RESEARCH ARTICLE

A STUDY ON SELF IMAGE AND SELF ESTEEM OF HIGHER SECONDARY STUDENTS IN VILLUPURAM DISTRICT

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ARTICLE INFO	ABSTRACT
	Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country.

INTRODUCTION

The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning, so that all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved. The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand. With climate change, increasing pollution, and depleting natural resources, there will be a sizeable shift in how we meet the

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world's energy, water, food, and sanitation needs, again resulting in the need for new skilled labour, particularly in biology, chemistry, physics, agriculture, climate science, and social science. The growing emergence of epidemics and pandemics will also call for collaborative research in infectious disease management and development of vaccines and the resultant social issues heightens the need for multidisciplinary learning. There will be a growing demand for humanities and art, as India moves towards becoming a developed country as well as among the three largest economies in the world. Indeed, with the quickly changing employment landscape and global ecosystem, it is becoming increasingly critical that children not only learn, but more importantly learn how to learn.

DEFINITION OF SELF IMAGE

Self-Esteem can be broadly defined as the overall evaluation of oneself in either a positive or negative way. It indicates the extent to which an individual believes himself or herself to be competent and worthy of living. Simply put, self-esteem is essentially one's feelings of self-competence and self-worth. Self-Esteem is the rate of validity, approval, acceptance and self-worthiness that a person feels about himself. Feelings and opinion about the abilities, competencies and own features determine self-esteem.

Good self-esteem means to be aware of own strengths and weaknesses and to accept oneself with what is more personal and valuable. It means that taking own responsibilities confirms oneself by responding to the needs, setting the purposes and choosing ways to achieve those purposes. A good self-esteem can bring up personal uniformity and makes person to pay attention to the other people. When an individual feels he is being loved and make a sense of belonging, he is in a situation that two kinds of needs stimulate him to respect. A person needs to grant values and respect to himself as a form of self-esteem and also, he needs to be respected by others, satisfying the self-esteem, one can ensure that he has competences, values and capabilities. This helps him to be deserved in all aspect of life and in the absence of self-esteem, he feels contempt, failure and hopelessness and he is not sure he can cope with them. Self-Esteem is the one key ingredient that affects the level of proficiency in all fields of endeavor. Self-Esteem has been correlated to job success, school achievement, interpersonal compatibility and general happiness.

SELF ESTEEM

Self-esteem is how we value ourselves; 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, our work – nearly every part of our lives. Positive self-esteem gives us the strength and flexibility to take charge of our lives and grow from our mistakes without the fear of rejection.

Following are some outward signs of positive self-esteem

- Confidence
- Self-direction
- Non-blaming behavior
- An awareness of personal strengths
- An ability to make mistakes and learn from them
- An ability to accept mistakes from others
- Optimism
- An ability to solve problems
- An independent and cooperative attitude
- Feeling comfortable with a wide range of emotions
- An ability to trust others
- A good sense of personal limitations
- Good self-care
- The ability to say no

LOW SELF-ESTEEM

Low self-esteem is a debilitating condition that keeps individuals from realizing their full potential. A person with low self-esteem feels unworthy, incapable, and incompetent. In fact, because the person with low self-esteem feels so poorly about him or herself, these feelings may actually cause the person's continued low self-esteem.

Signs of low self-esteem:

- Negative view of life
- Perfectionist attitude
- Mistrusting others – even those who show signs of affection
- Blaming behavior
- Fear of taking risks
- Feelings of being unloved and unlovable

- Dependence – letting others make decisions
- Fear of being ridiculed

NEED AND SIGNIFICANCE OF THE STUDY: This study will have implications for parents, educators, and counselors for the development of healthy and successful adolescents. Preventative strategies need to be developed that can be used to promote positive body image satisfaction and self-esteem among adolescents. Parents need to understand the importance of modeling healthy eating habits during childhood. Besides meeting all the basic human needs, parents also need to successfully meet all the needs such as physical, emotional, intellectual, etc. of their child so that they will grow up to have a healthy body image and positive self-esteem. Both parents and educators need to address the issues regarding body image and self-esteem as soon as they see it coming and not to brush it off as "part of growing up". Parents and educators need to intervene and help the adolescents develop positive image about them and further enhance their self-esteem. It is important to note that body image dissatisfaction and lower self-esteem is difficult to treat once established and therefore schools need to implement primary intervention and prevention programs among the elementary school children. This dissatisfaction, if gone unnoticed, can also lead to eating disorders to attain the desired weight, lower self-esteem, and it can also hinder their academic behaviours that are crucial for performance at school.

