

## **Self Esteem of Women's Students in Tamilnadu**

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### **I. INTRODUCTION**

Self-esteem is a widely used concept both in popular language and in psychology.

In Dictionary – Noun:

1. A realistic respect for or favorable impression of oneself, self-respect.
2. An inordinately or exaggeratedly favorable impression of oneself.

#### **Definitions of Self Esteem:**

It refers to an individual's sense of his or her value or worth, or the extent to which a person values, approves of, appreciates, prizes, or likes him or herself. The most broad and frequently cited definition of self-esteem within psychology is Rosenberg's (1965), who described it as a favorable or unfavorable attitude towards the self. Self-esteem is generally considered the evaluative component of the self-concept, a broader representation of the self that includes cognitive and behavioral aspects as well as evaluative or affective ones. Self-esteem includes the following primary properties:

1. It is a basic human need, i.e., "...it makes an essential contribution to the life process", "...is indispensable to normal and healthy self-development, and has a value for survival."
2. Self-esteem is an automatic and inevitable consequence of the sum of an individual's choices in using their consciousness.
3. Self-esteem is experienced as a part of, or background to, all of the individual's thoughts, feelings and actions.

Synmonds (1951) who suggests that self- esteem has different kinds of Self- evolution and Self- affection resulting from different forms of Positive experience, affliction and task success. White (1954) defined that self-esteem is a kind of self- respect having its basis in the person's sense of competence efficiency. Chen (1965) defined that self- esteem "The degree of Correspondence between as individual, his ideals and actual concepts of himself". Rosenberg (1965) defined that self- esteem is the evaluation which the Individual makes and customarily maintenances within him, and expressed an attitude of approval. Cooper smith (1967) defined that self- esteem is a personal judgment of Worthiness that is exposed in the attitudes that individual's hold towards themselves. Gergen (1971) said that self-esteem of oneself plays a key role in determining his behavior. Hollender (1972) revealed that self- esteem has different forms of acceptance and status.

#### **Measurement of Self-Esteem:**

For the purposes of empirical research, self-esteem is typically assessed by a self-report questionnaire yielding a quantitative result. The validity and reliability of the questionnaire are established prior to use.

Self-Esteem needs: Maslow described two kinds of esteem needs- the need for respect from others and the need for self-respect. Self-esteem entails competence, confidence, mastery, achievement, independence, and freedom. Respect from others entails recognition, acceptance, status, and appreciation. When these needs are not met, an individual feels discouraged, weak and inferior.

### **Sources of High Self - Esteem:**

1. Every child needs parental approval in terms of
  - a. His/her own sense of person hood.
  - b. His/her proven ability.
  - c. His/her sense of individuality.
  - d. His/her framework of meaningful models.
2. Other good example and adult role models.
3. Siblings and peer approval.
4. Educational achievements.
5. Skills, mastery in sports, music, hobbies, etc.
6. To learn to feed good strokes to the self.
7. To receive God's love and acceptance.
8. Affirming romantic experiences.
9. Career expertise and enjoyment.
10. Root- value transfer.

### **Causes of Low Self-Esteem:**

Many factors considered to be causes for low self esteem. Some of the important causes are given below:

1. Negative body image. Feeling inferior in contrast with someone else.
2. Criticism. A pattern of acceptance from parent and others that makes the child feel unworthy because of criticism.
3. Critical blow – ups. Negative self – criticism the child gives him or herself.
4. Chronic comparisons to others. Make each child know he is not valued.
5. Demands of perfection. Perfectionists are driven by feeling of insecurity, so they try to compensate by being perfect. Sense of hopelessness. Negative input from others has destroyed hope.

