

SELF-ESTEEM OF MUSLIM GIRL STUDENTS

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ABSTRACT

The researchers intended to design a study to explore the differences in the Muslim girl students' self-esteem due to their locality and levels of academic achievement. In this connection, the researcher's adopted and applied the Self-Esteem Inventory developed by Sharma and Hossain (2015) to collect the data on self-esteem of the Muslim girl students of the Murshidabad District of West Bengal. The researchers followed the purposive sampling technique and collected 265 Muslim girl students of class IX as the sample of the study from eight secondary schools from Murshidabad District. Significant differences in self-esteem of the Muslim girl students of class IX were found in terms of the locality of the schools and levels of academic achievement of the students.

Keywords: *Self-Esteem, Muslim Girl, Secondary Schools, Locality, Levels of Academic Achievement.*

INTRODUCTION

Education is the prime tool for social upliftment. Well-educated population, knowledgeable and skilled personalities of any society are the architects of advancement and progress of that society, not only in growth but in inclusive development. Hence, education is the prime concern for each and every nation. Parallely, the education of girl child should be the utmost concern of every nation as the educated mothers nurture a prosperous nation, as Mahatma Gandhi said, "If you educate a man you educate an individual, but if you educate a woman you educate an entire family." Again, according to Brigham Young, "You educate a man; you educate a man. You educate a woman; you educate a generation." The Government of India introduced Right to Education Act (RTE Act) which gives fair and equal chance to every Indian child to get free and compulsory primary education. But, the fact is that the gender gap in education sector is found till now and numerous studies in the concerned field suggest that female education is more important than male education for social and economic development.

Specifically, the women belonging to the minority community are the most neglected in terms of their education and as a result they lag behind their male counterparts and women of general community. Therefore, the researchers selected the Muslim girl child of Murshidabad district as the sample group for the present study. According to the Census Report - 2001, Murshidabad district is poorly urbanized and the highest minority populated (63.67%) among the other districts of West Bengal. According to the Census 2011 the literacy rate of Muslim population in Murshidabad is 66.59% whereas male literacy is 69.95% and female literacy rate is 63.09%. According to Human Development index Murshidabad is ranked as 17th district out of 19 Districts in West Bengal (Human Development Report, Govt. of West Bengal -2004). The report also revealed by their household survey that about 35 percent of Muslim general population is illiterate whereas Non-Muslim illiteracy rate is about 25 percent. It also explored that About 2% of the Muslim sample households are graduates whereas 5% of the Non-Muslim households have completed graduation. The district occupies 63.67 percent Muslim population i.e. highest in the state and occupies a prominent figure in the country. Various governmental as well as non-governmental reports identify Muslim community as the most socio-economically backward minority in India. Sachar Committee Report (2006) placed Murshidabad as one of the backward district out of 604 districts in India in terms of literacy, opportunities and awareness levels of specifically Muslim Women. West Bengal Human Development Report (2004) recognizes the district with a poor value of Gender Development Index i.e. 0.423 (16th among the districts). In 2001, the male literacy rate was 61.40% (16th) and female literacy rate was 48.33 (15th) only. Hence, the present condition of women in Murshidabad district is truly pathetic. Therefore, the present research was conducted to unveil their evaluation about themselves.

SELF-ESTEEM

Self-esteem is, generally, how an individual value him/herself; it is how an individual perceive his/her value to the world and how valuable he/she thinks he/she is to others. Self-esteem refers to an overall evaluation of one's worth or value as a person (Harter, 2003). Self-esteem reflects a person's overall emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self. It is an attitude about the self and is related to personal beliefs about skills, abilities, social relationships and future outcomes. Self-esteem as a psychological term was coined by William James in 1890. The "self" of self-esteem is the values, beliefs and attitudes that an individual hold about him/herself. The "esteem" of self-esteem is the value and worth that one gives oneself. Hence, Self-esteem is a positive or negative orientation toward oneself; an overall evaluation of one's worth or value. Self-esteem is a concept which may be applied to specific areas of experiences and it is always applied to one's general feelings of worthiness. Self-esteem is generally conceptualized as an assessment of one's own worth. Rosenberg (1960) defined self-esteem in terms of totality of an individual's thoughts and

feelings with reference to himself as an object. He further argued that self-esteem is a generally stable characteristic of the individuals not easily manipulated as an outcome of an experimental design. The self-esteem develops through individuals' life experiences and becomes the basis of guiding one's behaviour and actions. According to Coopersmith (1976) self-esteem refers to the evaluation, which the individual makes and customarily maintains with regard to himself. It expresses an attitude of approval or disapproval and indicates the extent to which an individual hold towards himself. It is subjective experience, which the individual conveys to other by verbal reports and other overt expressive behaviour.

