

# A Study on Self Esteem among the Students of Higher Secondary School Level

*Love who you are, embrace who you are. Love yourself. When you love yourself, people can kind of pick up on that: they can see confidence, they can see self-esteem, and naturally, people gravitate towards you.*

----- Lilly Singh

Suvankar Biswas

M. Phil Scholar, Department of Education  
University of Kalyani, Kalyani  
Nadia, West Bengal, India

**Abstract:** Self-esteem is central to everything to do. It affects the people/s behavior and thoughts. It changes how the people feel about and value themselves. Positive self-esteem is vital in development of a healthy personality. The aim of the present study is to examine self-esteem among the students of higher secondary schools. Dr. Santosh Dhar & Dr. Upinder Dhar's Self Esteem Scale (SES) developed by investigator self was used to measure self-esteem of the students. The study comprised a small sample of 100 students of Four Higher Secondary Schools from based on rural and urban areas in Bongaon Town, State of West Bengal. The reliability was calculated which were 0.71. After analysis of the results, it was found that all H.S. School students have low self-esteem. The results revealed that there is no significant difference in Self Esteem of H.S. School Level students based on their Gender and Location.

**Keywords:** Self-concept, self-esteem, H.S. School Students

## Introduction:

The identification of self-esteem as a distinct psychological construct has thought to have its origins in the work of philosopher and psychologist, **William James (1892)**. **James**<sup>1</sup> 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'). Observation about the self and storage of those observations by the I-self create three types of knowledge, which collectively account for the Me-self, according to James. These are the material self, social self, and spiritual self. The social self comes closest to self-esteem, comprising all characteristics recognized by others. The material self consists of representations of the body and possessions, and the spiritual self of descriptive representations and evaluative dispositions regarding the self. This view of self-esteem as the collection of an individual's attitudes toward oneself remains today. **James** further divided the 'Me' part of self into the material self, the social self, and the spiritual self.

In psychology, the term Self Esteem used to describe a person's overall sense of 'Self worth' or 'Personal Value'. In others words how much appreciate and like yourself. Self-esteem can involve a variety of belief about yourself, such as the appraisal of your our appearance, belief, emotions and behaviors. The person, who does not give importance to others, does not give importance to him. If he can values himself and understands his own values, then can make himself very respectable to view others; the feeling of his worth is called self-esteem. One of the goals of the development of personality is to develop children's personality in different subjects in the course of the development. It is important to develop a personality of self-respect when it comes to school and the process for learning is revolved around him. Child is an entity, which is not full of resources, so that schools have established to fulfill the wealth of education. The work of the school and the education process is to find out the child's inferred wealth. Through, these children will be familiar with their own abilities. He will understand his value. With any situation of life, you can fight with confidence in yourself or at least try to struggles.

In the late adolescence period during higher secondary level, some of the students' personal and social needs have developed. For example, the independence needs, life's needs, philosophical needs, etc. Through the satisfaction, some of these needs, the special concepts created in each individual. Self-esteem is one of them. The idea of self-esteem in the middle of the post-period adolescence, especially the students of high school level, was strongly exposed. Personal and social interaction together makes self-esteem. For example, **Maslow's Self-Actualization Theory**, places self-esteem for the 2nd high level of 5 demands in the chart. If the highest goal of education is to develop personality, it must definitely develop self-esteem among the students. Therefore, the education curriculum, textbooks, teaching methods should be created and managed in such a way through which proper self-esteem is developed among each student.

<sup>1</sup> [https://en.wikipedia.org/wiki/William\\_James#cite\\_note-iep-58](https://en.wikipedia.org/wiki/William_James#cite_note-iep-58)

**Need of the Study:**

Self Esteem at the higher secondary school stage of students life takes a vital role for developed their personality. Self-esteem is your opinion about yourself. Its levels at the extreme high low ends of the spectrum can be harmful. Therefore, ideally it is best to strike a balance somewhere in the middle. So if the development of the self-esteem has not developed properly, then the development of life has not fulfilled. A person who cannot properly develop a positive response to self-esteem he/she cannot consider as a perfect man. In such a situation, self-esteem has needed to adapt to the norms of feelings for develop a good human being.

