ORIGINAL RESEARCH PAPER

Psychology

COMPARATIVE STUDY OF SELF-ESTEEM AND STUDENT ENGAGEMENT AMONG GIRLS STUDYING IN GIRLS ONLY SCHOOL AND MIXED SCHOOL

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ABSTRACT

The educational advancement of a country shows its pace of development. Girl's education can bring about a silent revolution in the society. Self-esteem is a way one feels about on self-inducing the degree to which one possess self respect and self acceptance. Student engagement is concerned with the interaction between the time, effort and other relevant resources inverted by both students and their institution. The participants of the study include 120 girls studying in 11th grade. The first objective of the study was to study the impact of self esteem between girls studying in mixed school and girls only school. The second was to study the effect of student engagement between girls studying in girls only school and mixed school. The study revealed that the type of school will not affect the dimensions of student engagement of girls and self esteem of girls is independent of the type of school they are studying.

INTRODUCTION

The educational advancement of a country shows its pace of development. In other sense, education system reflexes the development of the country. Education is the process of facilitating learning, or the acquisition of knowledge, skill, value, beliefs, and habits. The increase in enrolment of the high schools or higher education shows the demand for advanced education. The paramount aim of education is to prepare persons who are physically fit, mentally developed, emotionally stable and of a well-developed personality.

Female education is a catch-all term of a complex set of issues and debates surrounding education for girls and women. Providing higher education to girls enhance their emotional as well as physical weal. In this study focus is given to those variables function among girls of mixed school and girls only school.

SELF ESTEEM

Self-esteem is a way one feels about on self-inducing the degree to which one possess self respect and self acceptance. It is affected by a variety of influence ranging from formative childhood experience in relation to our parents to our own standards of ideal self. For instance, individuals with high self esteem generally were bought up by parents who were very accepting of them expressed a lot attention and establish firm but reasonable rules all of which fosters a positive self image.

Individuals with low self esteem usually were bought up by parents who relied on parenting styles that were overly strict, overly permissive or inconsistent. Also, self esteem is significantly influenced by our experiences of success and failure.

According to Maslow (1954), all people have a need or desire of stable firmly based, sense of self regard or self respect and they need self esteem from themselves and from others. He classified esteem need in two categories:

1) The first set of esteem need include the desire for strength, for achievement, for adequacy, for mastery, for competence, self confidence and degree of independence and for freedom.
2) The second category includes towards the desire for prestige, status, recognition, attention, dignity, and the appreciation all of which are characteristics of self esteem based on the person.

The ability to forge healthy relationships with others is heavily dependent on self esteem. People who are able to readily love themselves are those who are also able to love others without co-dependence or other traits of poor self esteem. A bad self image can often lead to frequent conflict with others, trouble with communication and problems with intimacy. Good relationships can generally result from positive self esteem traits such as learning from mistakes and recognizing the needs of both parties in a relationship.

STUDENT ENGAGEMENT

Student engagement is concerned with the interaction between the time, effort and other relevant resources inverted by both students and their institution, intended to optimise the student experience and enhance the learning outcomes and development of students and the performance, and reputation of the institution (Trowler, 2010).

DIMENSIONS OF ENGAGEMENT

Engagement is more than involvement or participation it require feeling and sense making as well as activity (Harper and Quaye, 2009). Acting without feeling engaged without acting is dissociation. Although focussing on engagement at a school level, Fredricks, Blumenfeldland Paris (2004), drawing on Bloom (1956), usefully identify three dimensions to student engagement, as given below:

1. **Behavioural engagement**
   Students who are behavioural engaged would typically comply with behavioural norms, such as attendance and involvement, and would demonstrate the absents of descriptive or negative behaviours
2. **Emotional or affective engagement**
   Students who engage emotionally would experience affective reactions such as interest, enjoyment, or a sense of belongingness.
3. **Cognitive engagement**
   Cognitively engaged students would be involved in their learning, would seek to go beyond the requirements and would relish challenge.

Student engagement has the advantage of providing information on what students are actually doing. While this may appear self-evident, it has a broader significance for the management of the institutions, students and academic programmes.

OBJECTIVES

- To study the impact of self esteem between girls studying in mixed school and girls only school.
- To study the effect of student engagement between girls studying in girls only school and mixed school.

HYPOTHESES OF THE STUDY

- There is no significant difference in self esteem between girls studying in girls only school and mixed school.
- There is no significant difference in student engagement between studying in girls only school and mixed school.
- There is no significant relationship between self esteem and student engagement of girls studying in girls only school and mixed school.

METHOD
PARTICIPANTS

The study was set for adolescence girls studying in higher

secondary schools. The sample of the study include 120 girls studying in 11th grade, 60 girls from a reputed girls only school and 60 from a reputed mixed school, both in Malapuram district.

