

Self-esteem of Adolescent students in relation to Gender Variation

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Abstract: Self-esteem can be defined as an individual's attitude about himself or herself, involving self-evaluation along a positive negative dimension. Self-esteem and achievement are interrelated to each other's. Usually, children with higher self-esteem are somewhat more likely to achieve in school, although the strength of the relationship differ from individual to individual, depending on the characteristics of the students. Factor like gender is found to have great influence on the self-esteem of the students. Adolescence is the most crucial and significant period of an individual's life therefore; more attention needs to be paid to it to provide them all required help to develop positive self-esteem. Hence the purpose of this study is to investigate the influence of gender on self-esteem of adolescent students. It is a descriptive study and focused on 100 students of East Sikkim. Battle's Self-Esteem Inventory for Children (SEIC) developed by Dr. Anand Kumar (1988) is used as a tool. Descriptive and inferential statistics were used for the interpretation of the scores. Students' level of self-esteem was found not to be significantly associated with their gender orientation.

Keywords: Self Esteem Gender, Adolescents.

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I. INTRODUCTION

Self-esteem can be defined as an individual's attitude about himself or herself, involving self-evaluation along a positive negative dimension (Baron & Byrne, 1991). Reasoner (2005), has defined self-esteem as the experience of being capable of meeting life challenges and being worthy of happiness. It is also defined as the complication of feelings that guide behaviour, influences attitudes, and drives motivation (Dedmond, 2011). Most generally self-esteem refers to an individual's overall positive evaluation to the self (Rosenberg, 1990; Rosenberg, Car mi, & Carrie, 1995). It is the result of all positive and negative assessments of people about themselves (Chelcea, 2006). Low self-esteem is viewed as the cause of all evil and high self-esteem as the cause of all good (Manning et al., 2006). Self-esteem is most often lowered by failure, criticism, and rejection (Leary, 1999). Self-esteem is an evaluative dimension of self-knowledge (Baumiester, 1999). It is how one values, likes or approves oneself (Blascovich & Tomaka, 1991).

Research has shown differences between individuals with high and low self-esteem. High self-esteem is characterized by a general fondness or love for oneself. Inflated beliefs about ability are the result of high self-esteem. This belief gives some people extra initiative, at the margin, to achieve their goals (Banabou & Tirole, 2002). People are said to have high self-esteem, if they evaluate themselves positively (Pintrich & Schunk, 2002). On the other hand low self-esteem has shown to be correlated with a number of negative outcomes, such as depression (Silverstone and Salsali, 2003). Failure causes more

trouble to people with low self-esteem and tend to exaggerate events as being negative (Rosenberg and Owen, 2001).

Adolescence is the most crucial and significant period of an individual's life (Aggarwal, 2008). One of the important factors of adolescents' self-esteem is satisfaction with their looks. Dissatisfaction level with physical appearance is said to be higher in girls than in boys (Harter, 1990 & 1999). Various studies have established that self-esteem become stable or even increases during middle and late adolescence in case of some children (Williams & Demo, 1983; Harter, 1990). In early adolescence the level of self-esteem is likely to decrease and increase in later adolescence (Baldwin & Hoffmann 2002).

Research has shown that during childhood both boys and girls are reported to have similar levels of self-esteem. However, by the time a person reaches adolescents differences start taking place, adolescent boys are seem to have higher self-esteem than adolescent girls (Robins et al., 2002). Many studies have found that the general self-esteem of boys increase dramatically during high school, whereas girls' self-esteem remains about the same, and boy's general self-esteem become significantly higher than girls by the end of high school (Twenge and Campbell, 2001 and Carlson, Uppal & Prosser 2000; DuBois et al., 2002). Studies like Chubb et al., 1997; McMullin & Cairney, 2004; Moksnes, Moljord, Espnes & Byrne, 2010; Robins et al., 2002; reveal gender differences in self-esteem, and have concluded higher sense of self-esteem in female than male

1.1 Objectives of the study

1. To estimate component wise levels of self-esteem of adolescent students.
2. To estimate the self-esteem of adolescent school students in relation to their gender.

1.2 Statement of Hypothesis

H₀₁: There will be no significant difference in the self-esteem of adolescent school students in relation to gender variation.

1.3 Delimitations of the study

The present study made an analysis of self-esteem of adolescent's students as influenced by their gender. Due to time and fund constraint, the study was delimited to one hundred students from two schools of Gangtok, East Sikkim.

II. METHODOLOGY

2.1 Design

The problem to be investigated in this study was concerned with the existing status of adolescent's self-esteem in relation to their gender. Therefore, descriptive survey method of research was used.

2.2 Sample

A sample of one hundred adolescents' students of Gangtok, East Sikkim was selected using stratified random sampling technique. Out of which 53 were male and 47 female adolescents. Figure 1 displays the sample break up of adolescent's student with respect to their gender.

