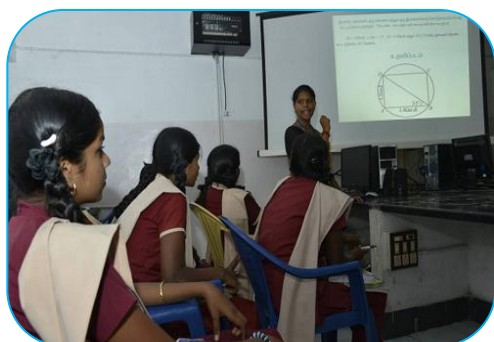




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A STUDY ON SELF-ESTEEM OF HIGHER SECONDARY STUDENTS

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ABSTRACT

This paper is aimed at investigating the self-esteem of higher secondary students. Self-esteem Scale constructed and standardized by Dr.SantoshDhar and Dr.UpinderDhar (2005) has been administered to a random sample of 900 higher secondary students studying in Madhurai District of Tamilnadu in India. The statistical techniques adopted to

analyse the collected data were descriptive and differential analysis. The results revealed that higher secondary school students are having average level of self-esteem. It is found that higher secondary students differ significantly in self-esteem in respect of their gender and they do not differ significantly in self-esteem in respect of nature of school and locality of the student.

Keywords : *Self-Esteem, Nature of School, Locality of the Student and Higher Secondary Students.*

INTRODUCTION

Self-esteem has long been considered an essential component of good mental health and has drawn many researchers' attention in recent years. In general the word Esteem means to have a high regard for, value something or someone, thinking and believing that something or someone is of great value. Self-esteem is the way you look at, feel, regard and value yourself. Self-esteem is an emotional response; a generalized feeling about the self that is more or less positive. "Self-esteem is a general

personality characteristic; not a momentary attitude or an attitude specific to individual situation. Self-esteem is a personal judgment of worthiness".

NEED AND SIGNIFICANCE OF THE STUDY

It is important that parents and teachers make an effort to enhance student's self-esteem because students with low self-esteem are at risk for many developmental problems. Students with low self-esteem are more likely to have problems with peers, and they are more prone to psychological disorders such as depression which can lead to poor academic performance. So, the investigator

felt that, the need of the hour is to study the self-esteem level of students.

STATEMENT OF THE PROBLEM

The problem of the study and has stated as "A Study on Self-Esteem of Higher Secondary Students".

OPERATIONAL DEFINITION

Self-esteem is a judgment of worthiness and that is expressed by the attitudes a person holds towards him or herself. It is a subjective experience conveyed to others by verbal reports and overt expressive behavior.

OBJECTIVE OF THE STUDY

1. To find out the level of self-esteem of higher secondary students.

2. To find out whether there is any significant difference in the self-esteem of higher secondary students in respect to their gender.
3. To find out whether there is any significant difference in the self-esteem of higher secondary students in respect to their nature of school.
4. To find out whether there is any significant difference in the self-esteem of higher secondary students in respect to their locality of the students.

HYPOTHESES OF THE STUDY

1. The level of self-esteem of higher secondary students is low.
2. There is no significant difference in the self-esteem of higher secondary students in respect to their gender.
3. There is no significant difference in the self-esteem of higher secondary students in respect to their nature of school.
4. There is no significant difference in the self-esteem of higher secondary students in respect to their locality of the students.

METHOD AND SAMPLE OF THE STUDY

Normative survey method has been adopted for the present investigation. In the present study, the sample of the study consisted of 900 higher secondary students studying in Madurai District.

SCORING PROCEDURE

The Self-esteem Scale (SES) constructed and standardized by Dr. Santosh Dhar and Dr. Upinder Dhar was adopted. The high score is 98 and above, average score is 81-97 and low score is 80 and below.

Analysis of Data

Hypothesis 1

The level of self-esteem of higher secondary students is low.

Table 1
Mean and Standard Deviation Scores of Self-esteem of Higher Secondary Students

| Variable | N | M | SD |
|-------------|-----|-------|------|
| Self-Esteem | 900 | 77.62 | 5.93 |

It is evident from the Table 1, that the calculated mean score is found to be 77.62 and the standard deviation value is 5.93 respectively, which indicates that the mean score of the total sample is above the average value of 81-97. Therefore hypothesis 1 is rejected and it is concluded that the higher secondary students are having average level of self-esteem.

Hypothesis 2

There is no significant difference in the self-esteem of higher secondary students in respect to their gender.