MEASURES USED

The tools used for data collection include questionnaires developed solely for the purpose of collecting the demographic details of the subject.

1.SELF-ESTEEM RATING SCALE (SERS) (Immanual Thomas and Dr.H.SamSananda Raj, 1985): The SERS is a 20 item instrument that provides a clinical measure on self esteem. Itensures the reliability of results as it has a high level of internal consistency (alpha of .97). It also has good content and factorial validity.

2.STUDENT ENGAGEMENT SCALE: This scale was developed by Sini and Vijayakumari (2012). It is a five point Likert type scale which measures the three components namely behavioural engagement, emotional engagement, and cognitive engagement. Reliability of the scale was calculated separately for each dimension and found to be acceptable.

STATISTICAL ANALYSIS USED

The statistical techniques selected were student t-test and Pearson's Product moment correlation.

RESULTS AND DISCUSSION

To know the significant difference between girls studying in girls only school and mixed school on self esteem, t-test was used.

TABLE 1.
MEAN DIFFERENCE, T- VALUE AND SIGNIFICANCE (TWO TAILED) OF SELF ESTEEM AMONG GIRLS STUDYING IN MIXED SCHOOL AND GIRLS' ONLY SCHOOL.

Variables	Type of school	N	Mean difference	t-value	Sig(2 tailed)	SD
SELF ESTEEM	Girls only	60	-3.183	-1.716	.089	10.173
	Mixed	60	-3.183	-1.716	.089	10.144

Table 1 indicates the t- value of self esteem of girls studying in girls only school and mixed school. The t-value for both is -1.716. The standard deviation on self esteem of girls studying in girls only school is 10.173 and that of mixed school is 10.144. the mean difference in the self esteem of girls studying in both type of school is the same (-3.183) and the significance of two tailed is .089. This shows that the self esteem of the self esteem of girls is not affected by the type of school they are studying. Thus the null hypothesis is accepted.

HYPOTHESIS 2

There is no significant difference between girls studying in girls only school and mixed school on student engagement.

TABLE 2
MEAN DIFFERENCE, T-VALUE AND SIGNIFICANCE (2 TAILED) OF STUDENT ENGAGEMENT AMONG GIRLS STUDYING IN MIXED SCHOOL AND GIRL'S ONLY SCHOOL.

Variables	School	N	MD	T-value	Significance	SD
behavioural engagement	girls only	60	.350	.264	.792	6.104
	Mixed					8.270
Cognitive engagement	Girls only	60	-2.250	-1.617	.109	7.785
	Mixed					7.455
Emotional engagement	Girls only	60	.600	.567	.572	5.188
	Mixed					6.353

Table 2 indicates the t-value of student engagement of girls studying in girls only school and mixed school. The student engagement is divided into three components, the behavioural engagement, the cognitive engagement, and emotional engagement. The mean difference of behavioural, cognitive, and emotional engagements are .350, -2.250 and .600 respectively.

The result obtained after analysing the significance at the level .05 is, there is no significant difference in the student engagement of girls. That is we accept the null hypothesis. Here the type of school has no impact on the student engagement among girls.

HYPOTHESIS 3

There is no significant relationship between the self esteem and student engagement among girls studying in girls only school and mixed school.

TABLE 3
CORRELATION BETWEEN SELF ESTEEM AND STUDENT ENGAGEMENT.

Variables		Behavioural	Cognitive	emotional
Self esteem	Correlation	-.034	.056	-.020
	Significance	.713	.545	.831

Table 3 shows the correlation between self esteem and student engagement of girls studying in girls only school and mixed school. Since student engagement has 3 dimensions; behavioural, cognitive, and emotional, correlation between self esteem and these 3 dimensions are found separately. In the case of correlation analysis, it can be seen that, the correlation between self esteem and behavioural engagement is slightly negative (-.034) with p-value .713. The correlation between self esteem and cognitive engagement is positive (.056) with a p-value .545. The correlation between self esteem and emotional engagement is negatively correlated (-.202) with p-value .831. There is only weak correlation shown between self esteem and the components of student engagement. The negative correlation shows that when one variable increases the other decreases. This shows that when self esteem increases student engagement decreases among girls studying in mixed school and girls only school in a very weak manner. Hence the hypothesis `there is no relationship between self esteem and student engagement` is accepted

CONCLUSION

In the modern, scientific and technical world, education plays a vital role. For children, in particular, the environment in which they are raised, contribute profoundly to the development of their self esteem and engagement, which in turn help them to adapt better to society. The inter correlation among the components of self esteem and student engagement are negatively correlated. All the variables are found to be significant at 0.01 and 0.05 level of significance.The study aimed to compare the self esteem and student engagement among girls studying in girls only school as well as in mixed school. From this study we found out that there is no significant difference in self esteem and student engagement among girls studying in girls only school and mixed school and also there is no impact in the relationship between their self esteem and student engagement.

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