The International Journal of
INDIAN PSYCHOLOGY

Perceived Self- Esteem among Secondary and Higher Secondary School Teachers

Krutika Shah*, Dr. Sangeeta Pathak**

ABSTRACT:

The present research work aimed at finding out the difference between secondary and higher secondary school teachers on Self-esteem. For this purpose a total sample of 240 school teachers. Among them 120 secondary and 120 higher secondary school teachers. Data was collected by using Self-esteem scale developed by "Roseberry,(1965)". Results were analyzed by using F-Anova. Results revealed that there is no significant difference between secondary and higher secondary school teachers on Self-esteem.

Keywords: Self-esteem, secondary and higher secondary school teachers.

INTRODUCTION

Self - Esteem:

Self - esteem is a term used in psychology to reflect a person's overall emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self. Self - esteem encompasses beliefs (for example, "I am competent ", "I am worthy") and emotions such as triumph, despair, paid and shame. Smith and Mackie define it by saying "The self - concept is what we think about the self; self - esteem is the positive or negative evaluation of the self as in how we feel about it". Self - esteem is also known as the evaluative dimension of the self that includes feeling of worthiness, Prides and discouragement. One's self - esteem is also closely associated with self - consciousness.

Self - esteem is a disposition that a person has which represents their judgments of their own worthiness. In the mid- 1960s, Morris Rosenberg and social - learning theorists defined self - esteem as a personal worth or worthiness. Nathaniel Branden in 1969 defined self - esteem as " the experience of being competent to cope with the basic challenges of life and being worthy of happiness". According to Branden, Self - esteem is the sum of self - confidence (a feeling of personal capacity) and self - respect (a feeling of personal worth). It exists as a consequence of the implicit judgment that every person has of their ability to face life's challenges to understand and solve problems and their right to achieve happiness and be giving respect.

*Research Scholar, Dept. of Psychology, Sardar Patel University, Vallbh Vidhyanagar, Gujarat, India
**Asso. Professor, Dept. of Psychology, Sardar Patel University, Vallbh Vidhyanagar, Gujarat, India

As a social psychological construct self- esteem is attractive because researchers have conceptualized it as an influential predictor of relevant out comes such as academic achievement (Marsh 1990) or exercise behaviour (Hagger et al.1998).In addition self - esteem has also been treated as an important outcome due to its close relation with psychological well - being (March 1989). Self - esteem can apply specifically to a particular dimension (for example, " I believe person and feel bad about myself in general"). Psychologists usually regard self - esteem as an enduring personality characteristic ("trait" self - esteem) though normal, short - term variations ("state" self - esteem) also exist synonyms or near - synonyms of self - esteem include: self - worth, self - regard, self - respect and self - integrity.

What is Self-Esteem?

Self-esteem generally refers to how we feel about or how we value ourselves. Self esteems a hypothetical construct that includes cognitive, behavioral, and affective components. Self-esteem represents an aspect of self-cognition that reflects one's perceptions about oneself. These perceptions are formed through the evaluation of one's own personal attributes and the internalization of the evaluations of others. Over the last decade, increased interest in self-esteem has been fueled by research linking high self-esteem and strong academic and social functioning in children. Conversely, low evaluations of global self-esteem appear to be associated with many personal and social concerns, such as school failure, depression, social anxiety, violence, substance abuse, and chronic welfare dependency. When parents and teachers of young children talk about the need for good self-esteem, they usually mean that children should have "good feelings" about themselves. With young children, self-esteem refers to the extent to which they expect to be accepted and valued by the adults and peers who are important to them. Self-esteem involves an individual's sense of self-worth (Beane, 1984, p.6)

PROBLEM STATEMENT:

  "Perceived self esteem among secondary and higher secondary school teachers"

OBJECTIVE OF THE RESEARCH:-

1. To study self esteem of secondary and high secondary school teachers.
2. To study the gender difference in relation to the secondary and high secondary school teachers.
3. To study self esteem of those school teachers below 10 years.
4. To study self esteem of those school teachers above 10 years.

