



A Study On Self-esteem Among Engineering Students

KEYWORDS

Self Esteem, Engineering College Students, Academic Performance

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ABSTRACT

Engineering is a design-oriented subject. Design involves problem solving. If you become a good problem solver, every branch of engineering offers you job opportunity. As the field of engineering incorporates new technologies, the appropriate scope of undergraduate education in engineering continues to grow. It appears unlikely that course breadth can be widened to accommodate this growth, at every institution, by increasing the length of the undergraduate engineering curriculum. Therefore, with increases in breadth must come sacrifices in depth of coverage for many subjects. 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.

INTRODUCTION:

Engineering is the application of scientific, economic, social, and practical knowledge in order to design, build, maintain, and improve structures, machines, devices, systems, materials and processes. It may encompass using insights to conceive, model and scale an appropriate solution to a problem or objective. The discipline of engineering is extremely broad, and encompasses a range of more specialized fields of engineering, each with a more specific emphasis on particular areas of technology and types of application.

Engineering is a design-oriented subject. Design involves problem solving. If you become a good problem solver, every branch of engineering offers you job opportunity. You are advised to go through the subjects taught in each branch and decide which branch is most interesting to you. As the field of engineering incorporates new technologies, the appropriate scope of undergraduate education in engineering continues to grow. It appears unlikely that course breadth can be widened to accommodate this growth, at every institution, by increasing the length of the undergraduate engineering curriculum. Therefore, with increases in breadth must come sacrifices in depth of coverage for many subjects.

List of engineering branches

Engineering is the discipline, art, and profession that apply scientific theory to design, develop, and analyze technological solutions. In the contemporary era, is generally considered to consist of the major basic branches of chemical engineering, civil engineering, electrical engineering and mechanical engineering.[1] There are numerous other engineering sub disciplines and interdisciplinary subjects that are derived from concentrations, combinations, or extensions of the major engineering branches.

Self esteem

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.

Components of Self-Esteem

According to one definition (Braden, 1969), there are three key components of self-esteem:

1. Self-esteem arises automatically from within based upon a person's beliefs and consciousness.
2. Self-esteem occurs in conjunction with a person's thoughts, behaviors, feelings and actions.

Self-esteem among college students has been an issue when it comes to gender. A study done by Seifert and Miller (1988) states that males are judged less harshly than females, which in turn causes females' performance and behavior to be evaluated negatively which decreases their self-esteem. From as far back as you can think of, starting with grade school to the present, self-esteem has been around and has always been of some concern. When you were younger you never thought about self-esteem and what it meant or even how it could possibly shape you as a person. As you got older, self-esteem started to become of some importance on how you viewed yourself especially when your peers started to have an influence or impact on your life.

Theories

Many early theories suggested that self-esteem is a basic human need or motivation. American psychologist Abraham Maslow included self-esteem in his,

He described two different forms of esteem:

- > the need for respect from others, and
- > The need for self-respect, or inner self-esteem.

Respect from others entails recognition, acceptance, status, and appreciation, and was believed to be more fragile and easily lost than inner self-esteem. According to Maslow, without the fulfillment of the self-esteem need, individuals will be driven to seek it and unable to grow and obtain self-actualization.

Pyramid of Maslow



- ❖ Secure vs. defensive
- ❖ Implicit, explicit, narcissism, and threatened egotism
- ❖ A person can have a high self-esteem and hold it confidently where they do not need reassurance from others to maintain their positive self-view, whereas others with defensive, high self-esteem. Implicit self-esteem refers to a person's disposition to evaluate them positively or negatively in a spontaneous, automatic, or unconscious manner. It contrasts with explicit self-esteem, which entails more conscious and reflective self-evaluation. Both explicit self-esteem and implicit self-esteem are subtypes of self-esteem proper

.Low self-esteem

A person with low self-esteem may show some of the following characteristics:

- Heavy self-criticism and dissatisfaction.
- Hypersensitivity to criticism with resentment against critics and feelings of being attacked.
- Chronic indecision and an exaggerated fear of mistakes.
- Excessive will to please and unwillingness to displease any petitioner.
- Perfectionism, which can lead to frustration when perfection is not achieved.
- Neurotic guilt, dwelling on and/or exaggerating the magnitude of past mistakes.
- Floating hostility and general defensiveness and irritability without any proximate cause.
- Pessimism and a general negative outlook.
- Envy, invidiousness, or general resentment.
- Sees temporary setbacks as permanent, intolerable conditions.

