



A study of self-esteem among migrant and non-migrant secondary school students in Jammu and Kashmir

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Abstract

The present study was to find out the self-esteem among migrant and non-migrant secondary school students. The sample for the present study was taken from Jammu and Kashmir divisions. The total sample for the present study consisted of 600 secondary school students (300 migrant secondary school students and 300 non migrant secondary school students) perusing their education in different secondary schools of Jammu and Kashmir. In case of Migrant secondary school Students the random sampling technique was used by the investigator to select the sample of migrant secondary school students studying in migrant secondary schools located in different migrant campuses of Jammu. The non-migrant secondary school students were also selected through random sample technique and the sample was collected from various Govt. secondary schools of Kashmir Division. Cooper Smith's Self Inventory (SEI) (1967) developed by Cooper Smith was used for measuring the Self-esteem of migrant and non migrant secondary school students. The present study found that there is significant difference between migrant and non migrant secondary school students on self-esteem.

Keywords: self-esteem, migrant, non-migrant, secondary school students, J&K

Introduction

Migration is usually a shifting of people from their living of place to another place for the function of setting down permanent or temporary and the nature of migration is broadly classified in terms of type of choice (voluntary or involuntary) or geographical territory (international or internal), rural to rural, rural to urban, urban to urban etc. The involuntary or voluntary forced migration is caused due to a variety of reasons. However, the state of J&K has experienced the various types of migration due to number of reasons. The early 1990's period, we are aware of killing of many people sustaining Indian rule especially Kashmiri Pandits, in Kashmir valley. The state and central government had failed to control conflicts and to offer security to minority of Kashmiri Pandits and under these bad circumstances Kashmiri Pandits started shifting to other places and left their native Kashmir valley. So the migrants of Kashmir are those persons who shift from Kashmir to another place for the settlement of their lives. Most of the families of Kashmiri migrants were shifted from Kashmir region to Jammu region and remain there in campuses. In these campuses migrant face lot of problems. The migrants were not in position to full fill their basic needs. The inhabitants of the camp area have been misery from many diseases due to non-availability of health care centre. The government has recognized a dispensary in the camp but has never bothered to supply it with medicine and necessary equipment's. It is an eye-wash only to show in papers that a dispensary has been built up in the camp area. As the camp is at a larger distance from the Jammu city but there is no ambulance facility for the sick and any health affected camp inhabitant. Another major problem is linked to water supply. The hand-pumps that have been constructed but unfortunately

they are not working properly and are in need of repair. These are ineffective facilities to meet the demand of many migrated households, who have to drink, bath and cook and do other farm duties. Long lines of woman around the working, hand pumps are seen wearing frustration and anger. In non-camp as well as camp areas, the authorities are lacking even in low level ordinary sense and have set up these pumps nearer to the latrine with the result the water that is taken out is infectious and contaminated and is a cause of various diseases. There is a need of well-organized pains to keep the camp and non-camp free from the bell smell of rotting waste material with the result microorganisms breed at a faster rate and spread diseases. There are no schooling facilities for school going students within the camp vicinity. As an effect they have to cover a long distance to reach the schools. The government has given one room tenements to each family of migrated Kashmiri Pandits in camp area (Negrota) which in spite of big deal are virtual hovels and hell-holes. The construction of these hovels is fragile and turns leaky in rains. The family members existing in them feel restricted, boring and unhappy as they are huddled together like cattle and lack privacy. The camp inhabitants have named them as pigeon holes constructed by the government. In camp area all constructed houses are semi-pacca and houses are made up of cemented walls and steel-sheet roofs (teen shads) due to that in summer season room temperature rises excessively much high while in winter season room temperature becomes too low leading to hard and tough living conditions. Unemployed youth suffer a lot in the campuses There is no doubt that Government cannot offer employment to all in campuses but monetary assistance for setting up their business enterprise has not been provided to them by the government as a result of which they have to

opt for outer work even at low wages in the informal sector, with no job and social security.

