

“SELF-ESTEEM OF SECONDARY SCHOOL STUDENTS IN TEZPUR TOWN, ASSAM STATE.”

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ABSTRACT

Here the researcher wants to know about how far self-esteem levels are following in Tezpur, Assam secondary schools and the influence of self-esteem on their academic achievements. In this present study the objectives are to study the difference between boys and girls on self-esteem of secondary school students of Tezpur Town, Assam State and also to study the difference between government and private managements on self-esteem of secondary school students of Tezpur Town, Assam State. The researcher also makes some predictions regarding this study and they are there is no significant difference on self-esteem between boys and girls of Tezpur Town, Assam State and there is no significant difference on self-esteem between government and private secondary school students of Tezpur Town, Assam State. The researcher adopts descriptive survey method. The present study consists of means to calculate the averages standard deviation to understand the deviation of the scores from the mean score and t-values to know the significance difference between the mean scores. The study found that there is no significant different between boys and girls on General self-esteem, no significant different between boys and girls on Social self-esteem, no significant different between boys and girls on Cognitive self-esteem, no significant different between government and private students on General self-esteem, no significant different between government and private students on Cognitive self-esteem and also found that highly significant different between governments and private schools students on Social self-esteem dimension. It can be observed that the government schools students are having high level of Social self-esteem when compared with private schools students.

KEYWORDS: Education, Potentials, Self-esteem.

INTRODUCTION

Self-esteem is viewed as a long-lasting and stable personality quality, one that incorporates a wide range of self-perceptions. It requires feeling good about oneself and unconditionally appreciating yourself. A sense of self-confidence, identity, and respect is at the core of person's being. As a result, having a high degree of self-esteem is essential since it opens the door to love and life success. People usually overlook the importance of having a healthy or positive self-esteem. Positive self-esteem is characterized by a set of attributes at its most basic level. They

include the ability to take responsibility for one's own actions, to respect and tolerate others, to deal with criticism, and, of course, to govern one's own life. It's also about appreciating your achievements, maintaining a high level of integrity, as well as loving and being loved by others. The majority of members of the community, particularly those in the business and entrepreneurial sectors, think that having a healthy self-esteem can help you become a successful professional in your industry. It also includes the emotions that people have as a result of their worthiness or unworthiness feelings. Self-esteem is

important since it has an impact on everyone's decisions and actions. People who have a high sense of self-worth are also encouraged to look after themselves and work hard to earn their individual goals. People with low self-esteem do not believe they are deserving of favorable outcomes or capable of achieving them, therefore they put off important activities and are less persistent and tough in the face of adversity. They may have goals that are identical to those of people with higher self-esteem, but they are less motivated to see them through.

Self-esteem is a hazy term, and it's impossible to comprehend what it's like to have it if you don't. People with low self-esteem might begin to understand what it would be like to have higher self-esteem by considering how they would feel about items in their lives that they value. Automobiles, for example, are a great passion for certain people. These people take exceptional care of their autos since they are so important to them. They make sound decisions on where to keep the car, how often it should be serviced, and how they will drive it. They can decide to decorate the vehicle and then show it off to others. Self-esteem is comparable to love, caring, and pride, except that you love, care, and are proud of yourself.

Self-Esteem in Different Forms

A positive attitude toward oneself, one's actions, and one's future is classified as high self-esteem. A positive attitude toward oneself is defined as having high self-esteem. This isn't to say that you love yourself or think you're perfect. Even those with high self-esteem, on the other hand, are prone to self-criticism and have aspects of their personalities that they are less proud of or content with than others. Depending on the situation, one's self-assurance can fluctuate. In a nutshell, strong self-esteem is an attitude that allows you to appreciate your achievements, address your weaknesses, and feel good about yourself and your life.

High self-esteem also enables you to realize that nothing is about you, allowing you to avoid taking things personally and reacting inappropriately. If you have a strong sense of self-respect, you can see beyond yourself and be confident in your place in the world. Surprisingly, having a high sense of self-worth may not always correlate with the experiences or characteristics that you might associate with feeling good about yourself. Positive self-

esteem also requires having faith in one's own abilities and independence. It demonstrates that you appreciate your own ideas, feelings, and viewpoints.

