SELF ESTEEM AND ATTITUDE TOWARDS SCHOOL OF RURAL AND URBAN HIGH SCHOOL STUDENTS

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ABSTRACT
The purpose of the present study was to explore self esteem and attitude towards school of rural and urban high school students. In order to achieve this end, 120 students from classes 8-10 of rural and urban schools were selected and their age range was from 12 to 15 years. Purposive Sampling technique was used to select the participants of the present study. Result shows that students of urban high school has high score in self-esteem than rural high school and mean scores of attitude towards school of rural and urban high school students are M= 96.62 and M=104.50.This indicates that students of urban high school has high score in attitude towards school than rural high school. An independent-samples t-test was used to assess difference between self-esteem and attitude towards school of rural and urban high school students. There was no significantly deference in the scores obtained for self esteem of male (M=26.20, SD=5.31) and females (M=29.45, SD= 5.79) t (120) = -3.596, p = .778).There was no significantly deference in the scores obtained for attitude towards school of male (M=104.18, SD=14.50) and females (M=96.93, SD= 19.34), t (120) = -3.596, p = .778). A Pearson product-moment correlation coefficient was used to investigate the relationship between self-esteem, attitude towards school, rural and urban high school's students. Some of the significant finding of the present research could not be justified by the findings of other research. Therefore it is suggested that further research is earned on replicating the present one.

Keywords: Self esteem, Attitude, School, Rural, Urban, Students

INTRODUCTION
Education is important in life because it gives people the skills and tools they need to navigate the world. Without education, people would not be able to read, write, calculate or communicate; they would also not be able to perform jobs competently, accurately and safely. Education also teaches people about the world in which they live, including information about history, philosophy and culture. The educational system in Bangladesh is three-tiered and highly subsidized. The government of Bangladesh operates many schools in the primary, secondary, and higher secondary levels. It also subsidizes parts of the funding for many private schools.

In general, a rural area is a geographic area that is located outside cities and towns. While there is no one agreed-upon definition for what constitutes "rural," most methods of classifying territory along an urban-rural continuum make reference to population size and density, level of urbanization, and/or the relationship to urbanized areas in terms of economic activity,

commuting patterns, and so on. The U. S. Census Bureau defines a rural area as one that is not urban. "Urban" is defined as either an urbanized area or places with populations of 2,500 or more outside urbanized areas. An urbanized area includes places and their adjacent densely settled surrounding territory that together have a minimum population of 50,000 (U. S. Department of Commerce, 1992).

Typical rural areas have a low population density and small settlements. Agricultural areas are commonly rural, though so are others such as forests. Different countries have varying definitions of "rural" for statistical and administrative purposes. When defining the term rural, population density and remoteness are essential considerations because these factors strongly influence school organization, availability of resources, and economic and social conditions.

An urban area is characterized by higher population density and vast human features in comparison to the areas surrounding it. Urban areas may be cities, towns or conurbations, but the term is not commonly extended to rural settlements such as villages and hamlets. Urban areas are created and further developed by the process of urbanization. Measuring the extent of an urban area helps in analyzing population density and urban sprawl, and in determining urban and rural. In Bangladesh secondary school is called high school from classes 8 to 10. After this the students sit for their Secondary School Certificate. They then take admission to 'college', which is the name for senior secondary consisting of classes 11 and 12. Apart from that, in the Cambridge system, standard 1 to standard 4 is the junior section, standard 5 to 7 are the junior secondary section and from standard 8 to 10 is the beginning of high school. Students sit for their O' level and A' Level Examinations before applying for Universities.

Self Esteem is the value we place ourselves. It is the feeling we have the things we see ourselves to be. It is the knowledge that we are loveable, we are capable and we are unique. In psychology, the term self-esteem is used to describe a person's overall sense of self-worth or personal value. Self-esteem is often seen as a personality trait, which means that it tends to be stable and enduring. Self-esteem can involve a variety of beliefs about the self, such as the appraisal of one's own appearance, beliefs, emotions and behaviors.

