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A study of self-esteem of secondary school students

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Abstract

The purpose of the paper is to determine the self-esteem of secondary school students in Vellore district of Tamilnadu. The sample comprised 300 secondary school students out of these 152 male and 128 female. Self Esteem Inventory by M.S. Prasad and G.P. Thakur Psychology Department, University of Bihar, Muzaffarpur. The investigator used the statistical techniques, Mean, SD, “t” and F test. The results reveal that there is no significant difference between the gender, location of school, mode of school, religion, parental qualification, parental occupation, no of siblings and type of family towards self-esteem of secondary school students.

Keywords: Self-esteem, secondary school students, Vellore district

Introduction

Education is the main tool in the hands of man through which he enables himself to meet the various challenges of the life. It is a unique feature of human society which enables the human beings, not only to distinguish between the civilized and uncivilized, but also help them to achieve what otherwise remains unachieved. India has witnessed phenomenal development in education since independence. The overall literacy rate has gone up significantly during this period. It is the teacher with sufficient degree of mental health who can maintain the twin requisites of teaching-learning situations, healthy interactions in the classroom and healthy participation by students in lessons.

Education is the key to all processes of development especially human development. Catalytic action of education in this complex and dynamic growth process needs to be planned meticulously and executed with great sensitivity. Education is fundamental to all-round development of human potential-material and spiritual. It refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit thus furthering to goal of socialism, secularism and democracy enshrined in our contribution.

Self Esteem

Self-esteem has been defined differently by different psychologists. Schwalbe & Staples, (1991) ^[5] defined self-esteem as the feeling an individual has about him or herself that affect how he or she views himself/herself. Mruk (2006) ^[6] on the other hand has defined self-esteem in four different ways; first as an attitude which with involves positive or negative cognitive, behavioral and emotional reactions. The second definition is based on discrepancy which involves measuring the difference between what an individual sees as the ideal self and their perceived self. In this case, the closer the two perceptions are the higher the self-esteem is thought to be. The third definition is based on a psychological response an individual holds towards him or herself. Lastly Mruk views self-esteem as a function of personality.

Self-esteem is a term used in psychology to reflect a person’s overall emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self. Self-esteem has been described as the judgment that we make about our own worth and the feeling associated with those judgments. Self-esteem encompasses beliefs (for example, “I am competent,” “I am worthy”) and emotions such as triumph, despair, pride and shame. Self-esteem is also known as the evaluative dimension of the self that includes feelings of worthiness, prides and discouragement. One’s self-esteem is also closely associated with

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self-consciousness. Self-esteem is a disposition that a person has which represents their judgments of their own worthiness.

Need and Significance of the Study

As a developmental process, individuals incorporate the resultant composite of a set of beliefs about appropriate gender roles, sexual preference, psychological makeup, and physical appearance into their sense of self. A gender identity to be incongruous with the apparent anatomical reality. Some argue that self-views are connected to an individual’s values and goals, and that they strongly influence their global self-worth. Hence self-esteem among transgender helps understand their issues with in self.

Statement of the Problem

The problem chosen for the study may be stated as “A Study of Self Esteem of secondary school students.

Method: Normative survey method was adopted for the study.

Population and Sample: All the samples living in Vellore are the population of the present and the sample of 152 female and 128 female were selected for this study by adopting simple random sampling technique.

Statistical Techniques Used

The investigator used the statistical techniques, Mean, SD and “t” test to accept or reject hypotheses

Operational Definitions of Key Term Used

Self-esteem is the way one feels about one-self including the degree to which one possesses self respect and self-acceptance. Self-esteem, in very general term, means the value ascribed by the individual to himself, the way he views or evaluates himself.

Tool Used In the Present Study

Self Esteem Inventory by M.S. Prasad and G.P. Thakur Psychology Department, University of Bihar, Muzaffarpur.

Description of the Tool

There are thirty statements in the inventory. Each statement has seven point answer scale. The self-esteem is socially perceived self was to be determined by the basis of the same set of statements. Out of thirty items seventeen are socially desirable and thirteen items are socially undesirable. The items which are socially desirable would get 7 scores if answered completely true and 1 if answered completely false. The socially undesirable items would be scored in the opposite manner i.e. the completely false point would get 7 scores and completely true would get 1 score.

Objectives of the Study

- To find out the difference if any between the following secondary school students in respect of their self esteem
 - Gender : Male / Female
 - Location of the School : Urban / Rural
 - Mode of School : Government / Private / Aided
 - Religion : Hindu / Christian / Muslim

- Parental Qualification : Illiterate / Literate
- Parental Occupation :Daily wages / Self-employed / Government
- No of siblings : 1 / 2 / 3
- Type of family : Nuclear / Joint

Hypotheses of the study

- There is no significant difference between the following sub-samples with respect to the self-esteem of secondary school students
 - Gender : Male / Female
 - Location of the School : Urban / Rural
 - Mode of School : Government / Private / Aided
 - Religion : Hindu / Christian / Muslim
 - Parental Qualification : Illiterate / Literate
 - Parental Occupation : Daily wages / Self employed/ Government
 - No of siblings : 1 / 2 / 3
 - Type of family : Nuclear / Joint

Differential Analysis for scores of Self Esteem

Null Hypothesis

There is no significant difference in the mean scores of self-esteem between male and female.