It also has to do with your perceptions of how others see, treat, and value you. As a result, people who have been in abusive relationships or have been through trauma are more likely to have low self-esteem now and in the future. Self-esteem isn't just determined by a single cause or set of thoughts. Instead, a person's self-esteem is determined by how they perceive themselves, including their personality, accomplishments, talents, abilities, background, experiences, relationships, and physical body, as well as how they believe others perceive them.

A negative attitude toward oneself, one's actions, and one's future is classified as low self-esteem. It's not the same as being in a poor mood or having a bad day to have low self-esteem. It's natural to feel dissatisfied when awful things happen to you, but these feelings usually pass quickly and have little impact on your self-worth, especially if you have a high self-esteem. Low self-esteem, on the other hand, is a continuously poor self-image that, while it may fluctuate with positive and bad events in your life, generally endures over time, independent of life circumstances. Your level of self-esteem may be influenced by natural differences in personality types, emotion, inheritance, and/or responses to upbringing, peers, and life events. Low self-esteem, on the other hand, can put you at risk for a number of mental health concerns, as previously stated. Self-esteem is influenced by a number of factors, including whether or not you were raised in a supportive environment where your needs, thoughts, feelings, contributions, and ideas were acknowledged. Positive thinking, heredity, personal perspectives, classmates, and other role models are all important considerations. Divorce, violence, racism, neglect, poverty, a natural disaster, being bullied, or being treated badly are all examples of difficult life events or trauma that can lead to low self-esteem.

The effectiveness of your coping abilities, the relative optimism of your personal attitude, and general hardiness, all of which can be innate or learned, all have a significant impact on the impact of bad experiences on your self-esteem. All of these characteristics induce us to avoid events that we would otherwise love.

Exaggerated negative thinking encourages us to overestimate any previous experiences, preventing us from trying again.

Self-Esteem Components

Self- assurance, identity, sensation of belonging, and feeling of competence are the four components that make up your self-esteem.

Self-Assurance.

Our self-esteem grows when we feel safe in our homes, when we are loved, and when our needs are addressed. That's when we branch out and tries new things in order to establish you and take chances.

Identity.

This is how we think about ourselves. We test, learn, and receive feedback from others to determine our characteristics, abilities, wants, and feelings. Physical and social identity can be classified into several groups.

A Sense of Belonging.

We are all members of many organizations; our membership in these organizations, our interactions with other people, and our experiences within them identify us as members of a group, sharing, and so on. Because of the various groups to which we belong, we may feel understood and not alone.

Feeling of Competence.

To feel competent, we must have a variety of experiences, including successes and failures, as well as the ability to learn new things. People are motivated when they face obstacles they can solve, which is related to a sense of competence.

The Self-Esteem 6 Principles Nathaniel Branden Is The Author Of This Piece.

Self-esteem is a firm foundation for your life, like a fortress built on six strong pillars. If you don't have a strong sense of self-worth, you'll struggle in every aspect of your life.

The six pillars must be practiced and lived in order to develop your own self-esteem.

1. **Living Consciously.** Being conscious of the power of your ideas and the impact of your actions on yourself and others.

2. **Self-Acceptance.** Knowing that you will have slips and failures in addition to accomplishments and leaps forward.

3. **Self-Responsibility.** Accepting responsibility for all you do.

4. **Self-Assertiveness.** Knowing your requirements and being able to communicate them to others in a clear, direct, and calm manner.

5. **Living Purposefully.** Feeling as if what you're doing is important to you

6. **Personal Integrity.** Knowing your values and striving to live according to them at all times.

This study is limited to 4 secondary schools that is, 2 government and 2 private confined to 120 secondary school students of Tezpur town of Assam only. In this present study the objectives are to study the difference between boys and girls on self-esteem of secondary school students of Tezpur Town, Assam State and also to study the difference between government and private managements on self-esteem of secondary school students of Tezpur Town, Assam State. The researcher also makes some predictions regarding this study and they are There is no significant difference on self-esteem between boys and girls of Tezpur Town, Assam State and There is no significant difference on self-esteem between government and private secondary school students of Tezpur Town, Assam State.

LITERATURE REVIEW

A study on the relations of achievement to academic self-esteem was done by Marsh and Yeung (1997) by using structural equation models in order to examine the paths from school grades and self-esteem to subsequent coursework selection (N=246) and found that specific components of self-esteem were more strongly related to subsequent course selection than are school grades. Mullis and Chapman (2000) did study and the researchers discovered a link between gender, age, and self-esteem, finding that teenagers with high self-esteem concentrated on problem solving while those with poor self-esteem utilized an emotion-oriented technique.