### **STUDIES RELATED TO SELF – ESTEEM:**

Laveena D'Mello, et.al., (2018) conducted a study on Self Esteem and Academic Performance among the Students. The purpose of self-esteem is to feel and imagine that people nurtured in their mind over time about their self. In simple words, self-esteem is self-assessment; this perception and evaluation can be positive or negative and pleasant or unpleasant. Children with high self-esteem, usually feel good about themselves and better able to resolve their conflicts with other children and are resistant to deal with problems. One of the most important human traits to achieve objectives is self-esteem. The term self-esteem means "reverence for self". The "self" pertains to the values, beliefs, and attitudes that we hold about ourselves. Having a strong will and self-confidence, decision-making power and originality, creativity, sanity and mental health is directly related to self-esteem and sense of self-worth. It also refers to an individual's sense of his or her value or worth, or the extent to which a person values, approves of, appreciates, prizes, or likes him or herself. During childhood, if individual's feelings are respected, thoughts valued and abilities recognized then self-esteem strengthens. When feelings are trampled upon, thoughts belittled and ability criticized then the individual's self-esteem remains at a low point of development and is therefore weak. During the course of time, an individual faces many life situations. Depending upon the success or failure and one's reaction to every significant situation in life, self-esteem grows stronger or gets considerably weakened. Self-esteem is described as the evaluation that one makes about oneself, based on one's self-worth. Increases and decreases in self-esteem generally bring strong emotional reactions. Self-esteem and academic performance are interrelated factors. This study tries to bring the connectivity between academic performance and the self-esteem. The main aim of the study is to know the level of self-esteem of the students with low academic performance. The objectives of this study are to investigate the relationship between self-esteem and academic achievement, to understand the Socio-Economic background, to assess the level of self-esteem, and to know what could be the reason for low academic performance in spite of having high self-esteem. The research design used for the study would be descriptive in nature.

### **STATEMENT OF THE PROBLEM:**

The study taken by the investigator stated as "SELF ESTEEM OF WOMEN'S STUDENTS IN TAMILNADU".

**SELF – ESTEEM:** Self-Esteem is feel and imagine that people nurtured in their mind over time about their self. In simple words, self-esteem is self-assessment; this perception and evaluation can be positive or negative and pleasant or unpleasant.

### **OBJECTIVE OF THE STUDY**

1. To study if there is any significant difference in self – esteem between
  - a. The women students studying in the schools located in the urban area and in the rural area.
  - b. The women students residing in the urban area and in the rural area.
  - c. The women students from nuclear family and joint family.

### **HYPOTHESIS OF THE STUDY**

1. There is no significant difference in self – esteem between
  - a. The women students studying in the schools located in the urban area and in the rural area.
  - b. The women students residing in the urban area and in the rural area.
  - c. The women students from nuclear family and joint family.

### **METHOD OF STUDY:**

The present investigation was undertaken by using normative survey method. The survey method gathers data from a large number of cases at a particular time. It is interested in knowing something about the whole population.

### **TOOLS USED IN THE STUDY:**

The data are necessary for carrying out research investigation if must be collected with the special instrument or devices. The successful outcome research is mainly depends upon the proper selection of the research tool. So the investigator used the following tool.

- i. Self – Esteem Scale (2015) Constructed and Validated by Santhoshdhar and Vpinder Dhar.

### **SAMPLE:**

The present study consists of 800 school students studying in various schools in Chennai, Tamil Nadu. The samples were selected by using simple random sampling technique.

### **SELF – ESTEEM QUESTIONNAIRE:**

A scale to measure the self-esteem questionnaire constructed and validated by Santosh Dhar and Upinder Dhar (2015) has been used in the present study. This scale consists of 23 statements, which were positive in nature. Each statement have five options, namely “Strongly Agree”, “Agree”, “Neutral”, “Disagree” and “Strongly Disagree”. The responses of the subjects were scored by assigning numerical values or arbitrary weights to the set of items i.e., the positively worded statements. The positive statements having the scoring as 5, 4, 3, 2 and 1 for the responses from “strongly agree” to “strongly disagree”. An individual score is the sum of all the scores of the 23 items.

The score ranges from 23 to 115. The maximum score that one can get in this is 115. The person one who scores up to 80 is said to have low level of self-esteem, one who scores above 80 up to 97 were said to have normal level of self-esteem and one who scores above 97 is said to have high level of self-esteem. The validity and reliability of the self-esteem scale is found to be 0.93 and 0.87 respectively.

### **STATISTICAL TECHNIQUES:**

In this present investigation the following Statistical techniques were used.

#### **Descriptive Analysis**

- i) Measures of central tendency (mean)
- ii) Measures of variability (standard deviation)

#### **Differential Analysis**

- iii) Independent sample ‘t’ test
- iv) One way ANOVA ‘F’ test

### **Differential Analysis of Self Esteem:**

It contains the determinations of the significance of the difference between groups with reference to selected variables. A ‘t’ test is a numerical procedure that takes into account the difference between the means of the two sub-groups the size of the sample in each group and amount of variation of spread present in the scores. Thus the ‘t’ test is a technique to find out whether the difference the mean performance of the two groups is significant or not.

