



ORIGINAL RESEARCH PAPER

Education

INFLUENCE OF TYPE OF FAMILY ON SELF-ESTEEM OF HIGHER SECONDARY STUDENTS

KEY WORDS: Attitude, High school teacher, Job satisfaction

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ABSTRACT

The main purpose of the study was to find out the influence of type of family on self-esteem of higher secondary students. The investigator adopted normative survey method for the collection of data. The sample consists of 300 higher secondary students randomly selected from 10 schools from Sankarankoil Taluk. The self esteem tool was prepared and validated by G.Pouthra and Dr.V.Kasirajan. The findings of the result showed that i) 22.0% have low level, 57.7% have moderate level and 20.3% have high level of self-esteem of higher secondary students. ii) 19.7% of nuclear family students have low level, 68.7% of them have average level and 11.6% of them have high level of self-esteem. iii) 0% of joint family students have low level, 81.2% of them have average level and 18.8% of them have high level of self-esteem higher secondary students. iv) there is significant difference between nuclear and joint family of higher secondary students in their self-esteem

INTRODUCTION

Self-esteem reflects a person's overall subjective 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 about oneself. The self-esteem is what we think about the self; self-esteem is the positive or negative evaluations of the self, as in how we feel about it. Self-esteem is attractive as a social psychological construct because researchers have conceptualized it as an influential predictor of certain outcomes, such as academic achievement, happiness, satisfaction in marriage and relationships, and criminal behaviour. Self-esteem can apply specifically to a particular dimension or a global extent. 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. Possessing little self-regard can lead people to become depressed, to fall short of their potential, or to tolerate abusive situations and relationships. Too much self-love, on the other hand, results in an off-putting sense of entitlement and an inability to learn from failures. (It can also be a sign of clinical narcissism.) Perhaps no other self-help topic has spawned so much advice and so many (often conflicting) theories. Here are our best insights on how to strike a balance between accurate self-knowledge. Through Self-esteem we can develop and build students' academic and social competencies and create environments in which students feel supported. The challenge is to reframe the understanding of self-esteem so that adults are focusing on the right strategies to foster students' sense of competence and self-worth.

SIGNIFICANCE OF THE STUDY

Students frequently display a decline in self-esteem during elementary school and the transition to middle level. This decrease represents an adaptive reaction to the overly positive self-perceptions that are characteristic of childhood. Young children tend to overestimate their competence because they lack the cognitive maturity to critically evaluate their abilities and to integrate information from multiple sources. As students develop, they better understand how others view their skills and better distinguish between their efforts and abilities. As a result, their self-perceptions become increasingly accurate (Harter, 1999). As students transition from middle level to high school, their self-concept gradually grows. Increasing freedom allows adolescents greater opportunities to participate in activities in which they are competent, and increased perspective-taking abilities enable them to garner more support from others by behaving in more socially acceptable ways (Harter, 1999). Support from parents and peers are particularly important to students' self-esteem. When students are young, parental approval is more predictive of self-esteem than approval from peers. The influence of peers' increases over

the course of development, but the influence of parents does not decline. Higher secondary students' perception of the support they receive is even more important to self-esteem than the actual support given. The higher secondary school staff members can help parents and peers be more effective "supporters" by providing suggestions and opportunities for appropriate positive reinforcement, and they can help students learn to be more aware of the support they receive (Harter, 1999). Although the direct effects of teacher support on student self-concept remain unstudied, close relationships with teachers increase students' academic and social skills (Hamre & Pianta, 2006) and may therefore indirectly enhance self-esteem. Parents and teachers also can promote self-esteem by fostering supportive relationships among students.

OBJECTIVES OF THE STUDY

1. To find out the level of self-esteem of higher secondary students.
2. To find out of the level of self-esteem of higher secondary students with respect to type of family.
3. To find out whether there is any significant difference in self-esteem of higher secondary students with respect to type of family.

