



A STUDY ON SELF ESTEEM AMONG SECONDARY SCHOOL STUDENTS AND ITS IMPACT ON PERCEPTION

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Abstract

Education is considered a viable tool that brings alluring changes to the situation with every individual. It changes the ethical thoughts, profound qualities and social legacy starting with one age then onto the next. School is that institution of education where the general character of youth is created. It fosters all three areas of a child's conduct like intellectual, full of feeling and psychomotor. Earlier research studies showed a positive connection between self-esteem and educational accomplishment. In various studies, it was tracked down that a student's self-esteem is ordinarily influenced during his/her school years. Students with an undeniable degree of self-esteem have been appeared to have higher educational accomplishment. These students have an inspirational perspective in their everyday lives. Therefore, the present study is an attempt to understand, discuss and quantify the prelude of self-esteem in the overall development of students of secondary education and their perception of self-esteem. The study uses both primary and secondary data with a quantitative approach. A structured questionnaire method has been used for collecting primary data whereas the secondary data has been collected from different websites, magazines, blogs, books, newspaper articles, journals and other relevant texts. This study used an exploratory research design. The entire emphasis has been given to find out the major factors behind the development of self-esteem and to find the extent of their impact on perception. The target population of the study is limited to the students of secondary level, therefore, a combination of systematic and convenient sampling method has been adopted. Review of literature has been sourced from various past researches, scientific reports, articles, journals, papers, magazines and case study as available. A detailed discussion on various aspects of the area has been done in the paper.

Keywords: Self-Esteem, Educational Achievements, Secondary Students, Education Perception.



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1. Introduction

Self-esteem is characterized as an individual's inclination toward self-worth (Rosenberg, 1965). Self-esteem is a significant factor for assisting people with managing life stressors (Wilburn and Smith, 2005). It is a significant determinant of mental prosperity that is especially risky during the young adult life stage (Rosenberg, 1965). There is a relationship between's low self-esteem and misery, and the subsequent danger of suicide, expanded unmarried sex, youngster pregnancy and liquor addiction among the present youths (Rosenberg, Schooler, and Schoenbach, 1989; Poikolainen, Tuulio-Henriksson, Aalto-Setala, Marttunen, and Lonnqvist, 2001; Demirbas, Celik, Ilhan, and Dogan, 2003; Young, Donelly, and Denny, 2004; Wilburn and Smith, 2005;). Self-esteem changes fundamentally during adolescence which gives significant experiences into the elements of adolescent self-esteem (Rhee, Chang, and Rhee, 2003). As youths arrive at youthful adulthood, males and females regularly experience numerous adulthood stressors. Thus, their responses to these life stressors influence their self-esteem antagonistically (Baldwin and Hoffmann, 2002). Ecological issues like financial status, family relations and language hindrances might be factors that could add to the distinction in the self-esteem level (Connor, Poyrazli, Ferrer-Wreder, and Grahame, 2004). Ethnic contrasts were discovered to be indicators of self-esteem in an examination led in Los Angeles where self-esteem was discovered to be essentially lower in Asians than Caucasian teenagers (Rhee, Chang, and Rhee, 2003). In the United States, Black young people have higher self-esteem than biracial youths followed by Asian teenagers. It was suggested that various degrees of social help in networks coming about because of shifted racial foundations may somewhat clarify racial contrasts in self-esteem (Bracey, Bamaca, and Umana-Taylor, 2004). In the done by Rhee et al in the United States, the number of siblings among Asian students was found to anticipate self-esteem. It was referenced that the fewer siblings they have the more decidedly they considered themselves (Rhee, Chang, and Rhee, 2003).



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The nature of family relations impacts self-esteem (Hughes and Demo, 1989). The family climate is perhaps the most major and focal conditions in adolescent life (James, Thames, Bhalla, and Cornwell, 2003). The family attachment has a rational effect on changes in young adult self-esteem (Baldwin and Hoffmann, 2002). Self-esteem and family working are emphatically corresponded with generally more prominent impact in young girls contrasted with young boys (Mandara and Murray, 2000). Youths whose family moved them to give a valiant effort, and empowering self-rule and self-restraint have higher self-esteem (Schmidt and Padilla, 2003). Self-esteem and a feeling of mastery are improved by a good family climate. High parental help and parental observing were identified with more prominent self-esteem and lower risky practices (Parker and Benson, 2004). The purpose of this research study is to check the relationship between self-esteem with gender and family environment among students of secondary level in Khammam District, Telangana State, India.

