JETIR.ORG ISSN: 2349-5162 | ESTD Year : 2014 | Monthly Issue
JOURNAL OF EMERGING TECHNOLOGIES AND INNOVATIVE RESEARCH (JETIR)
An International Scholarly Open Access, Peer-reviewed, Refereed Journal

SELF-WORTH AMONG WOMEN WHO WORK AS HOUSEWIVES AND TEACHERS

YOGESH V. MACHHI
PH. D SCHOLAR
DEPARTMENT OF PSYCHOLOGY
SHRI GOVIND GURU UNIVERSITY
GODHRA, GUJARAT, INDIA

Abstract: Objective of study: It was to be seen whether there is a mean difference in self-worth between teachers and housewives. **Scale**: The self-esteem scale developed by Santosh Dhar and Upindar Dhar was utilized in this research, focusing on one specific dimension: self-worth. **Result**: This study examined whether there are significant differences in self-worth between teachers and housewives in different settings. The first hypothesis (HO1) compared 90 teachers and 90 housewives, finding mean self-worth scores of 11.67778 and 10.33333, respectively, with an ANOVA F-value of 0.94, indicating no significant difference. The second hypothesis (HO2) focused on urban women, with 45 teachers and 45 housewives having mean scores of 11.64444 and 9.044444. The F-value of 1.21 also showed no significant difference. The third hypothesis (HO3) assessed rural women, comparing 45 teachers and 45 housewives, with mean scores of 11.71111 and 11.62222 and an F-value of 1.01, again showing no significant difference. These results suggest that employment status (teacher vs. housewife) does not significantly impact self-worth in either urban or rural settings.

Key words: women, self-worth, self-esteem, housewives, female teacher

Introduction

Self-worth, habitually interchangeably referred to as self-esteem or self-respect, is a fundamental aspect of human psychology that shapes our thoughts, feelings, and behaviors. It encompasses how we perceive ourselves, our value, and our capabilities. Self-worth influences every facet of our lives, from our personal relationships to our professional endeavors.

For women, the concept of self-worth takes on a particular significance due to the unique societal and cultural dynamics that shape their experiences. Historically, women have faced systemic barriers and gender-based discrimination that have often undermined their sense of self-worth. These challenges manifest in various forms, including unequal access to opportunities, societal expectations regarding appearance and behavior, and the pervasive influence of gender stereotypes.

Research on self-worth among women has shed light on the complex interplay between individual psychology and broader social structures. Studies have explored how factors such as body image, achievement, relationships, and cultural norms impact women's self-perceptions. Additionally, research has highlighted the importance of intersectionality, recognizing that women's experiences of self-worth are shaped by intersecting identities such as race, ethnicity, sexuality, and socioeconomic status.

Understanding self-worth is not only essential for individual well-being but also for addressing broader issues of gender inequality and social justice. By examining the factors that influence women's self-worth and identifying strategies to nurture and empower individuals, researchers can contribute to creating a more equitable and inclusive society.

In this paper, we will explore various dimensions of self-worth as they relate to women, drawing on existing research and literature to examine the challenges, opportunities, and implications for personal and collective empowerment. Through this exploration, we aim to deepen our understanding of self-worth and its significance in promoting the well-being and advancement of women in diverse contexts.

Furthermore, investigating women's self-worth has significant consequences for social advancement in addition to addressing psychological well-being on an individual basis. We create the path for greater gender equality, female empowerment, and societal change by recognising and valuing women. With the goal of providing insights that might guide interventions, policies, and practices meant to promote a more inclusive and equitable society, this study aims to explore the complexities of women's sense of self-worth.

"An individual's evaluation of themself as a valuable, capable human being deserving of respect and consideration. Positive feelings of self-worth tend to be associated with a high degree of self-acceptance and self-esteem"

"Self Worth is a term that is used to define a person's overall emotional evaluation of his or her own worth. It is a judgement of oneself as well as an attitude toward the self"

Review of Literature

Ahmed Aqueel (2011) discovered a significant difference between two groups of students, namely physically challenged and normal secondary school students, on the real self dimension of the self-concept inventory. The mean difference favored the normal group of secondary school students, indicating that they have a higher real self-concept compared to physically challenged secondary school students.

A very closely related and equally important construct is self-compassion. Self-compassion involves treating oneself with kindness and understanding rather than judgment and self-criticism. It also includes recognizing our common humanity, understanding that successes and failures are experiences shared by all. Mindfulness, the ability to remain self-aware and not be overwhelmed by emotions and thoughts, is the third component of self-compassion. Research has shown that high self-compassion is an indicator of well-being and a predictor of stable mental health (**Neff & McGehee, 2010**).