The same kinds of factors that affect self-esteem in adults affect self-esteem in high school students. A teenager's appearance, successes and achievements, and home life can boost or diminish her self-esteem. Such factors generally fall into one of two categories. *Some affect global self-esteem*, which is the overall evaluation of one's self, and *others affect situational self-esteem*, which is the temporary outlook of one's self. Sometimes, dealing with self-esteem issues is a normal part of high school, and other times students need help dealing with self-esteem and perhaps other mental health and emotional matters.

The two basic kinds of self-esteem, global self-esteem and situational self-esteem, affect teenagers in many of the same ways they affect adults. Generally, the differences lie in the way adults have learned to cope with these issues. Too, many teenagers focus more on situational, or temporary, self-esteem in high school than they do on global, overall self-esteem. So, high school students might group all common self-esteem factors, such as appearance, involvement, and success, into the global self-esteem category. Yet, some of these factors are temporary and, when altered, can also change the teenagers' levels of self-esteem.

Outward appearance is one of the most common factors that affect self-esteem in high school. High school students often base a person's value or worth on his or her appearance. Thus, a student who suffers from appearance doesn't wear the "right" clothes, or is too thin or overweight might suffer from low self-esteem. Such a student might feel she doesn't fit in, or others might not want to be friends with her because of these perceived shortcomings. Both situations can lead to low self-esteem.

A student's involvement in extracurricular activities like clubs, sports, and special events can affect his self-esteem in high school. Often, a high school student who participates in such activities has a high self-esteem, whereas a student who engages in no activities that cultivate and satisfy his interests might suffer from low self-esteem. Success and achievements can help students improve their self-esteem in high school. Making good grades, earning praise and awards, and reaping other benefits from their hard work can help foster a healthy self-esteem. Similarly, students who work hard but receive no recognition, or who do poorly in school, might have low self-esteem.

A student's home life plays a significant role in his or her emotional and mental well-being. Those who have healthy relationships with their parents and other family members tend to have higher self-esteems than those who have unhealthy, dysfunctional family relationships. Sometimes, students who have poor family relationships will seek nurture and approval from other adults, such as friends' parents or teachers, but some teenagers either don't, or feel they don't, have anyone else to turn to.

For some teens, none of these factors matter in relation to their self-esteem in high school. A student might be attractive, make excellent grades, take part in a variety of extra-curricular activities, and have a loving, supportive home life and still have a low self-esteem. Such students might suffer from depression or other emotional or mental health issues that prevent them from making accurate and healthy evaluations of them.

Students who suffer from low self-esteem in high school might benefit from some sort of professional help. Some students find that talking with teachers they trust helps, whereas others seek assistance from school psychologists or outside therapists. These people can help them with ways to improve their evaluations of themselves, and therefore increase their self-esteem.

Self-esteem fluctuates as kids grow. It's frequently changed and fine-tuned, because it is affected by a child's experiences and new perceptions. So it helps to be aware of the signs of both healthy and unhealthy self-esteem.

Kids with low self-esteem may not want to try new things and may speak negatively about themselves: "I'm stupid," "I'll never learn how to do this," or "What the point is? Nobody cares about me anyway." They may exhibit a low tolerance for frustration, giving up easily or waiting for somebody else to take over. They tend to be overly critical of and easily disappointed in themselves.

Kids with low self-esteem see temporary setbacks as permanent, intolerable conditions, and a sense of pessimism prevails. This can place kids at risk for stress and mental health problems, as well as real difficulties solving different kinds of problems and challenges they encounter.

Kids with healthy self-esteem tend to enjoy interacting with others. They're comfortable in social settings and enjoy group activities as well as independent pursuits. When challenges arise, they can work toward finding solutions and voice discontent without belittling themselves or others. For example, rather than saying, "I'm an idiot," a child with healthy self-esteem says, "I don't understand this." They know their strengths and weaknesses, and accept them. A sense of optimism prevails.

An attitude is an expression of favor or disfavor toward a person, place, thing, or event (the attitude object). Prominent psychologist Gordon Allport once described attitudes "the most distinctive and indispensable concept in contemporary social psychology.". Attitude can be formed from a person's past and present. Attitude is also measurable and changeable as well as influencing the person's emotion and behavior. In lay language, attitude may refer to the distinct concept of mood, or be especially synonymous with teenage rebellion.

