



A STUDY OF SELF-ESTEEM OF SECONDARY SCHOOL TEACHERS WITH GENDER AND LOCALITY

Education

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ABSTRACT

Self-appreciation is very important for an individual. Knowing about oneself or having a positive impact on oneself will improve one's confidence, identity, feeling of security, competence, and sense of belonging. The main objective of the present study is to study the influence of gender and locality on the self-esteem of secondary school teachers. The self-esteem scale developed by **Heatherton, T. F and Polivy, J (1991)** was adopted for this study. A sample of 320 secondary school teachers representing different genders and localities of secondary schools in Kurnool District was selected by following the stratified sampling technique for the data analysis. 't' test was employed for the analysis of the data. There is a significant influence of gender and locality at 0.01 level of significance on the self-esteem of secondary school teachers.

KEYWORDS

Self-esteem, Gender, Locality and Secondary school Teacher.

INTRODUCTION

Self-esteem is your opinion of yourself and your worth. In other words, your perception of your value as a person, particularly with regard to the work you do, your status, achievements, purpose in life, your perceived place in the social order, potential for success, strengths and weaknesses, how you relate to others, and your ability to stand on your own two feet.

Everyone has opinions about the type of person they are. These opinions are at the heart of self-esteem, and they affect how you feel about and value yourself. Self-esteem is not static and fixed; your beliefs about yourself can change throughout your life as a result of circumstance and experience. If you have low self-esteem, these beliefs will often be negative. You may focus on what you feel are your weaknesses and mistakes that you have made.

The outcome of healthy self-esteem is that it influences one's motivation and mental well-being, which results in a better quality of life. Self-esteem can be defined as an individual's general feeling of self-worth. It can be considered through positive feelings about oneself. Self-esteem reflects how much an individual likes and values himself regardless of the circumstances. The other terms that replace self-esteem are self-regard, self-worth, and self-respect. Self-esteem can be considered a very important aspect of one's life. It always helps an individual in the process of decision-making, maintaining emotional health, and overall wellbeing. Self-esteem results in having healthy relationships with one, which enables an individual to maintain healthy relationships with others too. People with low self-esteem will have a number of issues in their day-to-day activities. They will not have any confidence in themselves, which tends to make them not believe in their abilities, affecting their decision-making process. They even believe that they are incapable of achieving their life goals. Their low level of confidence makes them feel unlovable and unworthy. The interpersonal relationships will be badly affected, and they might have issues expressing their needs and wants.

REVIEW OF LITERATURE

Banafshe Hasanvand and Mohamad Khaledian (2012) showed that there was no significant relationship in the emotional intelligence and self-esteem between male and female students.

Samuel D. Gosling et al. (2016) found age-related increases in self-esteem from late adolescence to middle adulthood and significant gender gaps, with males consistently reporting higher self-esteem than females. Despite these broad cross-cultural similarities, the cultures differed significantly in the magnitude of gender, age, and Gender - Age effects on self-esteem. These differences were associated with cultural differences in socioeconomic, socio demographic, gender-equality, and cultural value indicators.

Thiyagarajan, D and Dr. Senthil, D (2016) studied that as far as personality was considered, husbands were having more good personality qualities than wives were. With respect to self-esteem,

wives were having more confidence than husbands were. Regarding conflict resolution, wives were having more negotiation ability to resolve the disagreement compared to husbands. Overall wives were influenced by the purchase decisions compared to husbands.

Rajkumari and Srinithi, S.S (2017) reveals that among the preadolescent, Self-esteem and Emotional Intelligence are not related; this relationship varies with gender. Self-esteem and self-recognition are directly related.

Gomathi Narayani, N and Dr. Selvarajureveal, R (2018) found that the male disabled students and urban schools disabled students have got better self-esteem than their counter parts.

Neelavathy, S and Dr. Rajam, A (2019) showed that the Self-Esteem was significantly increased as result of Simplified Kundalini Yoga with Suriyanamaskaram. The conclusion was that the Simplified Kundalini Yoga with Suriyanamaskaram helped to increase Self-Esteem among college girls.

Barathi, C (2020) inferred that there is no significant difference among high school students in Self Esteem with respect to Gender. Also it is found that there is a significant difference in the mean scores of Self-esteem among the high school students based on their types of school.

Objective of the Study: To study the impact of gender and locality on the self-esteem of secondary school teachers.

Hypotheses of the study

- There would be no significant difference of 'gender' on the self-esteem of secondary school teachers.
- There would be no significant difference of 'locality' on the self-esteem of secondary school teachers.

