



# Self-Esteem: A Key to Excel in Higher Secondary School Students of Jharkhand.

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## *Abstract*

Self-esteem is considered as an essential component of self-concept as the man's future depends to a large extent on development of personality and happy life. This paper is an attempt to present the self-esteem of Higher Secondary School Students of Jharkhand. The sample is comprised of 200 higher secondary school students. Representative samples were collected from Simdega, Gumla, Khunti and Ranchi districts. The objectives of the study were to find the significance difference between the mean scores of Higher Secondary School Students of Jharkhand in their self-esteem on the basis of gender, habitation, type of school, medium of instruction, parent's occupation, parent's qualification and family annual income. The investigator adapted the survey method, self-constructed and validated tool on self-esteem was administered to collect the data through online mode. Mean, standard deviation and 't' test was used to analyse the data. The present paper attempts to explore the role of self-esteem in the area of academic excellence. The results revealed that there was a significant difference between mean scores of higher secondary school students of Jharkhand in their self-esteem on the basis of gender, habitation, and types of school whereas there was no significant difference between mean scores of higher secondary school students of Jharkhand in their self-esteem on the basis of medium of instruction, parents' qualification, parents' occupation, and parents' annual income.

Keywords: Self-Esteem, Excel, Higher Secondary School Students, Jharkhand.

## INTRODUCTION

Self-esteem is a psychological term which reflects a person's overall appraisal of his or her own worth. It deals with person's thoughts, feelings, behaviours, and actions. Schwalbe and Staples (1991) defined "self-

esteem as the feelings an individual has about himself or herself that affect the way he/she views himself or herself.” These views include self-observations, perceived feelings of him or her and self-knowledge. It is related to personal beliefs about skills, abilities, physical features, job, school performance and social relationships. It plays a pivotal role in the structure of adolescent for mental health and definition of life goals. The period of adolescence is important for the process of self-esteem formation. The formation of self-esteem can be stimulated, encouraged both by parents and teachers. The level of self-esteem is mirrored in the adolescent’s attitude and behaviour, both at home and at school. (Mogonea and Mogonea, 2014). It is positive as well as negative evaluations of oneself and how we feel about it. Self-esteem enables an individual to incorporate Knowledge, skills, attitudes and outlook that are progressive in nature. It is an integral part of education – wherein one develops one’s body, mind, soul and spirit. It should be all inclusive and comprehensive so that each of the individuals develop a scientific, panoramic view on things around him/her. Education is a powerful toolkit to develop self-esteem. Educators can create positive learning environments, to build and support student’s self-esteem. It also helps in building students’ positive mental health, self-worth and positive attitude, academic and social success.

## SIGNIFICANCE OF THE STUDY

“Self-esteem is an individual’s attitude about himself or herself, involving self-evaluation along with positive and negative dimension.” (Baron & Byrne, 1991) Self-esteem is associated with depression, anxiety, motivation and general satisfaction with one’s life. Adolescents with high self-esteem know their full potential. They accept new challenges and criticism in positive way. In contrast, those who have low self-esteem may be more dependent on their parents and have lower academic and vocational goals. They feel that they are worthless and easily discouraged. It has major influence in someone’s decision making. Self-esteem brings desired change in human life. Therefore, it is essential to develop positive self-esteem in students and teachers for personal as well as professional growth.

## STATEMENT OF THE PROBLEM

Self-Esteem: A key to Excel in Higher Secondary School students of Jharkhand

## OPERATIONAL DEFFINITIONS

- i. Self-Esteem - Skills which lead to objective analysis and evaluation of an issue in order to form a right judgment.
- ii. Excel – To have a feeling of superior.
- iii. Higher Secondary School - Education at 10<sup>th</sup> and +2 level.
- iv. Jharkhand - **Jharkhand** (lit. “Bushland” or the land of forest) is a state in eastern India, carved out of the southern part of Bihar on 15 November 2000.