An examination of the interrelationships between self- esteem, others' expectations, family support, learning approaches and academic achievement study was done by Roman et al,(2008) and Self-esteem was discovered to have a beneficial impact on academic achievement among university students. Wen (2011) conducted a study on self-esteem among utar psychology students, and this study discovered a substantial positive association between parents' education and students' self-esteem.

Golan & Henrich (2010) did a study on Self-Esteem in Adolescents and its findings can be Early adolescent self-esteem was lower than

mid-late teenage self-esteem. These changes were shown to be substantial in early adolescent boys, but not in early adolescent girls, according to tests. Baya et al. (2016) girls have lower self-esteem and emotional intelligence than boys, according to the study. When a study on the emotional basis of gender differences in adolescent self-esteem was conducted, it was discovered that high perceived emotional attention was linked to lower self-esteem in girls; and results revealed that high perceived emotional attention was linked to higher perceived emotional clarity and repair in boys, which were associated with higher self-esteem. Effects of educational intervention targeting body image on self-esteem of Iranian high-school students: a quasi-experimental trial was done by Ghahremani et al. (2018) at baseline, no significant differences in parental jobs, parental educational levels, age, body image concern, or self-esteem were detected between the intervention and control groups.

A study has been conducted in Kangra District of Himachal Pradesh, Anthropologist on the self-esteem of adolescent girls and the factors affecting by Nagar, Sharma and Chopra (2008) on a study topic Self Esteem among Rural Adolescent Girls. The majority of the girls had average self-esteem scores of 83.56, according to the findings. The girls' educational status was favorably connected with their self-esteem scores. The study also discovered that the sort of family that girls came from had an impact on their self-esteem levels. Naderi et al. (2009) did a study on Self Esteem, Gender and Academic Achievement of Undergraduate Students and stated that in the relationship between self esteem and academic achievement, high self esteem was found to facilitate academic achievement. Mankar (2011) also did a study on Impact of Self-Esteem on Scholastic Achievement and Adjustment of Adolescents with a sample of 610 boys and girls students of seventh and eighth standard. The study discovered that an adolescent's adjustment level is strongly linked to their degree of self-esteem; a sense of self-worth and competence allows an adolescent to adjust appropriately to their circumstances. A Comparative Study of Self-Esteem among Tribal and Non-Tribal Students of Manipur by Komuwo and Rabindranath, (2011) got the majority of non-tribal students appear to be in the normal range of Self-Esteem; nevertheless,

the key contributing factors impacting Self-Esteem differ between tribal and non-tribal students, and there are gender disparities in Self-Esteem levels. It was found that life satisfaction of urban & rural college students differ significantly by Kaur (2013) when a study was done on Life Satisfaction in Relation to Self-Esteem. It can be seen that life satisfaction has a strong relationship with college students' self-esteem.

METHODOLOGY OF THE STUDY

Research Method

In the present study, the investigator decided to adopt descriptive survey method. In order to accomplish the objectives of the present study, the descriptive survey method was considered appropriate for gathering data about the self-esteem.

Population

The present study has taken from self-esteem levels of secondary schools students in Tezpur town. In Tezpur town approximately 12 government schools 10 private management schools. The researcher has taken only 9 class students for the present study. In every school an average of 60 students per 9th class students likewise the total population of the present study is 1320.

Sample

In view of the objectives of the present study, the investigator decided to collect data from Tezpur Town of Assam. As such 120 students of 9th class. In which, 55 Boys and 65 Girls (30 Boys from Government schools and 25 Boys from private schools, 30 Girls from Government schools and 35 Girls from private schools), constituted as the sample of the present study. As the sample has been selected randomly hence, it comes under random sampling technique.

The researcher has selected 4 schools out of which 2 governments and 2 private schools. Each school the researcher has taken 30 students from every schools. Altogether the present sample is 120.