An attitude can be defined as a positive or negative evaluation of people, objects, event, activities, ideas, or just about anything in your environment, but there is debate about precise definitions. Eagly and Chaiken, for example, define an attitude "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor." Though it is sometimes common to define an attitude as affect toward an object, affect (i.e., discrete emotions or overall arousal) is generally understood to be distinct from attitude as a measure of favorability.

This definition of attitude allows for one's evaluation of an attitude object to vary from extremely negative to extremely positive, but also admits that people can also be conflicted or ambivalent toward an object meaning that they might at different times express both positive and negative attitude toward the same object. This has led to some discussion of whether individual can hold multiple attitudes toward the same object.

Whether attitudes are explicit (i.e., deliberately formed) versus implicit (i.e., subconscious) has been a topic of considerable research. Research on implicit attitudes, which are generally unacknowledged or outside of awareness, uses sophisticated methods involving people's response times to stimuli to show that implicit attitudes exist (perhaps in tandem with explicit attitudes of the same object). Implicit and explicit attitudes seem to affect people's behavior, though in different ways. They tend not to be strongly associated with each other, although in some cases they are. The relationship between them is poorly understood.

When children enter school, their self-esteem is already substantially formed, primarily through the influence of family *(California State Department of Education, 1990; Purkey,1970).* Although nothing impacts the development of child's self esteem as significantly as the family *(Bookover, 1965; Coopersmith, 1997; Thomas, 1966),* the impact of the school environment cannot be overlook. According to *Hoge, Smit, and Hanson (1190),* it is a combination of school factors, family, and innate intelligence that appears to be an essential ingredient to increasing students' self esteem during the academic year.

According to *David Mc Cracken and Jeff David T. Barclnas (1991)* Urban and rural schools differed, as expected, in size, cost per pupil, size of staff, and breadth of curricular and extra-curricular offerings. Urban and rural students differed on the background characteristics of ethnicity, grade point average, curriculum of enrollment, SES, and educational level of parents.

They also differed in aspirations as measured by plans for advanced education, occupational choice, and income expectations.

Patricia D. Morrell and Norman G. Lederman research was "Student's Attitudes Toward School and Classroom Science: Are They Independent Phenomena?" The purpose of this study was to examine 5th, 7th, and 10th graders' attitudes toward school and classroom science by means of questionnaires. . The results indicated that, although a statistically significant relationship did exist between students' attitudes toward school and toward classroom science, the relationship had no practical meaning. No gender differences were found with respect to school attitudes. None of the other variables was found to have any practical relationship to either of the attitudes.

Rationale of the Study

As children gradually become their own persons, their upbringing can be a complex challenge. Schools must deal with small people who have minds and wills of their own, but who still have a lot to learn about what kinds of behavior work well in society child receives. No previous study in Bangladesh has so far dealt with the possible relationship between self esteem and attitude towards school of rural and urban high school students''. The findings would be useful particularly, in society like Bangladesh, to improve children's self-esteem. The outcome of the study is expected to contribute a lot in developing desired psychological behavior.

Objectives of the Study

The objective of the study is to investigate self-esteem and attitude towards school of rural and urban high school's students.
  ➢ To identify self-esteem of rural and urban high school's students.
  ➢ To identify attitude towards school of rural and urban high school's students.
  ➢ To see the relationship self-esteem and attitude towards school of rural and urban high school's students.
  ➢ To see the different between self-esteem and attitude towards school of rural and urban high school's female and male students.

Hypotheses

In the light of the above objectives the following hypotheses were formulated:
  ➢ There will have relationship between rural and urban high school students' self-esteem and attitude towards school.
  ➢ Self-esteem and attitude towards school of rural and urban high school's female and male students will have different.

METHODS AND MATERIALS

Participants

The sample of present study comprised of 120 students from classes 8-10 of rural and urban schools were selected. Their age range was from 12 to 15 years. The sampling distributions are given below:

Area	Male	Female
Rural	30	30
Urban	30	30

Sampling technique

Purposive Sampling technique was used to select the participants of the present study.

The measuring instruments
For collecting the data, the following measurements were used:
  I.   Demographic and Personal Information Questionnaire.
  II.   The Self-Esteem inventory (Bangali version, Dr.Dilruba Afroz, 2003)
  III. Attitude Towards school Scale (D.Gopal Rao, 1970).

