7. "Self Esteem of Secondary School Students In Greater Mumbai A Survey"

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ABSTRACT:
The main objective of the study was to study the self esteem of secondary school students from Mumbai. The need of present research study was to investigate the self-esteem level of the secondary school students using the Rosenberg self-esteem scale. The students at this stage are of teen age and for some students secondary stage education is a termination stage of their education. The study was based on primary data collected from Mumbai city. The result of the study showed that Girl's students of secondary school are having more self esteem than boy's students. Also Students from aided secondary school are having more self esteem than unaided secondary school students. Some probable's solutions to overcome the problems that Students should not compare their self with others. Also they should give more time to supportive people.
"To establish true self esteem we must concentrate on our success and forget about the failures and the negatives in our lives"
Key Words: Self Esteem, secondary school students,

Introduction:

"Self-esteem is as important to our well-being as legs are to a table. It is essential for physical and mental health and for happiness."

Self-esteem is a costly personality factor that is crucial in our lives and relationship. Self-esteem is inner strength of a person. Self-esteem is made up primarily of too: things feeling lovable and feeling capable. Self-esteem reflects the intrinsic belief in the self, i. e the overall opinion and value of a person. It is how we perceive our value to the world and how valuable we think we are to others. Self-esteem affects our trust in others, our relationships, and our work – nearly every part of our lives.

A person with 'good enough' self-esteem is able to feel good, even in the face of adversity. For example, when life events seem difficult, they still value themselves as good enough. In contrast, someone with chronic low self-esteem in a similar situation may feel overwhelmed with negativity.

Self-esteem can be best described as the degree to which our "worthiness" as a person is evaluated. It is the evaluative aspect of self concept and evaluative judgments of the self as component, successful, virtuous and worthiness .Self-esteem appears to be both a trait and a state .As a trait, self-esteem differs in its typical levels. As a state, it fluctuates in response to circumstances .Self-esteem is simply defined as the opinion you have about yourself, the job you do, your achievements, how you think others see you and your purpose in life added that self-esteem involves your strengths and weakness, your social status and how you relate to others as well as your ability or independence to stand on your own feet.

Self-esteem is essential for psychological survival. It is an emotional sine qua non – without some measure of self-worth, life can be enormously painful, with many basic needs going unmet. One of the man factors differentiating human from other animals is the awareness' of self: the ability to form an identity then attach a value to it.

Every passing day is a new day in life. No situation cognitive competence, social competence and physical in schools are exactly the same as any other situation, just competence. like human beings. As every human being is distinct and Self-esteem has become a common word and is used unique so is the every situation.

We cannot live in our daily conversation. It is an attitude about the self isolation; rather we influence the environment and are and is related to personal beliefs about skills, abilities, being influenced by it. The child cannot be separated from social relationships and future outcomes. Due to it's his total environment as he is an active agent in his psychological and educational importance, many debates development. The teacher plays vital role in shaping the surround the topic of self-esteem.

Need of the study

India has multiple educational system the role of school environment cannot be ignored in which is comprehensive, dynamic and developing in forming the self-esteem of students. During academic nature. The education at secondary level is a career years, it is the combination of home environment, school making stage in India. It is bifurcated into various factors and peer relations that finally shape the esteem streams at the higher secondary level. Many factors can be quoted that secondary level education is to prepare students for influence the development of self-concept and self-esteem different careers. The students at secondary levels in either positive or negative way. Among these is adolescence with physiological changes that students' own prior behaviour and performance, occur with puberty. Students at this level have varied behaviours of other individuals toward them and the self-esteem levels. There is fluctuation in self-esteem level expectations that others hold for students' future of students and this generates emotional reactions. Generally at secondary school level, students' self-esteem Self-concept and self-esteem are important factors depends upon their appearances and popularity in influencing behaviour and achievement in school Surroundings. Parents are actively involved in one deal with effect of self-esteem on students' upbringing their children regardless of their socio behaviour in school and other deals with consequences economic status. Where education is considered of school life on students' self-esteem.