Alves (2013)revealed that 68% presented high self-esteem, 30% an average level of self-esteem and 2% low self-esteem in her study on nursing students. Tawfiq and Jarrah (2013) concluded that, self-esteem is one of the key factors affecting an individual's academic performance, which is more significant than other contributing factors. Rahmani (2011) showed significant differences between male and female students in scores of self-esteem. Naderi et. al. (2009) showed a significant difference between gender and self-esteem and females in self-esteem scored higher than males. Wilma et al. (2005) conducted study on the relationship between self-esteem and academic achievement in high ability students and found that self-esteem measure yielded a mean of 0.745 for the gifted group and of 0.781 for the non-gifted group, which was not statistically significant. Singh and Bahtia (2012) explored that the impact of socio economic status on the self-esteem is insignificant. Sidik and Rampal (2008) ventured a study on self-esteem and its associated factors and found that self-esteem was associated with sex, age, race, religion. Number of siblings and family function. Eremie and Chikweru (2015) showed that private school students, both male and female demonstrated high self-esteem, while public school students demonstrated low self-esteem. Hutton's (1996) study on 36 adolescent girls in a junior high school, age 13-15 revealed that: (i) girls' perceptions of the quality of their relationships with peers (social self-esteem) was found to have significantly increased; (ii) girls' perception of their ability to succeed academically (academic self-esteem) decreased slightly for the experimental group; (iii) girls' perceptions of how their parents view them (parental self-esteem) slightly increase for the experimental group and (iv) girls overall perceptions of their worth (general self-esteem) was found to have significantly increased for the experimental control group. From the above reviews, the present researchers found no study was conducted on the self-esteem of the Muslim girl students in terms of their locality of residence and levels of academic achievement. Hence, it was a need to conduct a study on the selected problem.

OBJECTIVES OF THE STUDY

The present study has the following objectives to achieve:

- to measure the self-esteem of the Muslim girl students of class IX.
- to explore the pattern of self-esteem of the Muslim girl students between the total sample and sub samples based on the background variables.
- to explore the difference in self-esteem between urban and rural Muslim girl students of class IX.
- to explore the difference in self-esteem among the low, average and high achiever Muslim girl students of class IX.

HYPOTHESES (NULL) OF THE STUDY

The null hypothesis of the present study are as follows:

H_{0,1}: There is no significant difference between the urban and rural Muslim girl students of class IX in terms of their self-esteem.

H_{0,2}: There is no significant difference among the low, average and high achiever Muslim girl students of class IX in terms of their self-esteem.

METHODOLOGY OF THE STUDY

In order to achieve the objectives of the present study normative survey method of descriptive research was used to measure and assess the Muslim girl students' self-esteem to find out the differences in self-esteem among the locality and levels of achievement wise sub samples.

POPULATION AND SAMPLES

The population of the present study was the Muslim girl students of secondary schools in Murshidabad district under the West Bengal Board of Secondary Education, West Bengal. The researchers followed the purposive sampling technique to collect the required sample of the study as the study was only on Muslim girl students. The sample for the study comprised of the Muslim girl students from eight secondary schools from Murshidabad District. The study, however, was consisted of 265 Muslim girl students of class IX. 150 girl students were selected from four urban schools and 115 girl students were from four rural schools.

VARIABLES OF THE STUDY

In the study, self-esteem was treated as the dependent variable and the locality of the schools and levels of academic achievement was treated as the independent variables.

TOOL OF THE STUDY

The researchers adopted the Self-Esteem Inventory developed by Sharma and Hossain (2015). The scale was a Likert type scale consisting of three dimensions related with the self-esteem such as, i. General Self Esteem, ii. Social Self Esteem and iii. Cognitive Self Esteem. Each dimension has 10 items and a total of 30 items were incorporated in the scale among which three items were with negative polarity. The split half reliability of the scale was 0.680 and the reliability by Spearman Brown method was 0.809. In connection with the academic achievement score, the researchers collected the result sheets of the Annual Examination of the selected schools and categorized the score into high, average and low groups.