Stahal, Turner, Wheeler, and Elbert (1980) investigated the imposter phenomenon in high-achieving African American high school girls, discovering that 55% attributed their accomplishments to factors other than their own ability or intellect.

Brown (1993) described self-esteem as a strong, generalized liking and positive regard for oneself essentially, affection for the self.

Adsul (2011) revealed that there is no significant difference between high and low achievers in terms of self-concept dimensions such as physical, social, emotional, moral, and educational self-concept. However, a significant difference was found between high and low achievers in intellectual self-concept. Similarly, Ahmad et al. (2012) found that normal secondary school students have higher levels of real self, aspiration, and academic achievement compared to physically challenged students, who exhibited higher levels of ideal self compared to their normal counterparts.

Ghorbanshirodi (2012) explored the relationship between self-esteem, emotional intelligence components, and imposter syndrome among medical students. The results indicated a significant negative correlation between self-esteem and imposter syndrome. Additionally, there was a significant correlation between the "appraisal and expression of emotion" and "utilization of emotion" components of emotional intelligence. However, the correlation coefficient between self-esteem and imposter syndrome was not statistically significant.

Chetri, Sita (2014) found that there was no significant difference in the self-concept of students across gender, location, and management variations. Similarly, no significant difference was observed in achievement motivation concerning gender and location variations. However, a significant difference was noted in the academic achievement of students concerning location and management variations. Additionally, the study revealed a significant relationship between self-concept, achievement motivation, and academic achievement.

Objectives of the study

1. Examine whether there is a significant distinction in self-worth between rural women employed as teachers and those working as housewives.
2. Examine self-worth scores of rural women teachers and housewives to discern potential differences in self-worth within a rural setting.

Hypothesis of the study

1. There will be no significant difference between teachers and housewives on the level of self-worth.
2. There will be no significant difference between urban women teachers and housewives on the level of self-worth.
3. There will be no significant difference between rural women teachers and housewives on the level of self-worth.

Sample

Variables

1) Independent Variables

1) Women

- Teacher women
- Housewives

2) Area

- Urban

- Rural

2) Dependent Variables

The mean scores of the dimension of self—esteem scale in which self-worth.

Research Plan

In current study to examine the identity of the self-worth on Women status and Area 2×2 factorial design is used.

Research Tools

Standard research instruments were adopted for this study

1. **Personal data sheet:** For individual details I was prepared a personal data sheet for details alike status of working women, Name and Area.
2. This study employed the **Self-Esteem** Scale, crafted by Dr. Santosh Dhar and Dr. Upinder Dhar. Comprising 23 statements, the scale evaluates six components. Reliability assessment utilized the split-half method, adjusted for full length via the Spearman Brown Prophecy formula, analysing data from 277 subjects. The reliability coefficient was established at 0.87. self-worth is dimension of self-esteem scale.

Statistical Method used in this Study

F-Test (ANOVA) has been used for this study, to test for examine the effect of self-worth on women and area. Two-way ANOVA was analyzed in excel only.

Result and interpretation

I was used f test for this analysis and find effects of variables.

Result and interpretation

HO_1: There will be no significant difference between teachers and housewives on the level of self-worth.

Table: 01

Showing Mean Scores on self-worth with regard to Teachers and Housewives

Working status	N	Mean Score	F	Significant
Teachers Women (A1)	90	11.67778	0.94	NS
Housewives (A2)	90	10.33333		
Grand Mean = 11.005555				

The study aimed to compare the level of self-worth between working women (specifically teachers) and non-working women (housewives). The mean self-worth score for teachers was found to be 11.67778, while the mean score for housewives was 10.33333. To determine if this difference in mean scores is statistically significant, an Analysis of Variance (ANOVA) was conducted, yielding an F-value of 0.94. With the sample sizes for both groups being 90, and considering typical degrees of freedom for such a comparison, the critical F-value at the 0.05 significance level would typically be around 3.89 (for df2 = 178). Given that the calculated F-value of 0.94 is substantially lower than the critical value, we do not have sufficient evidence to reject the

null hypothesis. This indicates that the observed difference in mean self-worth scores between teachers and housewives is not statistically significant. Therefore, we conclude that there is no significant difference in the level of self-worth between working women (teachers) and non-working women (housewives). The results suggest that employment status, in this case being a teacher versus being a housewife, does not significantly impact the self-worth scores among the women sampled. Consequently, any observed difference in self-worth between these two groups could likely be attributed to random variation rather than a true effect of their working status.

