



Study of Self-Esteem of Secondary School Students: A Demographic Study

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Abstract

The world is now a competitive one and in order to see oneself achieving something in life children must be active and considerate towards their needs and life. Self-esteem is very important and needs to be developed in every child. In psychological world it means how much a person loves or appraises oneself. If you are happy and content then your self-esteem will automatically be high and in your favor, but if factors such as family, friends, finances, surroundings are influencing you then your self-esteem won't be on the higher side of scale but will stoop and the child loses confidence. Self-esteem highly affects the behavior and thought process of a child. For a healthy life we must develop positive self-esteem and learn to value ourselves. This needs to be taught to the children at a very young age so that later life and situations are easy to tackle. Secondary school students are at a stage where they are at the threshold of adulthood. So, they need to be very efficient and should know how to handle things smartly. Life gets more sorted when the beginning days are well trained and motivated. If at this stage through good guidance and motivation the students are brought up and educated, then their personal and professional lives will surely enhance. High self-esteem leads to a positive student life. The present study aims to examine self-esteem among Secondary school students with respect to their gender, location and stream. The investigator, herself, prepared a questionnaire to measure the self-esteem of secondary school students. The study comprised a sample of 60 secondary school students of class XI from the district Haridwar, Utrakhand. The result of the study revealed no significant difference in the self-esteem of secondary school students on the basis of their gender, locality and stream.

Keywords: Self-esteem, Secondary school Students, Gender, Locality, Subject Stream

INTRODUCTION

Self-esteem is very important and needs to be developed in every child. In psychological world, it means how much a person loves or appraises oneself. If you are happy and content then your self-esteem will automatically be high and in your favor, but if factors, such as, family, friends, finances, surroundings are influencing you then your self-esteem won't be on the higher side of scale but will stoop and the child lose confidence. In other words, it can also be described as how much we love and admire ourselves. It is very important to give one own self respect first, only then can we expect respect from others. If we do not consider ourselves to be important then we will not consider anything else to be important. Valuing oneself and understanding the need of values can help in valuing others and appreciating them for what they are. For students, when it comes to school, it is important to teach a child Self-respect as part of his/her personality development. The education system of today is child-centric, hence all the teaching and learning is revolving around them. The schools are set up to enhance the talents and polish the inbound resources of a child in order to make him survive. Through this he can also gather the wealth of knowledge. A child ones gain confidence in them can easily work conquer the whole world and set a place for oneself in the near future. The main work of an educational institute is to reveal the child's accumulated wealth. Through all this, they will be able to find ones own ability and will work in the direction of attaining success more than failure. Confidence ones developed can do wonders in the life of a person and if the guidance is proper then the child can fight their own battles or at least try to fight without hesitation.

William James (1892), a renowned Philosopher and psychologist and the author of *The Principles of Psychology*, identified self-esteem as a unique psychological set up. He pointed out multiple dimensions of self-esteem. Under two levels namely; Process of knowing also called the 'I – self' and the outcome about self as

the 'Me-Self'. The accumulation of observations of self by the I-Self has been seen to create three types of knowledge which together account for the Me-self as stated by James. The three types are Material self, Social self and Spiritual self. Out of the above three it is seen that the social self is closely related to Self-Esteem of an individual and consist of all the characters as identified by others. The material self mainly focus on the materialistic goods, body and control of one's own goods and property. Spiritual-self discusses about one's inner thinking and feelings for one own self. James gave two elements of self-esteem, mainly, success and pretensions. Pretension talks about how good we feel about ourselves, whereas, success depicts how well we actually have done and achieved.

During the early adolescence period when the child is in Secondary level, social and personal needs of a child starts developing. It is seen that adolescence period have different levels of self-esteem. Mostly, these levels are seen to be influenced by various factors, like gender, ethnicity and social status. It has also been observed that within an individual also the self-esteem can vary depending upon social, scholastic, athletics, looks and overall conduct and the style of doing things.

GENDER AND SELF-ESTEEM

It is observed that adolescent girls are found to be mostly dissatisfied with their physical appearance in comparison to boys their age.

Studies have also been done on the struggles of an adolescent and it was found that one-third to one-half of them suffer with low self-esteem during the early adolescence. (Harter, 1990; Hirsh & DuBois, 1991)

In many studies, it has been concluded that an adolescent female on an average have less self-esteem in comparison to her male counterpart. When, at this age, girls do not find themselves attractive or beautiful, it leads to the decline of their self-esteem. The boys can get affected by factors, such as, the message that they get from the society. For example, to show their masculinity on one hand and yet be emotionally expressive and humble which often confuse them.

