

# A Comparative Study on Self-Esteem among Adolescent Girls Studying in Single Sex and Co-Education Schools of Distt Kullu H. P.

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**Abstract:** *Self-esteem refers to the degree of regard or respect that individuals have for themselves and if a measure of worth that they place on their abilities and judgments. The promotion of self-esteem is about stopping the self-judgments. It is about helping the individual's change how they perceive and feel about one selves. On a day to day basis one's self-value is challenged by chances within the environment. With positive self-worth individual are able to adapt successfully to the demands associated with situational and maturational crisis that occurs. High self-esteem or positive self-regard is a feeling of competent to meet the demand of changing the self, the family and the society* **Objectives:** *to assess the self-esteem among adolescent girls in single sex and co-educational schools using Rosenberg scale, to determine associations between self-esteem with selected demographic variables of adolescent girls studying in single sex and co-educational school.* **Methodology:** *A comparative study was conducted in 2021 in Government school of Mohal and Government school of Sultanpur. Sample of 200 students were selected, 100 from single sex schools and 100 from co-educational schools by using convenient sampling technique.* **Result:** *The findings show the mean score for single sex is 20.54 % and standard deviation score is 2.532 whereas for co-educational mean  $p = 0.01$*  **Conclusion:** *The mean  $\pm$ SD and mean percentage of self-esteem score in single sex (20.54  $\pm$ 2.532) with mean percentage 68.47 and co-educational school (22.75  $\pm$ 1.720) with mean percentage 75.83. This denotes that self-esteem of adolescent girls studying in co-educational students is more as compared to single sex students.*

**Keywords:** Self-esteem, Adolescent girls, Single sex and co-educational

## 1.Introduction

Education is the medium of awareness, success, and self-preservation. Education gives a stage to succeed and the knowledge of character, self-respect, social conduct and strength. The utmost gift that education gives is knowledge of set of values and genuine science Education is constant learning experience from followers and their leaders, success as well as failures, people and them grooming up as we wanted to become in life. [1] Adolescence is a Latin word and the meaning is "to grow up". It is a transitional stage of physical and mental human development generally occurring between puberty and legal adulthood (age of majority) but largely characterized as beginning and ending with the teenage stage. [1] High self-esteem children are prone to both pro social and anti-social actions. By encouraging children work to the best of their ability and by being genuinely interested in this progress, teachers can enhance the self-esteem, regardless of their talent. School plays an important role in developing the self-esteem in children as they spend a substantial amount of time. 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 students in the school and also demands placed on them will affect self-esteem.

## 2.Need of the Study

Today's adolescents are tomorrow's leaders and this naturally calls for shaping of their behavior. Many adolescents find it difficult to express themselves effectively in social situations. This undermines their significant role in the development of modern India and also in improving and strengthening the society. So it is

important for an adolescent to be assertive and have high self-esteem to stand up for one's rights. They are very vulnerable group whose self-esteem and quality of life can be influenced by the slightest stimuli or trigger [3] Adolescent is a crucial, critical period in individual development, a transition period between childhood and adulthood in a particular cultural environment. Self-esteem plays an important role for development during this period. Adolescent tend to believe that their behavior is as interesting to others as to themselves. They are not good at putting boundaries between their own interested and those of other people. Adolescent are worried about what other people will learn about their short comings. The social situation on which the adolescent mental development depends is largely determined by the family Parents and older family members need to know the specifics of adolescence and seek to help the child overcome learning and communication difficulties [4].

Mostly adolescent spend a large amount of time in school or pursuing school related activities. While primary focus lies on the academic development of the child, but side by side encompassing physical and mental health, safety and social development. The effects, on all these outcomes are produced through a variety of activities including pedagogy, after school programme, care taking activities (feeding or safe environment). The attention and concern of teachers in school plays a massive role in development of child [4].

## 3.Objectives of the Study

- 1.To assess the self-esteem among adolescent girls in single sex and co-educational schools using Rosenberg self-esteem scale.

