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САМООЦІНКА СТАРШОКЛАСНИКІВ ТА ЇХ КОМУНІКАТИВНА АКТИВНІСТЬ

У статті висвітлено теоретично-емпіричні засади самооцінки й комунікативної активності старшокласників. Визначення рівня самооцінки і комунікативних навичок молоді є надзвичайно важливим, оскільки може визначити напрями виховної роботи школи. Висока самооцінка молоді визначає її активне ставлення до викликів, впливає на реалізацію поставлених цілей і пошук шляхів їх розв'язання. Для нормального функціонування суспільної людини важливою є її комунікативна діяльність. Представлено результати власного дослідження автора із означеної проблеми.

Ключові слова: самооцінка, глобальна самооцінка, часткова самооцінка, комунікативна активність, старшокласники.

Introduction. For young people secondary education is often the last stage of learning, after which they enter the labor market. Therefore, it is important to assess the functioning of the youth at this stage of education so as to help them in the best possible way, on the basis of the results of diagnoses, find themselves in an adult life. Self-esteem is very important at this stage of life as it determines human functioning on many levels.

There are many definitions of self-esteem in psychological and pedagogical literature, among many the approach of L. Niebrzydowski [5], J. Reykowski [7], A. Reber [6], W. Szewczuk [8], H. Kulas [3], N. Branden [1] may be mentioned. Alongside the concept of self-esteem terms such as self-image, self-worth and self-love function both in everyday as well as research related language.

Two approaches based on the analysis of the literature on the issue of self-esteem can be distinguished. First notion, about oneself, defines self-esteem as a cognitive mechanism (among others J. Reykowski) and the other as a system of cognitive-evaluative (among others: L. Niebrzydowski). In the definitions of the notions about oneself the first group focuses on the perception of

the self or the knowledge of their «I» which consists of beliefs and concepts of an individual about himself. The cognitive element of which the individual is aware, contains ideas and knowledge of his physical properties, as well as the notion about himself, his qualities, abilities, his role and his capabilities. The knowledge of oneself as a cognitive – evaluative mechanism means the widely understood knowledge about oneself and more or less critical attitude to oneself, which manifests itself in a corresponding to this concept self-esteem [3, 16 – 17], [9, 16 – 17].

In the presented deliberations I accepted the understanding of the self-esteem by Morris Rosenberg, who treats self-esteem as a conviction about own values, revealing itself in a self-report and forming a relatively constant property of a person. Self-esteem is synonymous to a conscious attitude towards «I», i.e. the emotions associated with the object, which is one's own «I», associated with cognitive judgements about oneself. Self-esteem is therefore a subjective construct, based on the perception and evaluation of oneself, it is one of relatively stable elements of the concept of «I». It is therefore regarded as a feature of a human being [2, 7 – 8, 11 – 12]. Self-esteem is an attitude (positive or negative) to «I», kind of global self-esteem, i.e. the conviction of self-worth, as revealed in the self-report and treated as a relatively constant property of a person. High self-esteem, according to M. Rosenberg is the belief that one can be «good enough», a valuable person, which does not necessarily mean that people with high self-esteem consider themselves better than others. In contrast, low self-esteem according to the author means dissatisfaction with oneself, in a sense, rejection of «I» [2, 7].

It is also worth noting that people with the same level of global self-esteem may have a different assessment of their own particular self-esteem that is related to many dimensions of their functioning, e.g. intellectual, social, family or physical. One can therefore refer to various levels of generality in the assessment of oneself, from the most general, global to the self-esteem in narrow areas of functioning. Nevertheless, there is a correlation between global self-esteem and particular self-esteem because e.g. the increase of fractional self-esteem affects the increase in the level of global self-esteem.

There are many criteria for determining both global as well as fractional self-esteem. Due to the level of self-esteem one can distinguish low and high self-esteem, its durability defines stable or unstable self-esteem, the extent to which it is consistent and accurate with the actual capacity of the individual indicates adequate or inadequate self-esteem, due to the value we can distinguish positive and negative self-esteem, while certainty of judgments and opinions about oneself determines certain and vulnerable self-esteem. Of course, these types of self-esteem are closely linked and that a man can have different configurations of self-esteem defining his or her behavior.