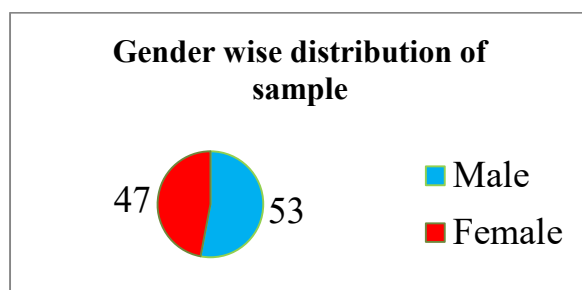


Figure 1: Pie chart showing the distribution of samples

2.3 Tools Used

Battle's Self-Esteem Inventory for Children (SEIC) developed by Dr. Anand Kumar (1988) was used for the present study. This Inventory consists of 50 items in total with 'Yes' and 'No' responses, which have been distributed along four components- general self-esteem, social self-esteem, academic self-esteem and parental self-esteem. The concurrent validity ranged from .71 to .80.

2.4 Techniques of data Analysis

For the present study, data was collected using one questionnaire tools. Descriptive and inferential statistics were used for the interpretation of the scores in relation to the objectives stated and hypotheses formulated.

2.5 Analysis and Interpretation

The major findings of the study after analysis of the data through statistical calculations have been presented in the following tables.

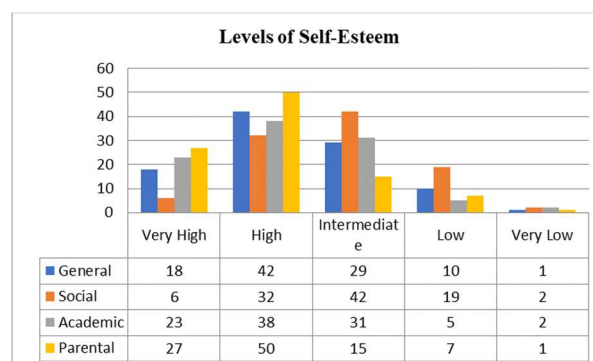
2.5.1 Component wise Levels of Self-esteem of Adolescent Students

The first objective of this study was to estimate component wise levels of self -esteem amongst adolescent students of East Sikkim. Hence, the data was analysed referring to the classification table mentioned in the tool and the results were presented here under:

Table 1 : Components-wise Categorization of Total Sample as per their levels of Self-Esteem

Scale	Very High	High	Intermediate	Low	Very Low
General	18	42	29	10	1
Social	6	32	42	19	2
Academic	23	38	31	5	2
Parental	27	50	15	7	1

Figure 2: Graphical representation of total sample as per their levels of Self-Esteem



This categorization was made as per the norms in the Self-Esteem Inventory for Children (SEIC) by Dr. Anand Kumar. It was revealed that in 'General component' there were 18, 42, 29, 10 and 1 number of students in order of 'very high', 'high', 'Intermediate', 'Low' and 'very low' levels of Self-esteem respectively. In 'Social' there were 6, 32, 42, 19 and 2 number of students in the same order. In 'Academic' there were 23, 38, 31, 5 and 2 number of students. And in the last component i.e. 'Parental' there were 27, 50, 15, 7 and 1 number of students.

2.5.2 Differential Analysis on Self-Esteem Score in relation to Gender Variation

In the present study, the mean scores of girls' and boys' students on self-esteem were calculated for determining the significant difference between the means of these two groups. Therefore, the value of 't' was calculated and presented in the table below.

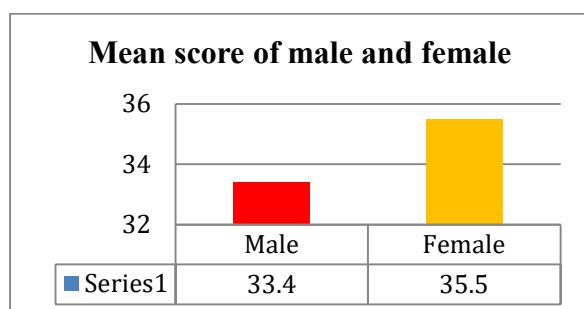
Table 2

Test of significance of difference between the mean scores on self-esteem due to gender variation

Variation	N	Mean	S.D.	S_{ED}	't'	Remark
Male	53	33.4	1.12	1.12	1.87	NS
Female	47	35.5	4.4			

Critical value of 't' with df (98) at 0.01= 2.63 and 0.05=1.98

Figure 3: Graphical representation on mean score of male and female



It is observed from the table that the calculated 't' value was found to be 1.87, which was not significant at 0.01 and 0.05 level of significance as it is less than the tabular value of 't' which is 1.98 at 0.05 and 2.63 at 0.01 level of significance at 98 degree of freedom. Therefore, the null hypothesis that "There will be no significant difference in the self-esteem of adolescent's school student in relation to gender variation" is accepted. It shows that adolescent students' level of self-esteem was not significantly associated with their gender orientation.

III. RESULTS AND DISCUSSIONS

The role of the teacher cannot be over emphasized with regard to building high self-esteem of the students. They must play a pro-active role through establishing good inter-personal relationship with the students. Such methods of teaching like co-operative, collaborative, project method, etc. should be adopted by teacher which enhances the level of self-esteem of the students.

Parents are the first care givers of children. At home, they must ensure that an adequate opportunity is given to both male and female adolescents to voice their opinions. The home environment must be democratic where the potential of adolescents is nurtured and allowed to develop to the fullest extent.

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