ANALYSIS AND INTERPRETATION OF THE DATA

A. Descriptive Analysis

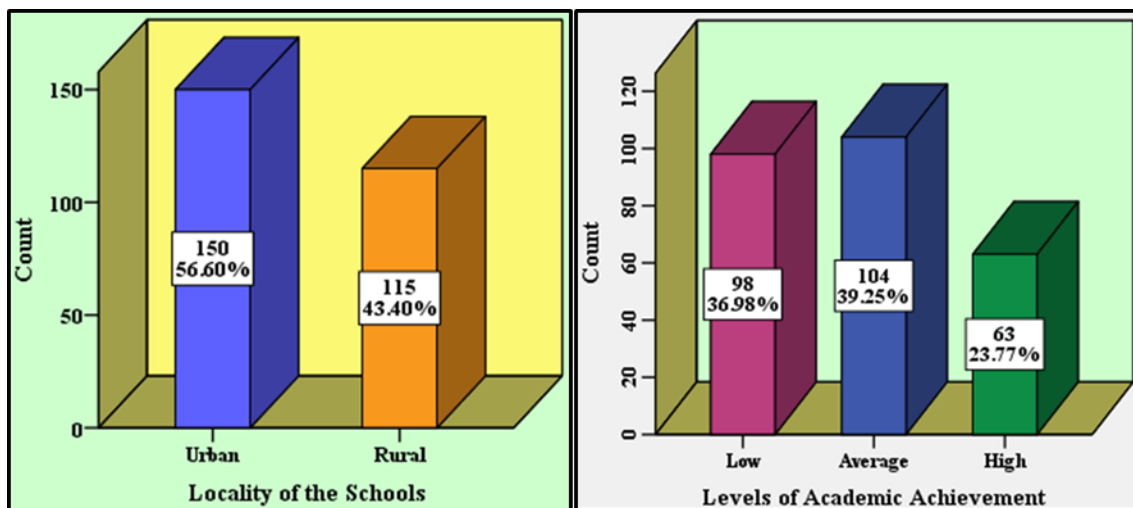


Fig. 1 Locality wise sample distribution **Fig. 2** Achievement level wise sample distribution

Figure 1 shows the distribution of urban and rural sample. In this study 56.60 % (150) Muslim girl was selected from urban areas and 43.40% (115) of total sample was selected from rural areas of Murshidabad district. Among 265 sample, 36.98% (98) of total sample are belongs to low achievement group, 39.25% (104) and 23.77% (63) of total sample were average and high achiever respectively.

Table 1: Presentation of the descriptive statistics of self-esteem scores of Muslim girl students.

<i>Descriptives</i>				
	<i>General Self Esteem</i>	<i>Social Self Esteem</i>	<i>Cognitive Self Esteem</i>	<i>Self Esteem</i>
<i>Mean</i>	39.10	37.46	39.69	116.25
<i>Std. Error</i>	.270	.291	.319	.713
<i>Median</i>	39.00	38.00	40.00	117.00
<i>Variance</i>	19.365	22.461	27.025	134.779
<i>SD</i>	4.401	4.739	5.199	11.609
<i>Minimum</i>	28	22	27	82
<i>Maximum</i>	49	49	51	144
<i>Range</i>	21	27	24	62
<i>Skewness</i>	-.043	-.364	-.139	-.194
<i>Std. Error</i>	.150	.150	.150	.150
<i>Kurtosis</i>	-.484	.427	-.671	-.134
<i>Std. Error</i>	.298	.298	.298	.298

The table 5.2 shows the descriptive statistics of Muslim girl students in general self-esteem (M = 39.10, SD = 4.401); social self-esteem (M = 37.46, SD = 4.739); cognitive self-esteem (M = 39.69, SD = 5.199) and total self-esteem (M = 116.25, SD = 11.609).

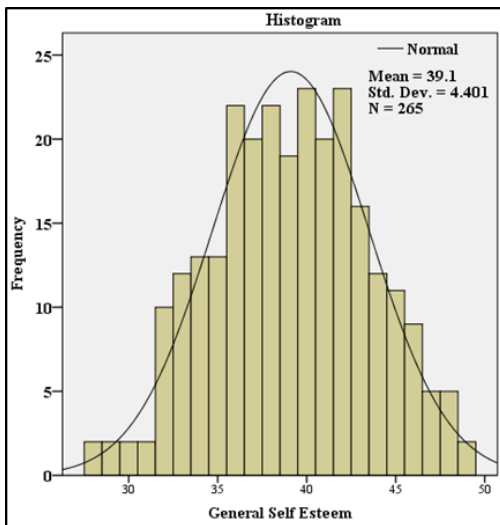


Fig. 3 Histogram for general self-esteem.