Sampling Technique

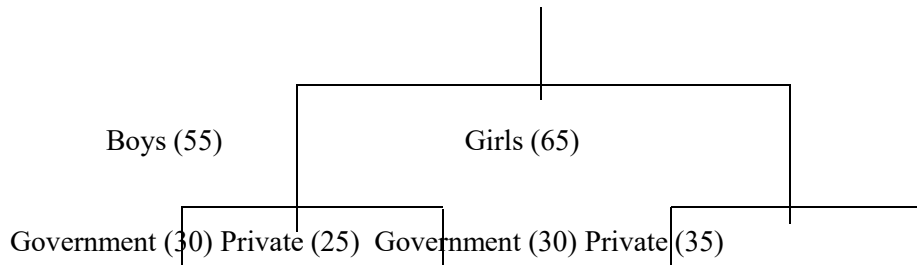
The researcher has used random sampling method. In this method every subject is having a chance to select and the selection of one individual should not effect on other individual. It is also known as lottery based method.

Sampling Framework

Gender –Boys and Girls
Management- Government and Private

Total sample is 120

Sample 120



Tools Used

The researcher has used constructed and standardized questionnaire namely-Self-esteem Inventory. Published by Agra Psychological Research Cell. The tool was constructed by Dr.Sudha Kumari Sharma and Md.Sarwar Hossain, in the year 2015.The questionnaire consisting of 30 items with 5 point scale. The reliability of the tool is according to Spearman Brown prophecy formula is 0.809 and validity is 0.899.So the present tool is highly reliably and highly valid.

Data Collection Procedure

The investigator personally seeks the permission and administered the tools in all the four schools, as per their convenience of time .At the time of administration of the tools; the rules and regulations for the data collection were strongly followed. The following precautions were observed during administration .Each subject of the sample of a particular institute was allotted a separate and comfortable seating accommodation .Enough spacing between the seats was kept so as to minimize cheating .Proper arrangement of

light and air was also made during the period of testing .The testing room was free from general noise .All the subjects were provided with pencils and answer sheets for responding to the items of the tests .Each were supplied with scale questionnaire and were requested to fill in the information. All were instructed to start after giving them specific instructions the tastes were asked to clarify their doubts initially

Statistics Used

The study consists of means to calculate the averages standard deviation to understand the deviation of the scores from the mean score and t-values to know the significance difference between the mean scores.

ANALYSIS AND INTERPRETATION OF DATA

It includes the tables constructed between the independent variables and the dependent variables and tabulated in each section. Every table can also exhibit the diagrammatic representation of the values of each table

Table 1 Comparison of self-esteem of secondary school students based on their Gender
N = 120 (Boys - 56, Girls - 64)

Self Esteem	Gender	Mean	S.D	t-Values
General Self Esteem	Boy	39.96	4.45	0.07@
	Girl	40.02	3.46	
Social Self Esteem	Boy	36.61	4.22	0.79@

