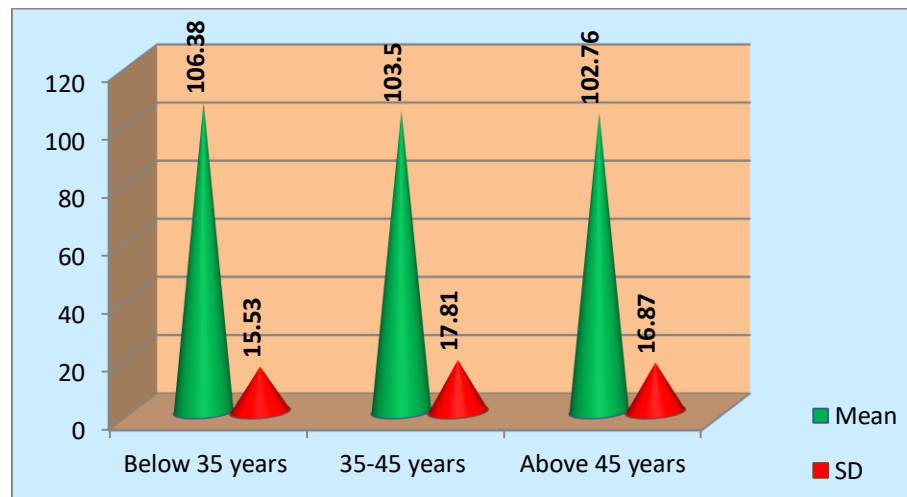


Figure 2

**Diagram Showing the Mean and Standard deviation scores of Self-Esteem based on their Age Group**

From Table 3, result shows, this difference is significant [ $F = 8.24$  at 0.05]. Hence, the framed null hypothesis 3 is rejected and it is concluded that there is a significant difference in the self-esteem of higher secondary women teachers in respect of their age. It is also inferred that the age group of teachers below 35 have high self-esteem than 35-45 years and above 45 years.

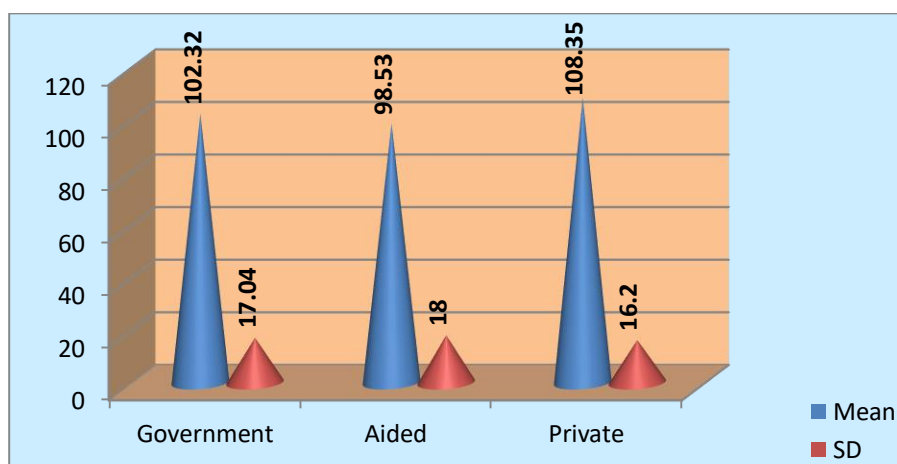
#### Hypothesis 4

There is no significant difference in the self-esteem of higher secondary women teachers in respect to their type of school management.

Table 4

**Comparison of Mean Self-esteem of Higher Secondary Women Teachers in respect to their Type of School Management**

Variable	Type of School Management	N	Mean	SD	'F' Value	Level of Significance at 0.05 Level
Self-Esteem	Government	278	102.32	17.04	2.46	Not Significant
	Aided	148	98.53	18.00		
	Private	174	108.35	16.20		



From Table 4, results shows, this difference is not significant [ $F= 2.46$ ]. Hence, the framed null hypothesis 4 is accepted and it is concluded that there is no significant difference in the self-esteem of higher secondary women teachers in respect to their type of the school management. It is also inferred that private school teachers have high self-esteem than the government and aided school teachers.

### Findings of the Study

- The self-esteem is high among higher secondary women teachers.
- There is a significant difference between rural and urban higher secondary women teachers based on their self-esteem.
- There is a significant difference in the self-esteem of higher secondary women teachers in respect of their age.
- There is no significant difference in the self-esteem of higher secondary women teachers in respect to their type of the school management.

### Conclusion

The present study examined study self-esteem of higher secondary women teachers. It is found that the self-esteem of higher secondary women teachers is high. Teachers with high self-esteem have more harmony and satisfaction in job, manifest themselves in the classroom as assertive, comfortable and have a respectful attitude towards students. Highly self-esteem teachers are more likely to be flexible, motivated and fact-findings in their methodology to teaching.

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