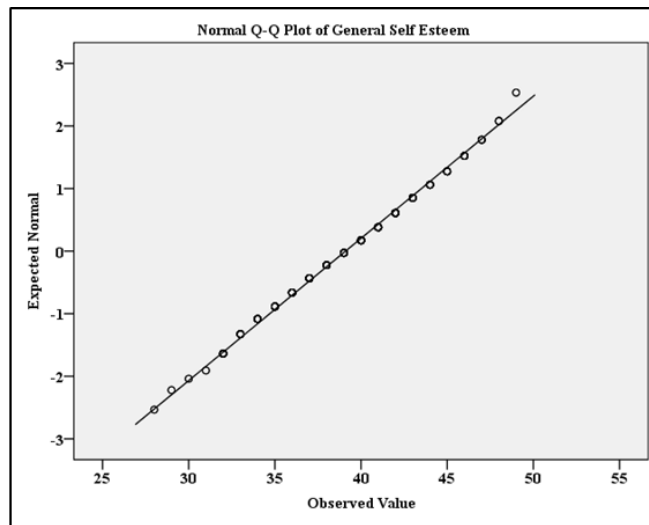


Fig. 4 Q-Q Plot for general self-esteem.

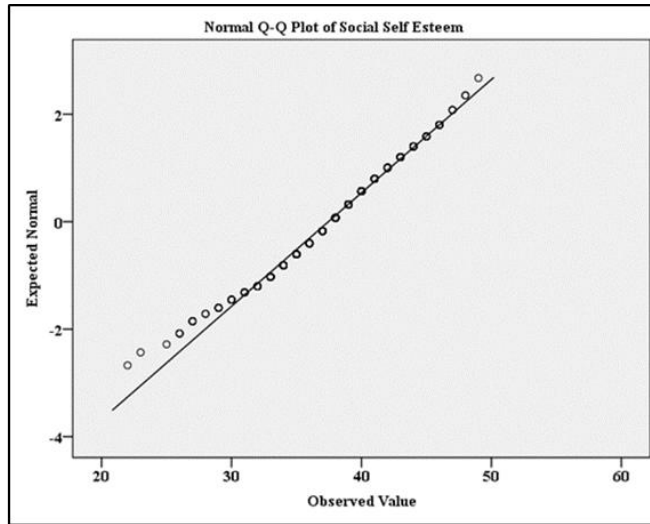
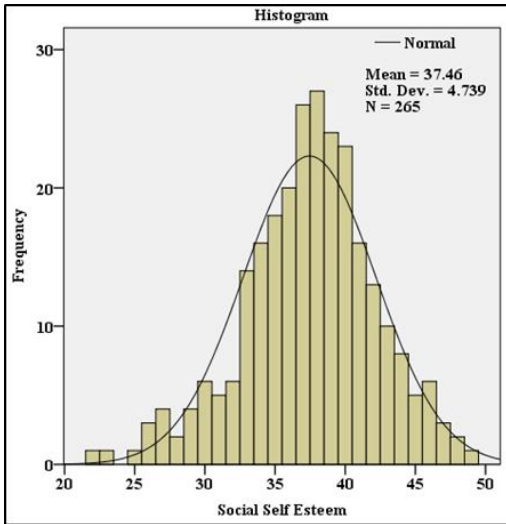


Fig. 5 Histogram for social self-esteem **Fig. 6** Q-Q Plot for social self-esteem