Both personal and social interaction is responsible for developing self-esteem. A good example can be seen in Maslow's Self-Actualization Theory. In this theory of Maslow, Self-Esteem is placed at the 2nd level out of the five levels. Now, if the aim of education is to develop the personality of an individual, it must equally develop the self-esteem among the students. Therefore, the education curriculum, books, methods of teaching should all be prepared and managed in a way through which the self-esteem among the students develop to the heights.

Yu, W. et al. (2022) studied the role of self-esteem in academic performance of rural students in China. Through Rosenberg self-esteem test they concluded that the students of rural China had got both a higher prevalence of low self-esteem and a discreet low self-esteem when a comparison of the same was done with the previous studies of same age group students of Urban China and on an international level. Also, it was found that there was a strong correlation between a student's self-esteem and academic performance.

Li, Y. et al. (2021) investigated the psychological well-being and students' self-esteem during the period of transition between secondary and university level where 82 males and 115 females were taken. The analysis showed that in the initial period psychological well-being was higher at university level than the secondary stage but the result did not confirm any effect of the transition on student's self-esteem. Through a questionnaire covering gender equality awareness, self-esteem and subjective well-being was studied. The study concluded that factors like feelings of parents, role of gender and number of same gender friends influences the self-esteem of a person. Feelings of parents is considered to be one of the main causes that affects the boys self- esteem whereas gender role affects the girls mainly.

Sundaram, B.S. et al. (2021) carried out a study and no significant discrimination was found in the self-esteem of males and females. But it was observed that the self-esteem was little on the higher side of males. Also, women were found to have lower level of well-being.

Wiebke, B. et al. (2014) revealed that male students have higher self-esteem than the females. It has been defined that in childhood the self-esteem is high but decrease during adolescents to rise again in adulthoods.

Singh, S. et al. (2012) stated through her study that the family environment also plays a very important role in developing the self-esteem of students. It was seen that children belonging to high income group have more self-esteem in comparison to the low income group parents. However, the self-esteem of secondary school students gets affected with family interaction.

NEED OF THE STUDY

Self-Esteem at the secondary school level of students' life plays an important role in developing their personality. It is basically one's opinion about oneself. Hence, proper development of an individual with a positive self-esteem is very important. The need of this study is to find out about the self-esteem of secondary school students on the basis of their gender.

STATEMENT OF THE PROBLEM

Study of Self-Esteem of Secondary School Students: A Demographic Study

OBJECTIVES OF THE STUDY

1. To find out self-esteem of boys and girls secondary school students.
2. To find out the self-esteem of rural and urban secondary school students.
3. To find out the self-esteem of arts and science secondary school students.

HYPOTHESES OF THE STUDY

1. There is no significant difference in the self-esteem of boys and girls secondary school students.
2. There is no significant difference in the self-esteem of rural and urban secondary school students.
3. There is no significant difference in the self-esteem of arts and science secondary school students.

VARIABLES

The variables in the present study are ---

- ❖ Dependent variables: Self Esteem
- ❖ Independent variables: Gender, Locality & Stream

METHODOLOGY OF THE STUDY

In the present study, Descriptive Survey Method was used to collect data about the investigation.

SAMPLE

A sample of 60 (30 boys and 30 girls) secondary school students has been drawn from the population of the students of XI standard from the district Haridwar, State Utrakhnad. The sample was drawn through Purposive Sampling Technique. The stratification has been based on their gender, living areas such as rural and urban as well as choice of stream like Science and Arts.

TOOL USED:

A questionnaire on Self-esteem prepared by the investigator.

STATASTICAL TECHNIQUES USED:

In the present study, two types of statistical measures used such as Descriptive and Inferential statistics i.e. Mean, Standard Deviation (S.D.), and T-test have used.

DATA ANALYSIS AND DISCUSSIONS:

The collected data were analyzed with descriptive and inferential statistical techniques and interpreted.

Hypothesis 1: There is no significant difference in the self-esteem of boys and girls secondary school students.

Table-1: Summary Table of Gender Wise t-value of Self Esteem of Secondary Students

VARIABLE	GENDER	N	MEAN	S.D	df	t-value	Level of Significance
Self- esteem	Boys	30	56.4	8.48	58	0.46053	NS
	Girls	30	57.8	5.12			

NS – Not Significant at both level

It is clear from the Table -1 that the calculated t-value is 0.46. This implied that there was no significant difference between in Self Esteem of secondary school students with respect to their gender in the school of Haridwar, Uttrakhand. Hence, the formulated null hypothesis was accepted.