HYPOTHESIS OF THE RESEARCH:-

1. There will be no significant difference between secondary and higher secondary school teachers in relation to self esteem.
2. There will be no significant difference between male and female teachers in relation to self esteem.

3. There will be no significance difference between secondary and higher secondary school teachers 10years below experience on self esteem.
4. There will be no significance difference between secondary and higher secondary school teachers 10 years above experience on self esteem.

VARIABLES:

1. Independent variables:

Types of school: secondary and high secondary

Gender: Male/Female

Experience: 10 below and 10 above

2. Dependent variables:

Life satisfaction

RESEARCH DESIGN:

N=240, n=30

Variable	Secondary		Higher secondary		Total
Experience	Male	Female	Male	Female	
10 Below	30	30	30	30	120
10 Above	30	30	30	30	120
Total	60	60	60	60	240

SAMPLE:

In this research study of secondary and higher secondary school teacher shall be selected from anand city. These samples will random sampling method. A total of 240 teachers shall be selected out of which 120 would be secondary school teachers and Higher secondary school teachers out of which 60 would be male and 60 female from each of this 120 teachers 60 secondary and 60 higher secondary school teachers would take.

Tools:

For this study to collect required information the following told shall be used.

Personal Data sheet:-

A personal data sheet developed by investigator was used to collect information about types of school, sex, experience level, monthly income, marital status, types of family.

Self-esteem scale:-

It has been developed Roseberry (1965). The scale consists of 10 self-report items dealing with person's belief about himself. Each items is answered on a four point likert scale- from strongly agree (3) to strongly disagree (0) The scale was originally validated on a large sample of high school students. Test- Retest correlation are typically in the range of 0.82 to 0.88 & cronbanch's alpha for various samples are in the range of 0.77 to 0.88.

The scale is a ten item Likert scale with items answered on a four point scale - from strongly agree to strongly disagree. The original sample for which the scale was developed consisted of 5,024 High School Juniors and Seniors from 10 randomly selected schools in New York State.

Instructions: Below is a list of statements dealing with your general feelings about yourself. If you strongly agree, circle **SA**. If you agree with the statement, circle **A**. If you disagree, circle **D**. If you strongly disagree, circle **SD**.

Scoring: SA=3, A=2, D=1, SD=0. Items with an asterisk are reverse scored, that is, SA=0, A=1, D=2, SD=3. Sum the scores for the 10 items. The higher the score, the higher the self esteem.

The scale may be used without explicit permission. The author's family, however, would like to be kept informed of its use:

DISCUSSION OF RESULT:

TABLE- 1, **SHOWING RESULT OF ANOVA ON SELF ESTEEM**

Source of variance	Sum of Square	df	Mean Square	F(sig.)
Status	17.604	1	17.604	2.42 (NS)
Gender	0.504	1	0.504	0.07 (NS)
Experience	2.204	1	2.204	0.30 (NS)
Status * Gender	11.704	1	11.704	1.61 (NS)
Status* Experience	5.704	1	5.704	0.78 (NS)
Gender *Experience	45.937	1	45.937	6.32 (0.05)
Status*Gender*Experience	136.504	1	136.504	18.78 (0.01)
Error	1685.833	232	7.267	
Total	91265.00	240		

The results of ANOVA on perception reality score table 1 consulted and found that the F-ratio for status is 2.42 that is not significant. When df is1. Main effect (A) represents the factor of status. It was assumed that types of schools from two different status levels each differ from other significantly. As can be seen from the table no.4.9 secondary and higher secondary statuses are not differing from each other in relation to perception of school teachers.

TABLE-1.1, SHOWING MEAN DIFFERENCES IN SELF ESTEEM LEVEL WITH RESPECT TO STATUS

STATUS	N	MEAN	MEAN DIFFERENCE
Secondary	120	19.57	
Higher secondary	120	19.02	0.55
Total	240		

As shown in table 1.1, the mean value of secondary is 19.57and the mean value of higher secondary is19.02. There is a difference of very less i.e. 0.55 between the both which means they do not differ significantly much in their self esteem level with respect to their school status. The F value for the status 2.42. This mean there is no significant difference at both the level i.e. 0.01 and 0.05 level. Therefore, the third hypothesis there will be no significant difference between secondary and higher secondary school teachers in relation to self esteem is accepted. This suggests that the level of school status does not play a significant role in the level of self esteem of a person.

