



A STUDY ON SELF-ESTEEM OF STUDENTS OF STANDARD NINE OF DAKSHINA KANNADA DISTRICT

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ABSTRACT

The present study titled “A Study on Self-esteem of students of Standard Nine of Dakshina Kannada District” is a survey study. In this study an effort was made to study the Self-esteem of students standard Nine of Dakshina Kannada District in terms of the sex of Students, location of the school and types of Management.

Self-esteem has become a household word. Teachers, parents, therapists and others have focused efforts on boosting self-esteem, on the assumption that high self-esteem will cause many positive outcomes and benefit. Self-esteem refers to an individual’s sense of his or her value or worth, or the extent to which a person values, approves or, appreciates, prizes, or likes him or herself. It is a personal judgement one’s worthiness as a person, indicating to the extent to which he or she believes himself or herself to be capable, important to others and successful. Self-esteem affects our daily life and is reflected in our interaction with people, the way we establish and sustain our relationships with others – parents, teachers, peers or colleagues or superiors and our ability to cope with a specific situation, accomplish a particular task assigned to us, or take on demanding challenges.

The first objective of the study was to find the status of Self-esteem of students of standard Nine of Dakshina Kannada District. The analysis and interpretation of the objective has been done using the Descriptive Statistics. The second, third and fourth objectives of the study were to find whether there is any significant difference in the Self-esteem of standard Nine of Dakshina Kannada District in relation to a) sex b) location of the school c) types of management. It includes Mean, Standard Deviation. The study revealed that the levels of self-esteem of the professional students are high at average level. There is a slight difference in the means scores on self-esteem and it is seen in favour of boys, rural and private students.

INTRODUCTION

Self-esteem is term in psychology to reflect a person’s overall evaluation or appraisal of his or her own worth. The term self-esteem comes Greek word meaning “reverence for self”. The self part of self-esteem pertains to the value, beliefs and attitude that we hold about ourselves. The esteem part of self-esteem describes the value and worth that one gives oneself. Simplistically self-esteem is the acceptance of ourselves for who and what we are at any given time in our life.

Self-esteem is not situational but relatively more enduring with a person. It is an inclusive, all pervasive feeling or demeanour of self-worth and confidence in dealing with problem, situations and people. Self-esteem is not something that a person is born with. It is developed through a process of interaction with people family members to start with and, later with teachers, peers, colleagues and others or with situations that a person confronts in life. Thus, it is dynamic and can be changed through training and other interventions, including a desire

to change. It gets reinforced when you are able to carry out the tasks or confront difficult situations effectively. It also gets charged when you are able to manage effectively your fears and concerns about yourself.

Self-esteem is defined as “A confidence and satisfaction in one self”. The evaluative aspect of self is called self-esteem. Children with high self-esteem are fundamentally satisfied with the type of person they are, they recognize their strong points can acknowledge their weakness and generally feel quite positive about the characteristics and competencies they display.

NEED FOR THE STUDY

The studies showed children whose emotions are appropriately acknowledged and respected by the parents and teachers tend to develop higher degree of self-acceptance and self-confidence. Suitable opportunities and congenial environment should be provided for self-expression and articulation of their interests, aspirations, excitement, unhappiness, anxiety and even anger. It is suppressed and the children face repudiation and dismissal of their feelings and emotions as insignificant or not worthy of their attention, the child may get into a mode of self-rejection. This will considerably affect their self-esteem. This can lead to low level of academic performance.

There were no such studies in relation to self-esteem in the particular district. Therefore, the investigator has made an attempt to find the fact about the self-esteem and its difference in relation to sex, locality and type of management.

OBJECTIVES OF THE STUDY

1. To study the status of self-esteem of students of standard Nine of Dakhsina Kannada District.
2. To study whether there is any difference in the self-esteem of boys and girls students of standard Nine of Dakshina Kannada District.
3. To study whether there is any difference in the self-esteem of rural and urban students of standard Nine of Dakshina Kannada District.
4. To study whether there is any difference in the self-esteem of government and private students of standard Nine of Dakshina Kannada District.

