

GENDER DIFFERENCES IN SELF ESTEEM OF THE STUDENT AT SECONDARY SCHOOL LEVEL.

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ABSTRACT

The study was conducted as to know the effects of gender role on the self esteem of 10th class students. For this purpose a scale developed by Rosenberg (1965) was used. Present study concluded the significant relationship between self-esteem and gender role behaviour. In our society male is encouraged to be logical, independent, aggressive, competitive, and successful. These competency, and traits may cause the male to evaluate himself in terms of his good behaviour and his success experience. In contrast, the female is encouraged to be gentle, tactful to the feelings of others. These warm and expressive traits may prompt the female to evaluate all her behaviour by their effect on others her total self-evaluation depends not only upon her good deeds, but on avoiding of doing harm, emotionally or physically, to others. The study supports the centrality of personal achievement to self-esteem in boys, and the importance of personal attractiveness and popularity to girls appear repeatedly.

INTRODUCTION

Self-esteem is a vital element in coming to any understanding of personal adaptation in social class contexts. We all need to gain self-understanding in some way. So lack of self-understanding will reasonably lead to attempts to re-establish the primacy of the person in relation to others. What a person thinks of himself does not from a closed system, imprisoned and encapsulated with no relevance beyond the boundary of his own being, on the contrary, it reaches out to manipulate his relationships with others. The Self-esteem apparently brings to bear a unique prospective for viewing one's relationship with one's social environment. Person with a restricted Self-esteem will avoid threat prejudice; low thinking and conservatism are likely to characterize such persons. The high self-acceptance criterion group saw both parents as more good, to learn, fair, kind friendly and valuable than low self-acceptance group.

Evidence across different researches is largely consistent, revealing a common core of stereotyped characteristics. Females re described as warm and sensitive, socially skilled and inclined toward interpersonal and artistic interests. Males are described as

competent and logical, possessing self-confidence, direct in manner and dominant. These expressive and instrumental traits are incorporated into the self-concepts of females and males respectively. This article is a part of my Ph.D research work.

Such stereotypes are slow to change in our culture. Girls generally show lower self-esteem than boys do by adolescence. This may e due to the tests being biased towards boys or because traits associated with femininity is less valued generally by society. Boys establish their esteem through achievement in many areas; girls derive their self-esteem mainly through social competence.

It is hoped that this research work will be a useful source of research findings and discussion in field concerned with the preparation of teachers, counselors, social workers, educational psychologist and others who are interested in understanding a little more about the behavior of children, and who will be able to apply such knowledge and ideas in their daily work.