SELF-ESTEEM OF HIGHER SECONDARY SCHOOL STUDENTS

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Abstract

The current investigation was planning to assess self-esteem of higher secondary school students in Cuddalore district, Tamil Nadu. Self-esteem scale constructed and standardized by researcher and guide is used to collect data from 210 higher secondary school students randomly. The scale contains 26 items in 6 dimensions. The collected data were analyzed with help of IBMSPSS19. Statistical techniques like Descriptive analysis, inferential analysis, correlation analysis and regression analysis have been used in this study. The higher secondary school student self-esteem is very high (109).Standard and Gender shows significant relationship with self-esteem of higher secondary school students. A stepwise regression was carried out to find the predication model for self-esteem. The predication model contained three of the ten predictors and was reached in 3 steps with 7 variables removed. The model was statistically significant, $F(3,206)=17.08, p<0.01,$ and accounted for approximately 19% of variance in self-esteem$(R2=0.199, Adjusted R2= 0.187).$The structure coefficient suggests that standard and Gender were strong Indicator of Self-esteem and age was moderate Indicator of Self-Esteem.

Keywords: Age, Gender, Higher school students, Standard, Self-Esteem.

INTRODUCTION:

Self-esteem is confidence in one's capacity to achieve values. It is subjective and enduring sense of realistic self-approval. It reflects how the individual views and values the self at the most fundamental levels of psychological experiencing. Higher secondary school student's stage is human development of the nations by skills development through proper education that occurs between childhood and adulthood. The students should have very good self-esteem about themselves to grow them as great achievers. The teachers should help them to find their strengths and weakness. It will lead them to be successful leader again in society. So, self-esteem will develop a confident of one person. It leads to grow a very good society to the country. Because, once you start to respect yourself, then you will respect automatically others it the society. This culture will develop a very good relationship with the people.

SIGNIFICANT OF THE STUDY:

We used to evaluate in ourselves in a higher order, sometime we over estimate certain things. Students must be trained to evaluate accurately about themselves and others. This assessment of self-esteem will help the high school students to have a better self-understanding. So they develop self-evaluation skill. This will reduce more conflict with teacher and fellow friends.

NEED OF THE STUDY:

The value we attach ourselves to our activities are determined by self-esteem. Sometimes others opinion (reality) may not match with our self-esteem. It will create an internal conflict in our mind. Even after much criticism we perpetuate with new self-confidence and self-esteem to motivate ourselves. Self-esteem means self-evaluation about their own achieving and social recognition. High school students are in preadolescence period. Their self-esteem helps to choose their vocation path in their educational life. This study helps to give real picture about their self-evaluation.

OBJECTIVES OF THE STUDY

1. To assess the level of self-esteem of higher secondary students.

2. To identify the relationship between self-esteem and its sub sample

3. To find the predicator of self-esteem.

4. To determine dominate self-esteem.

HYPOTHESES OF THE STUDY

The following hypotheses have been formulated on the basis of the objectives of the present study.

1. Higher secondary school student's self-esteem is high.

2. There is no significant relationship between subsamples and self-esteem of higher secondary school students.

3. There is no predictor of self-esteem of higher secondary school students.

4. There is no dominant self-esteem found among higher secondary school students.

METHODOLOGY:

Normative survey is used in the present study. Students from self-financing aided and government schools were chosen for sample collection. The respondents were randomly selected from each school. Self-esteem is treated as research variables. School type, standard, age, gender, locality, medium, mother qualification, father qualification, parent's occupation and parents income are treated as demographic variables. Self-esteem scale constructed and

validated by the Researcher guide and Seethalakshmi 2018 has been used in this study. The final self-esteem scale contain 26 item in 6 dimensions, there 3 negative statements and 23 positive statements. Positive item are scored as 5,4,3,2,1 strongly agree, agree, undecided, Disagree and Strongly Disagree. Negative items are reversely scored. The reliability scale was found with help of Cronbach alpha and the reliability scale was 0.705 and validity of the scale is 0.83

Table-1 Percentage analysis of Self-Esteem score of the total sample

S.No	Self-Esteem	Score	Percentage
1	Very Low	0-26	0
2	Low	27-52	0
3	Moderate	53-78	0
4	High	79-104	21.43
5	Very High	105-130	78.57

78.57%of higher secondary schoolstudents Self-Esteem arevery high and 21.43% of higher secondary school students Self-Esteem are high.