Table 1: Mean, SD and “T” Values on Gender towards Self Esteem

Gender	N	Mean	SD	‘t’ Value	LOS
Male	152	144.56	38.62	0.329	NS
Female	128	146.07	37.46		

It is evident from the Table: 1 the calculated ‘t’ value is 0.329, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference found out between male and female secondary school students with respect to their self esteem.

Null Hypothesis

There is no significant difference in the mean scores of self esteem between rural and urban.

Table 2: Mean, SD and “t” values on location of school towards self esteem

Location of school	N	Mean	SD	‘t’ Value	LOS
Rural	146	145.45	38.78	0.091	NS
Urban	134	145.03	37.36		

It is evident from the Table: 2 the calculated ‘t’ value is 0.091, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference found out between rural and urban secondary school students with respect to their self esteem.

Null Hypothesis

There is no significant difference among sub samples of Mode of school with respect to their self esteem of secondary school students.

Table 3: F values among sub samples of mode of school towards self esteem

Mode of School	Sum of Squares	Mean Squares	df	'F' Value	LOS
Between Groups	1795.99	897.99	2	0.619	NS
Within Groups	401965.00	1451.13	277		
Total	403760.99		279		

It is evident from the Table: 3 the calculated 'F' value is 0.619, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference among sub samples of mode of school with respect to their self esteem of secondary school students.

Null Hypothesis

There is no significant difference among sub samples of Religion with respect to their self esteem of secondary school students.

Table 4: "F" values among sub samples of religion towards self esteem

Religion	Sum of Squares	Mean Squares	df	'F' Value	LOS
Between Groups	3628.56	1814.28	2	1.256	NS
Within Groups	400132.43	1444.52	277		
Total	403760.99		279		

It is evident from the Table: 4 the calculated 'F' value is 1.256, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference among sub samples of Religion with respect to their self esteem of secondary school students.

Null Hypothesis

There is no significant difference among sub samples of Parental occupation with respect to their self esteem of secondary school students.

Table 5: "F" values among sub samples of parental occupation towards self esteem

Parental Occupation	Sum of Squares	Mean Squares	df	'F' Value	LOS
Between Groups	6348.87	3174.43	2	2.213	NS
Within Groups	397412.121	1434.701	277		
Total	403760.99		279		

It is evident from the Table: 5 the calculated 'F' value is 2.213, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference among sub samples of Parental Occupation with respect to their self esteem of secondary school students.

Null Hypothesis

There is no significant difference in the mean scores of self esteem between illiterate and literate.

Table 6: Mean, sd and "t" values on parental qualification towards self esteem

Parental Qualification	N	Mean	SD	't' Value	LOS
Illiterate	143	145.68	37.40	0.194	NS
literate	137	144.80	38.83		

It is evident from the Table: 6 the calculated 't' value is 0.194, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference found out between illiterate and literate secondary school students with respect to their self esteem.

Null Hypothesis

There is no significant difference among sub samples of No of siblings with respect to their self esteem of secondary school students.

Table 7: "F" values among sub samples of no of siblings towards self esteem

No of Siblings	Sum of Squares	Mean Squares	df	'F' Value	LOS
Between Groups	603.83	301	2	0.207	NS
Within Groups	403157.166	1455.44	277		
Total	403760.99		279		

It is evident from the Table: 7 the calculated 'F' value is 0.207, which is not significant at 0.05 level. Hence, the framed null hypothesis is rejected and research hypothesis is accepted. It is inferred that there is no significant difference among sub samples of No of Siblings with respect to their self esteem of secondary school students.

Null Hypothesis

There is no significant difference in the mean scores of self esteem between nuclear and joint.

Table 8: 't' test between Mean Scores of Nuclear And Joint Secondary School Students towards Self Esteem

Type of Family	N	Mean	SD	't' Value	LOS
Nuclear	175	148.34	39.08	1.761	NS
Joint	105	140.10	35.83		

It is evident from the Table: 8 the calculated 't' value is 1.761, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference found out between nuclear and joint secondary school students with respect to their self esteem.

Major Findings of the Study

1. It is inferred that there is no significant difference found out between male and female secondary school students with respect to their self-esteem.
2. It is inferred that there is no significant difference found out between rural and urban secondary school students with respect to their self-esteem.
3. It is inferred that there is no significant difference among sub samples of mode of school with respect to their self-esteem of secondary school students.
4. It is inferred that there is no significant difference among sub samples of Religion with respect to their self-esteem of secondary school students.
5. It is inferred that there is no significant difference among sub samples of Parental Occupation with respect to their self-esteem of secondary school students.
6. It is inferred that there is no significant difference found out between illiterate and literate secondary school students with respect to their self-esteem.
7. It is inferred that there is no significant difference among sub samples of No of Siblings with respect to their self-esteem of secondary school students.
8. It is inferred that there is no significant difference found out between nuclear and joint secondary school students with respect to their self-esteem.

Suggestion and Remedy

Functional literacy programmes can be conducted for gender so that they can improve their employability. Providing more training opportunities which will help them to be self-employed is the need of the hour. The study shown that educational qualification shows a significant different in the selected variable hence the educational care in need can be provided to the transgender to improve their demographic in various forms. Counselors should be given more exposure to dealing with sex variant groups especially the gender.

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