**Statement of the Problem:**

The problem of the present study has been state as follows:

**“A Study on Self Esteem among the Students of Higher Secondary School Level”****Review of the Literature:**

Knowledge is, cumulative in nature. Knowledge in the form of ideas never dies out. In fact, past knowledge always acts as a backbone for present understanding and shows a direction to the present knowledge. This exercise may help in developing a deeper and broader understanding, of the problem selected for the present study. **Topandasani. (2013)**, conducted study on “A Study of the Differences in Self-Concept of High Creative and Low Creative Adolescents”. Studied the inter-relationship between creativity and self-esteem of 263 students reading in grade four, five and six, and found a significant relationship between creativity scores and self-esteem scores. Also, observed the correlation between creative thinking and self-concept significant in two areas of creative thinking (fluency and elaboration). However, no significant relationship was marked between self-concept and creativity, flexibility, originality.

**Yadav, et al. (2013)**, conducted study on “A Comparative Study on Self-Esteem among Tribal and Non-Tribal Students in Udupi Taluk, Karnataka”. The aim of this study was to compare the self-esteem among tribal and non-tribal student in Udupi Taluk. Study participants were students of class VIII, IX & X standards. One school randomly selected from the list of government schools in Brahmavar. Results have reported as frequency and proportion. Independent t test was used to compare the self-esteem of tribal and non-tribal student. Study' found that more than two third of the tribal student had low self-esteem. There was statistically significant difference ( $p < 0.01$ ) in self-esteem between tribal and non-tribal students.

**Heil and Brebels (2011)**, investigated on “Conservatism is Good for You: Cultural Conservatism Protects Self-Esteem in Older Adults”. The present research explores whether adhering to cultural conservative beliefs creates self-esteem in older people. In a sample of 311 retired persons, it was found that conservatism was positively related to self-esteem and that this relationship was especially strong in the oldest age group.

**Komuwo and Rabindranath (2011)**, conducted study on “Self-Esteem among Tribal and Non-Tribal Students of Manipur” aimed to find out the level of self-esteem among the tribal and non-tribal students of Manipur and examine its influencing factors among them. The study covered nine Schools and Colleges from the two Districts of Senapati and Imphal West. A sample of 82 students of 41 tribal and 41 non-tribal, studying in class 10, 12 and graduates have randomly selected for the study. The Self-esteem scale developed by Morris Rosenberg (1965) employed for assessing the level of self-esteem of the respondents. Results found that the majority of the non-tribal students (90.2%) seem to fall in the normal range of self-esteem, where as only (75.6%) of the tribal students fall in the normal range of self-esteem. The major influencing factors affecting self-esteem also differs from tribal and non-tribal students. Gender differences were found in the levels of self-esteem between male and female.

**Michalak et al. (2011)**, conducted study on “Buffering Low Self-Esteem: The Effect of Mindful Acceptance on the Relationship between Self-Esteem and Depression” addressed the question of whether a non-judgmental accepting stance towards experience moderates the relationship between self-esteem and depression. In a sample of 216 undergraduate students, self-esteem was assessed with the Rosenberg Self-Esteem Scale (RSES), acceptance with the ‘accept without judgment’ sub-scale of Kentucky Inventory of Mindfulness Skills, and depressive symptoms with the Beck Depression Inventory. Results showed that in-judgmental acceptance moderates the relationship between self-esteem and depression. In persons with low mindful acceptance, self-esteem was much more closely associated with depression than in persons with high mindful acceptance.

**Objectives of the Study:**

The objectives of the study are ---

1. To study self-esteem of the higher secondary school level students
2. To find out self-esteem among the boys and girls students of the higher secondary students
3. To find out self-esteem among rural and urban areas of the higher secondary students

**Hypothesis:**

The hypothesis of the study:

1. There is no significant difference in Self-Esteem of higher secondary school students with respect their gender.
2. There is no significant difference in Self-Esteem of higher secondary school students with respect their location.

**Variables:**

The variables in the present study are ---

1. Dependent variables: Self Esteem and
2. Independent variables: (a) Gender and (b) Location

**Scopes of the Study:**

1. The present investigation centre round is self-esteem among higher secondary school students.
2. The investigation is extended only XI-XII standards pupils.
3. Self Esteem mainly concentrated on Higher Secondary School Students with respect to their Gender and Location basis such as Boys and Girls & Rural and Urban.