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2.To determine association between self-esteem with selected demographic variables of adolescent girls studying in single sex and co-educational school.

### Hypothesis:

**H<sub>1</sub>:** There is a significant difference between self-esteem among adolescent girls in single sex and co-educational school is 0.05 level of significance. **H<sub>2</sub>:** There is a significant association between self-esteem and selected socio demographic variables of adolescent girls studying in single sex and co-educational schools is 0.05 level of significance.

### 4.Methodology

Cross sectional comparative” survey design where adolescent girls were compared from single sex and co-educational schools in term of self-esteem. Convenient sampling technique used to select sample of 200 from selected Government School of Mohal and Sultanpur of Distt Kullu (H. P). The tool comprised of two sections: **Section A** included questions regarding socio-demographic variables of as age, gender, class, religion, occupation of mother and father, birth order, staying with, state, medical illness, primary education, mode of going schools, education of father, education of mother, monthly income family, type of family, education level, area of residence. **Section B: Rosenberg self-esteem scale:** It was used to measure the self-esteem of adolescent girls studying in single sex and co-ed schools. This scale developed by sociologist Dr. Morris Rosenberg, and widely used in social-science research. The scale is ten item Likert scales with items answered on a four-point scale-from strongly agree to strongly disagree. Items: 2, 5, 6, 8, 9 were reverse scored, SA=0, A=1, D=2, SD=3. Items 1, 3, 4, 7, 10 were scored, SA=3, A=2, D=1, SD=0. Sum the scores for the 10 items. The higher the score the higher the self-esteem. The data obtained was analyzed by using descriptive and inferential statistics, Mean and Standard deviation, Unpaired T-test, Chi square.

### 5.Results

Frequency and percentage wise distribution of subject according to their socio demographic variables revealed the major findings that out of 200 government students were:

- Majority of the students in single sex education 36% were in the age group 15 years, 34% in age group 14 years, 16% in age group 15 years, 11% in age group 16 years, 3% in age group 17 years whereas for co-education majority of the students lied in age group 15 years with 36% percentage distribution, 21% were in the age group of 14 years, 14% were in the age group of 13 years, 19% were in age group of 16 years and 10% lied in the age group of 17 years.
- Majority of the students from single sex education study in the class 10<sup>th</sup> with percentage distribution of 36%, 31% study in the 9<sup>th</sup> class, 18% study in the 8<sup>th</sup> class and 3% study in the 12<sup>th</sup> class, Majority of the students in co-educational study in class 10<sup>th</sup> with 35% percentage

distribution, 22% study in the 9<sup>th</sup> class, 14% study in the 8<sup>th</sup> class, 19% study in 11<sup>th</sup> class, 10% study in 12<sup>th</sup> class.