HO_2: There will be no significant difference between urban women teachers and housewives on the level of self-worth

Table: 02

Showing Mean Scores on self-worth with Regard to Urban Area.

Urban	N	Mean Score	F	Significant
Teachers Women (B1)	45	11.64444	1.21	NS
Housewives (B2)	45	9.044444		
Grand Mean = 10.52				

The study aimed to examine whether there is a significant difference in the level of self-worth between urban women who are teachers and urban women who are housewives. The sample consisted of 45 urban women teachers and 45 urban housewives. The mean self-worth score for urban teachers was found to be 11.64444, while the mean score for urban housewives was 9.044444. An Analysis of Variance (ANOVA) was conducted to determine if the observed difference in mean scores is statistically significant, resulting in an F-value of 1.21. F-value was compared against the critical F-value at the 0.05 significance level. Given the degrees of freedom for this comparison (1 for the numerator and 88 for the denominator), the critical F-value is approximately 3.94. Since the calculated F-value of 1.21 is much lower than the critical value, we fail to reject the null hypothesis. This means that the difference in self-worth scores between urban teachers and housewives is not statistically significant, as indicated by "NS" (Not Significant) in the table. the analysis suggests that there is no significant difference in self-worth between urban women who are teachers and those who are housewives. The mean scores indicate a higher self-worth for teachers compared to housewives, but this difference is not statistically significant at the 0.05 level. Therefore, any observed difference in self-worth is likely due to random variation rather than the employment status of being a teacher or a housewife. These finding highlights that, within the urban sample, the role of being a teacher or housewife does not significantly impact self-worth, as reflected by the grand mean score of 10.52.

HO_3: There is no significant difference between Teachers and Housewives on the level of self-worth.

Showing Mean Scores on self-worth with Regard to Rural Area

Rural	N	Mean Score	F	Significant
Teachers Women (B1)	45	11.71111	1.01	NS
Housewives (B2)	45	11.62222		
Grand Mean = 15.74				

The study aimed to determine whether there is a significant difference in the level of self-worth between rural women who are teachers and rural women who are housewives. The sample included 45 rural teachers and 45 rural housewives. The mean self-worth score for rural teachers was 11.71111, while for rural housewives it was 11.62222. To evaluate the significance of this difference, an Analysis of Variance (ANOVA) was conducted, yielding an F-value of 1.01. the F-value, it was compared with the critical F-value at a significance level of 0.05. Given the degrees of freedom (1 for the numerator and 88 for the denominator), the critical F-value is approximately 3.94. Since the calculated F-value of 1.01 is much lower than the critical value, we fail to reject the null hypothesis. This result is marked as "NS" (Not Significant) in the table. analysis shows that there is no significant difference in the level of self-worth between rural women who are teachers and those who are housewives. The mean scores indicate a slight difference in self-worth between teachers (11.71111) and housewives (11.62222), but this difference is not statistically significant at the 0.05 level. Therefore, the variation in self-worth scores is likely due to random chance rather than the employment status of being a teacher or a housewife. This finding suggests that, within the rural population sampled, the role of being a teacher or a housewife does not significantly influence self-worth. The grand mean score of 15.74 reflects the overall level of self-worth among the participants in this study.

Discussions

Self-compassion, a vital construct, involves treating oneself with kindness and understanding rather than self-criticism, recognizing our common humanity, and maintaining mindfulness. These components help individuals remain self-aware without being overwhelmed by emotions and thoughts. Research by Neff and McGehee (2010) shows that high self-compassion is closely linked to well-being and stable mental health. In contrast, a study comparing self-worth between teachers and housewives found no significant difference, suggesting employment status does not impact self-worth. This highlights the importance of self-compassion over external factors like job status in fostering well-being.

Both studies emphasize the importance of internal psychological traits over external factors in determining well-being. Self-compassion, involving kindness, common humanity, and mindfulness, is strongly linked to mental health, with research showing that employment status (teacher vs. housewife) does not significantly impact self-worth. Similarly, Ghorbanshirodi (2012) found that higher self-esteem is associated with lower imposter syndrome among medical students, although the correlation was not statistically significant. These

findings suggest that fostering self-compassion and emotional intelligence may be more effective for improving mental health than focusing solely on self-esteem or external roles.

A study investigating the difference in self-worth between rural women who are teachers and housewives, concluding that employment status does not significantly influence self-worth. In contrast, brown (1993) defines self-esteem as a strong liking and positive regard for oneself, emphasizing subjective self-worth and positive self-regard.

