

**STUDY OF SELF-ESTEEM OF TRIBAL AND NON-TRIBAL SENIOR
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Aligarh Muslim University, Aligarh***Abstract***

The present study aims at investigating Self-Esteem of male and female students of senior secondary schools of tribal and non-tribal area of Malda district, Kumari and Sarvar self-esteem inventory (2011) was used for this study. The findings of the research study indicate no significant variations between the two groups in all the three dimensions (general, cognitive and social self-esteem) and in total self-esteem as well. The obtained t-value of total self-esteem of tribal female and tribal male is 2.49, tribal female and non-tribal female is 2.73, tribal female and non-tribal male is 3.34, tribal male and non-tribal female is .116, tribal male and non-tribal male is .622, non-tribal female and no-tribal male is .622, non-tribal female and no-tribal male is .529. The mean value of total self esteem of tribal male is 136.66, tribal female is 127.86, non-tribal male is 138.44 and non-tribal female is 137.02.

INTRODUCTION:

Self-esteem is a term in psychology to reflect a person's overall evaluation or appraisal of his or her own worth. Self-esteem encompasses beliefs and emotions such as triumph, despair, pride and shame. Self-esteem can be positive or negative evaluation of the self. It is how we feel about it.

According to the American Heritage Dictionary of the English Language (2000), self-love is the instinct or desire to promote one's well-being. The evaluation to develop a partial exam with the capacity that is inherent to human nature, the fact of being able to think is the base of its suitability, and the fact of being alive is the base of the right to make an effort to achieve happiness. Thus, the basic natural state of human being should correspond to a high

self-esteem. Nonetheless, the fact is that there is a lot of people who, whether they acknowledge it or not, have a level of self-esteem below the theoretically natural.

That is due to the fact that during development, and through life itself, people tend to move away from positive self conceptualization and conceptualization, or even not approach it. The reasons why this happens are diverse, and they can be found in negative influence from other people, self-punishment for breaking one's values or shortage of understanding or compassion for one's actions or other's actions.

DEFINITIONS

According to James, W. (1983) The original normal definition presents self-esteem as a ratio found by dividing one's successes in areas of life of importance to a given individual by the failures in them or one's "success/prentensions." Problems with this approach come from making self-esteem contingent upon success: this implies inherent instability because failure can occur at any moment.

According to Rosenberg (1960) – He defined self-esteem in terms of a stable sense of personal worth or worthiness.

According to Branden (1969) – He defined self-esteem as the experience of being competent to cope with the basic challenges of life and being worthy of happiness. He also explains self-esteem is the sum of self-confidence (a feeling of personal capacity) and self-respect (a feeling of personal worth. Branden's description of self-esteem includes the following primary properties:

Branden's description of self-esteem includes the following:

- Self-esteem as a basic human need, its primary properties: makes an essential contribution to the life process, is indispensable to normal and healthy self-development, and has a value for survival.
- Self-esteem as an automatic and inevitable consequence of the sum of individuals choices in using their consciousness.
- Something experienced as a part of, or background to, all of the individuals thoughts, feelings and actions.

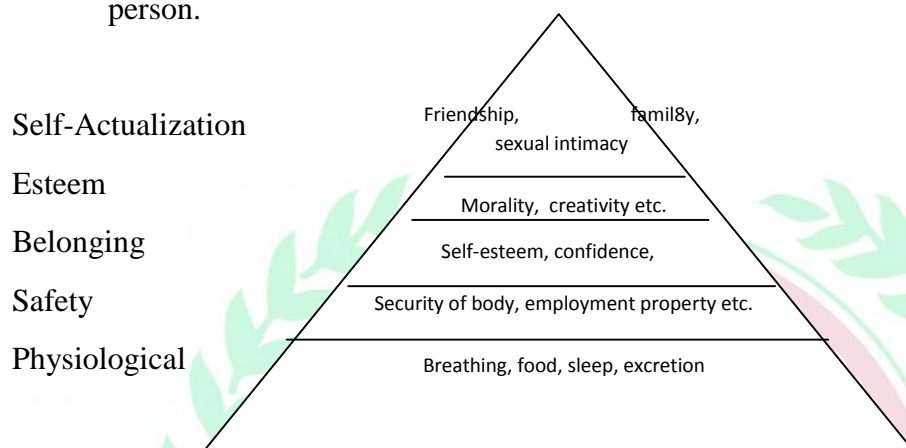
Branden (1969) concepts of self-esteem involve three main rules:

Thus self-esteem have main three levels which are described as follows:

- High Self-esteem (Positive self-esteem) – High self-esteem or positive self-esteem gives us the strength and flexibility to take charge of our lives and grow from our mistakes without the fear of rejection. It is to feel confidently capable for life, to feel able and worthy, or to feel right as a person. Some outward signs of positive self-esteem are confidence, self-direction, non-blaming behaviour, awareness of personal strengths, an ability to make mistakes and learn from them, an ability to accept mistakes from others, optimism, ability to solve problems, independent and co-

operative attitude, feeling comfortable with a wide range of emotions, ability to trust others, good sense of personal limitations, good self-care and the ability to say 'no'.

- Middle ground self-esteem – when a person in a confused state sometimes he is able and sometimes useless, right and wrong as a person and show the confusion in behaviour. One time he acts wisely and rashly others, thus he has a kind of insecurity.
- Low Self-Esteem corresponds to not feeling ready for life, or to feeling wrong as a person.



IMPORTANCE:

Abraham Maslow states that no psychological health is possible unless the essential core of the person is fundamentally accepted, loved and respected by others and by her or his self. Self-esteem allows people to face life with more confidence, benevolence and optimism and therefore easily reach their goals and self-actualize. It allows oneself to be more ambitious in respect to what one can experience emotionally, creatively and spiritually. To develop self-esteem is to widen the capacity to be happy; self-esteem allows people to be convinced they deserve happiness. Understanding, this is fundamental, and universally beneficial, since the development of positive self-esteem increases the capacity to treat other people with respect, benevolence and goodwill. American psychologist Abraham Maslow included in his hierarchy of needs. He described two different forms of esteem, the need for respect from others and the need for self-respect. Respect from others includes recognition, acceptance, status and appreciation. According to Maslow, without the fulfillment of the self-esteem need individuals will be unable to grow and self-actualization. Indeed, the concept of self-esteem is approached since then in humanistic psychology as an inalienable right for every person, explained in following sentence.

“Every human being, with no exception, for the mere fact to be it, is worthy of unconditional respect of everybody else; he deserves to esteem himself and to be esteemed.

THE PROBLEM:

The present study deals with self-esteem which is a state of mind. It is the way you think and feel about yourself. Those who have high self-esteem means having feelings of confidence, worthiness and positive regard for yourself. People with high self-esteem feel good about themselves. They feel a sense of belonging and security. They respect themselves

and appreciate others. They tend to be successful in life because they feel confident in taking on challenges and risking failure to achieve what they want. They have more energy for positive pursuits because their energy is not wasted on negative emotions, feeling of inferiority or working hard to take care of or please others at the expense of their own self-care. The amount of self-esteem you have depends on many factors – how you were raised, parental attitudes, life experiences, etc. Sometimes people lose self-esteem and feel bad about themselves because of failures or disappointments in life, or because of the way others in their lives have treated them. It is important to know that self-esteem can be gained at any time in life. Ideally, it happens in childhood; realistically, most people have to cultivate it later in life. The rewards of developing self-esteem include being able to take risks, having positive relationships, not being held back by fears and insecurities, pursuing your dreams and desires, making good choices and reaching your goals. Earlier many studies have been conducted on self-esteem but this study deals with the problem of self-esteem tribal and non-tribal senior secondary students of Malda district, West Bengal.