NULL HYPOTHESES OF THE STUDY

1. The level of self-esteem of higher secondary students is average
2. The level of self-esteem of higher secondary students with respect to type of family is average
3. There no significant difference in self-esteem of higher secondary students with respect to type of family.

METHOD OF THE STUDY

The Authors used Normative Survey method was found appropriate for this study. Since this study attempts to bring out relevant details from students regarding various expected outcomes of the systems of academic stress and self-esteem assessment in schools. Normative Survey method was found appropriate for this study.

SAMPLE TECHNIQUE

The Authors were used simple random sampling and samples are collected only from the Students of Higher Secondary level in various Schools located in and around Sankarankoil area which is located in Tirunelveli district, Tamil Nadu state, South India.

DELIMITATION OF THE STUDY

This study is delimited to the Sankarankoil Taluk, Tirunelveli district, Tamilnadu, South India. This study is considering the higher secondary students those who are studying in Sankarankoil Taluk only.

TOOLS

The investigator used the following tool for the present study
1. Self-Esteem Scale was prepared by G.Pouthra and Dr.V. Kasirajan

ANALYSIS OF THE STUDY

1. To find out the level of self-esteem of higher secondary students

TABLE-1.1 THE LEVEL OF SELF-ESTEEM OF HIGHER SECONDARY STUDENTS

Variable	Low		High			
	No	%	No	%	No	%
Self-Esteem	66	22.0	173	57.7	61	20.3

It is inferred that among higher secondary students, 22.0% have low level, 57.7% have moderate level and 20.3% have high level of self-esteem of higher secondary students.

2. To find out the level of self –esteem of high school students with respect to type of family.

TABLE-2 THE LEVEL OF SELF-ESTEEM OF HIGHER SECONDARY SCHOOL STUDENTS WITH RESPECT TO TYPE OF FAMILY

Type of family	Low		Average		High	
	Count	%	Count	%	Count	%
Nuclear	56	19.7	195	68.7	33	11.6
Joint	0	.0	13	81.2	3	18.8

It is inferred from the above table that, with regard to nuclear, 19.7% of students have low level, 68.7% of them have average level and 11.6% of them have high level of self-esteem. With regard to joint, 0% of students have low level, 81.2% of them have average level and 18.8% of them have high level of self-esteem.

Null Hypothesis:1

TABLE – 3
't' value showing significant between male and female higher secondary students in their self -esteem

Variable	Type of Family	Number	Mean	S.D	Calculated 't' Value	Table value	Remarks
Self - esteem	Nuclear	284	155.10	25.257	4.392	1.96	S
	Joint	16	183.12	14.850			

It is inferred from the above table that calculated't' value (4.392) is greater than the table value (1.96) for df (298) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between nuclear and joint family of higher secondary students in their self -esteem.

MAJOR FINDINGS

- 22.0% have low level, 57.7% have moderate level and 20.3% have high level of self-esteem of higher secondary students.
- 19.7% of nuclear family students have low level, 68.7% of them have average level and 11.6% of them have high level of self-esteem.
- 0% of joint family students have low level, 81.2% of them have average level and 18.8% of them have high level of self-esteem.
- There is significant difference between nuclear and joint family of higher secondary students in their self -esteem

INTERPRETATION

The't' test result shows that there is significant difference between nuclear family and joint family higher secondary school students in their self-esteem. The mean values of joint family students are better than the nuclear family students. This may be due to the fact that the joint family students have positive relationship with family

members and valuable direction from their family members and also they have the social relationship among their elders.

RECOMMENDATION

- Teachers can prevent or reduce feelings of low self-esteem by reducing social comparison cues in the classroom.
- Helping students change the point of reference they use when judging their abilities may help them change their self-perceptions.
- Encouraging students to focus on how much they have improved over time instead of focusing on how their peers are doing is a simple way of avoiding negative self-perceptions and low motivation.

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