Self-esteem possessed by a man decides about his undertaking of various tasks or challenges, affects the evaluation of himself and others. It determines the position of the individual in the group, fulfilling his group roles and relations with others. It seems that human social functioning also affects the activity of communication manifested in his dealings with others. Human communication, entering into a relationship with other people is one of the basic forms of man's activity. Communication activity according to Z. Nęcki includes, among other things satisfaction and commitment in communication relationships with another human being, being honest and spontaneous exposure of one's feelings, attentive listening and observing of the interlocutors, the need of full understanding of the received messages, efficiency of persuasion, being perceived as a credible person, interpersonal skills, the efficiency of disguising oneself expressed by hiding of true intentions, feelings, goals and even the ability to lie or showing false interest, the ability to avoid conflicts, keeping communication without emotional swings, emotional self-control, empathy, adaptation, lack of self-absorption, resistance to interference, appropriate nonverbal communication.

Taking into account the functioning of people with different levels of self-esteem one can assume that self-esteem will also condition their communication activity. This issue seems to be extremely important for the functioning of a young man for whom the period of transition from education to the labor market is one of the most difficult moments in life, because the event is significantly changing the way of his usual performance. Hence, self-esteem and communication efficiency of young people are really crucial because these two variables play an important role in successful job application and then in the functioning in a new role.

Following the current studies on self-esteem, as well as the functioning of young adults the empirical investigations were undertaken regarding the diagnosis of the relationship between self-esteem and communication activity.

Assumptions to the research. The aim of the empirical research was to determine the level of self-esteem and communication activity of students from different types of secondary schools and to determine the relationship between self-esteem and communication activity. Therefore, research problems of empirical verification took the form of the following questions:

1. What is the level of self-esteem of students from different types of secondary schools?

2. Are there – and if so, what kind of – differences within the scope of self-esteem among students of vocational, technical and high school?

3. What is the level of communication activity of students from different types of secondary schools?

4. Are there – and if so, what kind of – differences in the evinced communication activity between students of vocational, technical and high school?

5. Is there – and if so, what kind of – the relationship between self-esteem and communication activity?

In order to receive answers to the questions two research tools were used in the research: the scale of SES – The Self-Esteem Scale by M. Rosenberg in Polish adaptation of I. Dzwonkowska, K. Lachowicz-Tabaczek and M. Łaguna that is used to diagnose self – esteem and Scale of Communication Activities developed by Z. Nęcki in order to determine the efficiency of communication of the investigated students.

Rosenberg's Self-Assessment Scale SES is a method for measuring the global self-esteem treated as a one-dimensional construct. It is intended for testing adolescents and adults. It is composed of 10 claims having the character of a diagnostic test, a person is asked to indicate how much you agree with each of claims. In order to determine a person's level of self-esteem one has to refer to the standards. After adjustment for age and gender of the person tested one must convert the raw score obtained to a sten scale. In assessing this scale the following interpretation of results was adopted: sten 1 and 2 – the results very low; stens 3i 4 – results low; stens 5 and 6 average results; stens 7 and 8 – high results; stens 9 and 10 – the results are very high [2, 15 – 16, 63]. Another tool used in the study was «Scale of Communication Activities» (SCA) by Zbigniew Nęcki [4]. This scale contains 38 questions about the habits in contact with other people. It is also designed to test young people and adults. In this research the obtained results were referred only to the global assessment of communication efficiency of the investigated without taking into account the particular dimensions of the scale.

Research results. The study was conducted in 2015 in the city of Lublin in the schools attended by the investigated. 144 students of the second grade of secondary schools took part in the research, the students attended: vocational, technical and high schools. Students from vocational schools accounted for 31.94% of all respondents (46 people), with technical 29.86% (43 people) and high school students accounted for 38.19% of the study group (55 people). The study involved 68 girls (47.22%) and 76 boys (52.77%). To answer the first research question concerning the level of self-esteem of the surveyed students the SAS Rosenberg Self-Assessment Scale was used, and the obtained results are given in *Table 1*.