- Majority of the students from single sex education i.e. 55% live in urban area, 41% live in rural area, 4% live in semi-urban, whereas majority of students from co-education i.e. 80% live in urban area, 15% live in rural area and 4% live in semi-urban area.
- Majority of the students live in joint family in single-sex education i.e. 97%, 0% live in nuclear family, 3% live in extended family, whereas majority of students from co-education i.e. 53% live in joint family, 15% live in nuclear family, 3% live in extended family.
- Majority of the students belonged to Christian religion i.e. 53%, 46% belonged to Sikh religion, 0% belonged to Hindu religion, 1% belonged to Muslim religion and 0% belonged to others whereas majority of co-educational to Sikh religion i.e. 35%, 22% in Hindu religion, 16% in Christian religion, 27% in Muslim religion, 0% in others.
- Majority of the father's qualification i.e. 40%, primary education 26%, no formal education 16%, high secondary education 18%, graduate and above 0% whereas in co-educational school majority of education i.e. 31%, 26% have no formal education, 27% have secondary education, 16% have high secondary education 0%.
- Majority of the group belonged to unemployed i.e. 36%, 34% belonged to self-employed, 7% belonged to private job, 23% belonged to government job in single sex education whereas majority of the group in co-education school belonged to unemployed i.e. 46%, 29% belonged to self-employed, 17% belonged to private job, 8% belonged to government job.
- The majority of the group belonged to no formal education i.e. 57%, 27% had primary education, 13% had secondary education, 3% had higher secondary education, 0% graduate and above, 41% unemployed in single sex education, 20% self-employed, whereas in co-education majority of group belonged to no formal education i.e. 51%, 15% in primary education, 14% secondary education 20% higher secondary education, 0% were graduate and above, 44% unemployed, 31% self-employed
- The majority of group belonged in single sex education belonged to government job i.e. 30%, private job 9%, whereas in co-education majority of group belonged to government job i.e. 16%, 9% belonged to private job.
- The majority of family income belonged to less than 10,000 i.e. 45% in single sex education 40% belonged to 10,000-15,000, 9% belonged to 15,000-20,000 and 6% above 20,000 where in co-education majority of group belonged to 10,000-15,000 i.e. 59%, 33% belonged to less than 10,000, 6% belonged to 15,000-20,000, 2% belonged to above 20,000.
- The majority of birth order belonged to second i.e. 77% in single sex education, 17% in first order, 6% in third order, 0% in fourth order whereas in co-education majority belonged to 79%, 16% in first group, 5% in third order, 0% in fourth order.
- The majority of the group in staying with belonged to birth parent i.e. 88%, only one parent 12%, other relatives 0%, whereas majority of the group in co-

educational school belonged to birth parent 52 %, 16 % belonged to only one parent, 32 5 belonged to other relative.

- The majority of the group in medical illness in single sex education belonged to No 71 % 29 % belonged to yes, where as in co-educational majority belonged to No 82%.
- In primary education, the majority of the group belonged to single sex education i.e.46%, 30% in same school, 24% other school, 0 belonged to co-educational Where as in co-education majority of the group belonged to co-educational group i.e.73%, 17% belonged to same

school, 8% in other school, 2% in single sex school.

- In mode of going school the majority of the group belonged to own vehicle i.e.78 % in single sex education, 22% belonged to public transport, 0% belonged to bus and other where as in co-educational school majority belonged to public transport.

**Section-II**

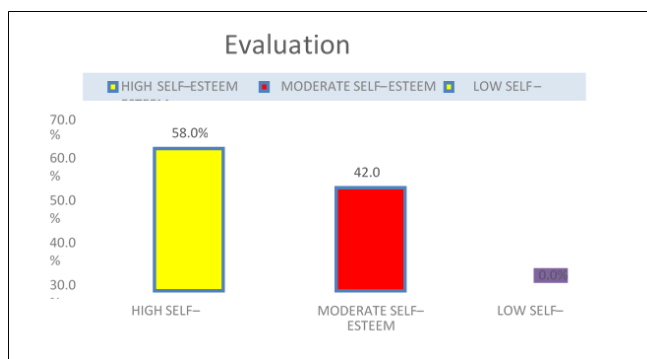
This section deal with the assessment of self-esteem among subjects

**Table 4.2:** Frequency and percentage distribution for level of self-esteem for single sex educational school

N=100

Criteria Measure of Self Esteem Score, N=100	
Category Score	Single Sex f (%)
High Self-Esteem (21-30)	58 (58%)
Moderate Self-Esteem (11-20)	42 (42%)
Low Self-Esteem (0-10)	0 (0%)

Maximum=30, Minimum=0



**Figure 4.10:** Diagram Showing Percentage Distribution for single sex educational schools

N=200

This figure depicts that single-sex students with high self-esteem were of 58%, the students with moderate self-

esteem were 42%, and students with low self-esteem.

