The Preference of Self Esteem Needs of Secondary School Students

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Abstract

The present study was designed to identify the preferences of self-esteem needs of the secondary school students, because, in Pakistan, it was an urgent need to discover, to purify, to determine and to diagnose the constructive preferences of self-esteem needs which might serve as pre-requisites for the successful development of curriculum planning, material production, administrative and supervisory functions, etc.

The data were collected from 10% of students of urban & rural secondary schools. Due to lack of an adequate instrument to measure the preferences of self-esteem needs, a Self-Reporting Rating Scale (SRRS) was developed. This instrument included items constructed on the basis of Likert scale. The questionnaires, based on "SRRS" according to the self-esteem needs of the students, were delivered to sample students from 248 urban and 198 rural secondary schools of the district Faisalabad. The returns from students were 446.

Keywords: Exploring the preferences of self-esteem needs curriculum development.

Introduction

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To derive a set of student's self-esteem needs for the study, researchers drew from a variety of studies and psychological theories. As a foundation, researchers used the following studies: The Commission on the Secondary School Curriculum (1932) in America, Doane's Study of Needs (1942:43-44), The Commission on Human Relation Study (1942) which depicted a list of adolescents through case studies, interviews and observations, The Educational Policies Commission Imperative Needs of Youth 1944 (revised in 1952), which recommended a list of youth need, a derived list of needs by Luella Cole (1988:258) was adopted for the identification of needs, Havighursts (1950:1-4), Developmental tasks and the Developmental Tasks which were derived by a Committee of the Association for Supervision and Curriculum Development (1950) in America, and Lurry and Alberty (1957:60) which listed sixteen areas.

The reflection of biological and psychological theories was adopted as a basic ground for the study. Henry A. Murray's (1938:152-266) "A Need Theory of Personality" drew a biological sketch of human needs. Researchers also drew from Maslow's (1970:35-51) A Humanistic Theory of Personality which presented a novel hierarchical theory of Human needs for the identification of students needs. Bloom (1956:1-4) and Krathwohl, (1964) analyzed the cognitive domain and affective domain and psychomotor domain for knowledge and understanding perception.

Focus of the Study

The information about the nature of the learner is an important source for curriculum development. So, the focus of the study is upon the identification of self- esteem needs, which are always imperative and which may influence curriculum development. The identification of those preferences of self-esteem needs is also necessary before a suitable strategy for the process of development of the curriculum starts because the curriculum is the nerve system of education.

Student Preferences of Self-esteem needs

The question that remains to be answered is: What are the student preferences of "self - esteem needs" which may serve as pre-requisites for the successful development of curriculum? Hence the researchers undertook this study to answer the question. When one's needs for being loved and for loving others, have been reasonably gratified, their motivating force demises paving for "Self-Esteem Needs".

Maslow divided this into two subsidiary sets, "Self-Respect and Esteem from others". Maslow (1970:35) cleared, "esteem-need is the result of effort, it is earned". The self-respect includes such things as desire for competence, confidence, personal strength, adequacy, achievement, independence, and freedom. An individual needs to know that he or she is worthwhile capable of mastering tasks and challenges in life. Esteem from others includes prestige, recognition, acceptance, attention, status, fame, reputation and appreciation. Bryce, B. Hudgins and his associates (1983:397) viewed that "esteem needs are directly related to a person's sense of self worth".

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Robert, R. Reilly (1983:208) commented that "all people in our society with a few pathological exceptions have a need or desire for a stable, firmly based, usually high evaluation of themselves, for self respect or self-esteem and for the esteem of others these are, first, desire for strength, for achievement, for confidence in the face of the world, for adequacy, for mastery, for independence and freedom. Second, we have what we may call the desire for reputation or prestige. Status, fame, glory, dominance, recognition, attention, importance, dignity, appreciation—satisfaction of the self-esteem needs leads to feelings of self-confidence, worth, strength, capability and adequacy of being useful and necessary in the world".