There are important, parents try to fulfill academic needs of their certain key factors that influence the development of children like provision of private tutors to enhance self-

concept and self-esteem like student's prior academic achievements. The need of present research study was to investigate the self-esteem level of the secondary school students using the Rosenberg self-esteem scale. The students at this stage are of teen age and for some students secondary stage education is a termination stage of their education.

AIM OF THE STUDY

The following was the broad aim of the study:
1. To study the self esteem of secondary school students

OBJECTIVES OF THE STUDY

1. To study the self esteem of secondary school students.
2. To compare the following variable among secondary school students on the basis of their gender:
   - Self esteem
3. To compare the self esteem among the aided and unaided secondary school students.

HYPOTHESIS: (NULL HYPOTHESIS):

The following null hypotheses have been formulated for the study:
1. There is no significant gender difference in the following variable among secondary school students:
   - Self Esteem
2. There is no significant difference in the following variable among secondary school students on the basis of the type of management of the school:
   - Self Esteem

METHODOLOGY

In the present study, an attempt has been made to investigate Self esteem among male and female Secondary school students in Mumbai. In order to achieve the pre-determined objectives of the study, the researcher has planned the entire process of the work in terms of research design.

DESIGN OF THE STUDY

A survey type study will designed to find out significant differences among male and female students in secondary school, of Mumbai as related to their self esteem and physical fitness

variables. An attempt will also made to study self esteem in term of physical fitness of secondary school students.

SAMPLE

For the purpose of the study, 500 secondary school students (male and female) studying in 10 schools were selected randomly from Mumbai. The sample of the study has been depicted as below:

TESTS USED AND THEIR DESCRIPTION

The researcher used the Rosenberg's self esteem in that questionnaire item no. 1,2,4,6,7,8 were positive question and item no.3,5,8,9,10 were negative question.

PROCEDURE OF DATA COLLECTION

After collecting the test scales along with the scoring keys, the investigator contacted the Secondary School students personally for the purpose of data collection. Most of them were contacted individually at their places of posting. A brief description of test scales along with the objectives and importance of the study were explained to the subjects to ensure their honest,

correct and sincere responses. They were asked to give responses as per the first reply that comes to their mind after reading each question carefully. They took their own time and were encouraged to give the appropriate responses. Whenever they felt any difficulty in understanding any item, the researcher tried his best to help them in making them understand, so that they could give the correct response. The subjects were also ensured that their responses would be kept confidential and would be used only for research purpose.

STATISTICAL PROCEDURE

Mean score and standard deviation of Boys students (N=200), Girls students (N=250), and schools (N=10) and the sample (N=450) were calculated in one variable i.e. Self Esteem. One-way analysis of variance was applied to find out the significance of mean difference among unaided School (N=6), aided school (N=4), and school (N=10) students of the variable. This was followed by Significance Difference Test (L.S.D.) to determine the significance of difference between ordered paired means at 0.05 & 0.01 levels.

INFERENTIAL ANALYSIS.

Testing Hypothesis 1

The null hypothesis states that there is no significant gender difference in the following variables among secondary school students:

The technique used to test this hypothesis is the 't' test, Variables: Self Esteem.

| Groups	N	d-f	Mean	Standard Division	t-ratio	Table Value		Significance level
						0.05	0.01	
Boys	200	448	28.18	1.26				Significant
Girls	250		29.87	1.77	3.26	1.96	2.59	

Interpretation

From the table it can be seen that the obtained t- ratio are more than the table value. Thus 't' is significant. Hence the null hypothesis is rejected. It can be concluded that there is significant difference in self esteem scores of secondary school students on the basis of gender. Thus from the findings it can be said that secondary school students from different gender i.e. Girls secondary school students are having more self esteem.

Conclusion

There is significant difference between boys and girls in self esteem.