Demographic and personal information questionnaire
A demographic and personal information questionnaire was used to collect data about age, gender, number of siblings, birth order, parent's occupation and job status, socio-economic status, and relationship with peers and teachers.

The Self-Esteem inventory
The Self-Esteem inventory (SEI) was originally designed for use with children. The Self-Esteem inventory's Bengali version standardized by Dr. Dilruba Afroz (2003) was used for the research which was developed by Coopersmith, 1967. Items were drawn from work by Rogers and Dymond(1954)from original research. There was 58 items in this scale, 29 items reverse – scored items. 2, 4, 5, 6, 9, 11, 13, 14, 15, 17, 18, 21, 23, 25, 27, 29, 30, 32, 34, 36, 41, 45, 47, 48, 50, 55, 57 were positive items. The subjects are instructed to respond to each question by starting weather the statement is "like me" or "Unlike me". One point assigned for each item connoting low self-esteem that is identified as "Unlike me". Thus SEI scores can range from 0 – 58, midpoint 29.

Attitude towards school
To measure attitude toward school of a student attitude toward school scale was developed by D.Gopal (Rao, 1970).This scale consists of 30 items. Among them 1, 2, 7, 9, 11, 13, 14, 15, 17, 18, 21, 22, 23, 25, 27 were positive items.
Students responded to each item b selecting one or five alternatives which are 'Strongly agree', 'agree', 'undecided', 'disagree', and 'strongly disagree'. Scoring of responses to the scale is done by following Likert method. For items which were positive responses are weighted from 5 (strongly agree) to 1 (strongly disagree) weights for negative item are reversed. For each individual total score is obtained by summing his/her scores for the individual item. High score indicated positive attitude.

Procedure
Standard data collection procedure was followed to collect the data from the participants. They were informed of the purpose of the present study and necessary rapport was established before administering questionnaires. The respondents were instructed to read the items of the scale attentively and to response rapidly. They asked to give tick ( ) mark in the appropriate box. They were also request not to omit any item in the questionnaire and tell that, there were no right or wrong answer and no time limit for answering. For administering questionnaires, each participant gives the general instruction and assures that their answer would be completely anonymous and confidential and will be used for research purpose.

RESULTS
The obtained data was first analyzed by computing by Mean, standard Deviation (SD), T test, Pearson Correlation. Following are the results:

Table -1: Identify self-esteem of rural and urban high school's students.

Group Statistic				
		N	Mean	Std. Deviation
Total SEI	rural	60	27.17	5.717
	urban	60	28.88	5.866

Result shows that mean scores of self-esteem of rural and urban high school students are M= 27.17 and M=28.88.This indicates that students of urban high school has high score in self-esteem than rural high school.

Table -2: Identify attitude towards school of rural and urban high school's students.

Group Statistics				
Variable		N	Mean	Std. Deviation
Total ATSS	rural	60	96.62	18.072
	urban	60	104.50	15.913

Result shows that mean scores of attitude towards school of rural and urban high school students are M= 96.62 and M=104.50.This indicates that students of urban high school has high score in attitude towards school than rural high school.

Table -3: Difference between female and male students' self-esteem and attitude towards school of rural and urban high school.

Group Statistics						
Variables	Participants sex	N	Mean	Std. Deviation	sig	t
Total SEI	Male	60	26.20	5.313	.778	-3.596
	Female	60	29.85	5.795		
Total ATSS	Male	60	104.18	14.506	.102	-2.322
	Female	60	96.93	19.347		

An independent-samples t-test was use to assess difference between self-esteem and attitude towards school of rural and urban high school students. There was no significantly deference in the scores obtained for self esteem of male (M=26.20, SD=5.31) and females (M=29.45, SD= 5.79) t (120) = -3.596, p = .778).

There was no significantly deference in the scores obtained for attitude towards school of male (M=104.18, SD=14.50) and females (M=96.93, SD= 19.34), t (120) = -3.596, p = .778).

Table-4: Relationship between self-esteem, attitude towards school, rural and urban high school's students.

