Self-Concept and Self-Esteem among Educationally Backward Block Students

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Abstract

Objective: This study was aimed to assess self-concept and self-esteem among school students.

Method: For the purpose of this study, a total of 234 (125 boys & 109 girls) school students were selected as a sample using a simple random sampling method. Self-concept and self-esteem were assessed using Adolescents' Self-concept short scale: A version of PHCSCS (Piers & Herzberg, 2005) and Self Esteem scale (Rosenberg, 1965) respectively.

Results: The results showed that there was a significant inverse relationship between self-concept and self-esteem of the students. Further, happiness, interest, and behavioral dimensions of self-concept significantly predicted self-esteem. There was a significant gender difference in self-esteem but not in self-concept. Moreover, a significant difference was found in self-esteem between students based on their class of studying and users and non-users of the internet, besides in anxiety, behavior, and popularity dimensions of self-concept. On the other hand, there was no significant difference in self-concept and self-esteem between joint and nuclear family students.

Conclusion: The existence of significant relationships between self-concept and self-esteem suggested that self-concept and self-esteem might be considered as indicators of the mental health of the students.

Keywords: self-concept, Self-esteem, School Students

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INTRODUCTION

School education is the basic foundation for every individual because it is the initial step to deciding the professional pursuits. Through schools, students are prepared to become a comfortable part of the general population, easily adjusting to their surroundings. 21st-century students require closer attention because school students are subjected to many different challenges, stressors, and opportunities. An important factor in handling these challenges is a positive self-concept and high self-esteem. Harter (1999) defined that self-concept refers to a student's perceptions of competence or adequacy in academic and non-academic (e.g., social, behavioral, and athletic) domains and is best represented by a profile of self-perceptions across domains. Self-esteem is a student's overall evaluation of him/herself, including feelings of general happiness and satisfaction (as cited in Manning, 2007).

When the students have a negative self-concept and low self-esteem, their emotional welfare is devastated. The struggle with low self-concept and self-esteem leads to adjustment difficulties, substance abuse, depression, and suicide ideation (Saghatoleslami, 2005). It is important for psychological professionals and teachers to monitor the self-worth of students and helps improve their self-concept and self-esteem. Various types of research directed towards self-concept during adolescence showed that there is rarely a clear delineation between self-concept and self-esteem. However, as mentioned in the definitions above the subtle differences between these two can be understood.

During childhood and adolescence, self-esteem is commonly linked to peer acceptance (Russell-Mayhew, Arthur, & Ewashen, 2007). During this time, body image can change, sometimes for the worse. More recent research has found that positive parental involvement in a wellness-based prevention program in schools was a helpful aid in building positive self-concepts children and adolescents (Russell-Mayhew et al., 2007). When a student is receiving positive teacher support in school, and positive parental support at home, the majority of their day was filled with positive support from authority figures. This positive support directly influenced their self-perceptions. Being surrounded by students with positive and helpful interactions every day, their self-concept remained positive and their self-esteem and academic achievement have improved (Dyson, 2003 & Trautwein et al., 2006).

The extensive research evidences from the students conducted among school students on self-esteem and self-concept reported that there was positive relationship between these variables (Fathi-Ashtiani, Ejei, Khodapanahi, & Tarkhorani, 2007) and also both variables

influenced the academic performance and achievement of school students (Baumeister et al., 2003; Peixoto & Francisco, 2010). According to Kaplan (2003), lower self-esteem was found to be associated with many socioeconomic, behavioral, psychosocial, and disease characteristics. Further, Self-esteem highly influenced social decision-making (Danu et al., 2005). Therefore, from the above literature, it could be assumed that self-concept and self-esteem are vital for every student to achieve their academic attainment. Hence, this study is important to understand by adding to existing knowledge on the self-concept and self-esteem of school students.

METHOD

Objectives

- To assess the relationship between self-concept and self-esteem of school students
- To predict the self-esteem by self-concept of school students
- To assess the difference in self-concept and self-esteem based on selected demographic variables

Hypotheses

H1. There will be a significant relationship between self-concept and self-esteem among school students

H2. Self-esteem will be significantly predicted by self-concept among school students

H3. There will be a gender difference in self-concept and self-esteem among school students

H4. There will be a significant difference in self-concept and self-esteem among school students based on their standard of studying

H5. There will be a significant difference in self-concept and self-esteem among school students based on either they use the internet or not

H6. There will be a significant difference in self-concept and self-esteem among school students based on their nature of family

Sample

Salem District of Tamil Nadu state has been listed as having 12 educationally backward blocks by the Ministry of Human Resource Development, Government of India. From these

12 educationally backward blocks the researchers approached students with a standardized questionnaire 234(109 males and 125 females) school students returned them back with complete response. The researcher had explained the purpose and objectives of the research to the participants and had received consent from both participants and their parents. After that, all participants were given the righto to participate in research. And the researcher also gave assurance of anonymity and confidentiality of their research data.