OBJECTIVES:

- 1) To compare the tribal male and tribal female on the dimensions of general self esteem, social self esteem, cognitive self esteem and total self esteem.
- 2) To compare the non tribal male and non-tribal female on the dimensions of general self esteem, social self esteem, cognitive self-esteem and total self esteem.
- 3) To compare the tribal male and non-tribal male on the dimensions of general self –esteem, social self-esteem, cognitive self-esteem and total self-esteem.
- 4) To compare the tribal female and non-tribal female on the dimensions of general self-esteem, social self-esteem, cognitive self-esteem and total self-esteem.
- 5) To compare the tribal female and non-tribal male on the dimensions of general self-esteem, social self esteem, cognitive self-esteem, and total self-esteem.
- 6) To compare the tribal male and non-tribal female on the dimensions of general self-esteem, social self-esteem, cognitive self-esteem and total self-esteem.

HYPOTHESES:

- 1) There is no significant difference between tribal male and tribal female senior secondary students on the dimensions of general self-esteem, social self-esteem, cognitive self-esteem and total self-esteem.
- 2) There is no significant difference non-tribal male and non-tribal female senior secondary students on the dimensions of general self-esteem, social self-esteem, cognitive self-esteem and total self-esteem.
- 3) There is no significant difference between tribal male and non-tribal male senior secondary students on the dimensions of general self-esteem, social self-esteem, cognitive self-esteem and total self-esteem.

- 4) There is no significant difference between tribal female and non-tribal female senior secondary students on the dimensions of general self-esteem, social self-esteem, cognitive self-esteem and total self-esteem.
- 5) There is no significant difference between tribal female and non-tribal male senior secondary students on the dimensions of general self-esteem, social self-esteem, cognitive self-esteem and total self-esteem.
- 6) There is no significant difference in the tribal male and non-tribal female senior secondary students on the dimensions of general self-esteem, social self-esteem, cognitive self-esteem and total self-esteem.

REVIEW OF RELATED LITERATURE:

Toros (2011) conducted a study on relationship between the level of assertiveness and self-esteem in university sport spectators. Pillemer and Brackett (2010) examined self-esteem memory and school in early adolescence. According to this study early adolescents recounted experience when they felt 'especially good' or 'especially bad' about themselves in the past year. Salami (2010) conducted a study on modern effects of resilience, self-esteem and social support on adolescents reactions to violence. Rasmussen and Pidgeon (2011) investigated the direct and indirect benefits of dispositional mindfulness on self-esteem and social anxiety. Myung et al. (2010) conducted a study on the effects of a cognitive – behavioural therapy on career attitude maturity, decision making style, and self-esteem of nursing students in Korea. Chen et al. (2010) examined factorial invariance of a Chinese self-esteem scale for third and sixth grade students. Stieger and Burger (2009) conducted a study on Implicit and Explicit self-esteem in the context of internet addiction. Larsen et al. (2010) conducted a study on body mass index and victimization during adolescence: the mediation role of depressive symptoms and self-esteem. Cheuk et al. (2011) conducted a study on the effects of being spurned and self-esteem on depersonalization and coping preferences in kindergarten teachers. Hillman et al. (2010) examined self-esteem and self-disgust both mediate the relationship between dysfunctional cognitions and depressive symptoms. The current study aimed to examine whether self-disgust and self-esteem both mediate the relationship between dysfunctional cognitions and depression.

METHOD:

The simple random sampling method was applied in this study. Kumari and Sarvar self-esteem inventory (2011) was administered on the senior secondary students of tribal and non-tribal area of Malda district.

THE POPULATION AND THE SAMPLE:

The population consists of male and female students from senior secondary tribal and non-tribal students of Malda district of West Bengal. Total number of sample which is used in this study are 191, tribal students are 91 (43 females and 48 males) and non-tribal students are 100 (50 males and 50 females).

DESCRIPTION OF THE INVENTORY USED:

These measures developed by Kumari and Sarvar (2011), describe three types of self-esteem. General self-esteem measures the values which are related to personal thoughts, behaviour etc.

