



ASSESSMENT OF SELF – ESTEEM AMONG HIGHSCHOOL STUDENTS

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Abstract: Self esteem is the idea that we have about our self. Self esteem comes from learning to accept who we are by seeing the insufficiencies and still choosing to like ourselves. Every child's self esteem grows with each experience of successful interactions through positive words. It's important to build a child's belief that they can handle their life and handle it well. The objectives of the study is to understand the self-esteem in high school students, and the result revealed that there is significance differences between male and female students in their self esteem.

Introduction

Self-esteem is your opinion of yourself. High self esteem is a good opinion of yourself and low self esteem is a bad opinion of yourself. Self-esteem is how we value ourselves; it is how we perceive our value to the world and how valuable we think we are to others. Self-esteem affects our trust in others, our relationships, our work – nearly every part of our lives. Positive self-esteem gives us the strength and flexibility to take charge of our lives and grow from our mistakes without the fear of rejection. Self-esteem reflects the intrinsic belief in the self, the overall opinion and value of a person. Possessing a healthy capacity for good self-esteem involves self-respect, self-acceptance and an appreciation of self-worth that embraces both strengths and limitations. A person with 'good enough' self-esteem is able to feel good, even in the face of adversity. For example, when life events seem difficult, they still value themselves as good enough. In contrast, someone with chronic low self-esteem in a similar situation may feel overwhelmed with negativity.

Self-esteem reflects a person's overall subjective emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self. Self-esteem encompasses beliefs about oneself. Self-esteem means truly loving and valuing oneself and is a personal assessment of worthiness. Persons with high self-esteem appear poised and confident and are less influenced by others. This is different from being self-centered, conceited, or obnoxious. Building self-esteem is an ongoing process. It reaffirms that you have accepted yourself as you are, but continue to work on capitalizing on your strengths.

An individual with high self-esteem feels good about himself, and can face the challenges of life more effectively. High self-esteem provides the basis for success and coping with daily living in a rapidly changing

environment. Individuals are responsible for building their self-esteem; however, family, parents, teachers, and friends can provide support and influence many of their life decisions and choices.

Esteem is a simple word. It is worth and value that we apply to people, places, and situations. It is the amount of respect we assess. We have esteem for our world leaders. We have esteem for places like church and synagogue. We have esteem for an exemplary performance whether it is in sports, acting, or simply doing the right thing. But the most important place we need to apply esteem is within ourselves. We must maintain our self-esteem in order to place value on ourselves as a worthy individual in the world. Self-esteem can affect every single part of our lives. If that esteem is low, our lives will be dull and gray. Elevating esteem for ourselves could very well be the key to happiness in life.

A study conducted by Cohen, A.R. and Scotland, E. on self esteem in the year (1961), Self-esteem is an individual's evaluation of his own worth and abilities. They suggested that an individual's self-esteem affects the evaluation he places on his performance in a particular situation and propose that individual with high self-esteem may react with expectation of success, while those with low self-esteem may have expectations of failures.

A study conducted by Bledsoe, Brookover, Thomas and Patterson, on self esteem in the year (1964). Indicate that children with high self-esteem perform better in their school work than children with lower levels of self-esteem. It appears that children who feel better about their abilities to perform and who expect to do well actually perform better in school.

A study conducted by Elder, E. on self esteem in the year (1968), Self-esteem is a feeling of personal worth influenced by performance, abilities, appearance and judgments of significant others.

A study conducted by Battiskich, Solomon & Delucchi on self esteem in the year (1973). Found that people with high self-esteem claim to be more popular than people with low self-esteem. They are more likable as they are more confident and enterprising individuals as compared to people with low self-esteem who suffer from self-doubts and insecurities.

A study conducted by Brissett, D. on self esteem in the year (1973), Considers Self-esteem as encompassing two different socio-psychological processes: self-evaluation and self-worth. Self-evaluation is the process of making a conscious judgment regarding the social importance or significance of the self; whereas self-worth is the "feeling of self which refers to a sense of personal competence and security.

SIGNIFICANCE OF THE STUDY

Self – esteem is important because it heavily influences people choice and decisions . I think the importance of self esteem cannot be underestimated. It affects our behavior and thoughts. It changes how you feel about and value our self. In treating children with psychosomatic disorders, we noted that intractable patients share common characteristics, such as low self-evaluation and complaints of feeling disrespected or unwanted at school or home. We concluded that an evaluation axis, different from that used for diagnosis, is needed to understand the level of pathology and estimate the prognosis in such cases, and that evaluating self-esteem would be useful for this purpose.

Although this study showed that low self-esteem across several different areas affects patient prognosis, results also indicated that low self-esteem in one area alone does not necessarily have a negative impact.

METHODOLOGY

STATEMENT OF THE PROBLEM:

To assess the self esteem among high school students.

OBJECTIVES:

1. To assess self esteem among high school students.
2. To compare the self esteem among male and female high school students.
3. To compare self esteem of private and public school students.

HYPOTHESIS:

1. Self esteem is low in public school students.
2. There is a significant difference between the self esteem of male and female students.
3. There is a significant difference between private and public school students.
4. There will be significant interaction between gender and school type among self esteem.

VARIABLES:

Independent variable: Private and Public school students.

Dependent variable: Self esteem.

SAMPLE SIZE:

	Private	Public	Total
Boys	50	50	100
Girls	50	50	100
			200

Research design: Quasi experiment design.

Procedure: Researcher visits private and public school. She selects 100 samples from both. In that she devised 50 boys and 50 girls. Researcher is assessing self esteem by using Rosenberg Self esteem scale. She also gives instructions properly and to get correct result she builds rapport with the samples.