Table -2 Mean And Standard Deviation Of Self-Esteem Of Entire Sample

Variable	Mean	N	Standard deviation
Self-Esteem	**109.88**	**210**	**8.43**

The mean score and standard deviation of Self-Esteem of Higher Secondary school students. It is found to be 109.88 and 8.43 respectively and concluded that the **higher secondary school students Self-Esteem is Very High (105-130)**

Table-3.t- Test showing relationship between self-esteem and certain personal variables.

S.No	Personal Variable		N	Mean	t-value	Result at 5% level of Significance
1	STD	11STD	105	112.2095	4.16	S
		12STD	105	107.5429		
2	Gender	female	106	112.1321	4.04	S
		male	104	107.5769		
3	Locality	urban	84	110.0595	0.26	NS
		rural	126	109.7540		
4	Medium	English	140	109.5357	-0.83	NS
		Tamil	70	110.5571		

It is inferred from the obtained t-value that there is no significant difference in 11th and 12th standard students **Total Self-Esteem.** Since the calculated t-value (4.16) is significant at 0.05% level. Therefore the stated null hypothesis is rejected and alternate

hypothesis is accepted. **Therefore it is concluded that the 11th and 12th standard student respondent differ in their Total self-esteem.**

It is inferred from the obtained t-value that there is no significant difference in female and male students **Total Self-Esteem.** Since the calculated t-value (4.04) is significant at 0.05% level. Therefore the stated null hypothesis is rejected and alternate hypothesis is accepted. **Therefore it is concluded that the female and male student respondent differ in their Total self-esteem.**

It is inferred from the obtained t-value that there is no significant difference in urban and rural students **Total Self-Esteem.** Since the calculated t-value (0.26) is not significant at 0.05% level. Therefore the stated null hypothesis is accepted and alternate hypothesis is rejected. **Therefore it is concluded that the urban and rural student respondent do not differ in their Total Self-Esteem.**

It is inferred from the obtained t-value that there is no significant difference in English and Tamil medium students **Total Self-Esteem.** Since the calculated t-value (-0.83) is not significant at 0.05% level. Therefore the stated null hypothesis is accepted and alternate hypothesis is rejected. **Therefore it is concluded that the English and Tamil medium student respondent do not differ in their Total Self-Esteem.**

Table-4. F- Test showing relationship between self-esteem and certain personal variables.

S.No	Personal variables		Sum of Squares	Df	Mean Square	'F' value	Significance at 5% level
5	School type	Between Groups	156.75	2	78.38		
		Within Groups	14712.03	207	71.07	1.10	NS
		Total	14868.78	209			
6	Age	Between Groups	98.45	2	49.22		
		Within Groups	14770.34	207	71.35	0.69	NS
		Total	14868.78	209			
7	Mother Qualification	Between Groups	58.10	3	19.67		
		Within Groups	14809.78	206	71.89	0.27	NS
		Total	14868.78	209			
8	Father Qualification	Between Groups	157.80	3	52.60		
		Within Groups	14710.98	206	71.41	0.74	NS
		Total	14868.78	209			
9	Parental Occupation	Between Groups	517.39	3	172.46		
		Within Groups	14351.39	206	69.67	2.48	NS
		Total	14868.78	209			
10	Parental Income	Between Groups	45.47	2	22.74		
		Within Groups	14823.31	207	71.61	0.32	NS
		Total	14868.78	209			

It is inferred from obtained f-value that there is no significant difference in different school type in their total self-esteem. Since calculated f-value (0.33) which is not significant at 5% level. Therefore stated null hypothesis is accepted. **Therefore the students with different school type do not differ in their total self-esteem.**

It is inferred from obtained f-value that there is no significant difference in different age group in their total self-esteem. Since calculated f-value (0.69) which is not significant at 5% level. Therefore stated null hypothesis is accepted. **Therefore the students with different age groupdo not differ in their total self-esteem.**

It is inferred from obtained f-value that there is no significant difference in different mother qualification in their total self-esteem. Since calculated f-value (0.27) which is not significant at 5% level. Therefore stated null hypothesis is accepted. **Therefore the students with different mother qualification do not differ in their total self-esteem.**

Table-5. Coefficient of Correlation Between Personal Variables And Self-Esteem of Higher Secondary School Students