**Delimitations of the Study:**

1. The sample is limited to 100 students of higher secondary school.
2. The sample is limited to a sample of four higher secondary schools area, Bongaon Town, State of West Bengal.
3. The study is limited to the following Independent variables: (i) Gender and (ii) Location

**Methodology of the Study:**

In the present study, descriptive survey method used to collect data about the investigation.

**Sample:**

The small sample of 100 high school students have drawn from the population of the students of XI-XII standard from four high schools in the Bongaon Town, state of West Bengal. The sample has the same number of boys and girls students as well as an equal number of rural and urban students. Four high schools selected through the Purposive Sampling Technique and school students were random sampling techniques. The stratification has worked based on their gender and living areas such as rural and urban.

**Tool Used:**

Dr. Santosh Dhar and Dr. Upinder Dhar's Self Esteem Scale (SES) developed by researcher or investigator self was used to the Self Esteem of the students for the purpose of data collection. It is consisted 23 items with the following six factors:

- ❖ Positivity
- ❖ Openness
- ❖ Competence
- ❖ Humility
- ❖ Self Worth
- ❖ Learning Orientation

Scoring procedure for 23 items set against Likert five-point scale i.e. Strongly Disagree, Disagree, Not Sure, Agree and Strongly Agree awarded the score of 1, 2, 3, 4, 5 respectively. The researcher standardized the tool according to his study sample. The tool provided to the experts in the Education Department, University of Kalyani, State of West Bengal, to establish content validity. Reliability of the tool has established by Split- half method. The reliability of the tool is 0.71. Therefore, the tool is reliable.

**Statistical Techniques Used:**

In the present study, two types of statistical measures used such as Descriptive and Inferential statistics i.e. Mean, Standard Deviation (S.D.), and T-test have used to find out Emotional Maturity of Higher Secondary School Students with respect to their Gender and Location.

**Data Analysis and Discussion:**

The collected data were analysed with descriptive and inferential statistical techniques and interpreted.

**Hypothesis 1: There is no significant difference in Self Esteem of higher secondary school students with respect to their gender.**

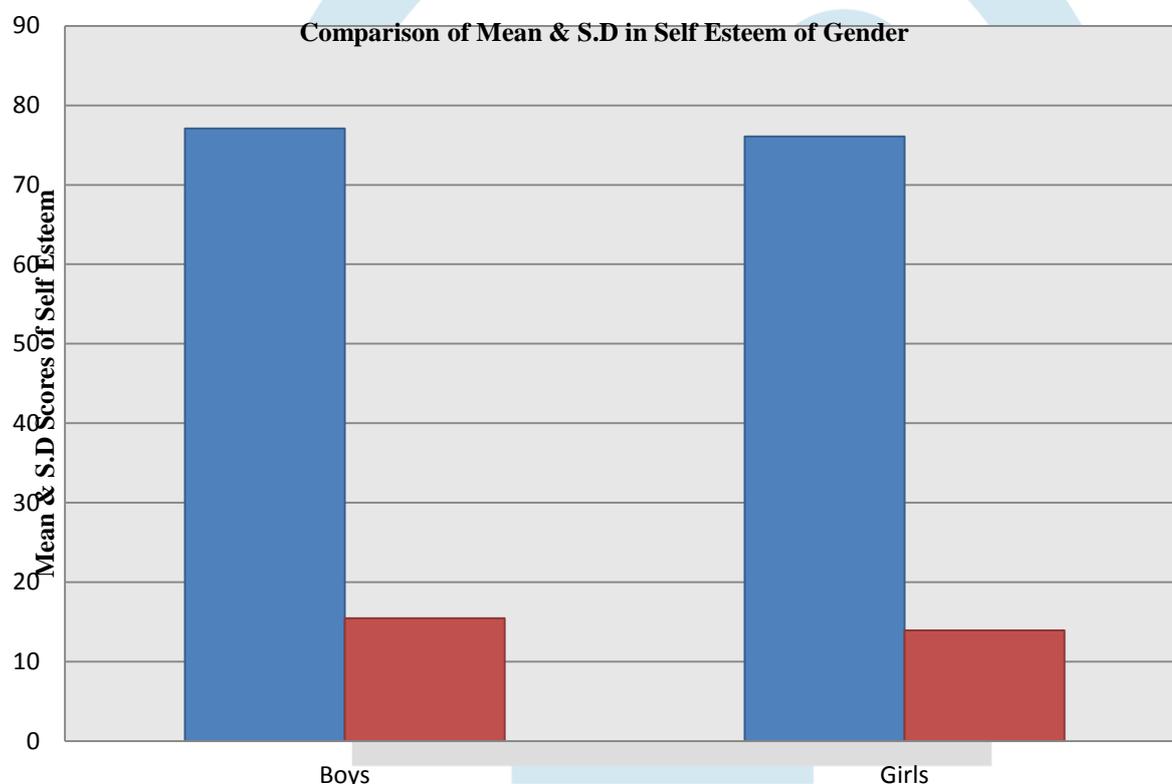
**Table-1: Summary table of Gender Wise T-Value of Self Esteem of H.S. Students**