Comparing the research results that indicate the levels of self-esteem of young people from vocational, technical and high school one can see that among high school students those with a positive attitude to oneself are prevailing, this represents 40.01% of the pupils of this type of school, including high self-esteem 21.82% and a very high 18.19%. Among students from technical school 30.24% have a positive attitude towards oneself including 27.91% of those with high self-esteem, and only 2.33% with a very high self-esteem. A positive self-image was found in 34.79% of the students from a vocational school

including 28.26% of respondents from this school with high level of self-esteem and 6.53% with very high. Referring to the unfavorable attitude towards oneself one can say that among students from a vocational school few people manifested this attitude – 21.74% of the pupils of this school, while the least favorable situation is presented in a technical school, because 30.25% of the students have unfavorable judgments about themselves. It can be concluded that among the surveyed students from different types of schools there are differences in terms of self-esteem. Students from a vocational school perceive themselves most favorably, because among the students of this school there are no students who have very low self-esteem and 34.79% achieved high scores indicating positive self-esteem. We have also a positive picture with regard to self-esteem of high school students, and the least positive in the case of technical school students.

Table 1. **Type of school and the level of self-esteem of high school students**

| | Type of school | Level of self – esteem | | | | | Sum |
		Very low	Low	Average	High	Very high	
Number	Vocational	0	10	20	13	3	46
% from column		0,00%	29,41%	37,04%	35,14%	21,43%	
% from row		0,00%	21,74%	**43,48%**	28,26%	6,53%	
% from total		0,00%	6,94%	13,89%	9,03%	2,08%	31,94%
Number	Technical	2	11	17	12	1	43
% from column		40,00%	32,35%	31,48%	32,43%	7,14%	
% from row		4,66%	*25,59%*	**39,54%**	27,91%	2,33%	
% from total		1,39%	7,64%	11,81%	8,33%	0,69%	29,86%
Number	High school	3	13	17	12	10	55
% from column		60,00%	38,24%	31,48%	32,43%	71,43%	
% from row		5,46%	23,64%	**30,91%**	*21,82%*	*18,19%*	
% from total		2,08%	9,03%	11,81%	8,33%	6,94%	38,19%
Number	All groups	5	34	54	37	14	144
% from total		3,47%	23,61%	37,50%	25,69%	9,72%	100%

To know whether differences in self-esteem between the compared groups of pupils are important for statistical reasons a detailed study was carried out of differences between the average results of the individual groups. The NIR test was used, the test belongs to the post-hoc tests group. The research results are presented in *Table 2.*

Table 2. **Research results of the relationship between a type of school and self-esteem of the surveyed students**

Dependent variable		Grouping variable							
		Type of school							
SELF-ESTEEM	ANOVA Variance analysis (*level of significance when p<,05)	Total		Vocational (1)		Technical (2)		High School (3)	
		X	SD	X	SD	X	SD	X	SD
		28,79	4,36	28,97	3,31	28,09	3,45	29,20	5,61
		Group		Within group comparison					
	F	P			VOC (1)		Technical (2)		HS (3)
	0,83	0,438 (n.s.)	VOC (1)				0,341 (n.s.)		0,800 (n.s.)
			T (2)		0,341 (n.s.)				0,215 (n.s.)
			HS (3)		0,800 (n.s.)		0,215 (n.s.)		

n.s. not significant

The average scores received in terms of self-esteem of students from vocational, technical and high schools indicate no statistically significant differences between the compared groups (F = 0.83, p <0.43). It can therefore be concluded that self-esteem of students from vocational, technical and high schools function similarly. This situation is illustrated in *Figure 1*.

Figure 1. **Self-esteem of the surveyed students**
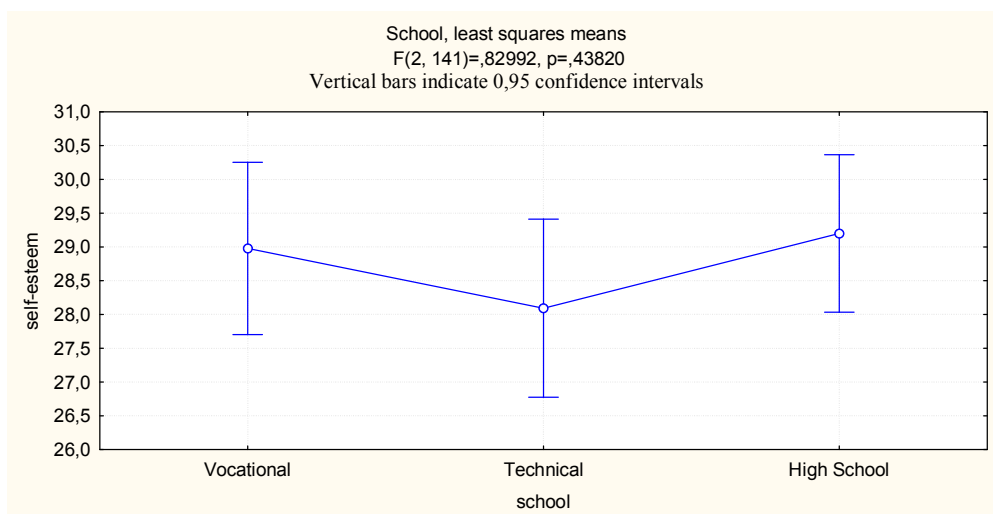
The situation shown in the graph shows that students from vocational and high school have achieved similar means in terms of self-esteem. This result ($\bar{x} \sim 29$) indicates that this is the average level of self-esteem. On the other hand, students from technical school gained slightly lower average scores ($\bar{x} \sim 28$) however, this figure also indicates the average level of the variable

