

Self-Esteem of Higher Secondary School Students in Coastal Area

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Abstract: *The word “esteem” derived from the Latin word ‘aestimare’, denotes an estimation that I make of my own value. An individual’s Self-Esteem is highly valuable during the adolescent phases of life. The present study was done to find out the Self-Esteem of Higher Secondary School Students in Coastal Area with respect to Gender and Stream of Study. The study revealed that Boys are superior when compared to girls with respect to their Self-Esteem. Findings of the study also showed that students who are studying Humanities Group at higher secondary school level in coastal area in Kozhikode district have more Self-Esteem when compared to students of Science Group.*

Keywords: Self Esteem, Higher Secondary School Students

1. Introduction

Education is a prerequisite of the prosperity and modernization of a country. Education lays the foundation stone for one’s future. It enables us to know the world beyond our own surroundings. It also helps to develop a disciplined life with better earning opportunities. The field of education and psychology are intimately related to each other. Unless the teacher is fully aware of the psychological characteristics of the child he may not be successful in bringing the desirable changes in the behavior of the students.

Self-esteem has implication in our life path. Self-esteem affects all our decisions and it is the major key to success in life. The development of healthy self-esteem is extremely important among children and teenagers. Self-esteem refers to a stable sense of personal worth or worthiness (Rosenberg 1965).^[1] The word “esteem” derived from the Latin word ‘aestimare’, denotes an estimation that I make of my own value. An individual’s self-esteem is highly valuable during the adolescent phases of life. Many early theories supported that self-esteem is a basic human need or motivation. American Psychologist, Abraham Maslow, included self-esteem in his hierarchy of needs. He described two different forms of esteem: the need for respect from others and the need for self-respect, or inner self-esteem.

Self-esteem is the evaluation that the individual makes and customarily maintains with regard to himself, it expressed an attitude of approval or disapproval and indicate the extent to which the individual believes himself to be capable significant, successful and worthy (Cooper Smith 1967).^[2] Self-esteem is considered as an emotional respondent, a general feeling about the self that may be more or less positive. Biabangard (1995) defined self-esteem as a general personality trait and a personal judgement of worthiness. Self-esteem can be defined as a value that has information within self-imagination of a person and it formed by the person’s belief, about all attributes aspect and characteristics with him.^[3] Students with high Self-esteem have positive perception about themselves. They are more capable and feel mentally healthier as compared to those who have poor and low Self-esteem. Individual self-evaluation is based on their

perception about their own self and opinion of others also play important role. Self-esteem generally considered the evaluating component of the self-concept, a border representation of the self that include cognitive and behavioral aspect as well as evaluating effective ones (Blascovich & Tomaka, 1991).^[4]

William James (1892) identified multiple dimensions of the self, with two levels of hierarchy: processes of knowing (called the ‘I-self’) and the resulting knowledge about the self (the ‘Me-self’).^[5] Thus it can be said that self-esteem is a very important aspect of personal wellbeing, happiness and adjustment. Self-esteem is typically assessed using self-report inventories. One of the most widely used scale to assess self-esteem is the Rosenberg Self-Esteem Scale (RSES). It is a 10-item scale score that requires participants to indicate their level of agreement with a series of statements about themselves. Characteristics of People with High Self-Esteem are as follows: *Able to accept and learn from their own mistake *Not divested by criticism *Not overly defensive when questioned *Not easily defeated by setback and obstacles *Unlike to feel a need to put other alone *Open and assertive in communication their needs *Not overly worried without falling and looking foolish *Not aggressively driven to prove themselves

Review of related literature and studies enabled the investigator to determine the nature of research and to identify the relationship between the literature and the field of research. It provided the investigator to properly design the study, to select the appropriate methodology, to prepare the device for the data collection and to analysis of data meaningfully. It also helped to gather extensive information on the various aspect of self-esteem. Most of the studies clearly depict the need and importance of self-esteem to become an effective learner. Through review of literature, it was found that various studies are conducted on self-esteem. But no studies were done on self-esteem among higher secondary school students in coastal area. Harries and Wetzel (2018) conducted a study on the development of global and domain self-esteem from ages 10 to 16 for Mexican origin youth. The study investigated the development of global and domain self-esteem from age 10 to 16 in the sample of Mexican origin adolescents. The findings provide insight in