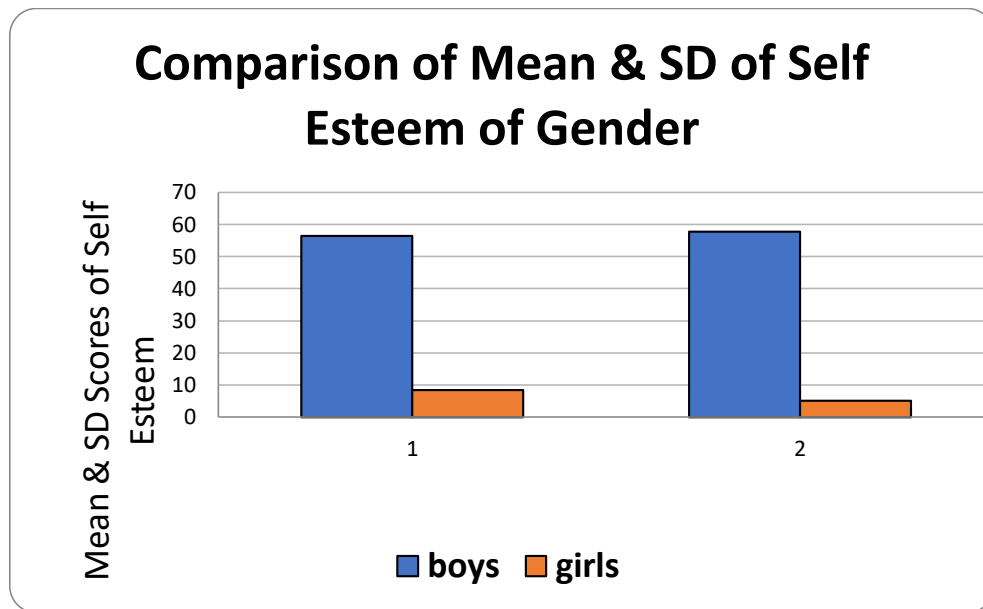


Fig 1: Graphical Representation of comparison of Mean & S.D in Self Esteem of Boys and Girls Secondary School Students

Hypothesis 2: There is no significant difference in the self-esteem of rural and urban secondary school students

Table- 2: Summary Table of Location Wise t-value of Self Esteem of Secondary Students

VARIABLE	Demographic Location	N	MEAN	S.D	df	t-value	Level of Significance
Self- esteem	Urban	39	55.153	10.403	58	0.53	NS
	Rural	21	57.19	13.8344			

NS – Not Significant at both level

It is clear from the Table -2 that the calculated t-value is 0.53. This implied that there was no significant difference in Self Esteem of secondary school students with respect to their location at the school of Haridwar, Uttrakhand. Hence, the formulated null hypothesis was accepted.

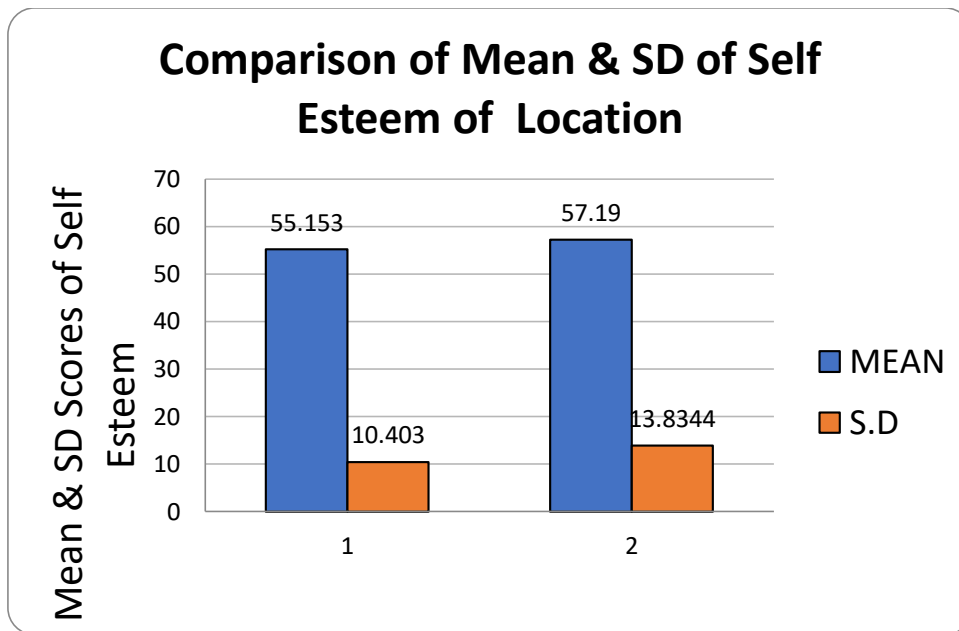


Fig 2: Graphical Representation of comparison of Mean & S.D in Self Esteem of Rural and Urban Secondary School Students