- Cognitive self-esteem measures the thought process of oneself such as positive thoughts, negative thoughts etc.
- Social self-esteem measures the values related to society, friends, peer group etc.

These dimensions have been applied to describe self-esteem of tribal and non-tribal students at senior secondary level. In this inventory, positive and negative statements are made which can be measured through five point scale as for positive statements 5-strongly Agree, 4-Agree, 3-Undecided, 2-Disagree, 1-Strongly Disagree. For negative statements this sequence is reversed.

RELIABILITY OF THE SCALE:

To calculate the reliability of the scale, the split half method have been used. The reliability of this scale is .83.

VALIDITY OF THE SCALE:

Construct validity has been found for this scale.

PRESENTATION AND ANALYSIS OF DATA

As per the design of the study, the needed data were collected and statistically analysed to verify the stated hypotheses of the study. Here we are presenting the results of the statistical analysis done together with their interpretation. For convenience and clarity in presentation, the results have been presented according to the hypotheses of the study.

Hypothesis-01

“There is no significant difference between tribal male and tribal female senior secondary students on the dimensions of general self-esteem, social self-esteem, cognitive self-esteem and total self-esteem.”

Table 1: Table showing dimensions of self-esteem of tribal male and tribal female

Dimensions	Group	No.of	Mean	S.D.	t-value
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		Students			
General Self-Esteem	Tribal Male	48	47.68	6.46	1.28
	Tribal Female	43	45.81	7.46	
Social Self-Esteem	Tribal Male	48	44.46	6.61	1.92
	Tribal Female	43	41.86	7.21	
Cognitive Self-Esteem	Tribal Male	48	44.33	6.75	2.90
	Tribal Female	43	40.18	6.83	
Total Self-Esteem	Tribal Male	48	136.66	15.69	2.49
	Tribal Female	43	127.86	17.95	

The above table shows that there is no significant difference between tribal male and tribal female on the dimension of general self-esteem as the obtained T-value (1.28), which is not significant both at 0.01 and 0.05 level of significance. Therefore, null hypothesis is accepted. On the dimension of social self-esteem the obtained t-value (1.92) which is not significant both at 0.01 and 0.05 level. Therefore null hypothesis is accepted. On the dimension of cognitive self-esteem , the obtained t-value (2.90) which is significant both at 0.01 and 0.05 level. Therefore, null hypothesis is rejected. On the dimension of total self-esteem, the obtained t-value (2.49) which is not significant both at 0.01 and 0.05 level. Therefore, null hypothesis is accepted.

Hypothesis-02

“There is no significant difference between non- tribal male and non-tribal female senior secondary students on the dimensions of general self-esteem, social self-esteem, cognitive self-esteem and total self-esteem.”

Table 2: Table showing dimensions of self-esteem of non-tribal male and non-tribal female

Dimensions	Group	No.of Students	Mean	S.D.	t-value
General Self-Esteem	Non-Tribal Male	50	49.09	5.22	3.20
	Non-Tribal Female	50	48.36	7.13	
Social Self-Esteem	Non-Tribal Male	50	43.40	5.72	1.03
	Non-Tribal Female	50	44.58	5.67	
Cognitive Self-Esteem	Non-Tribal Male	50	45.96	5.54	1.48
	Non-Tribal Female	50	44.08	7.06	
Total Self-Esteem	Non-Tribal Male	50	138.44	12.41	.529
	Non-Tribal Female	50	137.02	14.37	

The above table shows that there is no significant difference between non-tribal male and non-tribal female on the dimension of general self-esteem as the obtained T-value (.575), which is not significant both at 0.01 and 0.05 level of significance. Therefore, null hypothesis is accepted. On the dimension of social self-esteem the obtained t-value(1.03) which is not significant both at 0.01 and 0.05 level. Therefore null hypothesis is accepted. On the dimension of cognitive self-esteem , the obtained T-value(1.48) which is not significant both at 0.01 and 0.05 level. Therefore, null hypothesis is accepted. On the dimension of total self-esteem, the obtained T-value(.529) which is not significant both at 0.01 and 0.05 level. Therefore, null hypothesis is accepted.