School is an important place for the social development of adolescents. The goal of education is not only to teach the curriculum but to help the adolescents cope with their social and psychological problems. Schools need to build young citizens who will contribute positively to the society and become comfortable with who they are and not what the society wants them to be. It is crucial for school counsellors to have a comprehensive understanding of body image and impart this knowledge to the adolescents so they can develop a positive body image. School counsellors need to bear in mind that body image dissatisfaction is associated with poor self-esteem, onset of eating disorders, obsessive thinking about one's weight and appearance, self-mutilation, onset of poor life style such as smoking and drinking and many more social problems. All of this could also lead to poor academic behaviours, low grades, and eventually early school dropout. Counsellors can use psycho-educational interventions in school counseling and could focus on presenting and reinforcing a critical stance toward body image standards. The practical significance is to train the school counsellors to use various preventative, therapeutic, and creative techniques into their daily counselling practices. Programs that emphasize the strengths of the adolescents and pre-adolescents and enhance resiliency among them work better than trying to find a quick fix for the problem. It takes time to slowly dust off all the layers of emotional distress. Helping the adolescents and pre-adolescents cope and teaching them to make healthy choices rather than labeling them with negative descriptors is a better alternative. Some of the students may be in a state of confusion. One of the aims of higher education is to develop a confidence over their performance, a critical and an analytical outlook in their minds. With the cherished values and right attitudes, the students of this course will try to boost their self-image, by making use of all possible ways and potentialities).
In the present study the investigator wants to find out the levels of self-image and self-esteem of higher Secondary school Students.

STATEMENT OF THE PROBLEM

"A Study on self-image and self-esteem of Higher Secondary students in Villupuram district".

OBJECTIVES OF THE STUDY

The following are the objectives of the present study

- To find out the level of self-image of higher secondary school students.
- To find out the nature of self-esteem of higher secondary school students.
- To find out whether there is any significant difference in the Mean scores of self-image between Boys and Girls.
- To find out whether there is any significant difference in the mean scores of self-image between rural and urban school students.
- To find out whether there is any significant differences in the mean scores self-image between Government and private school students.
- To find out whether there is any significant difference in the means scores of self-esteem between boys and girls.
- To find out whether there is any significant difference in the mean scores of Self-esteem between rural and urban school students.
- To find out whether there is any significant difference in the mean scores of self-esteem between Government and private school students.
- To find out whether there is any significant relationship between Self-image and self esteem of higher secondary school students.

HYPOTHESES

The following are the hypotheses of the present study

- The level of self image higher secondary school students in is high.
- The level of self-esteem of higher secondary school students is high.
- There is no significant difference between the higher secondary school boys and girls students in respect of their means scores self image.
- There is significant difference in the mean scores of scores self image between rural and urban school students.
- There is no significant difference in the mean scores of scores self image between Government and private school students.
- There is significant difference in the means scores of self-esteem between boys and Girls
- There is significant difference in the mean scores of self-esteem between rural and urban school students.
- There is significant difference in the mean scores of self-esteem between Government and private school students.
- There exists a no significant relationship exists between
- Self-image and self esteem ofhigher secondary school students.