2. The Phenomena of Self-Esteem

The term self-esteem comes from a Greek word that implies “reverence for self”. The self part of self-esteem relates to the qualities, convictions and mentalities that we hold about ourselves. The esteem part of self-esteem depicts the value and worth that one gives oneself. It is the acknowledgement of us for whom and what we are at some random time in our lives. It is one's very own evaluation worth. It impacts different parts of human conduct like the degree of desire, learning and misconduct. It is considered as one of the main considerations that decide achievement and disappointment in schools. It is made out of two unmistakable measurements, skill and worth. The skill measurement which is viability based self-esteem alludes to how much individuals consider themselves to be competent and useful. The value measurement which is worth based self-esteem alludes to how much individuals feel themselves to be esteemed. It fills in as a rule in incorporating the connection of people. At the point when an individual forms a picture of himself through encounters with others, his self-esteem creates



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all through life. It is a fundamental human need. It is additionally connected with inspiration and fulfilment with one's life. It assumes a significant part in the learning results of students.

During school time, the self-esteem of a student is influenced. It influences the thinking cycle of an individual. Everybody expands their self-esteem by making extraordinary progress and by keeping away from disappointments, it tends to be kept up. Students with high scholastic achievement feel a lift in confidence and are certain. It has been seen that the students with positive self-esteem have a more significant level of understanding capacity and scholarly achievement. They have an uplifting perspective in their day by day lives. Students with low self-esteem battle with scholastic and social issues they face in school. They have a negative attitude toward their lives.

Students with an undeniable degree of self-esteem don't invest as much energy agonizing over the way which is seen by their friends. It makes the students centre around their homework and learning more they are seen by their companions. It additionally makes the students more effective scholastically and socially. Teachers should realize how to cultivate positive self-esteem in all students. It is an inclination that assumes a significant part in the scholarly and social achievement of a student. Its construction increases extravagantly with age. The coordinated effort between guardians, the school workforce and a student is needed for building self-esteem in students. Everyone concurs that there is a need to foster self-esteem in people. Students who have low self-esteem send in the school change as well as in their general issue. It makes dissatisfaction and fosters a passionate issue. Repeated failure is additionally an aftereffect of low self-esteem. Students who do not have self-esteem are reliant upon their friends and have lower scholarly achievement. There is a strong need for society to raise student's self-esteem.



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3. Review of Literature

Ferkany (2008) characterized self-esteem as “how an individual feels about oneself, fortunate or unfortunate, and as shown in an assortment of ways, for instance, in pride or disgrace, however particularly in fearlessness.”

Rosenberg (1965) identified self-esteem as a pessimistic and optimistic attitude of the person to oneself. It emerges with regards to the aftereffect of the self-assessment of the person. In the study, self-esteem is a proportion of how an individual ponders himself involves the mentalities and sentiments that he has about himself.

Skaalvik (1983). The reason for this research was to test the hypotheses that there would be sex contrasts in the relationship between scholastic achievements and (i) self-esteem, (ii) perception of parental pressing factor towards academic achievements and (ii) perceived value of the school. An examination of the self-esteem theories inferred these assumptions comparable to sex-related jobs and standards in our way of life. 348 students in 5 diverse class levels were selected to test these hypotheses. The aftereffects of the research showed that from the 4th to 8th class level, the low scholarly achievement was related to low self-esteem and with strong perceived parental pressing factor for young boys, but not for young girls. It likewise showed that at the 8th class level, the low achievement was related to the low seen worth of the school for the young girls though there was no such relationship for the young boys. The consequences of the study additionally upheld the hypotheses that school achievement has various impacts on young boys and girls.

Rodney et al. (2008) researched the considerable contrasts in the psychosocial auras and scholastic accomplishment of male and female students. The research was done on a sample of 854 undergraduate students. The impacts of gender orientation and a few other independent factors on adapting policies, scholarly control, self-esteem and grade point were surveyed by



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various multiple regression analysis. The outcomes showed that a couple of contrasts arose between the gender on the psychosocial manners or scholarly achievement. The results of the study recommend that both male and female students can improve their adapting policies and scholastic control, which together straightforwardly influence their scholarly achievements.

Karcher (2008b) identified that the upgrades in school connectedness and self-esteem coming about because of grown-up with-youth school-based coaching in the communities in schools program were biggest for rudimentary matured young men, yet that enhancement in connectedness to peers was accounted for by all mentees. Coopersmith S.A (1967) characterizes self-esteem as “a set of mentalities and beliefs” that an individual carries with oneself when confronting the world. However, Gray (2001) defined self-esteem as one’s a pretty much supported feeling of loving oneself. Branden, N (1969) identified confidence as “the experience of being skilful to adapt to the essential difficulties of life and being deserving of joy”. He likewise accepts that self-esteem is the trust in one’s ability to accomplish values.

4. Objectives of the Study

- 4.1 To understand, discuss and quantify the prelude of self-esteem in the overall development of students of secondary education
- 4.2 To assess and measure the perception of self-esteem from the student's point of view.

5. Research Methodology

- 5.1 **Research Design-** The present research is a mixed approach of qualitative and quantitative research that uses both the exploratory and descriptive research design in nature. The conceptual research method has been adopted to get a detailed literature review and a deeper understanding of the subject.