TABLE-1.2, SHOWING MEAN DIFFERENCES IN SELF ESTEEM LEVEL WITH RESPECT TO GENDER

GENDER	N	MEAN	MEAN DIFFERENCE
Male	120	19.34	
Female	120	19.25	0.09
Total	240		

As shown in table 1.2, the mean value of male is 19.34 and the mean value of female is 19.25. There is a difference of very less i.e. 0.09 between the both which means they do not differ significantly much in their self esteem level with respect to their gender. The F value for the status 0.07. This mean there is no significant difference at both the level i.e. 0.01 and 0.05 level. Therefore, the fourth hypothesis there will be no significant difference between male and female school teachers in relation to self esteem is accepted. This suggests that the level of gender does not play a significant role in the level of self esteem of a person.

TABLE-1.3, SHOWING MEAN DIFFERENCES IN SELF ESTEEM LEVEL WITH RESPECT TO EXPERIENCE

EXPERIENCE	N	MEAN	MEAN DIFFERENCE
10 Below	120	19.39	
10 Above	120	19.20	0.19
Total	240		

As shown in table 1.3, the mean value of teaching professionals with experience of 10 years below is 19.39 and the mean value of teaching professionals with experience of 10 years above is19.20. There is a difference of very less i.e. 0.19 between the both which means they do not differ significantly much in their self esteem level with respect to their teaching experiences. The F value for the experience is 0.30. This mean there is no significant difference at both the level i.e. 0.01 and 0.05 level. Therefore, the sixth hypothesis there will be no significance difference between secondary and higher secondary school teachers having experience more than 10 years and those having less then 10 years experience on self esteem is accepted. This suggests that the level of teaching experience does not play a significant role in the level of self esteem of a person.

RESEARCH FINDINGS:

STATUS:
There will be no significant difference between secondary and higher secondary school teachers in relation to self esteem is accepted. This suggests that the level of school status does not play a significant role in the level of self esteem of a person.

GENDER:
There will be no significant difference between male and female school teachers in relation to self esteem is accepted. This suggests that the level of gender does not play a significant role in the level of self esteem of a person.

EXPERIENCE:
There will be no significance difference between secondary and higher secondary school teachers having experience more than 10 years and those having less then 10 years experience on self esteem is accepted. This suggests that the level of teaching experience does not play a significant role in the level of self esteem of a person.

REFERENCE:

1. Beane, James A. (1984). Self Concept, Self-Esteem, and the Curriculum. New York: Teachers College Press

2. Beaumeister, Roy F. (Eds.). (1993). Self-Esteem, the pussle of Self-Regard. New York:Plenum Press.

3. Chang, E. C., & Sanna, L. J. (2001). Optimism, pessimism, and positive and negative affectivity in middle-aged adults: a test of a cognitive-affective model of psychological adjustment. Psychology and Aging, 16(3), 524-531.

4. Diener E & Denier M (1995) " Cross Cultural correlates of life satisfaction and self esteem" Journal of Personality and Social psychology 68, page No – 653-663.

5. DR. Hetal .T. Patel Impact of Self-Esteem on Personality and Adjustment Australian Journal of Educational & Developmental psychology.Vol3, 2003, pp-21-34. International Journal of Humanities and Social Science Vol.1 No.18.

6. Dr. Zeenat Ismail, Student Self-Esteem and Their Perception of Teacher Behaviour,'' A study of Class, International Journal of Business and social science'' Vol.2No.16; September2011. Journal of Personality and Social Psychology Copyright 2005 by the American Psychological Association 2005,Vol.89,No.4,623-642.

7. Judge, T.A., Erez, A., & Bono, J.E. (2002). Are measures of self-esteem, neuroticism, locus of control, and generalized self-efficacy indicators of a common core construct? *Journal of Personality and Social Psychology, 83*, 693–710.