to the development of self-esteem in a rapidly growing segment of the population of the United States.^[6] Thanissaro and Nicholas (2016) conducted a study on self-esteem as educational objectives for religious minorities. The study established the difference in demographic and attitude between high self-esteem and low self-esteem the study revealed that low self-esteem teens expressed less well being more worry in relationship with their family and friends.^[7] Khasawneh (2015) made a study on self-esteem profile among the female football players at Jorphan clubs. The study aimed to identify the level of physical and body self-esteem among the female football players of Jordan clubs. The study revealed that the level of self-esteem among female football players was medium and that level of body and physical self-esteem was medium as well.^[8] Joseph and Patrick (2013) made a study on self-esteem a cause or consequence of social support. The study has been devoted to examine the relation between self-esteem and social support, however the exact nature and direction of these relation are not well understood. The findings showed that self-esteem reliably predicted increasing level of social support quality and network size across time. The consequence model was not supported this helping adolescents to develop higher quality social support structure.^[9] Robins and Trzesniewski (2012) made a study on a brief primer on self-esteem. In this study researcher showed that high self-esteem is associated with the behaviour goals and coping process that facilitated success in school worked and relationship.^[10]

2. Operational definition of Keyterms

Self Esteem: In the present study the term Self-Esteem refers to self-concept of higher secondary school students which is manifest the students' feelings of self-worth and self-respect.

Higher Secondary School Students: In the present study the term Higher Secondary School Students denotes that, those students who are studying in XI and XII class in the schools of Kerala.

3. Objectives of the Study

- 1) To find out the significant difference in the Self Esteem among Higher Secondary School Students in Coastal Area with respect to Gender : Boys and Girls
- 2) To find out the significant difference in the Self Esteem among Higher Secondary School Students in Coastal Area with respect to Stream of Study : Science Group and Humanities Group

4. Hypotheses of the Study

H₁. There exists significant difference in the Self Esteem among Higher Secondary School Students in Coastal Area with respect to Gender: Boys and Girls

H₂. There exists significant difference in the Self Esteem among Higher Secondary School Students in Coastal Area with respect to Stream of Study: Science Group and Humanities Group

Method adopted for the study

Normative survey method was used for the study

Sample selected for the study

400 students studying in XIth and XIIth standard of higher secondary schools in Kozhikode district are the sample selected for the study. Sample was drawn by stratified random sampling technique.

Tool used for the study

Self Esteem Scale (Jayakrishna & Reshma, 2018) was used to find out the Self Esteem of Higher Secondary School Students in Coastal Area. The Self Esteem Scale (Jayakrishna & Reshma, 2018) was prepared in the pattern of five point scale. The Self Esteem Scale consists of 40 statements. Self Esteem tool was constructed on the basis of Rosenberg Self Esteem scale.

Statistical Techniques used for the Study

The major statistical techniques used for analysis and interpretation of data are the following:

Primary Analysis

For the primary analysis, mean, mean, mode, standard deviation, skewness and kurtosis were computed.

Table 1: Test of Significance for the difference in mean scores of Self-Esteem among Boys and Girls of Higher Secondary Schools in Coastal Area

Sample	No:	Mean	SD	t
Boys	181	100.1	12.30	3.51
Girls	219	96.04	10.81	

Table 1 reveals that t value obtained is 3.51 which is greater than the table value 2.58, at 0.01 level of significance. Therefore it can be interpreted that there exist significant difference in the mean scores of Self-Esteem among Boys and Girls of Higher Secondary Schools in Coastal Area. The study revealed that Boys are superior when compared to girls with respect to their Self-Esteem.

Table 2: Test of Significance for the difference in mean scores of Self-Esteem of Higher Secondary School Students in Coastal Area with respect to Stream of Study

Sample	No:	Mean	SD.	t
Humanities Group	181	103.13	12.25	4.21
Science Group	219	98.23	10.98	

The table 2 shows that the t value is 4.21 and is greater than the table value 2.58, at 0.01 level of significance. Hence, it can be interpreted that there exist significant difference in the mean scores of Self Esteem among students studying Humanities Group and Science Group at Higher Secondary School level in Coastal Area. Result shows that students of Humanities Group have more Self-Esteem when compared to students of Science Group.

5. Conclusion

Children showing self-esteem can perform very well in academic and social process. Therefore curriculum activities should be planned in accordance to develop self-esteem among students. It may lead to develop emotional

strength. Teacher should practice continuous and comprehensive evaluation in the classroom and also encourage students to evaluate their own achievement and limitation, there by students can take necessary steps to rectify their limitation and can proceed. This practice help the students to develop their optimism and self-esteem. The present study was done to find out the Self-Esteem of Higher Secondary School Students in Coastal Area with respect to Gender and Stream of Study. The study found out that Boys are superior when compared to girls with respect to their Self-Esteem. Findings of the study revealed that students who are studying Humanities Group at higher secondary school level in coastal area have more Self-Esteem when compared to students of Science Group.

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