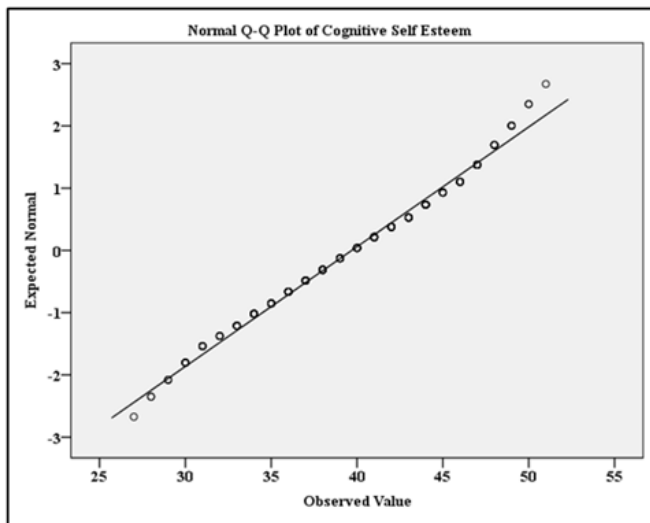
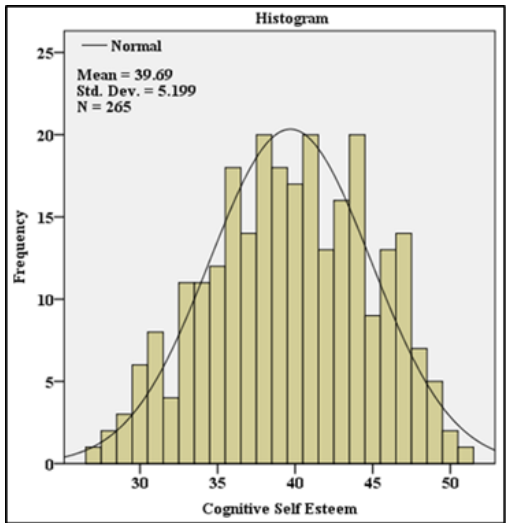


Fig. 7 Histogram for cognitive self-esteem. **Fig. 8** Q-Q Plot for cognitive self-esteem

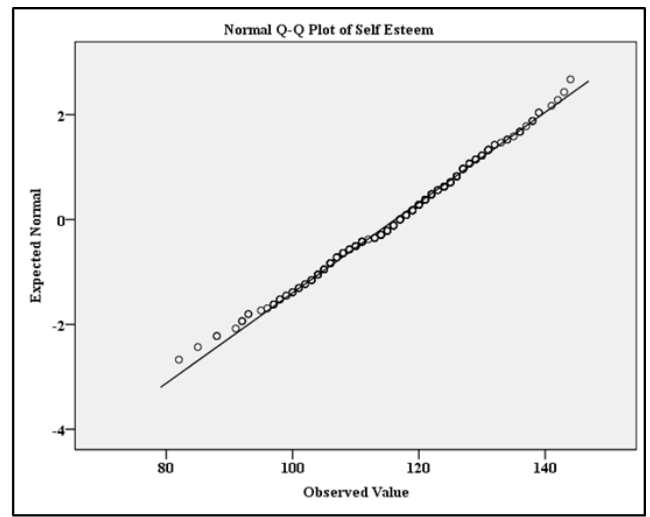
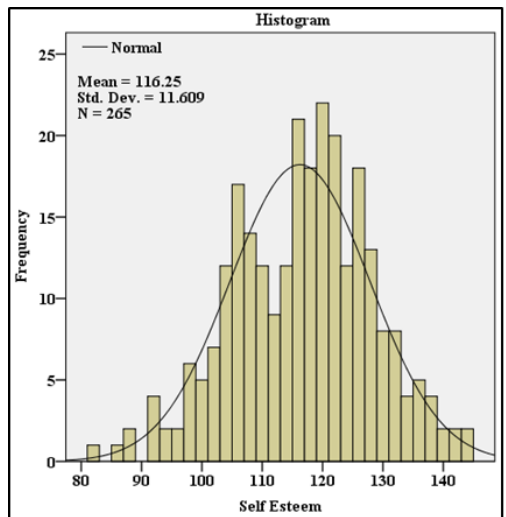


Fig. 9 Histogram for self-esteem. **Fig. 10** Q-Q Plot for self-esteem

Descriptive statistics of Table 1 and the histograms with normal probability curve and Q-Q plots for general self-esteem, social self-esteem, cognitive self-esteem and self-esteem presented at Figure 3, 4, 5, 6, 7,8, 9 and 10 respectively show that all the distributions are quite normal.

B. Inferential Analysis

H_{0.1}: There is no significant difference between the urban and rural Muslim girl students of class IX in terms of their self-esteem.

Table 2: Results of t-test for the urban and rural Muslim girl students of class IX in terms of their self-esteem.