Migration practice destabilizes children because they must not only learn to cope with the stresses of growing up but with moving to a new physical, social, and cultural environment (Aksel *et al.*, 2007) ^[1, 11]. As a result, modifications in terms of self-esteem are likely to occur during such shift periods. Self-esteem is typically defined as a general feelings toward the value or worth of oneself, and refers to the individual's evaluation of the divergence between self-image and ideal self. The discrepancy is inevitable and can be regarded as normal and healthy as long as an individual does not become upset over it (Lawrence, 2000) ^[6]. The changes in environment also alter one's level of self-esteem (Harter, 1993; Mruk, 1995) ^[6, 7, 9]. A study conducted among school children in the province of Adana (southern Turkey) intended to assess self-esteem, depression, and anxiety levels of school children whose families migrated from the eastern regions. Self-confidence refers to belief in one's personal worth and likelihood of succeeding. Self-confidence is a combination of self-esteem and general self-efficacy. Self-concept is the nature and organization of beliefs about one's self.

In sociology and psychology, self-esteem reflects a person's overall subjective emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self. Most frequently, the term "self-esteem" is used to refer to a personality variable that captures the way of people generally feel about themselves. Researchers call this form of self-esteem global self-esteem or trait self-esteem, as it is relatively enduring, both across time and situations. Within usual populations, high self-esteem is characterized by a general liking or love for oneself but low self-esteem is characterized by mildly positive or unsure feelings toward oneself. So from above low self-esteem people disgust themselves, but this kind of self-loathing occurs in clinical populations, not in normal populations (Baumeister, Tice, & Hutton, 1989) in recent times, there are several studies which have shown that subjective well-being significantly correlates with high self-esteem, and that self-esteem correlates significantly with both mental well-being and happiness (Zimmerman, 2000) ^[20]. Self-esteem has been found to be the mainly central and powerful predictor of happiness (Furnham and Cheng, 2000) ^[19]. Indeed, opposite to it low self-esteem leads to maladjustment, positive self-esteem, internal standards and aspirations actively seem to contribute to 'well-being' (Garmezy, 1984; Glick and Zigler, 1992). According to Tudor (Tudor, 1996), self-concept, identity and self-esteem are among the important elements of mental health.

Objectives of the study

The following objectives were formulated for the study

1. To study the Self Esteem of migrant and non migrant secondary school students.
2. To compare the migrant and non migrant secondary school students on Self Esteem.

Hypotheses

The following hypotheses were formulated for the study

1. There is a significant difference between migrant and non

migrant secondary school students on Self Esteem.

Sample

The total sample for the present study consisted of 600 secondary school students (300 migrant secondary school students and 300 non migrant secondary school students) perusing their education in different secondary schools of Jammu and Kashmir. In case of Migrant secondary school Students the random sampling technique was used by the investigator to select the sample of migrant secondary school students studying in migrant secondary schools located in different migrant campuses of Jammu. The non-migrant secondary school students were also selected through random sample technique and the sample was collected from various Govt. secondary schools of Kashmir Division.

Tools Used

The following tools were used for the study:

1. Cooper Smiths Self Inventory (SEI) (1967) developed by Cooper Smith was used for measuring the Self esteem of migrant and non migrant secondary school students.

Statistical Treatment

Following are the statistical treatments which were given to collected data:

1. Percentage
2. Mean
3. t-test

Analysis and interpretation

Table 1: Showing over all levels of Self-esteem among migrant and non migrant secondary School students

Levels of Self Esteem	N	%age
High	91	15.2
Average	454	75.7
Low	55	9.2
Total	600	100.0

The above table shows the overall levels of self esteem of migrant and non-migrant secondary school students of Jammu & Kashmir. The results show that 15.2% were having high self esteem, 75.7% were having average self esteem and 9.2% were having low self esteem.