	Girl	37.20	3.97	
Cognitive self esteem	Boy	40.68	4.52	0.57@
	Girl	40.23	3.97	

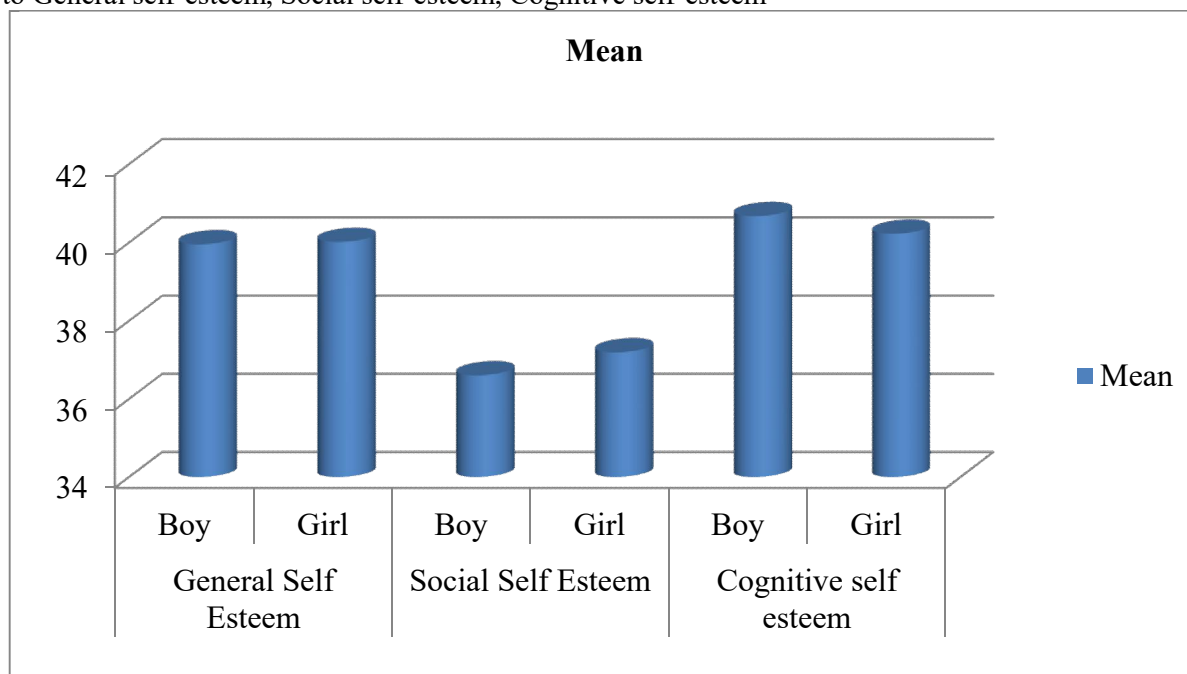
@ = Not significant at 0.05 level

Discussion

Table-1 consisting of the comparison of self-esteem of secondary schools students based on their gender .The means scores ,standard deviation and t-values were incorporated in

table number -1.It can be understand that the three values were statistically not significant at 0.05 level. Hence the null hypothesis frames for the three dimensions were accepted.

Bar Graph No-1 The diagrammatic representation of the mean scores between boys and girls related to General self-esteem, Social self-esteem, Cognitive self-esteem



Discussion

The diagrammatic representation of the mean scores between boys and girls related to

General self-esteem, Social self-esteem, Cognitive self-esteem are kept in Bar graph no-1.

Table 2 Comparison of self esteem of secondary school students based on their management
N = 120 (Boys - 56, Girls - 64)

Self Esteem	Management	Mean	S.D	t-Values
General Self Esteem	Government	40.50	3.97	1.42@
	Private	39.48	3.86	
Social Self Esteem	Government	37.88	3.78	2.63**

	Private	35.97	4.17	
Cognitive self esteem	Government	41.10	4.19	1.72@
	Private	39.78	4.17	

Discussion

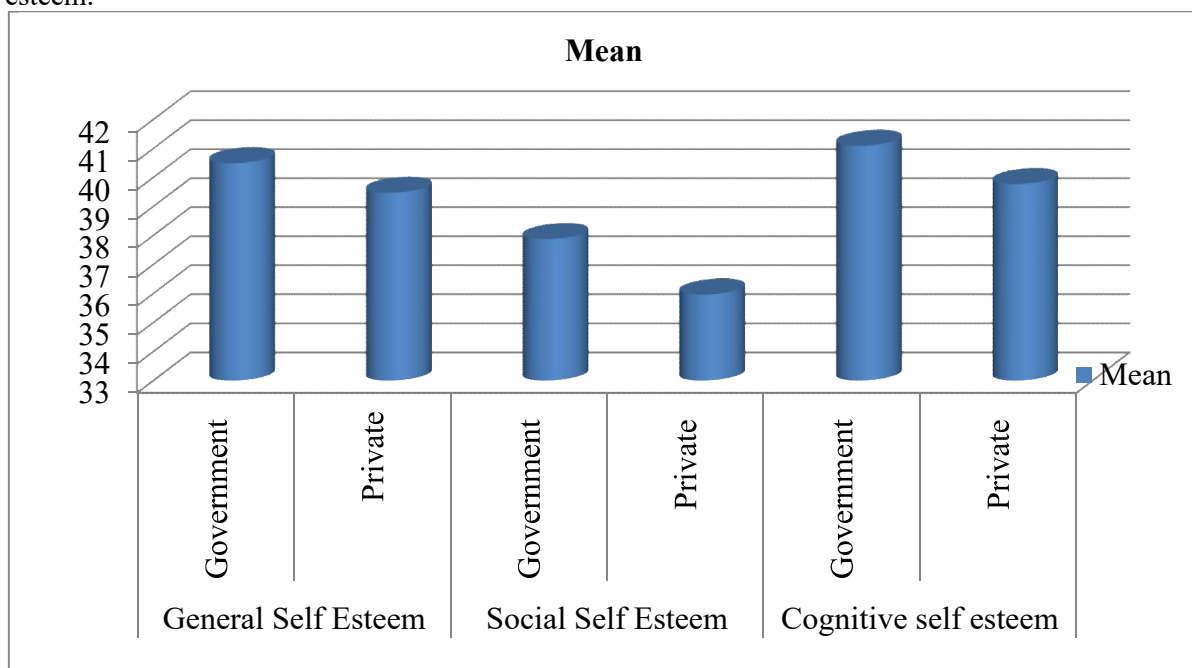
The mean values ,standard deviation and t-values of comparison of self-esteem of secondary school students on their management are incorporated in table-3. It can be observed that the difference between government and private managements of social self –esteem is highly significant .The other variables like general self –esteem