## OBJECTIVES OF THE STUDY

- i. To find the significance difference between the mean scores of Higher Secondary School Students of Jharkhand in their self-esteem on the basis of gender.
- ii. To find the significance difference between the mean scores of Higher Secondary School Students of Jharkhand in their self-esteem on the basis of habitation.
- iii. To find the significance difference between the mean scores of Higher Secondary School Students of Jharkhand in their self-esteem on the basis of type to school.
- iv. To find the significance difference between the mean scores of Higher Secondary School Students of Jharkhand in their self-esteem on the basis of medium of instruction.
- v. To find the significance difference between the mean scores of Higher Secondary School Students of Jharkhand in their self-esteem on the basis of parents' qualification.
- vi. To find the significance difference between the mean scores of Higher Secondary School Students of Jharkhand in their self-esteem on the basis of parents' occupation.
- vii. To find the significance difference between the mean scores of Higher Secondary School Students of Jharkhand in their self-esteem on the basis of family annual income.

## TOOL USED

Self-constructed and validated tool on Self-Esteem Measurement Scale (SEMS)

## METHOD USED

The investigator adapted survey method for the present study.

## POPULATION FOR THE STUDY

For the present study Higher Secondary School Students from Jharkhand State.

## SAMPLE

There were 200 higher secondary school students of Jharkhand State.

## STATISTICAL TECHNIQUES USED

- i. Mean
- ii. Median
- iii. Standard Deviation
- iv. 't' test

## DELIMITATIONS OF THE STUDY

- i. The researcher has taken 200 samples from the state of Jharkhand.
- ii. The researcher has taken higher secondary school tribal students of Jharkhand for the study.
- iii. The survey method is used in the research.

## NULL HYPOTHESIS

1. There is no significant difference between the mean scores of Higher Secondary School Students of Jharkhand in their self-esteem on the basis of gender.
2. There is no significant difference between the mean scores of Higher Secondary School Students of Jharkhand in their self-esteem on the basis of habitation.
3. There is no significant difference between the mean scores of Higher Secondary School Students of Jharkhand in their self-esteem on the basis of type school.
4. There is no significant difference between the mean scores of Higher Secondary School Students of Jharkhand in their self-esteem on the basis of medium of school.
5. There is no significant difference between the mean scores of Higher Secondary School Students of Jharkhand in their self-esteem on the basis of parents' qualification.
6. There is no significant difference between the mean scores of Higher Secondary School Students of Jharkhand in their self-esteem on the basis of parents' occupation.
7. There is no significant difference between the mean scores of Higher Secondary School Students of Jharkhand in their self-esteem on the basis of family annual income.

### Null Hypothesis – 1

There is no significant difference between the mean scores of Higher Secondary School Students of Jharkhand in their self-esteem on the basis of gender.

**Table - 1**

Gender Wise Self-Esteem of Higher Secondary School Students

Gender	N	Mean	Std. D.	t - value	Remarks
Male	100	38.81	3.79	6.11	S
Female	100	23.12	4.32		

(At 0. 5%, level of Significance, the table value of 't' is 1.96)

It is inferred from above table that calculated 't' value is 6.11 which is more than the table value 1.96 at 0.5% level of significance. Therefore, the null hypothesis is rejected. It means that here is a significant difference between the mean scores of Higher Secondary School Students of Jharkhand in their self-esteem on the basis of gender.

### Null Hypothesis – 2

There is no significant difference between the mean scores of Higher Secondary School Students of Jharkhand in their self-esteem on the basis of habitation.

**Table - 2**  
Habitation Wise Self-Esteem of Higher Secondary School Students

Habitation of School	N	Mean	Std. D.	t - value	Remarks
Rural	140	19.9	3.78	2.24	S
Urban	60	18.62	3.66		

(At 0.5%, level of Significance, the table value of 't' is 1.96)

It is inferred from the above table that the calculated 't' value is 2.24 which is more than the table value 1.96 at 0.5% level of significance. Therefore, the null hypothesis is rejected. It means that there is a significant difference between the mean scores of Higher Secondary School Students in their self-esteem on the basis of habitation.

### Null Hypothesis – 3

There is no significant difference between the mean scores of Higher Secondary School Students of Jharkhand in their self-esteem on the basis of types school.

**Table - 3**

Type of School Wise Self-Esteem of Higher Secondary School Students

Types of school	N	Mean	Std. D.	t - value	Remarks
Government	92	28.28	5.475	2.38	S
Private	108	29.88	3.729		

(At 0.5%, level of Significance, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value is 2.38 which is more than the table value 1.96 at 0.5% level of significance. Therefore, the null hypothesis is rejected. It means that there is a significant difference between the mean scores of Higher Secondary School Students of Jharkhand in their self-esteem on the basis of types school.