Variables of the Study

1. Self-esteem

Self-esteem refers to one's overall assessment of one's worth as a person. Self-esteem is a global self-evaluation that blends many specific evaluations about one's adequacy as a student, an athlete, a worker, a spouse, a parent or whatever is personally relevant.

In the present study the cumulative score of students on self-esteem rating was considered as the scores of the students on self-esteem.

2. Students of standard Nine

The students of standard Nine are those who are studying in standard Nine of Secondary schools within the age limit of 14 to 16 years.

3. Sex

Both boys and girls students are considered in the study.

4. Urban area

Schools those are located in the towns of Dakshina Kannada District.

5. Rural area

Schools those are located 20 Kilometres outside the town of Dakshina Kannada District.

6. Government Schools

Schools where rules, regulations, functions, appointment and finance are the responsibilities of the government.

7. Private Schools

Schools which are run by the private management and overall finance, rules and regulations, are that of government.

8. Dakshina Kannada District

It is one of the District of Karnataka State.

Tools used in the Study

A rating scale to measure the Self-Esteem of students of standard Nine constructed by the investigator to was used to collect the data.

Population of the Study

The population of the present study consist of all the students studying in standard Nine of state government school of Dakshina Kannada District. The population units considered in this study are Boys and Girls, Urban and Rural schools, Government and Private management schools(Aided).

Sample of the Study

A sample is composed of some fraction or part of the total number of elements or units in a defined population. Sample of the study consisted of four hundred students of standard Nine of Dakshina Kannada District. The sample was drawn equally from both Boys and Girls, Rural and Urban school, Government and Private (Aided) schools. The sample was selected using stratified random sampling method. The breakup of the sample is represented in a distribution chart given in the below figure.

Type of the School	Govt				Private			
		200				200		
Locality	Urban		Rural		Urban		Rural	
	100		100		100		100	
Gender	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	50	50	50	50	50	50	50	50
Total No. of Population	400							

Analysis and Interpretation of the Data**Analysis of Objective One**

To study the status of self-esteem of students of standard Nine of Dakhsina Kannada District.

This objective was analyzed by making use of descriptive statistics namely Mean, Median, Standard Deviation and Skewness.

Table-1: Percentage of scores in Self-esteem of students of standard nine of Dakshina Kannada District

Status	No. of Students	Scores in percentage
High	60	15 %
Average	269	67.25 %
Low	71	17.75 %

Table-2: Number (N), Mean (M), Median (Mdn), Standard Deviation (SD) of the distribution of scores on self-esteem of students of standard Nine of Dakshina Kannada District.

Variable	N	Max. Score	Mean	Median	SD	Skewness
Self-esteem	400	100	80.23	83	10.85	-0.779

Interpretation

From the table 2, it is observed that the Mean value of the score on self-esteem is 80.23, Median value is 83 and Standard Deviation of the scores is 10.85. The Skewness of the Probability Curve is -0.779. Since the obtained Mean value is close to the Median value and the Probability Curve having only a slight negative skewness of -0.779, it can be concluded that the scores on self-esteem is nearly normally distributed.

Conclusion related objective one

From the preceding interpretation of the data for the first objective it can be concluded that the self-esteem of students of standard nine of Dakshina Kannada District is nearly normally distributed. It was revealed that majority of the students of standard nine are found to be at an average level at 67.25 % and only 15 % showed a high level self-esteem and 17.75 have low self-esteem in Dakshina Kannada District.

Analysis of Objective Two

To study whether there is any difference in the self-esteem of boys and girls students of standard Nine of Dakshina Kannada District.

The objective was analyzed by using descriptive statistics i.e., Mean, Standard Deviation and 't' value.

Table-3: 't' value of scores on Self-esteem of Boys and Girls students of standard nine of Dakshina Kannada District.