REVIEW OF RELATED LITERATRE

STUDIES RELATED TO SELF-IMAGE

Singh, Darshan (1991). Self-image, body image and movement image of sportsmen in relation to their levels of participation. He found that the inter-university gymnasts had a higher real self-image and real image but a lower 'ideal self-image' and a lower ideal body image' as compared to university-level gymnasts'. Then for both levels of gymnasts, the image of self, body and movements were in general related. Veijo korhonen (2001) has suggested effect of major depression on the Self-image of adolescent boys and girls. He found the effect of MDD on Self Image was more negative in girls than in boys and the self-image pattern differed between the sexes.

Fusum cuhadaro Lu Cerin (2001) found the self-image factor was specific for suicidal girls but not for boys. Disturbance in the development of the self-image, especially in its relationship with other family members is an important risk factor in attempted suicides by female adolescents. B.D. Kirkcaldy (2002) has suggested regular practice of endurance exercise was related to a more favorableself-Image. There was a strong association between participation in sports and the type of personality that tends to be resistant to drug and alcohol addiction. Physical exercise was further significantly related to scores for physical and psychological wellbeing. Exercise will provide more positive social feedback and recognition form peer groups, and this will subsequently lead to improvement in an individual's Self-Image.

Dario Bacchini (2003) he suggests Self-image and perceived self-efficacy during adolescence. This study revealed adolescents generally describe themselves in positive terms. Multivariate analysis revealed that boys and students who attend vocational schools have a better self-image than girls. He suggests girls experience higher levels of stress during adolescence, probably as a result of educational factors while the difficulties of students may be the result of the significant distance between the actual self and the ideal Self. The use of two constructs (Self Image and Self-Efficacy) confirmed the existence of multifaceted aspects contained with the concept of Self. J.bergdah (2004) He found that coping and self-image in patients with visual display terminal related skin symptoms and perceived hypersensitivity to electricity. Major findings are the deviant self-image found in these patients, especially the female hypersensitivity to electricity patients, support the view that visual display terminal and hypersensitivity symptoms can be stress related. In the clinic, a trustful alliance should be established with the patient in order for a more realistic view to be achieved of the capacity).

STUDIES RELATED TO SELF ESTEEM

Tamanai for. et. al, (2010) in his study and found that self-imagination has a particular importance for mental health experts because the person imagination about his personality to high degree determines his image about environment and those elements plan his behavior forms. Hasanvand and khaledian, (2012) found that satisfying the self-esteem; one can ensure that he has competences, values and capabilities. This helps him to be deserved in all aspects of life and in the absence of self-esteem, he feels contempt, failure and hopelessness and he is not sure he can cope with them and also their study about self-esteem among gender and found that there is no difference

between male and females' self-esteem. The studies reviewed in this section appeared that low self-esteem is associated with less effective social skills. People who are low in self-esteem often feel socially awkward, self-conscious and especially vulnerable to rejection, but those with high self-esteem expect and want to stand out in a positive way, so they are usually more assertive in their social interactions.

MATERIALS AND METHODOS

VARIABLES USED IN THIS STUDY

The following were the variables used for the present study.

Iindependent Variables

*   Self-image
*   Self esteem
*   Demographic variables
*   GenderMale/female
*   Localityrural/urban
*   ManagementGovernment/private

METHODOLOGY OF THE STUDY

The nature of the study obviously reveals that the method adopted for the study should be "Normative Survey Method". The term 'Normative Survey' implies the determination of normal or typical condition at the present time. The survey studies collect the following three types of information's. They are (1) what information does exists (1) what does the researcher want and (3) how can it be got.

SAMPLE OF THE STUDY

A sample is a small portion selected for observation and analysis of the data. By the process of sampling a relatively small number of individuals, objects or events are selected or analyzed in order to find out something the entire population or universe from which it was selected.

For the present study the investigator selected 300 students from the XI standard Students of higher secondary school student in selected schools of Villupuram district by the method of random sampling. For this investigation the investigator selected 300 students with 161 boys and 139 girls are selected using stratified random sampling from ten higher secondary Schools.