analyzed. It can therefore be concluded that there are no significant statistical differences among students from vocational, technical and high schools within the scope of their self-esteem.

Communication activity was another variable taken into empirical verification. The test results and the level of communication activity of the surveyed students from the examined schools are included in *Table 3*.

Table 3. **Type of school and the level
of students' communication activity**

	Type of school	COMMUNICATION ACTIVITY LEVEL					Sum
		Very low	Low	Average	Above average	High	
Number	**Vocational**	32	11	3	0	0	46
% from column		42,67%	26,19%	16,67%	0,00%	0,00%	
% from row		69,57%	23,92%	6,53%	0,00%	0,00%	
% from total		22,22%	7,64%	2,08%	0,00%	0,00%	31,94%
Number	**Technical**	18	12	8	3	2	43
% from column		24,00%	28,57%	44,44%	50,00%	66,67%	
% from row		41,86%	27,91%	18,61%	6,98%	4,66%	
% from total		12,50%	8,33%	5,56%	2,08%	1,39%	29,86%
Number	**High school**	25	19	7	3	1	55
% from column		33,33%	45,24%	38,89%	50,00%	33,33%	
% from row		45,46%	34,55%	12,73%	5,46%	1,82%	
% from total		17,36%	13,19%	4,86%	2,08%	0,69%	38,19%
Number	**All groups**	75	42	18	6	3	144
% from total		52,08%	29,17%	12,50%	4,17%	2,08%	

The interpretation of the results of the communication activity in accordance with the guidelines of the author Z. Nęcki should be considered in relation to the 6 levels (very high, high, above average, average, low and very low result). In *Table 3* however, the information relating to the result – very high is not included because in the group no student has reached that level in the field of communication activity. The obtained results indicate that as many as 81.25% of the students manifest difficulties in their dealings with others,

including the 52.08% who have achieved a very low level of communication activity and 29.17% who achieved low level. Extremely worrying situation can be observed among students of vocational schools of whom only the 6.53% have achieved average level in terms of communicating with others, while other students have achieved the result of a low 23.92% and a very low level 69.57%. Unfortunately, no student from this school has specified his/her skills in this variable as above average, high or very high. The situation with regard to technical students is slightly better, among them 18.61% have reached the average level in the field of communication activity and 6.98% above average. However, in the case of students from technical school a large group has a very low 41.86% and 27.91% low level of these skills. Also, high school students exhibit in terms of effectiveness of communication rather big difficulties as evidenced by a very low score in terms of this variable achieved by 45.46% of respondents and 34.55% receiving a low score.

To determine the significance of differences between compared groups in the communication activity a statistical analysis have been performed by means of the NIR test.

Table 4. **Research results of the relationship between a school type and communication activity of the surveyed students**

Dependent variable		Grouping variable							
		Type of school							
Communication activity	ANOVA Variance analysis (*significance level when p<,05)	Total		VOC (1)		Technical (2)		HS (3)	
		X	SD	X	SD	X	SD	X	SD
		84,57	13,81	78,82	11,78	87,86	15,80	86,81	12,39
		Group		Within group comparison					
				VOC (1)		Technical (2)		HS (3)	
	F	p		VOC (1)		*0,001*		*0,003*	
	6,366	*0,002*	T (2)		*0,001*			0,701(n.s.)	
			HS (3)		*0,003*		0,701(n.s.)		

