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Review Of Research



INFLUENCE OF SOCIOECONOMIC CHARACTERISTICS AND SELECTED DIMENSIONS OF SELF ESTEEM AMONG SCHOOL CHILDREN

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ABSTRACT

Self esteem is the feelings of self-worth, self-confidence and self-respect. It has been considered as an essential component of good mental health. It refers as a set of attitudes and beliefs that a person brings with himself or herself when facing the world. The main objective was to study the influence of socioeconomic characteristics and selected dimensions of self esteem among school children. A questionnaire was developed by the investigator for the purpose of studying, demographic characteristics and selected dimensions of self esteem among school children with respect to viz: personal, social, emotional, academic, intellectual and moral dimensions. The sample comprised of 300 school children out of which 150 were boys and 150 were girls, between the age range of 10-13 years who were studying in middle school. The statistical analysis was carried out by applying percentages, mean, standard deviation, chi square and 't' test. The results revealed that, majority of the respondents showed moderate level of self esteem. There is a significant difference between boys and girls with regard to personal and social dimensions whereas the non significant difference showed with regard to emotional, academic, intellectual and moral dimensions. The findings also revealed that, there is an association

between age, gender and type of family on different levels of self esteem among children whereas, non significant association showed with respect to number of siblings on different levels of self esteem.

KEYWORDS: Self Esteem, Dimensions, School children.

INTRODUCTION:

Self-esteem is a widely used concept both in popular language and in psychology. It refers to an individual's sense

of his or her value or worth, or the extent to which a person values, approves of, appreciates, prizes, or likes him or herself. It is generally considered the evaluative component of the self-concept, a broader representation of the self that includes cognitive and behavioral aspects as well as evaluative or affective ones (Blascovich & Tomaka, 1991). Self esteem is a form of self protection since any loss of self esteem brings a feeling of distress. Self esteem or self



worth includes a person's, positive, negative or mixed, subjective appraisal, thoughts, or feelings about him or her. The more positive these thoughts and feelings are, the higher his/her self esteem will be and conversely the more negative these thoughts and feelings are, the lower his/her self esteem. (Mustaq. et.al, 2012).

Self esteem is built over the years. The experiences an individual gets from the surroundings forms one's worth. The individual starts comparing oneself to others and in the process, develops self esteem. School plays an important role in developing this trait in children as they spend a substantial amount of time here. They compare themselves with their peers and the school contributes a lot by way of providing experiences in curricular and co-curricular activities. The opportunities provided to children's in the school and also demands placed on them will affect self esteem. It is also developed by one's attitude towards peers and members of family. The parental expectation influences to a great extent. The physical state of the individual in relation to their maturation matters in the formation of self- concept. The socio-economic background of the family and the impact of media such as television also shape the self esteem of children.

Self esteem is a belief in oneself; self-respect, confidence in one's own worth or abilities, confidence and satisfaction in oneself, personal feelings or opinions of oneself, pride in oneself; self-respect, a realistic respect for a favorable impression of oneself; holding a good opinion of one's self; self-complacency.

The characteristics of self esteem are

- Good self care skills - emotional, physical, intellectual, financial. This means that one look after their bodies - e.g. eat the right foods and get enough sleep. They can comfort themselves in healthy ways when they feel sad.
- Valuing and managing one's own time.
- Being clear about themselves will and they not do for others.
- Being able to say Yes or No confidently when they want to.
- Ability to experience joy.
- Acceptance of their shortcomings - realistic appraisal of oneself.
- Acceptance of their skills and competencies.
- Willingness to accept responsibility.
- Feeling about themselves is not dependant on appearance, wealth, status or relationships.

Self-esteem has been related both to socioeconomic status and to various aspects of health and health-related behavior has a related construct, self-efficacy. Stamatakis, et.al., (2003) studied the association of self-esteem causes of mortality specific to heart disease risk factor. Lower self-esteem was found to be associated with many socioeconomic, behavioral, psychosocial and disease characteristics, there was no association found between self-esteem and causes of mortality was observed for other psychosocial characteristics.

There are different factors that can influence self-esteem. Genetic factors that help to shape overall personality can play a role, but it is often their experiences that form the basis for overall self-esteem. Those who consistently receive overly critical or negative assessments from caregivers, family members, and friends, for example, will likely experience problems with low self-esteem.

The development of a child's self esteem is heavily influenced by the environment in which he or she raised. Harter (1999) reported that positive self esteem creation is based on 4 factors: The parent child relationship, the means used to cope with the child's undesirable emotional, self – acceptance and social behavior. He believes that intervention must occur at the level of the causes of self esteem if the individual's self esteem is to improve significantly. Children have the highest self esteem when they perform competently in domains that are important to them. Therefore, children should be encouraged to identify and to value areas in which they are competent.