Kennon, M. Sheldon (2001:328) concluded, "I had many positive qualities, quite satisfied with who I am. I had strong sense of self-respect. Other incentives include giving students recognition for example by displaying their work, giving them a certificate of achievement, placing them on the honorable role or verbally mentioning their accomplishment". Donna walker Tileston (2004:38) summed up that "if students see themselves as friendly, helpful, and kind, those characteristics become internalized as a definition of self as "pleasant and caring" students then continue to behave in ways consistent with their self-perception".

The related literature was reviewed and Self Esteem Needs were summed up as Contentment, Confidence, Perception, Self-efficacy, Significance, Prestige, Awareness, Popularity, Autonomy, Solidarity, Achievement, Encouragement and Values.

Statement of the Problem

This study was designed to identify the Preferences of Self-Esteem Needs of boys of ages 14^+ to 16^+ year that may influence curriculum development for classes (ix & x) of the schools located under the jurisdiction of Board of Intermediate & Secondary Education Faisalabad

Method

The data were collected from 10% of students of urban & rural secondary schools. So the total strength of students of sample of urban secondary schools was 248 and the total strength of students of sample of rural secondary school was 198. The total strength of students of the samples was 446. Lack of an adequate instrument to measure the importance, existence, availability or non-availability of students needs, a self-Reporting rating scale (SRRS) was developed. This instrument included items constructed on the basis of likert scale. This measure was to ask the respondents to respond to a series of 13 items by indicating their level of satisfaction on a five point scale from "Strongly agree" to strongly agree" to "strongly disagree"

The samples were randomly selected. The questionnaires based on "SRRS" according to the self-esteem needs of the students, were delivered to the samples of the students of urban and rural secondary schools of the district Faisalabad. The returns from students were 446.

Results

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The frequencies of responses to each item were calculated with item percentages. Means were computed for responses from all the two samples (students of urban and rural secondary schools). As the samples were divided into two groups, correlations among various groups were determined to establish the representativeness of the responses and relationship among the groups.

The responses for all items were rank ordered according to their frequencies, means and percentages to determine their importance existence and availability. Chi-square test of significance was use to test the frequencies of the responses. The researcher, on the basis of such results, will be able to draw provable inferences and generalizations about the influence of needs on the curriculum development process.

Table No. 1

Frequency distribution of opinions of students of the sample of urban secondary schools of district Faisalabad

The Preferences of Self-Esteem Needs

	Needs	SA(%)	A(%)	U(%)	D(%)	SD(%)	df	X^2	P
1.	Contentment	191 (77.02)	26 (10.48)	18 (7.26)	0 (0.00)	13 (5.24)	247	511.07	.05
2.	Confidence	201 (81.05)	18 (7.26)	16 (6.45)	6 (2.42)	7 (2.82)	247	579.94	.05
3.	Perception	187 (75.40)	18 (7.26)	7 (2.82)	16 (6.45)	20 (8.06)	247	477.76	.05
4.	Self-efficacy	215 (86.69)	19 (7.66)	7 (2.82)	3 (1.21)	4 (1.61)	247	692.72	.05
5.	Significance	217 (87.50)	15 (6.05)	9 (3.63)	0 (0.00)	7 (2.82)	247	708.53	.05
6.	Prestige	188 (75.81)	20 (8.06)	15 (6.05)	6 (2.42)	19 (7.66)	247	485.18	.05
7.	Awareness	160 (64.52)	23 (9.27)	26 (10.48)	11 (4.44)	28 (11.29)	247	310.66	NS
8.	Popularity	192 (77.42)	27 (10.89)	12 (4.84)	4 (1.61)	13 (5.24)	247	516.56	.05
9.	Autonomy	125 (50.40)	9 (3.63)	39 (15.73)	6 (2.42)	69 (27.82)	247	196.03	NS
10.	Solidarity	105 (42.34)	13 (5.24)	33 (13.31)	8 (3.23)	89 (35.89)	247	160.63	NS
11.	Achievement	109 (43.95)	17 (6.85)	14 (5.65)	14 (5.65)	94 (37.90)	247	183.41	NS
12.	Encouragement	159 (64.11)	20 (8.06)	8 (3.23)	8 (3.23)	53 (21.37)	247	328.97	NS
13.	Values	202 (81.45)	24 (9.68)	12 (4.84)	3 (1.21)	7 (2.82)	247	590.34	.05