A study examining the impact of employment status on self-worth among rural women, concluding that there's no significant difference between teachers and housewives. In contrast, Adsul (2011) found no significant disparity between high and low achievers across various self-concept dimensions except for intellectual self-concept. Similarly, Ahmad et al. (2012) discovered that normal secondary school students exhibit higher levels of real self, aspiration, and academic achievement compared to physically challenged students, who, in turn, displayed higher levels of ideal self compared to their normal counterparts. These studies offer insights into different aspects of self-perception and achievement, highlighting the multifaceted nature of self-concept across diverse populations.

Conclusions

Study's findings across all three hypotheses reveal that there is no significant difference in self-worth between teachers and housewives, irrespective of their working status or geographic location. Whether in a general context, urban areas, or rural settings, the employment status of being a teacher or a housewife does not exert a significant influence on women's self-worth. These results suggest that observed differences in self-worth are more likely due to chance variations rather than the specific roles individuals occupy. Overall, this study contributes valuable insights into the factors influencing self-worth and underscores that employment status alone is not a significant determinant in shaping women's self-worth.

Limitations:

1. The study centres on the self-worth aspects affecting women.
2. Dimensions of self-esteem Scale were utilized in the study.
3. Solely women comprised the study sample.
4. Data analysis employed Two-Way ANOVA exclusively.
5. Due to time constraints, the study utilized a limited sample size, but expanding the sample could enhance the generalizability of findings.
6. The study's scope was restricted to the Panchmahal district of Gujarat.

Implications:

A study on self-worth among women, particularly focusing on teachers and housewives, can have several implications:

Professional Fulfilment for Teachers Understanding the relationship between self-worth and teaching can help educators recognize the importance of fostering positive self-esteem in themselves. Teachers with higher self-worth may feel more confident in their abilities, which can positively impact their teaching effectiveness, job satisfaction, and overall well-being.

Role Satisfaction for Housewives Exploring self-worth among housewives can shed light on the unique challenges they face in terms of societal expectations, role fulfilment, and personal identity. Understanding how self-worth influences their perceptions of their roles as caregivers and homemakers can inform interventions aimed at promoting their well-being and sense of fulfilment.

Gender Dynamics in Self-Worth Investigating self-worth among women can illuminate the gendered nature of self-esteem and self-perception. This research can highlight the societal pressures and stereotypes that women, including teachers and housewives, may encounter, influencing their sense of self-worth. Addressing these gender dynamics can lead to more equitable and supportive environments for women in both professional and domestic spheres.

Work-Life Balance Examining the intersection of self-worth, work, and family life can provide insights into the challenges faced by women who balance careers with caregiving responsibilities. Teachers and housewives often navigate multiple roles and responsibilities, and understanding how self-worth impacts their ability to manage these demands can inform strategies for achieving a better work-life balance.

Professional Development and Support Research on self-worth can inform professional development programs and support initiatives for women in teaching and homemaking roles. By addressing factors that contribute to low self-worth, such as imposter syndrome, perfectionism, or societal stereotypes, organizations can create supportive environments that foster women's confidence, resilience, and professional growth.

Empowerment and Advocacy A deeper understanding of self-worth among women teachers and housewives can empower individuals to challenge societal norms, advocate for gender equality, and promote positive self-image and self-acceptance. By recognizing their inherent value and worth, women can assert themselves in their professional and personal lives, leading to greater empowerment and fulfilment.

Reference

1. Neff, K.D., & McGehee, P. (2010). Self-compassion and psychological resilience among adolescents and young adults. Self & Identity, 9, 225-240
2. Stahl,J.M., Turner,H.M. Wheeler, A.E. and Elbert, P.B.(1980). The imposter phenomenon in high school and college science majors. Paper presented at the meeting of American Psychological Association, Montreal.
3. Ghorbanshirodi Shohreh (2012). The relationship between Self-esteem and Emotional Intelligence with Imposter Syndrome among Medical Students of Guilan and Heratsi Universities.Journal of Basic and Applied Scientific Research,2(2),1793-1802
4. Brown, J.D. (1993). Feeling is believing. In J.Suls (Ed.), Psychological perspectives on the self: The self in social perspective, 4, 27-58.
5. Chetri.S. (2014). Achievement motivation of adolescents and its relationship with academic achievement. International Journal of Humanities and social sciences invention 3, 6, PP.8-15.
6. Adsul D.K, (2011) Self –Concept of high and low achieving adolescents, Indian stream Research journal,14);52-59