Correlations

		Area(Rural & Urban)	Total SEI	Total ATSS
Area(Rural & Urban)	Pearson Correlation	1	.148	.227[*]
	Sig. (2-tailed)		.107	.013
Total SEI	Pearson Correlation	.148	1	-.406[**]
	Sig. (2-tailed)	.107		.000
Total ATSS	Pearson Correlation	.227[*]	-.406[**]	1
	Sig. (2-tailed)	.013	.000	

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

A Pearson product-moment correlation coefficient was used to investigate the relationship between self-esteem, attitude towards school, rural and urban high school's students. There was a large, positive relationship between attitude towards school and area (rural and urban high school), r=.227, n= 120, p < .05. There was a large, negative relationship between self-esteem and area (rural and urban high school), r= -.406, n= 120, p < .01.

To see are there any relationship self-esteem and attitude towards school of rural and urban high school's students. A Pearson product-moment correlation coefficient was used to investigate the relationship between self-esteem, attitude towards school, rural and urban high school's students. There was a large, positive relationship between attitude towards school and area (rural and urban high school), r=.227, n= 120, p < .05. There was a large, negative relationship between self-esteem and area (rural and urban high school), r= -.406, n= 120, p < .01.

DISCUSSION
The purpose of the present study was to investigate the relationship between self esteem and attitude towards school of rural and urban high school students. The objective of the study is to investigate self-esteem and attitude towards school of rural and urban high school's students.
   i.   To identify self-esteem of rural and urban high school's students.
   ii.   To identify attitude towards school of rural and urban high school's students.

iii.   To see are there any different self-esteem and attitude towards school of rural and urban high school's female and male students.
To see are there any relationship self-esteem and attitude towards school of rural and urban high school's students.

To identify self-esteem of rural and urban high school's students Result shows that mean scores of self-esteem of rural and urban high school students are M= 27.17 and M=28.88.This indicates that students of urban high school has high score in self-esteem than rural high school but there is no significant difference between two groups. It is not important in which area students are belonging. There are many factors which influence on the self-esteem like family, socialization process, peer group, culture.

 To identify attitude towards school of rural and urban high school's students. Result shows that mean scores of attitude towards school of rural and urban high school students are M= 96.62 and M=104.50.This indicates that students of urban high school has high score in attitude towards school than rural high school but there is no significant difference between two groups. Because now a day's rural and urban schools get probably same facilities like teacher's training, development of physical setting, development of IT sector and also student's awareness about school. To see are there any different self-esteem and attitude towards school of rural and urban high school's female and male students. An independent-samples t-test was use to assess difference between self-esteem and attitude towards school of rural and urban high school students. There was no significantly deference in the scores obtained for self esteem of male (M=26.20, SD=5.31) and females (M=29.45, SD= 5.79) t (120) = -3.596, p = .778). There was no significantly deference in the scores obtained for attitude towards school of male (M=104.18, SD=14.50) and females (M=96.93, SD= 19.34), t(120) = -3.596, p = .778).This result is consistent with previous finding (Patricia D. Morrell and Norman G. Lederman, 1998).

To see are there any relationship self-esteem and attitude towards school of rural and urban high school's students. A Pearson product-moment correlation coefficient was used to investigate the relationship between self-esteem, attitude towards school, rural and urban high school's students. There was a large, positive relationship between attitude towards school and area (rural and urban high school), r=.227, n= 120, p < .05. There was a large, negative relationship between self-esteem and area (rural and urban high school), r= -.406, n= 120, p < .01.

Limitation
Although the present study tried to maintain a sound methodology and analysis of data, nevertheless it is not free from certain draw backs and limitation. Following may be said to be the major limitations of the study:
   ➢ The number of respondents was small
   ➢ The sample is the entire Dhaka city and near to Dhaka. So in future it is necessary to conduct further studies with larger samples to confirm all of the hypotheses.
   ➢ Due to shortage of time and lack of financial and other support data was collected from only Dhaka city and near to Dhaka. Thus it cannot be claimed that sample was representative.
   ➢ The study could not control some of the extraneous variable.
   ➢ Some of the significant finding of the present research could not be justified by the findings of other research. Therefore it is suggested that further research is earned on replicating the present one.

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