Table 2
Comparison of Mean Self-esteem of Higher Secondary Students in respect to their Gender

| Variable | Gender | N | Mean | SD | t Value | Level of Significance at 0.05 Level |
|-------------|--------|-----|-------|------|---------|-------------------------------------|
| Self-Esteem | Male | 407 | 77.01 | 5.80 | 4.08 | Significant |

| | | | | | | |
|--|--------|-----|-------|------|--|--|
| | Female | 493 | 78.65 | 6.25 | | |
|--|--------|-----|-------|------|--|--|

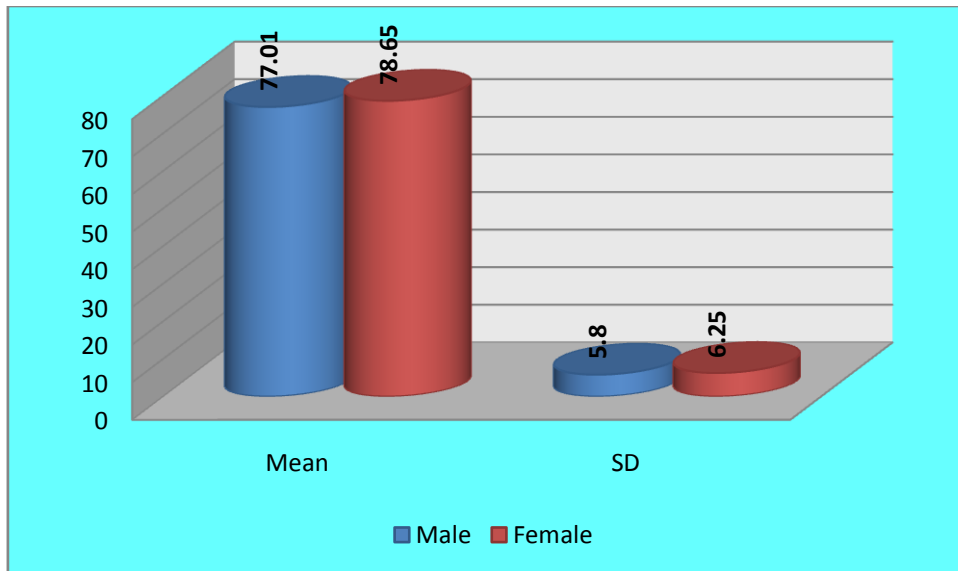


Figure 1
Bar Diagram Showing the Mean and Standard deviation scores of Self-Esteem based on their Gender

From table 2, shows the computed ‘t’ value 4.08 which is significant. Hence, the framed null hypothesis 2 is rejected and it is concluded that there is a significant difference between male and female higher secondary students in respect of their self-esteem.

Hypothesis 3

There is no significant difference in the self-esteem of higher secondary students in respect to their nature of school.

Table 3
Comparison of Mean Self-esteem of Higher Secondary Students in respect to their Nature of School

| Variable | Nature of School | N | Mean | SD | ‘F’ Value | Level of Significance at 0.05 Level |
|-------------|------------------|-----|-------|------|-----------|-------------------------------------|
| Self-Esteem | Boys’ | 200 | 76.85 | 5.93 | 1.72 | Not Significant |
| | Co-Education | 500 | 78.15 | 6.01 | | |
| | Girls’ | 200 | 78.03 | 6.34 | | |

From Table 4.3, results shows, this difference is not significant [F= 1.72 at 0.05]. Hence, the framed null hypothesis 3 is rejected and it is concluded that there is no significant difference in the self-esteem of higher secondary students in respect of their nature of school.