Figure1.1
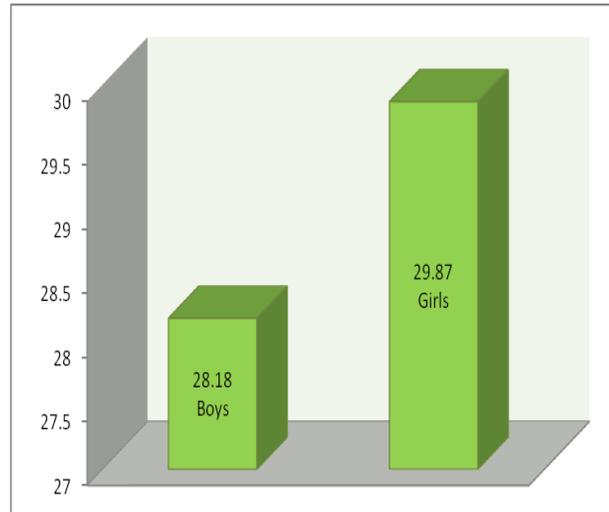
Testing Hypothesis 2

The null hypothesis states that there is no significant difference in the following Variable among secondary school teachers on the basis of type of management.

The technique used to test this hypothesis is the 't' test, Variables: self Esteem

| Groups	N	d-f	Mean	Standard Division	t-ratio	Table Value		Significance level
						0.05	0.01	
Aided	220	448	28.74	1.93				Not Significant
Unaided	280		27.86	2.57	1.88	1.96	2.59	

Interpretation

From the table it can be seen that the obtained t-ratio are less than the table value. Thus 't' is not significant. Hence the null hypothesis is accepted. It can be concluded that there is no significant difference in self esteem of secondary school students on the basis of type of management. Thus from the findings it can be Figure 1.2

said that secondary school students from different type of management i.e. aided secondary school students are having more self esteem .

Conclusion

There is no significant difference between aided and unaided school student's self esteem.
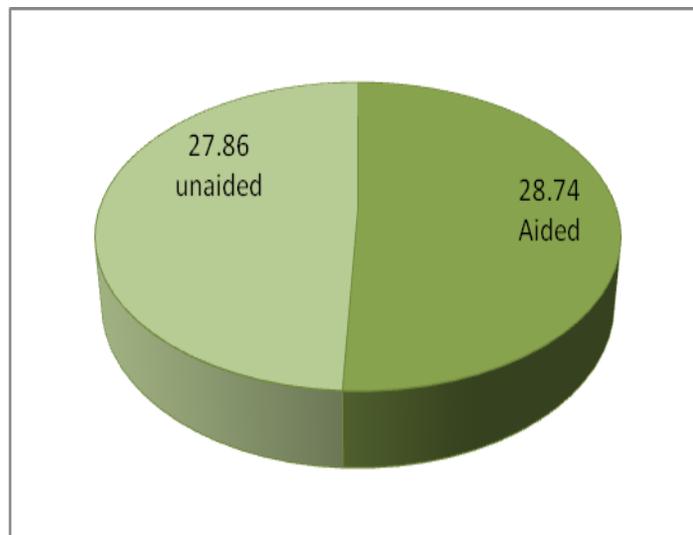
FINDING & CONCLUSION:

- Girl's students of secondary school are having more self esteem than boy's students.
- Students of aided secondary school are having more self esteem than unaided secondary school students.
- There is significant difference between girl's students and boy's student's self esteem.
- There is no significant difference between aided and unaided school student's self esteem.

SUGGESTIONS:

1. Teacher should encourage the students to overcome their low self esteem .This can be done through small activities like giving them activities which can create self esteem in the students.
2. Teacher should not set unrealistic expectations because this reinforce our negative self-esteem Students should explorer them self about knowing your strengths and weaknesses, but also opening yourself up to new opportunities, new thoughts, trying out something new, new viewpoints, and new friendships
3. Student should adjust their own self-image .Self -esteem is useless if

it's based upon an older version of you that no longer exists.
4. Students should not compare their self with others.
5. Student should give more time to supportive people.

According to Denis Waiting "To establish true self esteem we must concentrate on our success and forget about the failures and the negatives in our lives"

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