It may be recalled that one of the objectives of the present study is to study, if there is any significant difference of the self esteem in respect of the selected pairs of sub-samples of higher secondary students divided on the basis of (A) Locality of the school, (B) Residence, (C) Family type, (D) Mode of stay, (E) Medium of study and (F) School management type.

For this purpose, it has been decided to use the test of significance after having framed the suitable null hypotheses and it is to be tested at 0.05 level of significance.

**Null hypothesis**

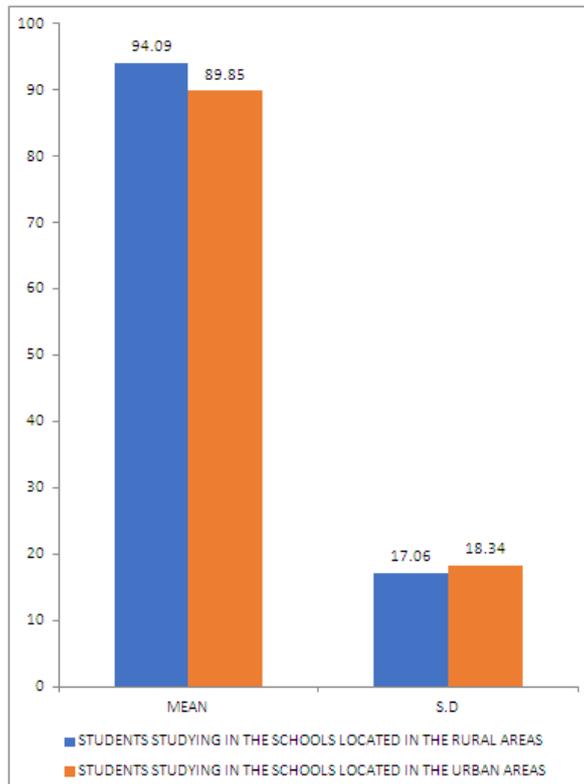
There is no significant difference in the self esteem between the higher secondary students studying in the higher secondary schools located in the urban areas and in the rural areas.

**TABLE 1**  
**THE SIGNIFICANCE OF THE DIFFERENCE ('t' VALUE) IN SELF ESTEEM BETWEEN THE HIGHER SECONDARY STUDENTS STUDYING IN THE HIGHER SECONDARY SCHOOLS LOCATED IN THE URBAN AREAS AND IN THE RURAL AREAS**

SUB-SAMPLES	N	MEAN	S.D	't' VALUE	SIGNIFICANCE AT 0.05 LEVEL
STUDENTS STUDYING IN THE SCHOOLS LOCATED IN THE RURAL AREAS	494	94.09	17.06	3.25	Significant
STUDENTS STUDYING IN THE SCHOOLS LOCATED IN THE URBAN AREAS	306	89.85	18.34		

From the table 4.24 the computed 't' value is found to be 3.25, which is higher than (1.96) at 0.05 level of significance and thus the null hypothesis is rejected. Hence, it is concluded that there is a significant difference between the higher secondary students studying in the education colleges located in the urban areas and in the rural areas in respect of their self esteem.

**FIGURE 4.18**  
**BAR DIAGRAM SHOWING THE MEAN AND S.D. SCORES OF THE STUDENTS STUDYING IN THE HIGHER SECONDARY SCHOOLS LOCATED IN THE URBAN AREA AND IN THE RURAL AREA IN RESPECT OF THEIR SELF ESTEEM**



### **IMPORTANT FINDINGS**

1. There is no significant difference in self esteem between, (a) the women students residing in the rural areas and in the urban areas, (b) the women students from nuclear family and joint family

### **SUGGESTION FOR FURTHER RESEARCH**

The following are the some of the suggested research problems for future researcher and for healthy research outcomes on this present theme.

1. The present study could be undertaken at various states in India.
2. A study could be made on the influence of parental encouragement on school students' emotional competence and self esteem.

## **II. CONCLUSION**

The present investigation has been found to have the majority of the women students showing a average level of self esteem and this trend is seen in respect of the sub-samples, too.

There is no significant difference in mental health problem in respect of the women students (a) school locality, (b) residential area, (c) family type, at 0.05 level of significant.

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