Tools for the Study

The self-esteem scale developed by **Heatherton, T. F. & Polivy, J (1991)** was adopted for this study. A 20-item scale that measures a participant's self-esteem at a given point in time. There were seven positive and thirteen negative items. For the purpose of scoring, numerical values (weightages) were assigned to each of the five categories, namely Not At All, A Little Bit, Somewhat, Very Much, and Extremely, based on the Likert (1932) method. Sum the scores from all items and keep the scale as a continuous measure of state self-esteem. The tool was highly reliable for the investigation. Personal data regarding the teacher – 1. Name, 2. Gender, 3. Locality.

Data Collection

The sample for the investigation consisted of 320 secondary school teachers in Kurnool District. The stratified random sampling was applied in two stages. The first stage is gender, i.e., male and female, and the second stage is locality, i.e., rural and urban. It is a 2X2 factorial design with 320 sample subjects. The investigator personally visited

schools with the permission of the headmasters of the schools. The secondary school teachers who attended the school on the day of the collection of data are considered for the purpose of the study. Sum the scores from all items and keep the scale as a continuous measure of state self-esteem. The data on each variable in the study is properly coded to suit computer analysis. The analysis was carried out on the basis of the objectives of the study and hypotheses formulated by employing appropriate statistical techniques. The inferential statistical technique 't' test was employed to test hypotheses.

RESULTS AND DISCUSSION

1. Gender

The relationship of self-esteem of secondary school teachers with their gender is studied. On the basis of gender, the Secondary school teachers are divided into two groups. The Male teachers form with the Group – I and Group – II forms with the Female teachers. The corresponding self-esteem of secondary school teachers of the two groups were analyzed accordingly. The mean values of self-esteem of secondary school teachers for the two groups were tested for significance by employing 't' - test.

Hypothesis – 1

There would be no significant difference of 'gender' on the self-esteem of secondary school teachers.

The obtain results are presented in **Table – 1**.

Table – 1: Influence Of Gender On The Self-esteem Of Secondary School Teachers

Gender	N	Mean	S.D.	't' – Test
Male	160	82.59	17.58	6.562**
Female	160	73.46	13.24	

** Indicates significant at 0.01 level

It is found from **Table – 1** that the obtained value of 't' 6.562 is greater than the critical value of 't' 2.59 at 0.01 level of significance. Hence, the formulated hypothesis is **rejected**. Therefore, it is concluded that a significant difference exists in the self-esteem of secondary school teachers in relation to gender.

2. Locality

The relationship of self-esteem of secondary school teachers with their locality is studied. On the basis of locality, the Secondary school teachers are divided into two groups. The rural teachers form with the Group – I and Group – II forms with the urban teachers. The self-esteem of secondary school teachers of the two groups were analyzed accordingly. The self-esteem of secondary school teachers for the two groups were tested for significance by employing 't' - test.

Hypothesis – 2

There would be no significant difference of 'locality' on the self-esteem of secondary school teachers.

The obtain results are presented in **Table – 2**.

Table – 2: Influence Of Locality On The Self-esteem Of Secondary School Teachers

Locality	N	Mean	S.D.	't' - Test
Rural	160	81.23	17.32	4.029**
Urban	160	74.31	14.59	

** Indicates significant at 0.01 level

It is found from **Table – 2** that the obtained value of 't' 4.029 is greater than the critical value of 't' 2.59 at 0.01 level of significance. Hence, the formulated hypothesis is **rejected** at 0.01 level. Therefore, it is concluded that a significant difference exists in the self-esteem of secondary school teachers in relation to locality.

CONCLUSIONS:

In the light of the findings, the following conclusions are drawn. Gender and locality have significant influence on the self-esteem of secondary school teachers.

EDUCATIONAL IMPLICATIONS

The findings of the present research have raised some important questions related to the educational needs of the students, with special

reference to their self-esteem towards secondary school teachers.

1. Gender has an influence on the self-esteem of secondary school teachers. Male teachers have better self-esteem than female teachers. The government should take the necessary steps to establish sophisticated facilities at schools for better self-esteem among female teachers. Heads of schools must take the initiative to improve self-esteem among female teachers.

2. Locality has an influence on the self-esteem of secondary school teachers. It is observed that the performance of urban teachers is better than that of rural teachers. The government must collect data about urban and rural schools, identify the reasons behind variations between the two, and conduct a special orientation programme among the rural teachers. The government should facilitate sophisticated logistics for the rural schools. The administrators of rural schools must identify the requirements for both physical and intellectual infrastructure in comparison with urban schools.

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