**Table 4.3:** Mean, median, Range, SD and Mean % of Level of self-esteem score for single sex educational school

N=200

Descriptive statistics	Mean	S. D.	Median	Range	Maximum	Minimum	Mean %
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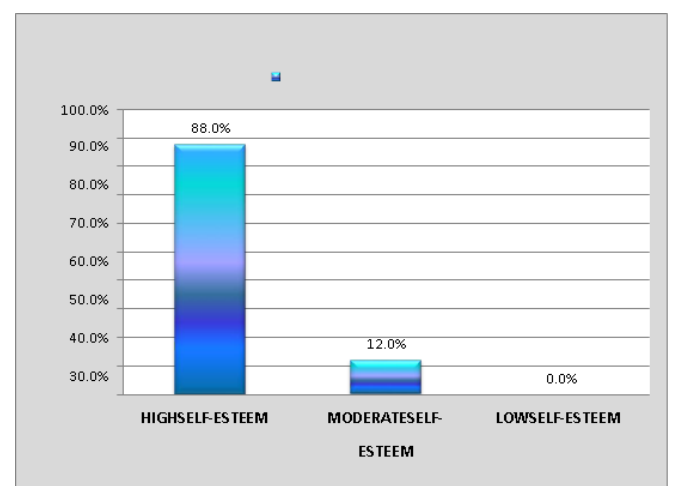
This table 4.3 data shows that mean self-esteem score for single sex was 20.54 with the standard deviation of ±2.53 and median was 21. Maximum self-esteem score for single sex is 26; minimum is 13 and range is 13and mean % is 68.47.

**Table 4.4:** Frequency and Percentage Level of self-esteem for co-educational schools

N=200

Criteria Measure of Self-Esteem Score	
Category Score	Co-Educational f (%)
High self-Esteem (21-30)	88 (88%)
Moderate self-Esteem (11-20)	12 (12%)
Low self-Esteem (0-10)	0 (0%)

Maximum= 30, Minimum=0



**Figure 4.11:** Evaluation criteria for co-educational

This figure depicts that self-esteem of co-educational was divided into three parts. The students with high self-esteem

were 88% with moderate self-esteem 12%, with low self-esteem.

**Table 4.5:** Mean, Median, Range, SD and Mean% of Level of Self-Esteem for Co-educational schools

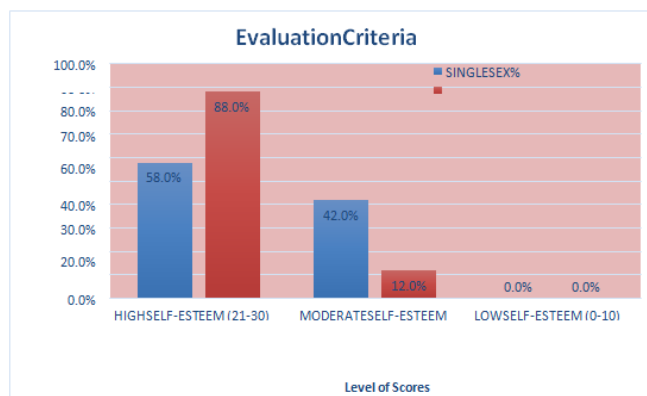
N=200

Descriptive Statistics		Mean	S. D.	Median	Range	Maximum	Minimum	Mean %
Self-Esteem Score	Co-Educational	22.75	1.72	23	8	26	18	75.83