Hypothesis-03

“There is no significant difference between tribal male and non-tribal male senior secondary students on the dimensions of general self-esteem, social self-esteem, cognitive self-esteem and total self-esteem.”

Table 3: Table showing dimensions of self-esteem of tribal male and non-tribal male

Dimensions	Group	No. of Students	Mean	S.D.	t-value
General Self-Esteem	Tribal Male	48	47.68	6.46	1.17
	Non-Tribal Male	50	49.08	5.22	
Social Self-Esteem	Tribal Male	48	44.64	6.61	.998
	Non-Tribal Male	50	43.40	5.72	
Cognitive Self-Esteem	Tribal Male	48	44.33	6.75	1.30
	Non-Tribal Male	50	45.96	5.54	
Total Self-Esteem	Tribal Male	48	136.66	15.69	.622
	Non-Tribal Male	50	138.44	12.41	

The above table shows that there is no significant difference between tribal male and tribal female on the dimension of general self-esteem as the obtained t-value (1.17), which is not significant both at 0.01 and 0.05 level of significance. Therefore, null hypothesis is accepted. On the dimension of social self-esteem the obtained t-value(.998) which is not significant both at 0.01 and 0.05 level. Therefore null hypothesis is accepted. On the dimension of cognitive self-esteem, the obtained t-value(1.30) which is not significant both at 0.01 and 0.05 level. Therefore, null hypothesis is accepted. On the dimension of total self-esteem, the obtained t-value (.529) which is not significant both at 0.01 and 0.05 level. Therefore, null hypothesis is accepted.

Hypothesis-04

“There is no significant difference between tribal female and non-tribal female senior secondary students on the dimensions of general self-esteem, social self-esteem, cognitive self-esteem and total self-esteem.”

Table 4: Table showing dimensions of self-esteem of tribal female and non-tribal female

Dimensions	Group	No. of Students	Mean	S.D.	t-value
General Self-Esteem	Tribal Female	43	45.81	7.46	1.67
	Non-Tribal Female	50	48.36	7.13	
Social Self-Esteem	Tribal Female	43	41.86	7.21	2.03
	Non-Tribal Female	50	44.58	5.67	
Cognitive Self-Esteem	Tribal Female	43	40.18	6.83	2.69
	Non-Tribal Female	50	44.08	7.06	
Total Self-Esteem	Tribal Female	43	127.86	17.95	2.73
	Non-Tribal Female	50	137.02	14.37	

The above table shows that there is no significant difference between tribal male and tribal female on the dimension of general self-esteem as the obtained t-value (1.67), which is not significant both at 0.01 and 0.05 level of significance. Therefore, null hypothesis is accepted. On the dimension of social self-esteem the obtained t-value (2.03) which is not significant both at 0.01 and 0.05 level. Therefore null hypothesis is accepted. On the dimension of cognitive self-esteem, the obtained t-value (2.69) which is significant both at 0.01 and 0.05 level. Therefore, null hypothesis is rejected. On the dimension of total self-esteem, the obtained t-value (2.73) which is significant both at 0.01 and 0.05 level. Therefore, null hypothesis is rejected.

Hypothesis-05

“There is no significant difference between tribal female and non-tribal male senior secondary students on the dimensions of general self-esteem, social self-esteem, cognitive self-esteem and total self-esteem.”