TOOLS USED IN THE PRESENT STUDY

For every research it is necessary to adopt or evolve a systematic procedure to collect essential data. For collecting new, unknown data required for the study of any problem one may use various device known as tools, which are helpful for gathering new facts or exploring new fields. For the present, study measures of the different variables were obtained by administering the following tools. Tools used to collect the relevant data for the present investigations are:

*   Self-Image inventory constructed by Lalit Sharma in 1978.
*   Self esteem constructed by Rosenberg Self-Esteem Scale (RSE)

SELF IMAGE QUESTIONNAIRE

A Questionnaire developed by Dr. (Mrs.) Lalita Sharma (1987) was used to measure the self image of XI standard student's of higher secondary school students in the present study. The Questionnaire consists of 50 items. The test aims to measure the self image of adolescent boys and girls. There are 50 items related to 11 areas of sub test. There is no time limit for the test but usually it takes 30 minutes to complete the test. Self-Image Questionnaire is a three-point scale. Items of the Scale are in the statement form demanding responses from the three options provided. A copy of the tool has been given in the appendix.

Reliability of the Tool: The SIQ has been tested by split-half as well as test retest method. For calculating the split-half Reliability, the SIQ has been administered on the sample of 100 individuals. The Split-half Reliability coefficient (corrected) is found to be 0.82. For estimating Test-retest reliability of SIQ the Questionnaire was administered on a sample of 100 individuals (separate sample) twice with an interval of 3 weeks and the Test-retest Reliability was found to be 0.6.

Validity of the Tool: Although the procedure of item-selection itself ensured high content and face validity. In addition to this, the present tool along with Agarwal and Mishra's SIQ have been administered to a sample of 120 pupils with a time interval of 2 days and the correlation coefficient between the scores of two scales were computed which was found to be 0.83.

Scoring Procedure: For the purpose of scoring the Questionnaire-3 marks were given to (A) Totally Agree, 2 marks were given to (B) Agree, 1 mark was gives to (C) Totally Disagree. For getting the total score, each response mark for a given statement have been added together to form the total raw score for the questionnaire.

SELF ESTEEM SCALE

General self-esteem was measured by the Estonian version ofthe Rosenberg Self-Esteem Scale (RSES; Pullmann & Allik, 2000;Rosenberg, 1965). In the scale total number of statements were 20 Items of the RSES were answered on a 5-pointscale ranging from 0 (strongly disagree) to 4 (strongly agree). Theinternal reliabilities (Cronbach a) of the scale were .81 and .84for the Samples 2 and 3, respectively. For the first sample, a modifiedand more readable version of the RSES was constructed in order to make the instrument more appropriate for the respondents of younger age. The original items of the RSES were restated using shorter and simpler analogues (e.g. the original item ''I feel I'm not adperson of worth, at least on an equal plane with others'' was replaced with ''I'm as good as others''). Additionally, the 5-point rating scale was replaced with a shorter version (1 = disagree, 2 = sometimes,3 = agree) and the items were read aloud. The internal reliability of the modified RSES was a = .71.

Validity and reliability of the tool: The reliability of the tool self-esteem scale given by the investigator was 0.95. The validity of the tool was enhanced by face validity with the expert's opinion.

STATISTICAL TECHNIQUES USED

The major statistical techniques used in the study are following:

- Important statistical indices like mean and standard deviation.
- The t-test technique used for testing the significance.
- Karl Pearson's product moment co-efficient of correlation for measuring the relationship.

ANALYSIS AND INTERPRETATION OF THE DATA

Mean and standard deviation of the self-image scores of the secondary school studentsl: One of the important objectives of the present study is to study the levels of self-image of higher secondary students. It may be recalled that the self-image scores have been arrived by calculating the scores secured by each higher secondary school students in the self-image. The mean and standard deviation of the entire sample and the sub-sample have been calculated are given in the table. The calculated mean scores for the entire sample are 35.75 which is above the average level. It is inferred that the entire sample have high level of self-image. Also, the mean scores of the sub-samples range from 35.43 to 36.03 which were also above the average level. Hence all the subsamples have high level of self image. Among the sub-samples, the higher secondary boys (Mean = 36.00) have high level of self image than their Counterparts. i.e., higher secondary Girls students (Mean = 35.45). The urban area higher secondary school students (M = 36.03) have high level of self image than their counterparts rural (M = 35.43). The Government school secondary school students (M = 36.01) have high level of self image than their counterparts' private school higher secondary students (M = 35.46).