Tools

Adolescents' Self-concept short scale: A version of PHCSCS (Piers & Herzberg, 2005: It has 30 statements and composed of six subscales: Anxiety (An), Physical Appearance (PA), Behaviour (BE), Popularity (PO), Happiness (HA), and Intellectual Status (IS). All items are answered using by 6-point Likert scale format ranging from Disagree very much to Agree very much. In the case of inverse items, it was carried out first the reversal of the numerical value of the items. The reliability of the self-concept scale is anxiety (0.73), physical appearance (0.79), behavior (0.73), popularity (0.74), happiness (0.73), and intellectual status (0.70). The reliability of the final scale was 0.87.

Self Esteem (Rosenberg, 1965: The 10-item scale measures global self-worth by measuring both positive and negative feelings about the self. The scale is believed to be uni-dimensional. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree.

The Reliability of self-esteem scale internal consistency ranges from 0.77 to 0.88. The test re-test reliability for the scale ranges from 0.82 to 0.85.

RESULTS

Hypothesis 1: *There will be a significant relationship between self-concept and self-esteem among school students*

Table1

Correlation between self-concept and self-esteem

	SC-happiness	SC - interest	SC-anxiety	SC-physical appearance	SC-Behavior	SC-popularity
Self esteem	-.25**	-.24**	-.06	-.07	-.19**	-.13*

Note: SC= Self Concept;**=- p<0.01, * = p<0.05

Table 1 shows the results of the Pearson Product – Moment Correlation computed to assess the relationship between self-concept and self-esteem of the school students. There was an inverse correlation between happiness (r = -0.25), interest (r = -0.24), behaviour (r = -0.19) and popularity (r = -0.13) dimensions of self-concept and self-esteem of school students. However, no significant correlation was found between anxiety (r = -0.06) and physical appearance (r = -0.07) of self-concept and self-esteem of school students. This result was similar to the findings of Huang (1999) and Yousefi, Shakeri, and Ozrudi (2014), they suggested that a negative relationship between self-concept and self-esteem of both boys and girls students. However in contrasting some other revealed results a positive correlation between self-esteem and self-concept of adolescent students (Chambliss, Muller, Hulnick, & Wood, 1978; Srivastava, & Joshi, 2014). These contrasting results may be due to the transient period of adolescent life.

Hypothesis 2: *Self-esteem will be significantly predicted by self-concept among school students*

Table 2
Influence of self-esteem by self-concept

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.	F	*df*	Model summary
	B	Beta					
(Constant)	29.07		18.79	.00	5.10*	6	R=0.34 R^2=0.11 *Adj*.R^2=0.09
SC- happiness	-.09	-.14	-1.95	.05			
SC- interest	-.13	-.18	-2.53	.01			
SC- anxiety	-.01	-.02	-.322	.74			
SC- physical appearance	.00	.00	.079	.93			
SC- behavior	-.10	-.14	-2.15	.03			
Sc- popularity	-.03	-.05	-.740	.46			

Note: SC= Self Concept; *=p<0.05

Multiple regression was conducted to see if happiness, interest, anxiety, physical appearance, behavior, and population of self-concept predict the self-esteem of school students. Using the enter method, it was found that happiness, interest, and behavior did significantly predict self-esteem, explaining a significant amount of the variance (F= 5.10, p < .05, R^2 = .119, R^2Adjusted = .095). However, the analysis showed that anxiety, physical appearance, and

population of self-concept did not significantly predict the self-esteem of school students. To gather they all explain a 9% percent of the variance in the self-concept.

Hypothesis 3: *There will be a gender difference in self-concept and self-esteem among school students.*

Table 3
Gender differences in self-esteem and self-concept

	Gender	N	M	S.D	t	p	Mean difference	95 % confidence interval		η^2
SC-Happiness	Male	125	20.16	4.01	.382	.703	.235	1.45	.979	0.00
	Female	109	20.40	5.38						
SC-Interest	Male	125	18.89	4.00	2.42	.016	1.37	2.48	-.258	0.00
	Female	109	20.26	4.63						
SC – Anxiety	Male	125	17.38	4.80	1.90	.058	1.27	.040	2.58	0.00
	Female	109	16.11	5.40						
SC –Physical appearance	Male	125	20.16	4.49	.131	.896	.078	1.25	1.10	0.00
	Female	109	20.23	4.66						
SC- behavior	Male	125	16.88	4.21	1.10	.269	.642	1.78	.501	0.00
	Female	109	17.52	4.66						
SC- popularity	Male	125	16.80	3.84	.264	.792	.163	1.38	1.05	0.00
	Female	109	16.96	5.55						
Self esteem	Male	125	22.34	3.06	2.12	.035	.885	.063	1.70	0.01
	Female	109	21.45	3.30						