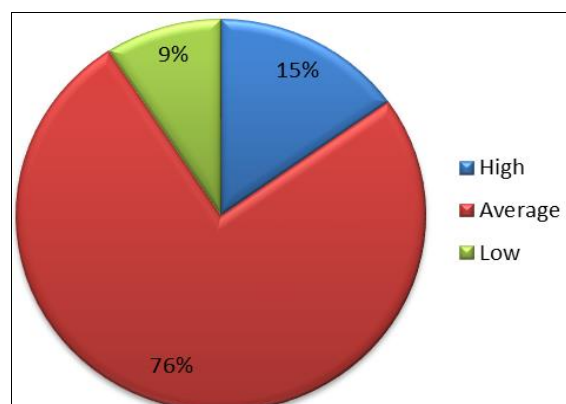


Fig 1: Levels of Self-esteem among secondary School students

Table 2: Showing levels of Self-esteem among migrant and non-migrant secondary school students

Level of Self Esteem	Migrant		Non-Migrant	
	N	%age	N	%age
High	44	14.7	47	15.7
Average	219	73.0	235	78.3
Low	37	12.3	18	6.0
Total	300	100.0	300	100.0

The Perusal of table shows the levels of migrant and non migrant secondary school students on their self-esteem. The results of the table show that 14.7% have high self-level of esteem in migrant secondary school students and 15.7% have high level of self-esteem in non-migrant secondary school students, 73% have average level of self-esteem in migrant secondary school students and 78.3% have average level of self-esteem in non-migrant secondary school students, 12.3% have low level of self-esteem in migrant secondary school students and 6.0% have low level of self-esteem among non-migrant secondary school students.

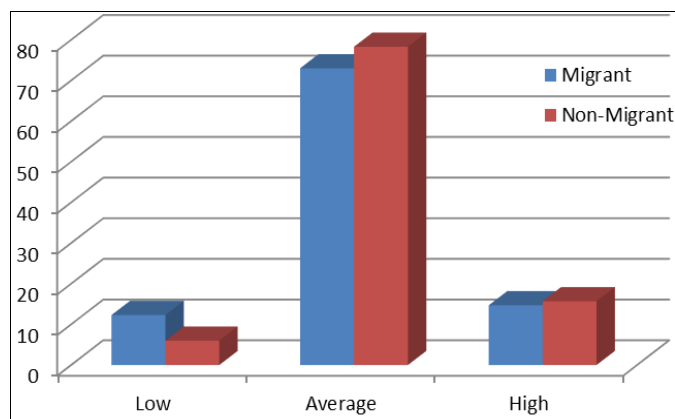


Fig 2: Levels of Self-esteem among migrant and non-migrant secondary school students

Table 3: Showing mean comparison between migrant and non-migrant secondary school students on their Self Esteem

Group	N	Mean	Std. Deviation	t-value	Level of Significance
Migrant Students	300	14.67	3.869	2.80	Significant at 0.01 level
Non-Migrant Students	300	15.52	3.551		

The quick look of the above table shows the mean comparison between migrant and non migrant secondary school students on their self-esteem. The table revealed that there is significant difference between migrant and non migrant secondary school students on self-esteem and tabulation value (2.80) which is significant at 0.01 level. The table further shows that mean (15.52) favours non migrant secondary school students, therefore non migrant secondary school students were believing in a set of firmly placed values and principles, believing in their capacity to solve problems and were sensitive in their feeling and needs of others, accept and obey social norms trust their judgments and not feeling guilty about their choices and they have not inferiority complex as compared to migrant secondary school students.

Conclusion

1. The study found that 15.2% were having high self-esteem, 75.7% were having average self-esteem and 9.2% were having low self-esteem.
2. The study found that 14.7% have high self-level of esteem in migrant secondary school students and 15.7% have high level of self-esteem in non-migrant secondary school students,
3. The study found that 73% have average level of self-esteem in migrant secondary school students and 78.3% have average level of self-esteem in non-migrant secondary school students,
4. The study found that 12.3% have low level of self-esteem in migrant secondary school students and 6.0% have low level of self-esteem among non-migrant secondary school students.
5. It was found that there is significant difference between migrant and non migrant secondary school students on self-esteem.
6. It was found that non migrant secondary school students were believing in a set of firmly placed values and principles, believing in their capacity to solve problems and were sensitive in their feeling and needs of others.
7. It was found that non migrant secondary school students accept and obey social norms trust their judgments and not feeling guilty about their choices and they have not inferiority complex as compared to migrant secondary school students.

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