#### Null Hypothesis – 4

There is no significant difference between the mean scores of Higher Secondary School Students of Jharkhand in their self-esteem on the basis of medium of school.

**Table - 4**

Medium Instruction Wise Self-Esteem of Higher Secondary School Students

Medium	N	Mean	Std. D.	t - value	Remarks
Hindi	100	28.98	5.555	0.51	NS
English	100	29.32	3.603		

(At 0.5%, level of Significance, the table value of 't' is 1.96)

It is inferred from the above table that the calculated 't' - value is 0.51 which is less than the table value 1.96 at 0.5% level of significance. Therefore, the null hypothesis is accepted. It means that there is no significant difference between the mean scores of Higher Secondary School Students of Jharkhand in their self-esteem on the basis of medium of school.

#### Null Hypothesis – 5

There is no significant difference between the mean scores of Higher Secondary School Students of Jharkhand in their self-esteem on the basis of parent's qualification.

**Table - 5**

Parent's Qualification Wise Self-Esteem of Higher Secondary School Students

Parent's qualification	N	Mean	Std. D.	t - value	Remarks
Below 10 <sup>th</sup>	60	30.76	5.57	0.43	NS
Above 10 <sup>th</sup>	140	31.12	5.26		

(At 0.5%, level of Significance, the table value of 't' is 1.96)

It is inferred from the above table that the calculated 't' - value is 0.43 which is less than the table value 1.96 at 0.5% level of significance. Therefore, the null hypothesis is accepted. It means that there is no

significant difference between the mean scores of Higher Secondary School Students of Jharkhand in their self-esteem Skills on the parent's qualification.

### Null Hypothesis – 6

There is no significant difference between the mean scores of Higher Secondary School Students in their self-esteem on the basis of parent's occupation.

**Table - 6**

Parent's Occupation Wise Self-Esteem of Higher Secondary School Students

Parent's occupation	N	Mean	Std. D.	t - value	Remarks
Job	96	19.62	13.98	0.61	NS
Farmer	104	19.41	3.62		

(At 0.5%, level of Significant the table value of it is 1.96)

It is inferred from the above table that the calculated 't' value is 0.61 which is less than the table value 1.96 at 0.5% level of significance. Therefore, the null hypothesis is accepted. It means that there is no significant difference between the mean scores of Higher Secondary School Students of Jharkhand in their self-esteem on the basis of parent's occupation.

### Null Hypothesis – 7

There is no significant difference between the mean scores of Higher Secondary School Students of Jharkhand in their self-esteem on the basis of parent's annual income.

**Table - 7**

Parent's Annual Income Wise Self-Esteem of Higher Secondary School Students

Parent's annual income	N	Mean	Std. D.	t - value	Remarks
Below 5 Lack	100	31.12	5.64	0.65	NS
Above 5 Lack	100	30.12	5.28		

(At 0.5%, level of Significance, the table value of 't' is 1.96)

It is inferred from the above table that the calculated 't' - value is 0.65 which is less than the table value 1.96 at 0.5% level of significance. Therefore, the null hypothesis is accepted. It means that there is no significant difference between the mean scores of Higher Secondary School Students of Jharkhand in their self-esteem Skills on the parent's annual income.

## CONCLUSION

It is concluded from the above table that there is a significance difference between the mean scores in the self-esteem of Higher Secondary School Students in Jharkhand on the basis of gender, habitation and types of school. Whereas there is no significant difference between the mean scores in the self-esteem of Higher Secondary School Students in Jharkhand on the basis of medium of instruction, parents' qualification, parents' occupation, and parents' annual income. National Curriculum Framework for Teacher Education (2009) emphasised that "it is the teacher who inspires, cultivate, and motivates to building self-esteem in the classroom." Teachers need to organise learning strategies in better way to meet students need. Self-esteem is not a finished product at birth, but it can be developed through personal interaction with students and their parents. Finally, it helps in positive thinking with high level of academic achievement which leads to personal as well as professional growth.

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