Instructions: Researcher should instruct the subjects there is no right and wrong answer. Read all the items carefully and to respond all the items without leaving. Subjects were told that the results of the test would be kept confidential and would be use only for the research purposes.

Precaution: Researcher should check whether the subjects have responded to all the items or not. Strict supervision will be done in order to ensure that the subject did not take one another's help in giving response.

Tools used for the study: Rosen berg self-esteem scale.

Statistical techniques: Two way analysis of variance (ANOVA). T – Test.

Analysis of results

Table No - 1 shows frequency and percent of self – esteem of high school students

NORMS PERCENT		FREQUENCY
0 – 14	18	9.0
15 – 25	175	87.5
25+	7	3.5
TOTAL	200	100.0

We estimated a frequencies and percentage of overall self – esteem of high school students the score indicates 18 students shows the low self – esteem and 175 students have shows normal range of self – esteem and 7 students was shows high self – esteem, as indicated by the chi – square differences, χ^2 - 264.970, $p > .000$ level shows significant that were individual differences between students self – esteem .

Table No - 2 shows cross tabulation of self – esteem and gender in high school students

GROUP NORMS	GENDER		
	BOY	GIRL	TOTAL
0 – 14	11	7	18
	11.0%	7.0%	9.0%
15 – 25	85	90	175
	85.0%	90.0%	87.5%
25+	4	3	7
	4.0%	3.0%	3.5%
TOTAL	100	100	200

100.0% 100.0% 100.0%

Table 2. Is shows cross tabulation of gender and self – esteem. 11% of the boys and 7% of the girls shows very low level of self – esteem and 85% of the girls and 90% of the girls are shows normal range of self – esteem and more number of girls are higher the self – esteem than the boys. The 4% of boys and 3% of girls are shows very high level of self – esteem. Coefficients were significant.

Table No – 3

NORMS		TYPE		
		PVT	GOVT	TOTAL
0 – 14	COUNT	15	3	18
	% WITHIN TYPE	15.0%	3.0%	9.0%
15 – 25	COUNT	83	92	175
	% WITHIN TYPE	83.0%	92.0%	87.5%
25+	COUNT	2	5	7
	% WITHIN TYPE	2.0%	5.0%	3.5%
TOTAL	COUNT	100	100	200
	% WITHIN TYPE	100.0%	100.0%	100.0%

Table 3. Is shows self – esteem is government and private school students. We estimated through cross tabulation of 15 private students and 3 government school students are very low in self – esteem. Private school students are more in low level of self – esteem and 83% of private and 92% of government school students shows normal level of self – esteem and same time 5% government school student's shows very high level of self – esteem than the private school students. The coefficient of self – esteem and private and government school students shows .008 level of significance.

Table No – 4

GENDER	N	MEAN	STD. DEVIATION	T- VALUE	P-VALUE
BOY	100	18.7800	3.41293	.465	.643
GIRL	100	18.9900	2.96271		

Table 4. Is shows to investigate the effect of self – esteem of gender. Is shows the t- test for equality of means of gender, result indicates there is no significant differences between the gender is self – esteem.

Table No – 5 shows

GROUP	TYPE	N	MEAN	STD. DEVIATION	T-VALUE	P-
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VALUE						
SELF ESTEEM	PVT	100	17.9700	3.03999	-4.225	.000
	GOVT	100	19.8000	3.08466		

Table 5. It is observed score of self – esteem of private and government school students. Score indicates government school students have shows higher the self – esteem then the private school students and statistically significant (.000) differences between private and government school students.

Table No – 6 shows

GENDER	TYPE	MEAN	STD. DEVIATION	N	F -VALUE
BOY	PVT	17.5600	3.01804	50	.235
	GOVT	20.0000	3.37457	50	
	TOTAL	18.7800	3.41293	100	
GIRL	PVT	18.3800	3.03645	50	.000
	GOVT	19.6000	2.78480	50	
	TOTAL	18.9900	2.96271	100	
TOTAL	PVT	17.9700	3.03999	100	1.986
	GOVT	19.8000	3.08466	100	
	TOTAL	18.8850	3.18946	200	

Table no 6. The result estimate the self – esteem through adolescents and government and private school students. We examined univariate analysis errors the self – esteems. In boys those are studying in government school they showed high self – esteem than the private school students results indicates higher the self – esteem than the private school students and indicated significance (.000) between type of school and there is no significant differences between gender.

DISCUSSION, SUMMARY AND CONCLUSION

Main findings of the study:

- ❖ 85% of the boys and 90% of the girls shown normal level of self – esteem.
- ❖ 4% of the boys and 3% of the girls shows very high level of self – esteem.
- ❖ 15% of the private school students and 3% of government school students shows very low level of self – esteem .
- ❖ 83% of the private school students and 92% of government school students shows normal range of self – esteem
- ❖ 2% of private and 5% of government school students shows very high level of self – esteem.
- ❖ Self – esteem have high in government school students.
- ❖ Boys have shows high self – esteem than the girls in private and government schools.

General discussion:

Examined the self – esteem from government and private school students age 13 to 14 using longitudinal data from a large national probability sample from the schools in Mysore district. The result indicates boys have high in self – esteem in government and private schools, and government school students both in gender shows high in self – esteem.

Conclusion:

In summary , the present research contributes to understanding of self – esteem in government and private school students, based on data and results were explaining differences between gender and private and government school students, and in government and private school boys are showed the very high self – esteem and government school students are high in self – esteem. .

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