Variable	Gender	N	Mean	S.D.	df	t-value	Level of Significance
Self Esteem	Boys	50	77.1	15.48	98	0.34	NS
	Girls	50	76.1	13.94			

NS – Not Significant at both levels

It was understood from the Table -1 that the calculated T-value is 0.34 less than the tabulated value 1.98 at 0.05 level and 2.63 at 0.01 level of significance with df 98. This implied that there was no significant difference between in Self Esteem of higher secondary school students with respect to their gender in the Bongaon Town, State of West Bengal. Hence, the null hypothesis was accepted.

**Graph I: Showing the comparison of Mean & S.D of Self Esteem of H.S School Students of Boys and Girls**



**Fig 1:** Graphical Representation of comparison of Mean & S.D in Self Esteem of Gender basis

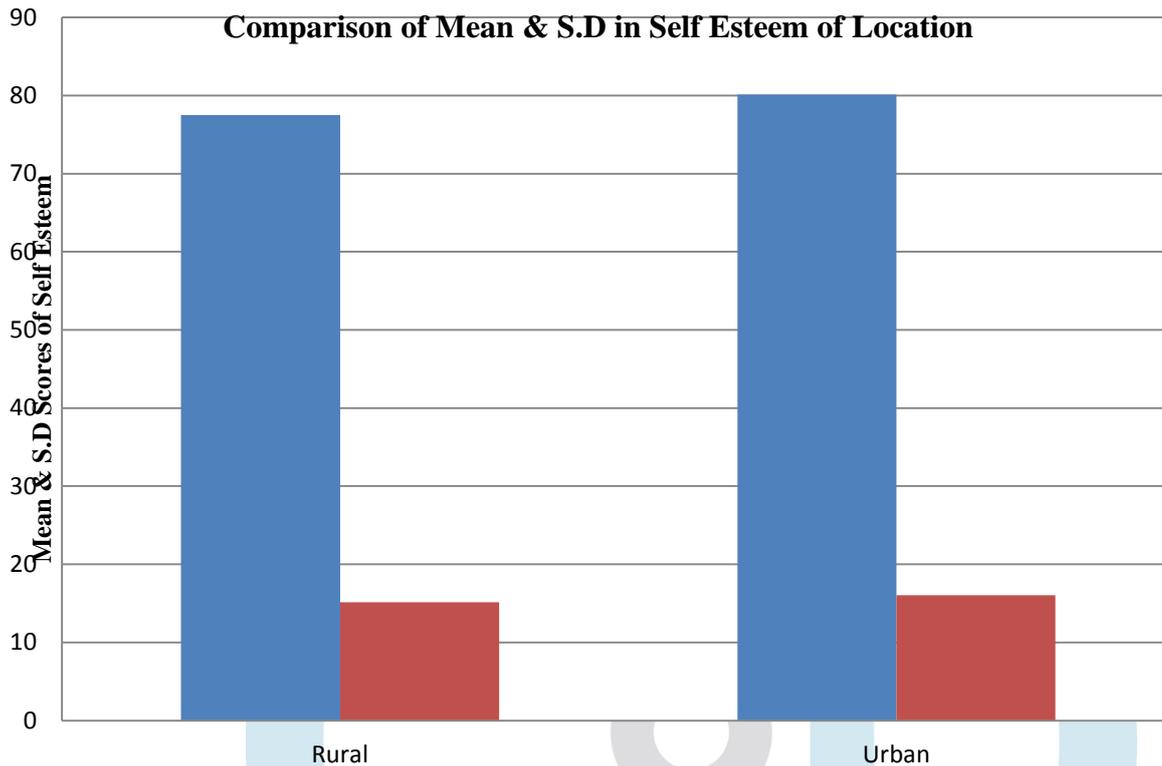
**Hypotheses 2: There is no significant difference in Self Esteem of higher secondary school students with respect to their location.**