A comparison of average results in terms of communication activity of students from vocational, technical and high schools shows that there is a statistically significant difference between the results achieved by the students of these schools (p<0.002). The within group comparison indicates that these differences exist between the results obtained by students from vocational and technical school (p<0.001) and vocational and high school (p<0.003), whereas there are no statistically significant differences in terms of communication activity between students from technical and high school. From *Table 4*, you can also read that students from vocational schools in the field of communication

activity have obtained the lowest average results. These data are illustrated in *Figure 2*.

<p align="center">*Figure 2.* **Communication activity of the surveyed students**</p>
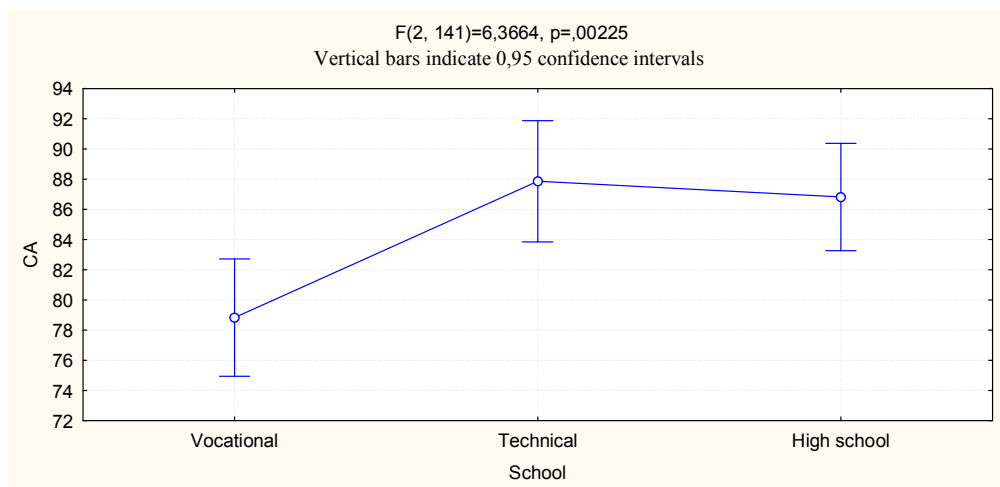
The situation illustrated in *Figure 2* indicates some of the differences in the communication activity of the surveyed students. It turns out that students from vocational school compared to students from technical and high school have achieved in terms of this variable much lower scores ($\bar{x} \sim 78.8$), indicating a low level of this variable. On the other hand, students from technical and high school compared to students from a vocational school, have achieved higher average scores (technical $\bar{x} \sim 87.86$; high school $\bar{x} \sim 86.81$), indicating above average level of communication activity.

Taking into account the functioning of people with different levels of self-esteem and their communication activity one tried to determine whether there is – and if so, what of – the relationship between self-esteem and communication activity. To achieve this goal, the correlation coefficient was calculated for the variables examined.

<p align="center">*Table 5.* **The relationship between self-esteem
and communication activity**</p>

Zmienna	Correlation N=144
	CA
self-esteem	-,0802
	p=,339

In the case of self-esteem and communication activity correlation is 0.08. It can therefore be concluded that the strength of association between the analyzed variables is minimal. The correlation between self-esteem and communication activity is presented in the form of a scatter diagram with a regression line – *Figure 3*.

Figure 3. **The relationship between self-esteem of the surveyed students and their communication activity**