Variable	Sex	N	Mean	SD	't' value	Results
Self-esteem	Boys	200	81.3	10.37	0.031	Not Significant at 0.05 Level
	Girls	200	63.5	14.6		

Interpretation

From the above table it is observed that the 't' value of 0.031 for boys and girls of standard nine of Dakshina Kannada District on self-esteem is not significant at 0.05 level. It is also

observed from the table there, the obtained 't' value 0.031 is less than that of theoretical value of 1.97.

Conclusion related objective two

Hence, it can be concluded that there is no significant difference in the Self-esteem of Boys and Girls of standard nine of Dakshina Kannada District.

Analysis of Objective Three

To study whether there is any difference in the self-esteem of rural and urban students of standard Nine of Dakshina Kannada District.

The objective was analyzed by using descriptive statistics i.e., Mean, Standard Deviation and 't' value.

Table-4: 't' value of scores on Self-esteem of Rural and Urban students of standard nine of Dakshina Kannada District.

Variable	Sex	N	Mean	SD	't' value	Results
Self-esteem	Rural	200	80.71	10.63	0.21	Not Significant at 0.05 Level
	Urban	200	79.82	11.06		

Interpretation

From the above table it is observed that the 't' value of 0.21 for rural and urban of standard nine of Dakshina Kannada District on self-esteem is significant at 0.05 level. It is also observed from the table four, the obtained 't' value 0.21 is less than that of theoretical value of 1.97.

Conclusion related objective three

Hence, it can be concluded that there is no significant difference in the Self-esteem of rural and Urban students of standard nine of Dakshina Kannada District.

Analysis of Objective Four

To study whether there is any difference in the self-esteem of government and private students of standard Nine of Dakshina Kannada District.

The objective was analyzed by using descriptive statistics i.e., Mean, Standard Deviation and 't' value.

Table-5: 't' value of scores on Self-esteem of Government and Private students of standard nine of Dakshina Kannada District.

Variable	Sex	N	Mean	SD	't' value	Results
Self-esteem	Government	200	79.55	11.18	0.066	Not Significant at 0.05 Level
	Private	200	80.98	10.47		

Interpretation

From the above table it is observed that the 't' value of 0.066 for government and private students of standard nine of Dakshina Kannada District on self-esteem is not significant at 0.05 level. It is also observed from the table five, the obtained 't' value 0.066 is less than that of theoretical value of 1.97.

Conclusion related objective four

Hence, it can be concluded that there is no significant difference in the Self-esteem of Government and Private students of standard nine of Dakshina Kannada District.

Major Findings of the Study

1. 67.25% of students exhibit average level of self-esteem.
2. The self-esteem of boys and girls students of standard nine of Dakshina Kannada District do not differ significantly.
3. The self-esteem of Rural and Urban students of standard nine of Dakshina Kannada District do not differ differently.
4. The self-esteem of Government and Private students of standard nine of Dakshina Kannada District do not differ significantly.

Discussion of Major findings of the study

1. The first objective was to study the self-esteem of students of standard Nine of Dakhsina Kannada District. Analysis of objective one resulted in the conclusion that 67.25% of the students exhibit average level of self-esteem. It implies that students' self-esteem is positive at average level.
2. The second, third and fourth objectives were to find whether there is any difference in the self-esteem of students of standard nine of Dakshina Kannada District in relation to a) sex b) location of the school c) type of management. The findings revealed that the self-esteem of boys and girls, rural and urban, government and private students of standard nine of Dakshina Kannada District do not differ significantly. However, there is a slight difference in the means scores on self-esteem and it is seen in favour of boys, rural and private students.

Educational Implications

1. Students need to be helped to improve their talents.
2. Students need to be guided to build confidence in their difference life situations.
3. Teachers need to reinforce the students for their achievements and success.
4. Students need to be guided to manage their emotions appropriately in different life situations.

Suggestions for Further Research

1. Similar studies may be conducted with a larger sample.
2. The survey in this study was limited to the selected schools of one district in the state of Karnataka. Further research could be done including more respondents from other districts and states to provide more generalisability.
3. An experimental study could be conducted to explore in depth the way of fostering self-esteem and values system among students.

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