**Table- 2: Summary table of Location Wise T-Value of Self Esteem of H.S. Students**

Variable	Location	N	Mean	S.D.	df	t-value	Level of Significance
Self Esteem	Rural	50	77.5	15.13	98	0.83	NS
	Urban	50	80.1	16.05			

NS - Not Significant at both levels

It was understood from Table-2 that the calculated T-value is 0.83 less than the tabulated value 1.98 at 0.05 level and 2.63 at 0.01 level of significance with df 98. This implied that there is no significant difference in Self Esteem of higher secondary school students with respect to their location in the Bongaon Town, State of West Bengal. Hence, the null hypothesis was accepted.

**Graph II: Showing the comparison of Mean & S.D of Self Esteem of H.S School Students of Rural and Urban****Fig 2:** Graphical Representation of comparison of Mean & S.D in Self Esteem of Location basis**Findings of the Study:**

The findings of the study were –

1. There is no significant difference in Self Esteem of higher secondary school students with respect to their gender.
2. There is no significant difference in Self Esteem of higher secondary school students with respect to their location.

**Conclusion:**

In the present study, the investigator found that there is no significant difference in Self Esteem of Higher Secondary School Students in relation to their gender and location. Likewise, the all the students of Higher Secondary School Students have self-esteem and no significant differences in self-esteem based on their gender and location.

**Educational Implications:**

Educational implications of the present study were:

1. Teachers will be helpful in understanding the level of development of self-concept, self-worth, self-respect, self-confidence among the students for better life in future.
2. It will be helpful for school administrators to develop through co-curricular activities for self-esteem in the students to develop humanity.
3. In the study, students should be a very important of H.S. school level students for the development of self-concept, self-worth, self-respect for humanities and the strengthening of self-esteem, which will help the students for honourable life.

**References:**

- [1] Heil, A.V. and Brebels, L. (2011), Conservatism is good for you: Cultural Conservatism Protects Self-Esteem in Older Adults. *Journal of Individual Differences*, ELSEVIER Ltd., DOI: 10.1016, j.paid.2010.09.002, Vol. 50. pp. 120-123.
- [2] [https://en.wikipedia.org/wiki/William\\_James#cite\\_note-iep-58](https://en.wikipedia.org/wiki/William_James#cite_note-iep-58)
- [3] Komuwo, and Rabindranath, S. (2011), A Comparative Study of Self-Esteem among Tribal and Non-Tribal Students of Manipur. *Indian Journal of Health and Wellbeing*, 2 (2): 428-432.

- [4] Michalak, J., Teismann, T., Heidenreich, T., Strohle, G. and Vocks, S. (2011), Buffering Low Self-Esteem: The Effect of Mindful Acceptance on the Relationship between Self-Esteem and Depression, *Journal of Personality and Individual Differences*, ELSEVIER Ltd., DOI:10.1016/j.paid.2010.11.029, Vol. 50, pp.751-754.
- [5] Topandasani, R. S. (2013), A Study of the Differences in Self-Concept of High Creative and Low Creative Adolescents, *Online International Interdisciplinary Research Journal*, 3 (6): 374-376.
- [6] Yadav, U. N., Parsekar, S., Prabhu, V., Patil. D. S., Kumar, S., Singh, M. M., Sing, R., and Thapa. P. (2013), A Comparative Study on Self-Esteem among Tribal and Non-Tribal Students in Udupi Taluk, Karnataka, *Global Journal of Medicine and Public Health*, 2 (5): 1-4.