Maximum=30, Minimum= 0

Table 4.5 shows that mean self-esteem score for co-educational was 22.75 with the standard Deviation of 1.72

and median was 23. Maximum self-esteem score for co-educational is 26,



**Figure 4.12:** Showing evaluation criteria for single sex and co-educational

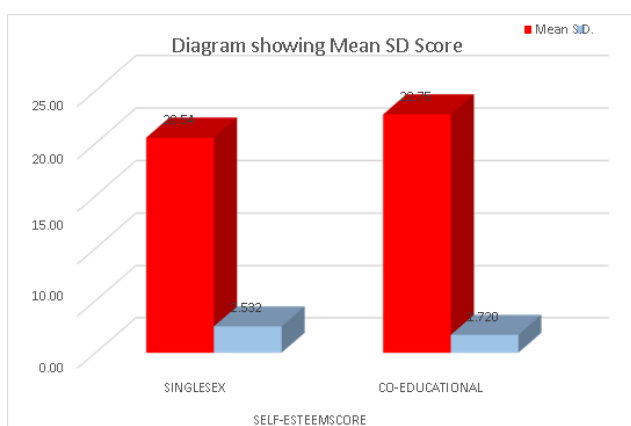
This figure shows that high self-esteem for single sex is 58%, for moderate is 42% for low self-esteem is 0.0% whereas for co-educational it is 88 % for high self-esteem,

12 % for moderate self-esteem, % whereas for co-educational it is 88 % for high self-esteem, 12% for moderates self-esteem, 0.0 % for low self-esteem.

**Table 4.6:** Comparison of self-esteem among adolescent girls studying in single-sex and co-educational schools

N= 200

Unpaired T-Test		Mean Score	S. D.	N	Mean F %	Unpaired Test	P value	Table Value at 0.05	Result
SELF-ESTEEM SCORE	SINGLESEX	20.54	2.532	100	68.				
	CO- EDUCATIONAL	22.75	1.720	100	75.83	7.220	<0.001	1.972	Significant



**Figure 4.13:** Diagram showing mean standard deviation score

This shows that the mean score for single sex is 20.54 % and standard deviation score is 2.532 where as for co-educational mean score is 22.75 and standard deviation score is 1.720. Significant difference was observed between self-esteem among adolescent girls studying in coed and

single sex schools (p=0.001) Therefore it is concluded that adolescent girls studying in co-educational schools have high self-esteem as compared to girls studying in single sex-schools. Minimum is 18 and range is 8 and mean% is 75.

**Section-III**

**Table 4.7-Association of level of self-esteem among single-sex score with associated variables**

There was a significant relation between the education qualification so f the father with the self-esteem. Chi test value for self-employed is (9.726) more than the table value i.e. (7.815) the significant variables. That is more than the calculated table value at 0.05 level of significance. Hence the research hypothesis H<sub>1</sub> is accepted.

**Table 4.8-Association of level of self-esteem among co-educational score with selected demographic variables**

There was no significant association of the self-esteem

among co-educational score with selected demographic variables i.e. age, class, area of residence, type of family, religion, education qualification of father, occupation of father, Educational Qualification of mother, occupation of mother, family income, birth order, staying with, medical illness primary education and mode of going. The calculated chi square values are less than the table value at the 0.05 level of significance. **Hence  $H_2$  is rejected.**

**Table 4.9: Item wise mean  $\pm$  SD & mean percentage for self-esteem of single-sex and co-education score with selected demographic variables.**

This table no.4.9 depicts that item wise mean, SD, and Mean percentage score of self-esteem. The overall Mean  $\pm$  SD score of self-esteem was  $20.8 \pm 6.93$  with the mean percentage of 69.3 % for single sex and overall mean, SD, and Mean percentage score  $22.75 \pm 5.94$  for co-educational and 75.8% for co-educational.

## 6. Conclusion

The following conclusions were drawn from the findings of the study. In this study 200 adolescent girls in which 100 from single sex school and 100 from co-educational were selected by using convenience method. The mean  $\pm$  SD and mean percentage of self-esteem score in single sex ( $20.54 \pm 2.532$ ) with mean percentage 68.47 and coeducational school ( $22.75 \pm 1.720$  with mean percentage 75.83. This denotes that self-esteem of co-educational students is more as compared to single sex students.

## 7. Recommendations

1. The study can be replicated on large scale with multiple schools to validate the findings
2. Observational measure of self-esteem with its impact on academic performance can be conducted.

## References

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