The means and standard deviations of the entire samples and its sub-sample forself image

Sub-Sample		N	Mean	Standard Deviation
Entire sample		300	35.75	11.23
Gender	Male	161	36.00	10.13
	Female	139	35.45	12.36
Locality	Rural	156	36.03	10.21
	Urban	144	35.43	19.27
Type of school	Government	154	36.01	14.25
	Private	146	35.46	12.23

Mean and standard deviation of the Self-esteem scores of the higher secondary school students: One of the important objectives of the present study is to study the levels of Self-esteem scores of higher secondary students. It may be recalled that the Self-esteem scores have been arrived by calculating the scores secured by each higher secondary school students in the Self-esteem inventory. The mean and standard deviation of the entire sample and the sub-sample have been calculated are given in the table The calculated mean scores for the entire sample is 110.20 which is above the average level. It is inferred that the entire sample have high level of Self-esteem. Also the mean scores of the sub-samples range from 108.71 to 111.92 which were also above the average level. Hence all the subsamples have high level of Self-esteem. Among the sub-samples, the higher secondary girls (Mean = 111.92) have high level of Self-esteem than their Counterparts. i.e., higher secondary boys students (Mean = 108.71).

The rural area higher secondary school students (M = 111.43) have high level of Self-esteem than their counterparts urban area secondary school students (M = 109.05). The Private higher secondary school students (M = 111.20) have high level of Self-esteem than their counterparts Government secondary school students (M = 109.24).

THE MEANS AND STANDARD DEVIATIONS OF THE ENTIRE SAMPLES AND ITS SUB-SAMPLE FOR SELF-ESTEEM SCORES

Sub-Sample		N	Mean	Standard Deviation
Entire sample		300	110.20	20.18
Gender	Male	161	108.71	20.33
	Female	139	111.92	19.93
Locality	Rural	156	109.24	20.63
	Urban	144	111.20	19.71
Type of school	Government	154	109.05	20.56
	Private	146	111.43	19.75

RESULTS

The results which were obtained after having analysis the data given in the succeeding paragraphs.

DESCRIPTIVE ANALYSIS

The mean and standard deviation of the Self-Image scores and self esteem scores for the entire samples and its sub-samples are given in a brief manner.

SELF IMAGE

One of the important objectives of the present study is to study the levels of self image of higher secondary students. It may be recalled that the self image scores have been arrived by calculating the scores secured by each higher secondary school students in the self image. The mean and standard deviation of the entire sample and the sub-sample have been calculated. The calculated mean scores for the entire sample is 35.75 which is above the average level. It is inferred that the entire sample have high level of self image. Also the mean scores of the sub-samples range from 35.43 to 36.03 which were also above the average level. Hence all the subsamples have high level of self image. Among the sub-samples, the higher secondary boys (Mean = 36.00) have high level of self image than their Counterparts. i.e., higher secondary Girls students (Mean = 35.45). The urban area higher secondary school students (M = 36.03) have high level of self image than their counterparts rural (M = 35.43). the Government school secondary school students (M = 36.01) have high level of self image than their counterparts private school higher secondary students (M = 35.46).

SELF-ESTEEM

The calculated mean scores for the entire sample is 110.20 which is above the average level. It is inferred that the entire sample have high level of Self-esteem. Also the calculated mean scores of the sub-samples range from 108.71 to 111.92 which are also above the average level. Hence all the sub-samples have high level of Self-esteem. Among the sub-samples, the higher secondary boys (Mean = 111.92) have scored high in them Self-esteem than their counterparts higher secondary Boys (Mean = 108.71). The Rural area higher

secondary students (Mean = 111.43) have scored high level of Self-esteem than their urban counterparts (Mean = 109.05). The Private schoolhigher secondary school students (Mean = 111.20) have high level of Self-esteem than their counterparts of Government school higher secondary students (Mean = 109.24).