S.No	Personal Variables	Self-Esteem	level Significance
1	School type	.01	NS
2	Standard	-.28**	**S**
3	Age	.04	NS
4	Gender	-.27**	**S**
5	Locality	-.02	NS
6	Medium	.06	NS
7	Mother Qualification	.04	NS
8	Father Qualification	-.02	NS
9	Parent Occupation	.08	NS
10	Parent Income	.02	NS

It is inferred from obtained f-value that there is no significant difference in different father qualification in their total self-esteem. Since calculated f-value (0.74) which is not significant at 5% level. Therefore stated null hypothesis is accepted. **Therefore the students with different father qualificationdo not differ in their total self-esteem.**

It is inferred from obtained f-value that there is no significant difference in different parents' occupation in their total self-esteem. Since calculated f-value (2.48) which is not

significant at 5% level. Therefore stated null hypothesis is accepted. **Therefore the students with different parents' occupationdo not differ in their total self-esteem.**

It is inferred from obtained f-value that there is no significant difference in different parents' income in their total self-esteem. Since calculated f-value (0.32) which is not significant at 5% level. Therefore stated null hypothesis is accepted. **Therefore the students with different**

parents' incomedo not differ in their total self-esteem.

Coefficient of Correlation (table- 5) between Self-esteem of Higher Secondary School Students and school type, STD, Age, Gender, Locality, Medium, Mother qualification, Father qualification, parental occupation and parent income is found to be.01, -.28,.04, -.27,-.02, .06, .04,-.02, .08 and .02. **Hence it is concluded that there is negative significant relationship between Self-esteem of Higher Secondary School Students and Standard and Gender. No other significant relationship between Self-esteem of Higher Secondary School Students and other personal variables.**

Table -6. Stepwise Regression Between Self-Esteem and Other Variables

Model	B	Std. Error	Beta	Pearson r	Sr^2	Structure Coefficient
(Constant)	121.490	2.366				
STD	-6.547	1.175	-.389	-.277	-.347	-.621
gender	-5.018	1.057	-.298	-.271	-.296	-.601
age	2.862	.806	.249	.042	.221	.094

Note. The dependent variable self-esteem. R^2=0.199 AdjustedbR^2=0.187 sr^2 is squared semi-partial correlation. * $p < .05$

Table -6 shows STD, Gender, Locality, Medium, school type, Age, Motherqualification, Father qualification, parental occupation,parent income and Self-esteem analysis to predict Self-esteem of school students problem. As can be seen in **Table-6**correlations between **Standard, Gender and Self-esteem of Higher Secondary School Students** were **statistically significant**.

The prediction model contained 3 of the ten predictors and was reached in Threesteps with 7 variables removed. The model was statistically significant, ***F* (3,203) = 17.076,***p< **.001,** and accounted for approximately 19 % of the variance of Self-esteem of Higher Secondary School Students(R2=.199, Adjusted R2 =.187). **Self-esteem of Higher Secondary School Students** is primarilypredicted by the lower levels of age and to the lesserextent by the higher levels of Standard and gender. The raw andstandardized regression coefficient of predictors together with their correlation with **Self-esteem of Higher Secondary School**

Students, their squared semi-partial correlations, and their structure Coefficients are shown in table-6.The Standard received the strongest weight in modelfollowed by Gender and Age. Age isthe lowest weight of the three weights. With the sizeable correlations betweenthe predictors, the unique variance explained by each of the variables indexed by the squaredsemi-partial correlation was relatively low: Standard, Gender and Age uniquely accounted for approximately 3%, 3%, and 2%of the Self-esteem of Higher Secondary School Students. Inspection of the structure coefficient suggests that**Standard, Gender were relatively strong indicator of Self-esteem of Higher Secondary School Students and Age was Moderate indicator of Self-esteem of Higher Secondary School Students.**

CONCLUSION:

The students studying in Government schools, female with 17 years of age, Living in Urban, studying in Tamil medium, having Professional qualified Father and Mother, Business parents earning 11-20 thousand as monthly income, children ofbusiness parents are having more self-esteem. Personal variables created **19%** of variation in the self-esteem of higher secondary school children. Self-esteem of higher secondary school students are at very high level. **So the educational institutions should give opportunity to have a real assessment about their students. Over expectation of the children about their capabilities results in fear of failure, worth less feeling etc. and causes maladjustment among students. So educational institutions should give proper counseling to the students to accept the reality and adjust to the reality.**

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