Table 5: Table showing dimensions of self-esteem of tribal female and non-tribal male

Dimensions	Group	No. of Students	Mean	S.D.	t-value
General Self-Esteem	Tribal Female	43	45.81	7.46	2.46
	Non-Tribal Male	50	49.08	5.22	
Social Self-Esteem	Tribal Female	43	41.86	7.21	1.14
	Non-Tribal Male	50	43.40	5.72	
Cognitive Self-Esteem	Tribal Female	43	40.18	6.83	4.49
	Non-Tribal Male	50	45.96	5.54	
Total Self-Esteem	Tribal Female	43	127.86	17.95	3.34
	Non-Tribal Male	50	138.44	12.41	

The above table shows that there is no significant difference between tribal male and tribal female on the dimension of general self-esteem as the obtained t-value (2.46), which is not significant both at 0.01 and 0.05 level of significance. Therefore, null hypothesis is accepted. On the dimension of social self-esteem the obtained t-value (1.14) which is not significant both at 0.01 and 0.05 level. Therefore null hypothesis is accepted. On the dimension of cognitive self-esteem, the obtained t-value (4.49) which is significant both at 0.01 and 0.05 level. Therefore, null hypothesis is rejected. On the dimension of total self-esteem, the obtained t-value (3.34) which is significant both at 0.01 and 0.05 level. Therefore, null hypothesis is rejected.

Hypothesis-06

“There is no significant difference between tribal male and non-tribal female senior secondary students on the dimensions of general self-esteem, social self-esteem, cognitive self-esteem and total self-esteem.”

Table 6: Table showing dimensions of self-esteem of tribal male and non-tribal female

Dimensions	Group	No. of Students	Mean	S.D.	t-value
General Self-Esteem	Tribal Male	48	47.68	6.46	.48
	Non-Tribal Female	50	48.36	7.13	
Social Self-Esteem	Tribal Male	48	44.64	6.61	.053
	Non-Tribal Female	50	44.58	5.67	
Cognitive Self-Esteem	Tribal Male	48	44.33	6.75	.181
	Non-Tribal Female	50	44.08	7.06	
Total Self-Esteem	Tribal Male	48	136.66	15.69	.116
	Non-Tribal Female	50	137.02	14.37	

The above table shows that there is no significant difference between tribal male and tribal female on the dimension of general self-esteem as the obtained t-value (.48), which is not significant both at 0.01 and 0.05 level of significance. Therefore, null hypothesis is accepted. On the dimension of social self-esteem the obtained t-value (.053) which is not significant both at 0.01 and 0.05 level. Therefore null hypothesis is accepted. On the dimension of cognitive self-esteem, the obtained t-value (0.181) which is not significant both at 0.01 and 0.05 level. Therefore, null hypothesis is accepted. On the dimension of total self-esteem,

the obtained t-value (.116) which is not significant both at 0.01 and 0.05 level. Therefore, null hypothesis is accepted.

CONCLUSION

In the quest to find out the difference in the dimensions of self-esteem of tribal male and tribal female, non-tribal male and non-tribal female, tribal male and non-tribal male, tribal female and non-tribal female, tribal female and non-tribal male, tribal male and non-tribal female senior secondary students of Malda district, West Bengal, the investigator has carried out the following conclusions.

- 1) There is no significant difference between tribal male and tribal female senior secondary students on the dimensions of general self-esteem, social self-esteem and total self-esteem but cognitive self-esteem has significant difference.
- 2) There is no significant difference non-tribal male and non-tribal female senior secondary students on the dimensions of general self-esteem, social self-esteem, cognitive self-esteem and total self-esteem.
- 3) There is no significant difference between tribal male and non-tribal male senior secondary students on the dimensions of general self-esteem, social self-esteem, cognitive self-esteem and total self-esteem.
- 4) There is no significant difference between tribal female and non-tribal female senior secondary students on the dimensions of general self-esteem and social self-esteem but cognitive self-esteem and total self-esteem has significant difference.
- 5) There is no significant difference between tribal female and non-tribal male senior secondary students on the dimensions of general self-esteem and social self-esteem but cognitive self-esteem and total self-esteem has significant difference.
- 6) There is no significant difference in the tribal male and non-tribal female senior secondary students on the dimensions of general self-esteem, social self-esteem, cognitive self-esteem and total self-esteem.

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