Independent Samples Test

Locality	t-test for Equality of Means								
	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Mean Diff.</i>	<i>SED</i>	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>	
<i>General Self Esteem</i>	<i>Urban</i>	150	39.98	4.36	2.023	.532	3.803	263	.000
	<i>Rural</i>	115	37.96	4.20					
<i>Social Self Esteem</i>	<i>Urban</i>	150	38.18	4.27	1.667	.579	2.877	263	.004
	<i>Rural</i>	115	36.51	5.16					
<i>Cognitive Self Esteem</i>	<i>Urban</i>	150	40.38	4.96	1.589	.638	2.490	263	.013
	<i>Rural</i>	115	38.79	5.39					
<i>Self Esteem</i>	<i>Urban</i>	150	118.54	10.79	5.279	1.404	3.759	263	.000
	<i>Rural</i>	115	113.26	12.01					

From the Table 2, it was found that there is no significant difference between the urban and rural Muslim girl students in terms of their general self-esteem ($t = 3.803, p < 0.01$); social self-esteem ($t = 2.877, p < 0.01$); cognitive self-esteem ($t = 2.490, p < 0.05$); and self-esteem ($t = 3.759, p < 0.001$). Hence, it is evident that the null hypothesis ($H_{0.1}$) is rejected and it may be interpreted that there is a significant difference in self-esteem due to the locality of the Muslim girl students of class IX.

$H_{0.2}$: There is no significant difference among the low, average and high achiever Muslim girl students of class IX in terms of their self-esteem.

Table 3: Results of ANOVA for the self-esteem of Muslim girl students of class IX in terms of their achievement levels.

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
General Self Esteem	Between Groups	762.475	2	381.237	22.963	.000
	Within Groups	4349.774	262	16.602		
	Total	5112.249	264			
Social Self Esteem	Between Groups	748.139	2	374.069	18.914	.000
	Within Groups	5181.612	262	19.777		
	Total	5929.751	264			
Cognitive Self Esteem	Between Groups	1293.916	2	646.958	29.021	.000
	Within Groups	5840.711	262	22.293		
	Total	7134.626	264			
Self Esteem	Between Groups	8139.024	2	4069.512	38.853	.000
	Within Groups	27442.538	262	104.743		
	Total	35581.562	264			

Table 3 shows that the ANOVA for general self-esteem scores ($F = 22.963$, $df = 2, 262$, $p < 0.001$); the ANOVA for social self-esteem scores ($F = 18.914$, $df = 2, 262$, $p < 0.001$); the ANOVA for cognitive self-esteem scores ($F = 29.021$, $df = 2, 262$, $p < 0.001$); and the ANOVA for self-esteem scores ($F = 22.963$, $df = 2, 262$, $p < 0.001$) of low, average and high achiever Muslim girl students is statistically significant. Hence, it may be interpreted the null hypothesis ($H_{0.2}$) is rejected and a further analysis is necessary to explore the group wise difference among low, average and high achiever Muslim girl students. In this connection a post-hoc test namely Scheffe test was applied to unveil the group differences in self-esteem of the low, average and high achiever Muslim girl students.

Table 4: Results of Post-Hoc Sheffe test for the urban and rural Muslim girl students of class IX in terms of their achievement levels.*Multiple Comparisons*

Scheffe

Dependent Variable	(I) Levels of AA	(J) Levels of AA	Mean	Std. Error	Sig.
			Difference (I-J)		
General Self Esteem	Low	Average	-2.593***	.574	.000
		High	-4.304***	.658	.000
	Average	High	-1.711*	.651	.033
Social Self Esteem	Low	Average	-2.591***	.626	.000
		High	-4.254***	.718	.000
	Average	High	-1.663^{NS}	.710	.066
Cognitive Self Esteem	Low	Average	-2.323**	.665	.003
		High	-5.808***	.762	.000
	Average	High	-3.485***	.754	.000
Self Esteem	Low	Average	-7.506***	1.441	.000
		High	-14.366***	1.653	.000
	Average	High	-6.860***	1.634	.000

*. The mean difference is significant at the 0.05 level.

** . The mean difference is significant at the 0.01 level.

***. The mean difference is significant at the 0.001 level.

Table 4 shows that low, average and high achiever Muslim girl students significantly differ in their general self-esteem; social self-esteem; cognitive self-esteem and self-esteem. It was average and high achiever Muslim girl students who did not differ in social self-esteem.

DISCUSSION

The present study revealed that there is a statistically significant difference between the Muslim girl students of urban and rural locality of the Murshidabd district. The urban samples show a rich self-esteem than their rural counterpart. Similarly, it was also explored that there is a significant difference among the low, average and high achiever Muslim girl students. The high achiever Muslim girl students show a greater self-esteem than the average achievers and average achievers were found higher in self-concept than the low achiever group. Hence, the researchers suggest that more care might be taken in nurturing the self-esteem of the poor groups so that they also have a better self-esteem. In schools and in peer groups care should be taken to enhance their self-esteem.

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