Coppersmith (1967) noted that the parent child – rearing behavior has an influence on their children's self-esteem. In his study, parents of children with low self esteem were characterized by such factors as low self-esteem and emotional instability; moreover, they created an environment that was impoverished physically, emotional intellectually, showed little concern for the child, and reacted to the child in the extreme. The home is the first place in which children build relationships with other people. The ability to have a positive view of

oneself is impacted by the way in which children are treated by their parents.

Children with low self esteem often can feel powerless, lonely, resentful, defensive and easily frustrated. These feelings can lead to aggressive, teasing and bullying behavior. Whereas children with high self esteem are proud of themselves, assume responsibility for their own actions and deal with frustration well. In the light of above discussion an effort was made to study the influence of socioeconomic characteristics and selected dimensions of self esteem among school children.

METHODOLOGY

Objectives:

1. To study the level of self esteem among school children.
2. To study the influence of age, gender, number of siblings and type of family on self esteem of boys and girls.
3. To study the significant difference in self esteem among boys and girls with regard to six dimensions; personal, social, emotional, academic, intellectual and moral.

HYPOTHESIS:

1. School children will have low level of self esteem.
2. There exists an association between age, gender, number of siblings and type of family on self esteem of boys and girls.
3. There exist a significant difference in self esteem between boys and girls in the six dimensions; personal, social, emotional, academic, intellectual and moral.

Selection of sample and sampling technique:

Random sampling technique was adopted. A total number of 300 children of which 150 were boys and 150 were girls constituted the sample. The children between the age group of 10-13 years studying in 5th 6th and 7th standard were selected for the study. The samples were drawn from the two government schools at Urban Bangalore District: Government Primary School (BBMP), Gandhinagar and KECS School Seshadripuram.

Tool:

A questionnaire was developed by the investigator for the purpose of studying the self esteem with respect to six dimensions; personal, social, emotional, academic, intellectual and moral among school children. It consisted of Part A and Part B. The Part A consisted of basic data with regard age, sex, ordinal position, religion, type of family, educational qualification and occupation of parents, type of family and family income. Part B consisted of specific data which contains seventy eight statements both positive and negative items with 5 point rating scale. The tool is also translated into regional language Kannada by the investigator.

Procedure:

The aim and purpose of the study was explained to the administrators of the school and an official permission was taken to collect the data from the children. Rapport was built with respondents then the questionnaire was administered to the respondents with a request to answer by giving sufficient time. The fully filled questionnaire was collected.

RESULTS AND DISCUSSION

The data collected from the respondents was tabulated and statistically analyzed by applying percentage, mean, standard deviation, chi square and "t" test.

FIGURE – 1
CLASSIFICATION OF RESPONDENTS BY AGE

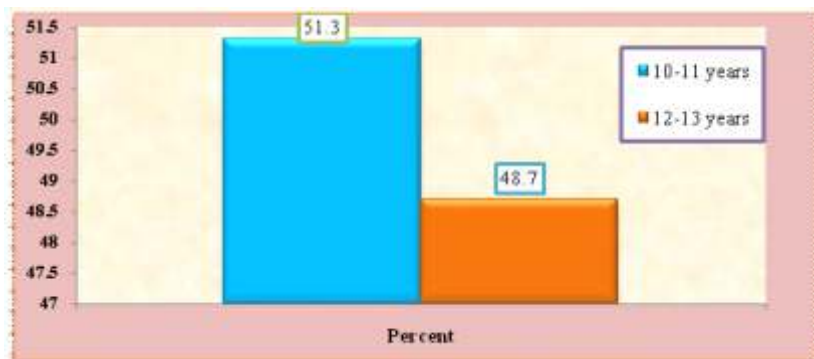


Figure-1 shows the classification of respondents by age. Majority of the respondents (51.30%) belongs to the age group of 10-11 yrs and 48.70 per cent of them belong to 12-13 years of age group.

FIGURE – 2
CLASSIFICATION OF RESPONDENTS BY TYPE OF FAMILY

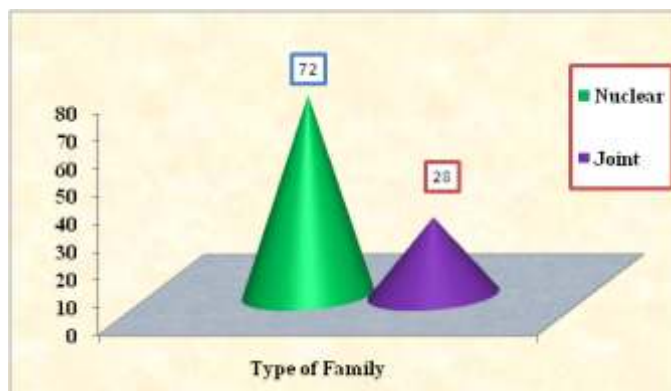


Figure- 2 shows the type of family among respondents. Majority of them (72%) were from nuclear family and only 28 percent of them were from joint family.