Hypothesis 3: There is no significant difference in the self-esteem of arts and science secondary school students

Table- 3: Summary Table of Subject Stream Wise t-value of Self Esteem of Secondary Students

VARIABLE	STREAM	N	MEAN	S.D.	df	t-value	Level of Significance
Self-esteem	Arts	47	57.34	11.932	58	0.0667	NS
	Science	13	50.53	9.336			

NS – Not Significant at both level

It is clear from the Table -3 that the calculated t-value is 0.06. This implied that there was no significant difference in Self Esteem of secondary school students with respect to their Subject Stream at the school of Haridwar, Utrakhnad. Hence, the formulated null hypothesis was accepted.

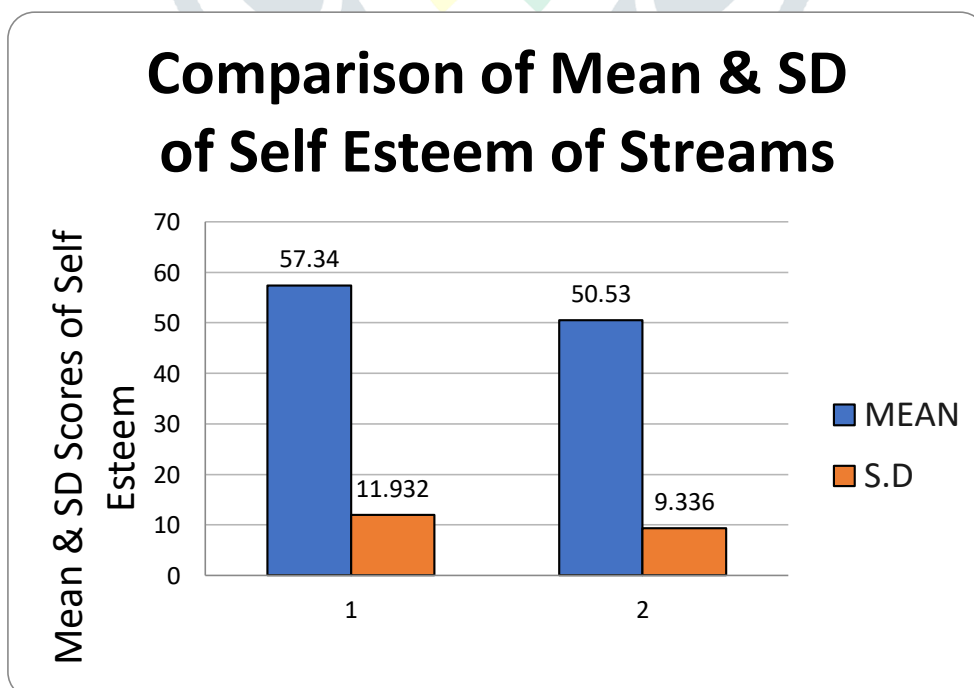


Fig 3: Graphical Representation of Comparison of Mean & S.D. in Self-esteem of Arts and Science Secondary School Students

FINDINGS OF THE STUDY:

1. There is no significant difference in Self- esteem of secondary school students with respect to their gender.
2. There is no significant difference in Self- esteem of secondary school students with respect to their location.
3. There is no significant difference in Self- esteem of secondary school students with respect their Arts and Science Stream.

CONCLUSION:

In the present study, the investigator found that there is no significant difference in Self- esteem of Secondary School Students in relation to their gender, location like urban and rural and subject stream like Arts and Science. It is therefore concluded that the students of Secondary School have self- esteem and it does not differ on the basis of the gender, location or subject stream.

DELIMITATIONS OF THE STUDY

1. The sample is delimited to 60 students of secondary school.
2. The sample is delimited to a secondary school of the district Haridwar, Uttarakhand.
3. The study is delimited to some demographic variables viz. Gender, Locality & Stream.

EDUCATIONAL IMPLICATIONS:

1. The study will be helpful for the teachers in understanding the level of growth and development when it comes to self-worth, self-respect, and confidence among their students for a bright future.
2. The study will be helpful to the school administration also while they develop the co-scholastic activities for building the self-esteem of the students for practicing humanity.
3. This study should turn out to be helpful for the students of Secondary school also as it will develop in them the concept of self-respect, self-worth and overall they will learn to respect humanity and make strengthen their self-esteem, which will further help them in living a life of honor.

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