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Table No. 1 Features

Table 1 showed that frequency distributions of opinions of students of the sample of urban secondary schools of district Faisalabad on importance, existence and availability of Self-Esteem- Needs and their significance on chi-square was at .05. It led to the following conclusions:

(1) Among the students 87.50% agree and strongly agree that they were respected by all.
(2) Among the students 88.31% agree and strongly agree that they were quite satisfied with their subject of studies.
(3) Among the students 82.66% agree and strongly agree that they did not study the tuition periods.
(4) Among the students 94.35% agree and strongly agree that they had strong sense of self respect.
(5) Among the students 93.55% agree and strongly agree that wanted to become prominent.
(6) Among the students 83.87% agree and strongly agree that they felt kinship during school time.
(7) Among the students 73.86% agree and strongly agree but 26.14% disagree that they had social and political awareness.
(8) Among the students 88.31% agree and strongly agree that they liked popularity and fame.
(9) Among the students 54.03% agree and strongly agree but 30.23% disagree that they could control a class or their team.
(10) Among the students 47.58% agree and strongly agree that they wanted to become the responsible citizens of the world.
(11) Among the students 50.80% agree and strongly agree but 49.20% disagree that they had won many prizes.
(12) Among the students 72.17% agree and strongly agree but 27.83% disagree that the prize distribution ceremony was held every year in their schools.
(13) Among the students 91.13% agree and strongly agree that they knew the Islamic values.

Table No. 2

Frequency distribution of opinions of students of the sample of rural secondary schools of district Faisalabad

The Preferences of Self-Esteem Needs

	Needs	SA(%)	A(%)	U(%)	D(%)	SD(%)	df	χ^2	P
1.	Contentment	110 (55.56)	58 (29.29)	18 (9.09)	7 (3.54)	5 (2.53)	197	202.55	NS
2.	Confidence	115 (58.08)	45 (22.73)	20 (10.10)	8 (4.04)	10 (5.05)	197	201.34	NS
3.	Perception	79	59	26	15	19	197	79.37	NS

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		(39.90)	(29.80)	(13.13)	(7.58)	(9.60)			
4.	Self-efficacy	104	44	14	11	25	197	147.80	NS
		(52.53)	(22.22)	(7.07)	(5.56)	(12.63)			
5.	Significance	136	41	11	6	4	197	315.88	NS
		(68.69)	(20.71)	(5.56)	(3.03)	(2.02)			
6.	Prestige	105	60	20	7	6	197	183.56	NS
		(53.03)	(30.30)	(10.10)	(3.54)	(3.03)			
7.	Awareness	69	74	32	11	12	197	93.06	NS
		(34.85)	(37.37)	(16.16)	(5.56)	(6.06)			
8.	Popularity	94	51	24	20	9	197	117.50	NS
		(47.47)	(25.76)	(12.12)	(10.10)	(4.55)			
9.	Autonomy	67	83	28	9	11	197	114.22	NS
		(33.84)	(41.92)	(14.14)	(4.55)	(5.56)			
10.	Solidarity	106	27	20	27	18	197	140.83	NS
		(53.54)	(13.64)	(10.10)	(13.64)	(9.09)			
11.	Achievement	72	36	28	37	25	197	35.78	NS
		(36.36)	(18.18)	(14.14)	(18.69)	(12.63)			
12.	Encouragement	95	30	12	20	41	197	108.81	NS
		(47.98)	(15.15)	(6.06)	(10.10)	(20.71)			
13.	Values	91	66	9	9	23	197	138.56	NS
		(45.96)	(33.33)	(4.55)	(4.55)	(11.62)			

Table No. 2 Features

Table 2 indicates that Frequency Distribution of opinions of students of the sample of rural secondary schools of District Faisalabad on importance, Existence and availability of Self-Esteem Needs and their significance on chi-square was at 0.5 levels. The following conclusions were drawn:

(1)   Among the students 84.85% agree and strongly agree that they were respected all.
(2)   Among the students 80.81% agree and strongly agree that they were quite satisfied with their subject of studies.
(3)   Among the students 69.70% agree and strongly agree but 30.30% disagree that they did not need to study the tuition periods.
(4)   Among the students 74.75% agree and strongly agree but 25.25% disagree that they had strong sense of self-respect.
(5)   Among the students 89.40% agree and strongly agree that wanted to become prominent.
(6)   Among the students 83.33% agree that they felt kinship during school time.
(7)   Among the students 72.22% agree that they had social and political awareness of their country.
(8)   Among the students 73.23% agree that they liked popularity and fame.
(9)   Among the students 75.76% agree that they could control a class or their teams.
(10)   Among the students 67.18% agree and strongly agree but 20.72% disagree that they wanted to become a responsible citizen of the World.

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(11)   Among the students 54.54% agree and strongly agree but 45.46% disagree that they had won many prizes.

(12)   (Among the students 63.13% agree and strongly agree but 36.87% disagree that the prize distribution ceremony was held every year in their schools.

(13)   Among the students 79.28% agree and strongly agree but 20.72% disagree that they knew the Islamic values.

Table No. 3

Comparison of mean ratings of the statements relating to the preferences of self-esteem needs by students of the samples of urban & rural secondary schools of the District Faisalabad:

S/No	Needs	Faisalabad		Mean Scores
		Urban	**Rural**	
1	Contentment	4.54	4.31	4.42
2	Confidence	4.61	4.25	4.43
3	Perception	4.35	4.83	4.09
4	Self- Efficacy	4.73	3.96	4.39
5	Significance	4.75	4.51	4.63
6	Prestige	4.41	4.27	4.34
7	Awareness	4.11	3.89	4.00
8	Popularity	4.54	4.02	4.23
9	Autonomy	3.46	3.94	3.70
10	Solidarity	3.15	3.89	3.52
11	Achievement	3.13	3.47	3.30
12	Encouragement	3.90	3.60	3.50
13	Values	4.66	3.97	4.31

Table 3 Features

The above table shows that the vast list of Self-Esteem Needs is focused to play a pivotal role to achieve a better standard of life, quality education and to play a basic role from achievement to significance role in modernization at secondary level.

Table No. 4

Now the assessed needs are rank ordered as given below:

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S/No	Needs	Mean Scores
1	Achievement	3.30
2	Encouragement	3.50
3	Solidarity	3.52
4	Autonomy	3.70
5	Awareness	4.06
6	Perception	4.09
7	Popularity	4.23
8	Values	4.31
9	Prestige	4.34
10	Self- Efficacy	4.39
11	Contentment	4.42
12	Confidence	4.43
13	Significance	4.63

Now this vast list of self-esteem needs is focused to play a pivotal role to achieve a better

Discussion

The findings show that the growth preferences of self-esteem needs like contentment, confidence, perception, self-efficacy, prestige, popularity, autonomy, solidarity, and achievement have great values. There is great need of awareness, encouragement and significance of self. The majority of the students of the two samples disagreed that the students have sound sense of self-respect. The majority of the students disagreed that a prize distribution ceremony was held every year in the schools.

Recommendation

Esteem needs are directly related to a person's sense of self worth. Satisfaction of the self-esteem needs generates feelings and attitudes of self-confidence, self-worth, strength, capability and the sense of being useful and necessary in the world.

Significance, self-efficacy, popularity, autonomy, perception, competence, confidence, solidarity, adequacy, achievement, independence, prestige and contentment are the main preferences of self-esteem needs of this segment. Every body wishes to love and to be loved. It is natural potential of a body. The preferences of self-esteem needs may be given a special place in the curriculum as shown below:

a. Curriculum may develop the confidence by giving an assignment of doing a plan or activity.
b. Curriculum may present the life sketch of prominent personalities. It may make aware about the importance of past events and performance of the great men to shape the students personality as an effective and fruitful personality.

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c.   It may disseminate the elements of contentment, achievement, independence, prestige, adequacy and solidarity in general languages by giving examples or stories of great men or by elaborating ethical events or ceremonies.

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