FIGURE-3
CLASSIFICATION OF RESPONDENTS BY NUMBER OF SIBLINGS

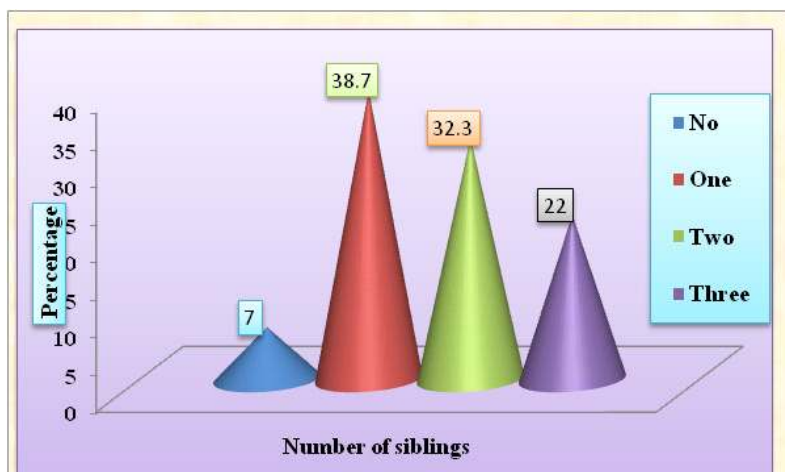


Figure-3 depicts the classification of respondents by number of siblings. Majority of respondents (38.7%) had one sibling followed by 32.3 percent of them had two siblings, 22 percent of them had three siblings and only 7 percent of them were only child in the family.

TABLE – 1
CLASSIFICATION OF RESPONDENTS ON SELF ESTEEM LEVEL

Self esteem Level	Category	Respondents	
		Number	Percent
Low	<% Score (56.86%)	101	33.7
Moderate	% Score (56.87 % to 65.23%)	105	35.0
High	> % Score (65.24%)	94	31.3
Total		300	100.0

It is opined from table -1 that, 35 percent of respondents had moderate level of self esteem followed by 33.7 per cent of them had low level of self esteem and 31.3 per cent of them had high level of self esteem. The result supports the findings of the study conducted by Pushpalatha.N (2016) which showed the moderate level of self esteem among school children.

TABLE-2
INFLUENCE OF AGE ON SELF ESTEEM LEVEL AMONG RESPONDENTS

n=300

Age	Sample	Self esteem Level						² Value
		Low		Moderate		High		
		N	%	N	%	N	%	
10-11	154	66	42.90	55	35.7	33	21.4	17.89*
12-13	146	35	24.0	50	34.2	61	41.8	
Combined	300	101	33.7	105	35.0	94	31.3	

* Significant at 5% Level, NS : Non-significant

It is inferred from the above table -2 that, majority of respondents (42.90%) between the age group of 10- 11 years had low level of self esteem followed by 35.70 per cent of them had moderate level and 21.40 per cent of them showed high level of self esteem. In case of respondents between the age group of 12- 13 years, majority (41.80%) of them had high level of self esteem followed by 34.20 per cent of them had moderate level and 24 per cent of them had low level of self esteem. Hence, statistical analysis found to be positive and significant association with age on self esteem of respondents by accepting the hypothesis postulated for the study.

TABLE – 3
INFLUENCE OF GENDER ON SELF ESTEEM LEVEL AMONG RESPONDENTS

n=300

Category	Sample	Self esteem Level						² Value
		Low		Moderate		High		
		N	%	N	%	N	%	
Boys	150	40	26.6	55	36.7	55	36.7	7.33*
Girls	150	61	40.7	50	33.3	39	26.0	
Combined	300	101	33.7	105	35.0	94	31.3	

* Significant at 5% Level, NS: Non-significant

It is observed from the above table -3 that, equal percentage of boys (36.70%) had moderate and high level of self esteem and 26.60 per cent of them had low level of self esteem. In case of girls higher percentage

(40.70%) of them had low level of self esteem followed by 33.30 per cent of them had moderate level and 26 per cent of them had high level of self esteem.

Hence, statistical analysis found to be positive and significant association with gender on self esteem of respondents by accepting the hypothesis postulated for the study. The results supports the findings of the study conducted by Lynch, M. P., et.al (2001) and Gunnarsdóttir., (2014) that there was a significant association between gender.