DIFFERENTIAL ANALYSIS

Test of significance between the means of the sub-samples of the secondary school students in respect of their self-image and self esteem were found using 't' test and the results are briefly given in the succeeding paragraphs.

SELF-IMAGE

There is no significant difference between the higher secondary school boys and girls students in respect of their Self-Image. There is no significant difference between the higher secondary students who belong to urban and rural area in respect of their Self-Image. There is no significant difference between the higher secondary students who are in government and private school in respect of their Self-Image.

SELF ESTEEM

There is a significant difference between the higher secondary school boys and girls students in respect of their self esteem. There is a significant difference between the higher secondary students who belong to urban and rural area in respect of their self esteem. There is a significant difference between thehigher secondary students who are in government and private school in respect of their self esteem.

CORRELATIONAL ANALYSIS

There is no significant relationship between the higher secondary school students Self-Image and self esteem.

RECOMMENDATIONS

In the present study to investigator finds out the Self image and Self Esteem of students of higher secondary students who are studying in Villupuram District is considerably good. In order to attain better scores the following suggestions are recommendations will be helpful.

- Provide better learning facilities for the students in the school.
- Arranging special classes for the students during holidays, morning and evening class may be conducted without affecting regular class time.
- Encourage the students to attend the club, use of library and read books about the contributions of the famous mathematicians.

SUGGESTIONS FOR FURTHER RESEARCH

The following are some of the suggestions made by the researcher.

- The present study was conducted only to standard XI of higher secondary school student's level. It would be desirable if the students study is conducted in different

standards and also among different age groups of pupils to arrive at further generations.
- The study is limited to the Self image and self esteem in only. It can also be conducted in other subjects of the higher secondary school students.
- The sample for the present investigation was limited may with Villupuram District. It may be conducted in other District too.
- A similar may study may be conducted with other psychological and sociological variables affect the self image and self esteem of the school students.
- The study may be conducted in different states of India and their comparison can be done.
- The present study is conducted only one district of Tamil nadu , further studies may be conducted by taking up other districts of Assam.
- A comparative study on problems and prospects of urban and rural students may be undertaken.
- Studies may be undertaken to find out the environmental and socio-economic factors which cause difference between self-esteem, emotional intelligence and academic achievement.
- In-depth studies may be conducted to find out the differences existing in self-esteem, emotional intelligence and academic achievement between tribal and non-tribal students of Assam.
- A comparative study may be conducted between the two states on the variables taken in the present study. 6. In-depth study can be conducted on the problems of dropout at secondary level.
- Studies may be undertaken to find out some home and school factors which affect the academic achievement.
- Other studies may be undertaken to examine the relationship between emotional intelligence and job performance.
- Studies may be undertaken to find out the relationship between self-esteem and adjustment of secondary school students.

CONCLUSION

Higher secondary school student's academic performance cannot be drastically changed with a fundamental improvement in their self-esteem. While the Ministry of Education continues to formulate policies and identify new approaches to the teaching the curriculum, it has failed to chart a pathway of self-esteem development. The children low academic performance is mirrored on the poor self-esteem, poor supervision from teachers and parents and this is compounded by the infrequent school attendance, nutrition, state of depression among the children and social isolation. The emerging findings and knowledge gleaned from this work present a critical guide and a frame work for policy practitioners to implement measure that can effectively address low performance among higher secondary school students. In conclusion, the current study is one of the first examples of research which includes longitudinal data on both career attainment and self-image. Our results tended to suggest that self-esteem had a substantial effect on career outcomes, but career outcomes did not affect extrinsic career success. Future research should consider other aspects of self-image and identity to determine if there are other personality-related variables that might be influenced by career outcomes, or if the

directionality of career success flows entirely from individual differences to career outcomes.

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