

**COMPARATIVE STUDY OF WELL-BEING OF SCHOOL STUDENTS IN
RELATION TO THEIR SELF-ESTEM**

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ABSTRACT

The present study explored the relationship of well-being of school students to their self-esteem. The sample was selected by using convenient method of sampling. Out of which 50 students were from rural and 50 were from urban background, both groups having 25 male and 25 female Students. For the purpose of data collection two Well-Being Scale by Singh and Gupta (2001) and Self-Esteem Inventory by Coopersmith (1981) were used in present study. Findings of the study there is no significant difference in the Well-Being of male and female secondary school students. And there is a Significant difference in the Well-Being of rural and urban secondary school students. There was positive significant co-relation between the Well-Being & Self-Esteem of secondary school students which comes out to be 0.36.

Key words: Well-Being, School Students, Self-Esteem.

INTRODUCTION

Education is the development of all those capacities in an individual which will enable a person to control his environment and develop his personality to the Optimum level. He has lived in family, tribe, community etc, which are natural groups and he has also lived as a member of consciously formed groups. Well-Being is ongoing process and it is predicted on person's active involvement in behavior and life style choice that will empower them to live full responsible, rewarding lives in an extremely complex world. The Well-Being of Students today affects the Well-Being of tomorrow society. As the Mother (1952) pointed out, & quot; Education to be complete must have five principle

aspects relating to the five Principle, activists the psychic and spiritual. Usually these phase of the growth of the individual. This however does not mean that one should replace another but that all must continue completing each other till the end of life & quot. This root of education lie within human nature and, it is something within man and in no other creature which makes education an eminently feasible undertaking. Man seems to have invented education for the perfection of his own nature. Every worker in the field of education seems to act on the great assumption that human nature, at least, as it is seen in actual action, can be improved.

WELL-BEING

Well-Being may be defined as the subjective felling of contentment, happiness, satisfaction with life's experiences and of one's role in the world of work, some of achievement, utility, belongingness and no distress, dissatisfaction or worry etc. These things are difficult to emulate objectively. Hence, the emphasis is on the term "Subjective" Well-Being. It may be well maintained in related to but not dependent upon the Physical/Physiological condition. So we can say it is convened with People's feeling about their everyday life activities, these feelings may include Mental State as dissatisfaction, unhappiness, worry satisfaction, happiness, contentment etc. The positive Mental Health could be manifested as a general feeling of well-Being, Self confidence, personal competence, satisfaction, happiness, Self worth, belongingness, worth-while achievement, ego strength, super ego, co-operatives, security, quality of life creativity, originality, productiveness, adjustment (school, home, social, personal, occupational etc).

SELF-ESTEEM

Self-Esteem is defined within a context of self-other information concerning the self. New information is examined on the basis of its relevance and meaning for the self-system and is disregarding if its meaning tends to be tangential. In this way the organism is somewhat insulated from the environment or is not completely subject to momentary environmental contingencies, on the other hand the person with low self-esteem is field dependent i.e. tends to passively conform to the in fluencies of the

prevailing field or context. Since the individual behavior is directly linked to immediate environmental circumstance and is not mediated or difference citrated and integrated by the self-concept.

According to Branden (1969), Self-Esteem is the sum of Self-Confidence (a feeling of personal capacity) and self-respect (a feeling of personal worth). It exists as a consequence of the implicit judgment that every person has of their ability to face life's challenges, to understand and solve problems, and their right to achieve happiness, and be giving respect. As a social psychological construct, Self-Esteem is attractive because researchers have conceptualized it as an influential predictor of relevant outcomes, such as academic achievement or exercise, behavior (Hagger et al. 1998).

STUDIES RELATED TO WELL-BEING

Anyanwu (2010), investigated influence of parental relationship on the psychological Well-Being of South-eastern adolescents. 2000 male and 2000 female adolescents from Senior Secondary School in Abia, Enugu, Imo and Anambra states of Nigeria were included in the sample. The results revealed that the adolescents had more emotional and social problems than personal problems. It was also found that there were gender differences in psychological Well-Being of the adolescents.

Bewick et al. (2010), investigated the psychological Well-Being of students from all faculties across their undergraduate degree from pre-registration to semester two of year three at a University in United Kingdom. Results indicated that greater strain was placed on Well-Being, once students start University compare to pre-university levels. Level of strain was generally highest during semester one, with significant reduction in levels of distress from semester one to semester two being observed in both year one and year three.

STUDIES RELATED TO WELL-BEING

Singh (2009), investigated the effect of type of family and gender on self-efficacy and Well-Being of adolescents. 100 adolescents from joint and nuclear families were participated. Result revealed a significant effect of type of family and gender owns self-

efficiency. It was found that neither family type nor gender had significant effect on the measure of Well-Being.

Yousafzai et al. (2009), investigated psychological Well-Being and substance use among medical students in Pakistan and found that the majority of the medical students think substances use is a coping strategy for stress. Teaching on addition/ addictive substances is poor at undergraduate level in Pakistan medical college and Well-Being has been affected by stress. Depression among medical students was high as reported by the students in this survey.

Trainor et al. (2010), examine the validity of the reported link between Well-Being and leisure participation of 947 adolescents from 19 schools in Adelaide of South Australia. Results indicate that personality variable were better predictors of Well-Being of adolescents than spare time use. It was also found that engagement in less structured leisure activities was associated with poorer psychological Well-Being and substance use.