TABLE-4
INFLUENCE OF TYPE OF FAMILY ON SELF ESTEEM LEVEL AMONG RESPONDENTS
n=300

Category	Sample	Self esteem Level						² Value
		Low		Moderate		High		
		N	%	N	%	N	%	
Nuclear	216	80	37.0	78	36.1	58	26.9	7.82*
Joint	84	21	25.0	27	32.1	36	42.9	
Combined	300	101	33.7	105	35.0	94	31.3	

* Significant at 5% Level, NS: Non-significant

It is discerned from table -4 that, majority of respondents (37%) belonging to nuclear family had low level of self esteem followed by 36.10 per cent of them had moderate level and 26.90 per cent of them had high level of self esteem. With regard to joint family, higher percentage (42.90%) of respondents had high level of self esteem followed by 32.10 per cent of them had moderate level and only 25 per cent of them had low level of self esteem.

On statistical analysis it was found to be positive and significant association with type of family on self esteem of respondents there by accepting the hypothesis set for the study. The association between type of family on self esteem was found to be positively significant at 5% level. The study conducted by Mahmoudi., (2012), revealed that children had significantly better self esteem in family environment.

TABLE-5
INFLUENCE OF NUMBER OF SIBLINGS ON SELF ESTEEM LEVEL AMONG RESPONDENTS
n=300

Category	Sample	Self esteem Level						² Value
		Low		Moderate		High		
		N	%	N	%	N	%	
No	21	3	14.3	12	57.1	6	28.6	11.21^{NS}
One	116	42	36.2	35	30.2	39	33.6	
Two	97	27	27.8	38	39.2	32	33.3	
Three	66	29	43.9	20	30.3	17	25.8	
Combined	300	101	33.7	105	35.0	94	31.3	

* Significant at 5% Level, NS: Non-significant

A cursory glance at the table- 5 shows the non significant association with number of siblings on self esteem among respondents there by rejecting the hypothesis postulated for the study. The study conducted by Perles., (2016), reported that siblings jealousy can also affect child's self-esteem. When a child constantly compares himself to his more successful sibling such as in academics, sports, social prowess, or any other area, he will find himself constantly coming up short. No matter how hard he tries, he feels that he will never be able to be great because his sibling has already taken that title. This self-esteem issue can continue into adulthood and can affect the way that both siblings view themselves.

TABLE-6
MEAN SCORES AND 't' VALUE ON SELECTED DIMENSIONS OF SELF ESTEEM AMONG RESPONDENTS
 n=300

Dimensions	Self esteem Scores (%)				't' Value
	Boys (n=150)		Girls (n=150)		
	Mean	SD	Mean	SD	
Personal	75.3	9.0	73.0	9.8	2.05*
Social	86.5	7.8	84.6	7.2	2.14*
Emotional	66.7	10.6	67.7	10.7	0.86 ^{NS}
Academic	73.4	11.4	72.8	11.7	0.54 ^{NS}
Intellectual	69.2	11.7	69.2	11.8	0.01 ^{NS}
Moral	81.2	13.5	80.0	14.0	0.75 ^{NS}
Combined	69.7	7.9	69.1	8.3	0.67^{NS}

* Significant at 5% Level, NS: Non-significant, $t(0.05, 298df) = 1.96$

Table-6 depicts the mean scores and 't' value on selected dimensions of self esteem among respondents. A cursory glance at the table shows that, there is a significant difference between boys and girls with regard to personal and social dimensions. The test found to be significant at 5% level. In these two areas of self esteem the hypothesis is accepted. Further, the study revealed that, there is no significant difference found between boys and girls in the areas of emotional, academic, intellectual and moral dimensions, which showed the non significant results thereby in these four areas the hypothesis is rejected.

CONCLUSION

The findings of the study revealed that, majority of the respondents showed moderate level of self esteem. There is a significant difference between boys and girls with regard to personal and social dimensions whereas the non significant difference showed with regard to emotional, academic, intellectual and moral dimensions. The findings also revealed that, there is an association between age, gender and type of family on different levels of self esteem among children whereas, non significant association showed with respect to number of siblings on different levels of self esteem.

Children with high self esteem display initiative, independence, curiosity, confidence, they show pride in their work, set goals independently, explore and ask questions and initiate activities with confidence whereas, children with low self esteem do not display initiative, independence, curiosity, confidence, do not show pride in their work, do not trust their ideas and they do not explore. One of the most precious gifts one can provide children is to develop their self-dignity and resilience. Environment is one in children's self esteem, motivation, hope, and resilience will be nurtured. Children with high self esteem also have high confidence levels. It makes sense that if they have a realistic internal rating of themselves and see themselves as equally competent, intelligent and attractive, they will feel confident in what they can do as well.

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