



GENERAL WELL-BEING AND SELF-ESTEEM AMONG SECONDARY SCHOOL STUDENTS

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Abstract:

Well-being and self-esteem are two important concepts in positive psychology and are considered as an important aspects of mental health. WHO defined mental health as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.

KEYWORDS:

Well-being and self-esteem , mental health , healthy life .

INTRODUCTION:

There is no unanimous definition of well-being. It is defined as a state of health, happiness, and prosperity. It is also defined as a state of being with others, where human needs are met, where one can act meaningfully to pursue one's goals, and where one enjoys a satisfactory quality of life.

Healthy self-esteem enhances a well-being of an individual. Self-esteem is a personal evaluation of oneself that expresses a self-judgment of approval, disapproval, and personal worth and is shaped by individuals' relationships with others, experiences and accomplishments in life. Self-esteem is one of the most important ingredients of a happy life and healthy life (Twenge & Campbell, 2001). The role of self-esteem in healthy development of children is well documented. Research findings indicate that high self-esteem is associated with better school performance, less susceptibility to peer pressure (Zimmerman et al., 1997), low oral communication apprehension (McCroskey et al., 1977). Pyszczynski et al. (2004) also reported that people with high self-esteem experience more happiness, optimism and motivation than those with low self-esteem, as well as less depression, anxiety, and negative mood (as cited in Neff, 2011).

Khatib investigated the relationship between loneliness, self-esteem, self-efficacy, and gender among United Arab Emirates college students. In research finding, self-esteem emerged as the most significant predictor of loneliness. Results also showed that females reported higher loneliness compared to their males counter mates. In a study by Roothman et al. (2003), significant gender difference was found with regard to different aspects of psychological well-being with men scoring higher on physical self-concept, automatic thoughts, constructive

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thinking, cognitive flexibility, total self-concept, and fortitude while women scoring higher on expression of affect, somatic symptoms, and religious well-being. No significant gender differences were found on sense of coherence, satisfaction with life, affect balance, emotional intelligence, self-efficacy, and the social components of self-concept and of fortitude.

OBJECTIVES:

The objectives of the present study are as following.

1. To examine gender differences in general well-being and self-esteem among adolescent students
2. To study the relationship between general well-being and self-esteem

HYPOTHESES:

1. There is significant difference between male and female students with respect to their level of general well-being.
2. There is significant difference in the level of self-esteem of male and female students.
3. General well-being and self-esteem are positively correlated.

METHOD

Participants

Total sample comprised of 70 participants (35 male students and 35 female students) age ranging from 14 to 15 years. They were randomly selected from Secondary Schools in Jaysingpur.

Tools

1. General well-being scale developed by Kalia and Deswal was used to collect data on psychological well-being of the participants. The scale consists of 55 items and has four dimensions: I. Physical Well-being II. Emotional Well-being III. Social Well-being IV. School Well-being. Reliability of the scale is 0.98 and validity is reported to be good.
2. Coopersmith Self-esteem Inventory-School Form by Stanley Coopersmith was used to measure the level of self-esteem of the participants. This inventory consists of 58 items, eight of which comprise a lie-scale. The remaining items are scored on dichotomous scale (like me or not like me) to provide a global measure of self-esteem. Higher score indicates higher self-esteem. Internal consistency ratings of the inventory range from 0.70 to 0.95. Test-retest reliability is reported to be 0.88. Convergent validity has been established in relation to other self-esteem measures with a correlation of .86.

Procedure

Both the scales were administered to the participants in their respective schools with prior permission of the Principal. The scales were administered in group.

Results

Data is analyzed by using Student's t-test and Karl Pearson's Correlation test.

TABLE1] GBW

1.HYPOTHESIS : There is significant difference between male and female students with respect to their level of general well-being

RESPONDENT	Sample size	Mean	S.D.	t cal	P	Conclusion
Male	35	216.37	24.58	0.307	0.7585	Not significant**
Female	35	222.77	19.73			

Table 1 shows that mean score of general well-being of female students is higher than

male students but this difference is not statistically significant. Hence, hypothesis 1 is rejected.

TABLE 2] SE

2. HYPOTHESIS : There is significant difference in the level of self-esteem of male and female students

RESPONDENT	Sample size	Mean	S.D.	t cal	P	Conclusion
Male	35	69.8	13.166	0.512	0.6121	Not significant**
Female	35	71.933	10.783			

*Significant at 5% level of significance (two sided)

**not significant at 5% level of significant (two sided)

Table no 2 shows that t-value for self-esteem scores of male and female scores is 0.6121 which is not statistically significant. Hence, hypothesis 2 is rejected.

TABLE 3] Correlation between GBW and SE OF MALE respondents

HYPOTHESIS : There is significant correlation between GBW and the level of self-esteem of male respondents

RESPONDENT	Sample size	R	t cal	P	Conclusion
Male	35	+0.61	4.51	0.0001	Significant*
Female	35	+0.734	6.216	0.0001	Significant*

*Significant at 5% level of significance (two sided)

**not significant at 5% level of significant (two sided)

Table no 3 shows significant correlation between general well-being and self-esteem. Hence, third hypothesis is accepted.

DISCUSSION

One of the major objectives of the present study was to examine the relationship between general well-being and self-esteem among secondary school students. Research finding indicates significant correlation between general well-being and self-esteem which is in line with previous research findings. Previous research findings reported that higher level of self-esteem contribute to the well-being of a person.

Another objective was to study gender differences in general well-being and self-esteem level of secondary students. But no significant gender differences were found in scores of general well-being and self-esteem. These findings support the gender similarities hypothesis which holds that males and females are similar on most, but not all, psychological variables (Hyde, 2005).

It can be said from these results that at least at this age, girls and boys are not treated differently by either parents or society and therefore, no significant differences are found in their level of general well-being and self-esteem. This is a good indication of changing attitude of society towards girls.

However, this study is not without limitations. One major limitation is that study is conducted on small sample and therefore, result findings cannot be generalized. Further research is needed on larger sample.

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