Note: SC=Self Concept

Table 3 showed the examination of the differences in self-concept and self-esteem between male and female school students, by the application of independent samples. The results of this test indicate that there was a significant difference in the interest of self-concept t=-2.42, p =.01 but, there was no significant difference between males and females in happiness, anxiety, physical appearance, behavior and popularity of self-concept. The results suggested that females(M = 20.26; SD = 4.63) have scored higher in interest than male school students (M = 18.89; SD = 4.00). This was similar to the findings of previous research which showed that females had higher in physical self-concept and temperamental self-concept (Al-Zyoudi,2007; Singh, Goyal, & Singh, 2017) but contrary to the results of BabuandKrishnamoorthy (2016) which showed that there is no difference between males and females in self-concept MuthuriandArasa (2017) presented in their study that male students had higher self-concept than female students. Further, the results showed that in self-esteem, t=2.12, p =.03. Males school students(M = 22.34; SD = 3.06) have higher self-esteem than female school students (M = 21.45; SD = 3.30) which was parallel with previous study findings of Malik, SadiaandSadia (2013) and Bleidorn et al. (2016) that revealed higher self-esteem among male students.

Hypothesis 4: *There will be a significant difference in self-concept and self-esteem among school students based on their standard of studying.*

Table 4
Comparison of self-esteem and self-concept based on their standard

	Education	N	M	S.D	Sum of Squares	df	Mean Square	F	Sig.	η^2	Post Hoc tests
SC-Happiness	10^{th}	46	20.00	4.68	20.903	2	10.451	.471	.625	0.00	-
	11^{th}	86	20.02	4.23	5122.042	231	22.173				
	12^{th}	102	20.61	5.08	5142.944	233					
SC – interest	10^{th}	46	19.80	4.78	14.794	2	7.39	.389	.678	0.00	-
	11^{th}	86	19.20	4.44	4397.432	231	19.03				
	12^{th}	102	19.68	4.09	4412.226	233					
SC- anxiety	10^{th}	46	16.30	4.93	344.262	2	172.13	6.89	.001	0.05	2Vs3 3Vs2
	11^{th}	86	15.46	5.39	5766.478	231	24.96				
	12^{th}	102	18.12	4.66	6110.739	233					
SC- physical appearance	10^{th}	46	20.30	4.63	64.646	2	32.32	1.56	.212	0.01	-
	11^{th}	86	19.53	4.32	4786.311	231	20.72				
	12^{th}	102	20.70	4.69	4850.957	233					
SC- behavior	10^{th}	46	15.67	3.97	247.516	2	123.75	6.60	.002	0.05	1Vs3 2Vs3 3Vs2&1
	11^{th}	86	16.68	4.61	4330.946	231	18.74				
	12^{th}	102	18.27	4.23	4578.462	233					
SC- popularity	10^{th}	46	18.19	4.53	163.531	2	81.76	3.77	.024	0.03	1Vs2 2Vs1
	11^{th}	86	15.91	4.94	5003.875	231	21.66				
	12^{th}	102	17.08	4.45	5167.406	233					
Self esteem	10^{th}	46	22.91	2.58	85.235	2	42.61	4.26	.015	0.03	1Vs2 2Vs1
	11^{th}	86	21.25	3.33	2307.671	231	9.99				
	12^{th}	102	22.05	3.23	2392.906	233					

Note: SC=Self Concept

Table 4 shows the results of the one-way analysis of variance was conducted to compare the study class of students studying in 10^{th}, 11^{th} and 12^{th} standards. It can be that there was no significant difference among these three groups in happiness, interest and physical appearance of self-concept. However, there was a significant difference between students in anxiety (F= 6.89, p = 0.001), behavior(F= 6.89, p = 0.001), and popularity (F= 6.89, p = 0.001) dimensions of self-concept at the $p<.05$ level. Further, there was a significant difference between student groups in self-esteem (F= 6.60, p = 0.002). These results suggested that 12^{th} standard school students scored high in the level of anxiety and behavior of self-concept than their counterparts however, 10^{th} standard students have scored high in population of self-concept than others. In self-esteem, 10^{th} standard students scored higher

than 11th and 12th standard students. These results differ from past research which revealed that 12th class students had higher self-esteem than 10th class students on the other hand, which were similar to the findings that showed 12th class students had higher anxiety than 10th class students (Bagana et al., 2011).