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5.2 Research Instrument- The study has used 4 points Likert scale Rosenberg Self-Esteem Scale for measurement of self-esteem among the target population. It is a commonly used self-esteem measurement scale in the area of social science.

5.3 Data Source- The primary data through the structured questionnaire has been collected from the target population limited to the students of secondary level whereas the secondary data has been collected from different websites, magazines, blogs, books, newspaper articles, journals and other relevant texts.

5.4 Sampling- The target population of the study is limited to the students of secondary level, therefore, a combination of systematic and convenient sampling method has been adopted.

5.5 Research Hypothesis- The entire emphasis has been given to find out the relationship between self-esteem and its impact on student's academic achievement, therefore, the study forms the following hypothesis:

H₀ There is no significant relationship between Self-Esteem and Academic Achievement
Self-Esteem = Academic Achievement

H₁ There is a significant relationship between Self-Esteem and Academic Achievement
Self-Esteem ≠ Academic Achievement

6. Results

Table 1

Gender wise Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	47	58.8	58.8	58.8
	Female	33	41.3	41.3	100.0
	Total	80	100.0	100.0	



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The above table specified the gender ratio of the study. As the study consist of a total of 80 respondents and from the above table it is evident that 59 percent of respondents are male and 41 percent of respondents are female.

Table 2

Reliability Statistics

Cronbach's Alpha	N of Items
.712	10

From the consistency and reliability of the questionnaire, the Cronbach's Alpha test was conducted and from the above table, it is evident that the test value is .712 which is above the acceptable value and therefore it is acceptable.

The self-esteem scores as measured with the Rosenberg Self-Esteem ranged from 5 up to 30 ($M = 20.9$, $SD = 4.4$). An independent sample t -test was used to compare self-esteem scores between the male and female participants. This analysis yielded a significant effect, $t(44) = 2.47$, $p < .05$, with an effect size of Cohen $d = .25$, indicating that female participants reported a significantly higher self-esteem score. In addition, we found a small, though the significant, positive correlation between self-esteem and gender, $r(62) = .15$, $p < .001$, indicating that self-esteem scores are correlated with gender also. Means and standard deviations for each item are provided in Table 4.



Table 4

Inference

	Items from the Dutch RSES	<i>FAI</i>	<i>h2</i>	<i>M</i>	<i>SD</i>
1 (P1)	On the whole, I am satisfied with myself.	.58	.35	2.1	.56
2 (N1)	At times, I think that I am no good at all.	.52	.31	2.0	.78
3 (P2)	I feel that I have a number of good qualities.	.54	.35	2.3	.51
4 (P3)	I am able to do things as well as most other people.	.53	.35	2.2	.56
5 (N2)	I feel that I do not have much to be proud of.	.69	.43	2.2	.63
6 (N3)	I certainly feel useless at times.	.58	.37	1.7	.81
7 (P4)	I feel that I am a person of worth, at least on an equal plane with others.	.74	.49	2.2	.62
8 (N4)	I wish I could have more respect for myself.	.65	.41	1.9	.79
9 (N5)	All in all, I am inclined to feel that I am a failure.	.68	.45	2.3	.71
10 (P5)	I take a positive attitude toward myself.	.72	.47	2.1	.62

7. Conclusion

In this study, the mean level and standard deviation of self-esteem detailed by the participants are in accordance with the discoveries of past examinations (with a mean worth of 20.85 (SD = 4.82) across 53 countries; Schmitt and Allik, 2005, p. 629). Moreover, we tracked down a positive relationship between gender and self-esteem. As of late, an agreement has arisen in regards to the advancement of self-esteem. A few longitudinal research, beginning in youth, have exhibited that self-esteem increments with age. Truth be told, self-esteem begins high in youth, drops during pre-adulthood, increments slowly all through adulthood, and afterwards diminishes emphatically in advanced age (Robins and Trzesniewski, 2005). This may clarify the huge relationship between age and level of self-esteem.



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Additionally, the way that more youthful members revealed lower self-esteem can likewise be ascribed to maturational changes. We additionally discovered explicit gender difference (despite the fact that with a little impact size (Cohen, 1992)) in self-revealed self-esteem scores preferring females. This is in accordance with the discoveries of a few past investigations revealing higher self-esteem in girls (Kling, Hyde, Showers, and Buswell, 1999). Various components have been proposed to represent this distinction, including gender orientation jobs, peer cooperations, schools and social accentuation on young girl's and women's actual appearance. Therefore, it is evident that self-esteem does have a significant on academic performance hence the null hypothesis stands to be not accepted.

In the current research, we didn't test the solidness of self-esteem. However, future research should test the strength of the Rosenberg Self-Esteem after some time. The overall analysis and result indicate that the self-esteem score for the secondary school students is statistically significant associations between self-esteem and gender, age and family environment. It is also found and suggested that Larger-scale studies on self-esteem need to be carried out at secondary as well as higher education level. The upcoming researches in this field ought to incorporate factors, for example, parental education level, number of family members, family earning and academic accomplishment of students.

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