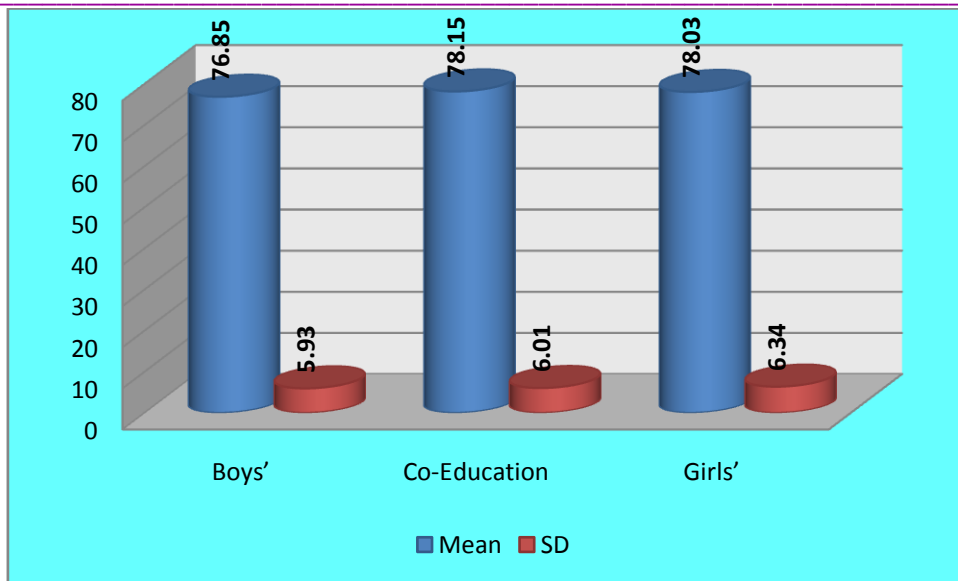


Figure 2
Bar Diagram Showing the Mean and Standard deviation scores of Self-Esteem based on their Nature of School

Hypothesis 4

There is no significant difference in the self-esteem of higher secondary students in respect to their locality of the students.

Table 4

Comparison of Mean Self-esteem of Higher Secondary Students in respect to their Locality of the Students

| Variable | Locality of the Student | N | Mean | SD | 'F' Value | Level of Significance at 0.05 Level |
|-------------|-------------------------|-----|-------|------|-----------|-------------------------------------|
| Self-Esteem | Rural | 363 | 77.20 | 4.98 | 1.73 | Not Significant |
| | Urban | 537 | 78.27 | 6.71 | | |

From table 4, shows the computed 't' value 1.73 which is not significant. Hence, the framed null hypothesis 4 is accepted and it is concluded that there is no significant difference between rural and urban resident higher secondary students in respect of their self-esteem.

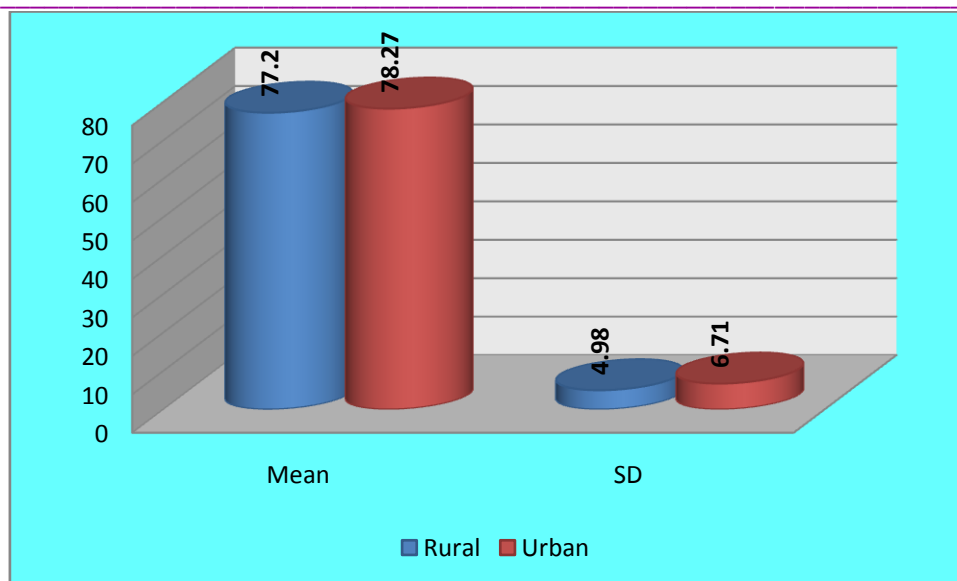


Figure 3

Bar Diagram Showing the Mean and Standard deviation scores of Self-Esteem based on their Locality of the Student

FINDINGS OF THE STUDY

- The higher secondary students are having average level of self-esteem.
- There is a significant difference between male and female higher secondary students in respect of their self-esteem.
- There is no significant difference in the self-esteem of higher secondary students in respect of their nature of school.
- There is no significant difference between rural and urban resident higher secondary students in respect of their self-esteem.

CONCLUSION

The examined present study self-esteem of higher secondary students. It is found that the average self-esteem of higher secondary students and the higher secondary students differ significantly in self-esteem in respect of their gender and they do not differ significantly in self-esteem in respect of nature of school and locality of the student.

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