Hypothesis 5: *There will be a significant difference in self-concept and self-esteem among school students based on either they use the internet or not.*

Table 5
Comparison of self-concept and self-Esteem between internet users and non-users

	Using Internet	N	M	S.D	t	p	Mean difference	95 % confidence interval		η^2
SC-Happiness	Yes	123	19.86	4.55	1.40	.16	.85	2.06	.349	0.00
	No	111	20.72	4.83						
B SC-Interest	Yes	123	19.14	4.33	1.43	.15	.81	1.93	.302	0.00
	No	111	19.96	4.34						
SC – Anxiety	Yes	123	17.34	5.10	1.76	.07	1.17	.136	2.49	0.01
	No	111	16.17	5.09						
SC –Physical appearance	Yes	123	20.57	4.56	1.34	.18	.80	.372	1.97	0.00
	No	111	19.77	4.54						
SC- behavior	Yes	123	16.77	4.09	1.48	.14	.85	1.99	.282	0.00
	No	111	17.63	4.75						
SC- popularity	Yes	123	17.30	4.69	1.45	.14	.89	.316	2.10	0.00
	No	111	16.40	4.70						
Self esteem	Yes	123	22.51	3.12	2.96	.00	1.22	.410	2.03	0.03
	No	111	21.28	3.18						

Note: SC=Self Concept

Table 5 shows the results of the independent-samples t-test conducted to compare internet using and non-using of school students in self-concept and self-esteem. It was found that there was no significant difference between internet users and non-users in happiness, interest, anxiety, physical appearance, behavior and popularity dimensions of self-concept. However, there was a significant difference in self-esteem between users (M=22.51, SD=3.12) and non-users (M=21.28, SD=3.18), t=2.96, p = 0.003. These results suggest that using the internet would affect their self-esteem, specifically, the results suggest that when school students use the internet on the higher side, their self-esteem decreases. This result was in line with Bahrainian et al. is (2014), Results that revealed that depression and self-esteem were predicted the variance of Internet addiction to some extent.

Hypothesis 6: *There will be a significant difference in self-concept and self-esteem among school students based on their nature of family*

Table 6
Comparison of self-concept and self-esteem between students of the joint family and the nuclear family

	Nature of family	N	M	S.D	t	p	Mean difference	95 % confidence interval		η^2
SC-Happiness	Joint	41	20.09	4.87	.270	.787	.218	1.81	1.37	0.00
	Nuclear	193	20.31	4.67						
SC-Interest	Joint	41	19.90	3.46	.596	.552	.446	1.02	1.92	0.00
	Nuclear	193	19.45	4.52						
SC – Anxiety	Joint	41	15.97	5.59	1.123	.263	.988	2.72	.746	0.00
	Nuclear	193	16.96	5.01						
SC–Physical appearance	Joint	41	21.51	4.55	2.047	.042	1.59	.059	3.13	0.01
	Nuclear	193	19.91	4.52						
SC- Behavior	Joint	41	16.85	4.31	.517	.605	.395	-1.89	1.10	0.00
	Nuclear	193	17.24	4.46						
SC- Popularity	Joint	41	17.02	5.30	.222	.825	.179	1.41	1.77	0.00
	Nuclear	193	16.84	4.58						
Self-Esteem	Joint	41	21.70	3.39	.493	.623	.271	1.35	.815	0.01
	Nuclear	193	21.97	3.17						

Note: SC= Self Concept

Table 6 showed the results of the independent t-test conducted to compare joint and nuclear family students in their self- concept, and self-esteem. It revealed no significant difference between students from the nuclear and joint family in happiness, interest, anxiety, behavior and popularity dimensions of self-concept. On the other hand, school students those are from joint family had higher scores in physical appearance of self-concept (M = 21.51, SD = 4.55) than those from nuclear family (M = 19.91, SD = 4.52), t= 2.04, p = .04. The results indicate that the family system was important to develop a healthy perception of physical appearance which is included in the self-concept of the individual. This result differs from the result of Karim, Islam, and Seraj (2004) and Babu and Krishnamoorthy (2016) that showed that there was no difference between joint and nuclear family students in self-concept. Further in this study, no significant difference was found in self-esteem between nuclear and joint family students.

Conclusion

As the study produced contradictory relationship findings from both theoretical assumptions and empirical evidence of past studies regarding self-concept and self-esteem, it can be concluded that psychological self-esteem among people belonging to transient periods such as adolescents should be studied along with the contextual influences both during the

development of the theoretical explanations and practical interventions. Thus, teachers can promote self-concept and self-esteem by fostering supportive relationships among students and schools can conduct awareness programs to promote healthy student-parent relationships. Intervention programs can be effective to develop students' sense of belonging, which enhances self-esteem among students.

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