,Social self-esteem and cognitive self-esteem are not significant .

The hypothesis framed that there is no significant difference between governments on social self –esteem is rejected .The other variables like general self-esteem and cognitive self-esteem hypothesized were accepted.

Bar Graph No-2

The means scores of governments and managements of general self-esteem, social and cognitive self-esteem.



Discussion

The means scores of governments and managements of general self-esteem, social and cognitive self-esteem kept in bar graph 2. In this chart we can observe the difference between government and private belongs to social self –esteem or significantly differ. The other Bar graphs like general self-esteem and cognitive self-esteem were statistically not sign

RESULTS AND DISCUSSIONS

After doing the data collection and analyzing it properly by using statistical method various findings were found. In the study the researcher have found the following results-

1. There is no significant different between boys and girls on General self-esteem.
2. There is no significant different between boys and girls on Social self-esteem.
3. There is no significant different between boys and girls on Cognitive self-esteem.

4. There is no significant different between government and private students on General self-esteem.
5. There highly significant different between governments and private schools students on Social self-esteem dimension. It can be observed that the government schools students are having high level of Social self-esteem when compared with private schools students.
6. There is no significant different between government and private students on Cognitive self-esteem.

Recommendations of The Study

After conducting the total study on self-esteem the researchers has given some recommendations for the secondary school students of Tezpur for the betterment of the secondary students' are-

1. Teachers have to develop the self-esteem levels among the secondary school students.
2. Parents of secondary school students have to develop self-esteem levels among the secondary school students.
3. Private management schools have to provide good infrastructure and facilities in the school.
4. Private management schools are also recommended to provide extra-curricular activities like sports and games in their schools.
5. Both the management government and private schools have to private counseling and guidance services for the secondary school students.

Suggestions for Further Research

After going through all the process like data collection, analyzing it statistically and finding the results the researchers has given some suggestions for up gradation of the self-esteem of the secondary students of Tezpur, Assam are-

1. Other research scholars can add some other independent variables like stream, class, and subjects etc. for their studies going to be conducted on self-esteem.
2. The self-esteem study can be conducted on other terms and urban areas to know the different levels of self-esteem among secondary school community. The study can be clubbed with adjustment, intelligence study habits etc. to know the correlation between the dependent variables.

CONCLUSION

It is a feeling of self-confidence, self-worth, and respect that is at the core of one's being. As a result, having a high level of self-esteem is critical since it opens the door to love and success in life. Self-esteem is a nebulous concept; it's difficult to imagine what it's like to have it if you don't already have it. Consider how they would feel about items in their lives that they value as a method for people with low self-esteem to begin to appreciate what it would be like to have higher self-esteem. Some people, for example, are huge fans of automobiles. Here in the study the sample consisting of 120 sizes with 56 boys and 64 girls, t-tests were conducted between boys and girls among General self-esteem, Social self-esteem, Cognitive self-esteem. For the two dimensions namely General self-esteem girls are higher values compared to boys. But for the Cognitive self-esteem boys are little bit higher than that of girls. The conclusion finally states that there is equally self-esteem between boys and girls. The second independent variable is management with 60 government and 60 private schools students, t-tests were conducted between government schools and private schools students on the three dimensions of self-esteem. The government schools students are higher than that of private schools student's. In all the dimensions of self-esteem. Among the three dimensions social self-esteem is significantly differed, it indicates that the influence of social self-esteem is more for the government school students. The other dimensions like General self-esteem and Cognitive self-esteem have no influence on the management.

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