CA = 91,882 - ,2537 *self-esteem
Correlation: r = -,0802
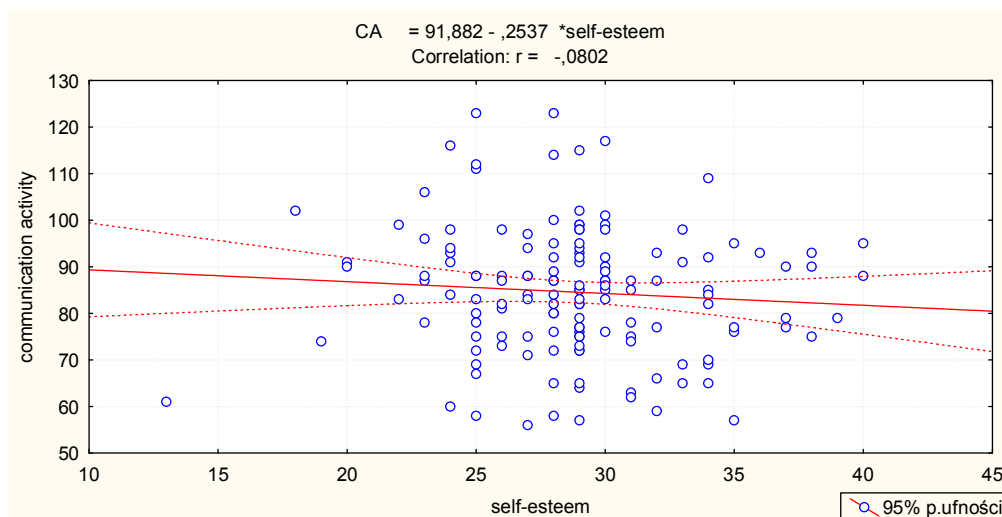
Visualization of correlation of variables: self-esteem and communication activity show the negative direction of the relationship between the two, the slope of the regression line is negligible. It can therefore be concluded that the correlation between self-esteem and communication activity is quite weak. The strength of the relationship between the assessed variables is -0.08. The negative direction depending on the compound is inversely proportional to indicate that with the increase of self-esteem the communication activity values decrease. On the basis of the analysis of obtained results it can be stated that in the case of this group of young people there is no relationship between the level of their self-esteem and manifestation of their communication activity.

Conclusion. Results of this study reveal that the investigated young people in the majority have manifested a positive attitude towards themselves. However, for 27% of all respondents, there are no feelings of smugness evinced in low self-esteem. Low self-esteem can hinder the development of identity, cognition and fulfilment of one's potential. A person with low self-esteem, having a high level of competence may opt out of the tasks that would imply a failure. They may also have difficulty in making even simple life choices, which can greatly influence the choice of educational path or the employment

adequate to their abilities. Taking into account students from vocational, technical and high school one can claim that in terms of self-esteem there are no significant statistical differences between them (the average results achieved by students of the compared groups are very similar). In contrast, the situation with regard to communication activity of the surveyed students looks worse. Results of this study reveal quite a frightening situation, because young people mostly have very low and low level of communication activity (more than 80% of all respondents). In the study group, no student has reached the score «very high» in relation to the level of communication and only a few of them have well-developed communication activity. Analyzing the results obtained in the field of communication activity it can be said that students from vocational schools differ in terms of communication skills from high and technical school students, because in this field they achieved the lowest results.

On the basis of the survey it can also be said that there is no correlation between self-esteem and communication activity. Therefore, the level of self-esteem does not affect the activity of the communication. Results of the study appear to be interesting, because they reveal a complex and at the same time difficult problems connected with the functioning of young people who enter a new phase of their life. It is therefore important for schools to take necessary actions that aim at developing self-esteem of pupils who have considerable difficulties in this area, especially with regard to timid students. The schools should also take steps to work on developing student's skills of communication, which certainly are going to be useful in many different areas including educational and professional.

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Восик-Каваля Данута. Самооценка старшеклассников и их коммуникативная активность. В статье освещены теоретико-эмпирические основы самооценки и коммуникативной активности старшеклассников. Определение уровня самооценки и коммуникативных навыков молодежи является чрезвычайно важным, поскольку может определить направления воспитательной работы школы. Высокая самооценка молодежи определяет ее активное отношение к вызовам, влияет на реализацию поставленных целей и поиск путей их решения. Для нормального функционирования общественного человека важна его коммуникативная деятельность. Представлено результаты собственного исследования автора с этой проблемы.

Ключевые слова: самооценка, глобальная самооценка, частичная самооценка, коммуникативная активность, старшеклассники.

Wosik-Kawala Danuta. Self-esteem and communication activity of secondary school students. Theoretical and empirical considerations undertaken in the present study refer to self-esteem and communication activities of secondary school students. Determining the level of self-esteem and communication skills of young people is extremely important as it can determine in this regard a direction of the educational work of school. Having high self-esteem determines young people's active attitude towards challenges, affects the implementation of objectives and the approach to tasks. Communication activity is also important for the smooth social functioning of a human being. This article presents the author's own research in the field of self-esteem and communication activity of secondary school students.

Key words: self-esteem, global self-esteem, fractional self-esteem, communication activities, secondary school students.