SIGNIFICANCE OF THE STUDY

In the present changing scenario students are suffering from many problems like adjustment, depression, anxiety and poor Well-Being and Self-Esteem due to which school life is becoming more or less unpleasant, boring and dissatisfying to them. This state of affairs usually, causes a serious amount of damage to their personality. Thus it is important to study well being of the school students facing many problems in their family, society and in peer groups due to many reasons like shyness less social development and aggressiveness. So the investigator made up his mind to study the Well-Being of school students in relations in relation to Self-Esteem.

OBJECTIVES OF THE STUDY

Every research study has some objectives which gives directions to it. Following were the objectives of the study :-

- To study Well-Being of Secondary School Students in relation of their locale.

- To study Well-Being of Secondary School Students in relation of their gender.
- To explore relationship between Well-Being and Self-Esteem of Secondary School Students.

HYPOTHESES OF THE STUDY

- There will be no significant difference in Well-Being of male and female Secondary School Students.
- There will be no significant difference in Well-Being of rural and urban Secondary School Students.
- There will be no significant relationship between Well-Being and Self-Esteem of Secondary School Students.

DELIMITATION OF THE STUDY

- The study is delimited to 100 Secondary School Students of the Guru Har Sahai city.

SAMPLE

The sample comprised of 100 Students from Secondary School Guru Har Sahai was selected by using convenient method of sampling. Out of which 50 students were from rural and 50 were from urban background, both groups having 25 male and 25 female Students.

TOOLS USED

In order to collect data for the present study following tools was used by investigator:

- Well-Being Scale by **Singh and Gupta (2001)**
- Self-Esteem Inventory by **Coopersmith (1981)**

STATISTICAL TREATMENT OF DATA

- Frequency distribution, mean score, and standard deviation were computed.
- To find out the significance of difference, t-ratio was calculated
- To find out the relationship among variables efficiency of correlation was also calculated.

RESULT

Hypothesis 1

There will be no significant difference in Well-Being of male and female secondary school students.

To find out the significant difference, t-ratio is calculate by the formula

$$t = \frac{[M_1 - M_2]}{S.E.}$$

Where $(M_1 - M_2)$ = the Positive difference between the two Means S.E is standard error.

$$SE = \frac{6_D}{\sqrt{N}} \text{ where } 6D \text{ is standard deviation}$$

Table 1.

Well-Being of Secondary School Students in relation to gender.

Sample	N	Mean	SD	t-value
Male	25	29.26	4.03	0.26
Female	25	29.51	4.47	

Interpretation :

The calculated value of t-ratio for Well-Being of Male and Female secondary school student is 0.26 which is less than the tabulated value at 0.05 level and 0.01 level. Thus,

hypothesis 1, there will be No significant difference in Well-Being of Male and female secondary school student is accepted. It shows that Male and Female secondary school students do not differ significantly.

Hypothesis 2

There will be no significant difference in Well-Being of urban and rural secondary school students

To find out significant difference, t-ratio is calculate by the formula

$$t = \frac{[M_1 - M_2]}{S.E.}$$

Where (M₁-M₂) = the Positive difference between the two Means S.E is standard error.

$$SE = \frac{\sigma_D}{\sqrt{N}}$$

where σ_D is standard deviation

Table 2.

Well-Being of Secondary School Students in relation to Locale

Sample	N	Mean	SD	t-value
Urban	25	31.04	3.31	3.47
Rural	25	27.36	4.91	

Interpretation :

The calculated value of t-ratio for Well-Being of urban and rural secondary school students is 3.47, which is greater than the tabulated value at 0.05 significant level and 0.01 significant level, Thus, Hypothesis 2, these will be no significant difference in Well-Being of urban and rural secondary school student is rejected. It shows that urban and rural secondary school students differs significant.

4.3 RELATIONSHIP BETWEEN WELL-BEING AND SELF-ESTEEM OF ECNDARY SCHOOL STUDENTS

The scores of Secondary School Students on Well-Being and Self-Esteem were correlated by using Pearson's coefficient of correlation.

Pearson coefficient of correlation

$$r = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

Where :

- N = number of pairs of scores
- $\sum xy$ = sum of the products of paired scores
- $\sum x$ = sum of x scores
- $\sum y$ = sum of y scores
- $\sum x^2$ = sum of squared x scores
- $\sum y^2$ = sum of squared y scores

The results of correlation are presented in the table 8 which indicates that the coefficient of correlation (r) or Well-Being and Self-Esteem is 0.36. It is significant at 0.01 level.

Table 4.3

Relationship Between Well-Being and Self-Esteem of Secondary School Students

Variable	N	Coefficient of Correlation
Well-Being/Self-Esteem	200	0.36**

** Significant at 0.01 level.

On the basis of results the hypothesis "There is no significant relationship between Well-Being and Self-Esteem among Secondary School Students" is rejected. This means that there is significant relationship between Well-Being and Self-Esteem of Secondary School Students. The results is in the line with the findings of Chopra (1997) and Corner (2004) who found positive effect of Well-Being on Self-Esteem and positive significant relationship between Well-Being and Self-Esteem.

CONCLUSION OF THE STUDY

Mean score of male students is 29.26 (SD=4.36) nearer to mean score of female Students 29.51 (SD=4.13), t-value comes out to be 0.26 which is not significant at 0.05 level & 0.01 level. Thus there is not any significant difference in the Well-Being of male and female secondary school students. Mean score of urban students is 31.04 (SD=4.03) nearer to mean score of rural Students 27.36 (SD=4.47). t-value came out to be 3.47 which is not significant at 0.05 level & 0.01 level. Thus there is a Significant difference in the Well-Being of rural and urban secondary school students.

There was positive significant co-relation between the Well-Being & Self-Esteem of secondary school students which comes out to be 0.36.

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