REVIEW OF LITERATURE:

FULIGNI 2005: A longitudinal study researching the academic adjustment of adolescents from Mexican, Chinese, and European backgrounds found that the ethnic labels that students used to describe themselves affected their self-esteem and academic success. In a sample of 589 ninth grade students from immigrant families, there was a connection between high self-esteem and achieving academically and the students' cultural identity. This identity affected the students positively or negatively depending on the label.

MACPHEE & ANDREWS, 2007: A study, examining depression risk factors among college freshmen found nine factors that affected depression and linked to self-esteem:

- 1) perceived quality of peer relationships,
- 2) Perceived parental nurturance,
- 3) Perceived parental rejection,
- 4) Self-esteem (self-reported),
- 5) body- image, 6) pubertal status,
- 7) socio-economic status,

- 8) Conduct problems,
- 9) hyperactivity/inattention.

RESEARCH METHODOLOGY

TITLE OF THE STUDY:

“A study on self-esteem among engineering students”

OBJECTIVES

- To study the socio-demographic characteristics of the Respondents.
- To assess the level of self-esteem based on their age.
- To suggest suitable measures to the girls as well as for the parents improve the self-esteem of the college girls.

HYPOTHESES

- There is a significant correlation between the age of the respondents and self-esteem among college students in various dimensions.
- There is a significant difference between the gender of the respondents and self-esteem among college students in various dimensions.
- There is a significant difference between the domicile of the respondents and self-esteem among college students in various dimensions.
- There is a significant association between the family monthly income of the respondents and self-esteem among college students in various dimensions.

RESEARCH DESIGN AND SAMPLING

This study aims at describing the various aspects of the socio-demographic conditions, present living conditions, problems; the research design adopted is descriptive design for the present study. The researcher selected 30 respondents by using Non-probability method adopted 'Convenient sampling'.

UNIVERSE OF THE STUDY

The universe of this study consists of 30 from the candidate of WIPRO, TCS, and TATAGROUPS for campus interview, in ShrimatiIndira Gandhi College.

TOOLS OF DATA COLLECTION

- Self-prepared interview schedule to collect the socio demographic particulars
- Coppersmith Self-Esteem Inventory (1967)
- Based on the researcher knowledge the questionnaire split in various dimensions, such as attitudes, relationship, courage & stability, instability & fear, Complex and General aspects.

STATISTICAL ANALYSIS

The various statistical tests used in this study were: 'Chi-Square' test 'T' test One way Anova test

ANALYSIS AND INTERPRETATION

TABLE 4.1
TABLE SHOWING THE DEPARTMENT OF THE RESPONDENTS

S.NO.	DEPARTMENT	NO. OF RESPONDENTS (N-30)	PERCENTAGE 100%
1.	EEE	5	16.7
2.	ECE	2	6.7
3.	EIE	1	3.3
4.	MECH	2	6.7
5.	AERO NAUTICAL ENGGNERING	20	66.7
	TOTAL	30	100

The above table clearly explained that majority 66.7% of the respondents belongs to aero -nautical engineering, around 16.7% of the respondents belongs to EEE, 6.7% of the respondents belong to ECE&MECH and 3.3% of the respondents belong to EIE. Majority of the respondents 66.7 percent belong to the department of aeronautical engineering.

TABLE 4.2
TABLE SHOWING THE OVERALL LOW AND HIGH LEVEL OF SELF-ESTEEM OF THE RESPONDENTS

S.No	Self-Esteem	No Respondents (n:30)	Percentage%
1.	Like me		
	Low level	15	50.0
	High level	15	50.0
	2.	Unlike me	
	Low level	15	50.0
	High level	15	50.0
3.	Overall		
	Low level	14	46.7
	High level	16	53.3

From the above table shows that (like me) 50% of the respondents belong to low level self-esteem and other 50% of the respondents belong to high level self-esteem. In self-esteem category (unlike me) 50% of the respondents belong to low level self-esteem and other 50% of the respondents belong to high level self-esteem. In overall outlook shows that 53.3% of the respondents belong to high level self-esteem. Majority of the respondents belong to high level self-esteem.

TABLE 4.12
TABLE SHOWING THE KARL PEARSON'S CO-EFFICIENT OF CORRELATION BETWEEN THE RESPONDENTS AGE AND SELF-ESTEEM AMONG ENGINEERING STUDENTS IN VARIOUS DIMENSIONS

S.No	Self-Esteem	Correlation value	Statistical Interface
1.	Like me	(-)0.485**	P < 0.01 Significant
2.	Unlike me	(-)0.340	P > 0.05 Not Significant
3.	Overall	(-)0.409*	P < 0.05 Significant

** Correlation is significant at the 0.01 level
* Correlation is significant at the 0.05 level

INTER CORRELATION MATRIX AMONG VARIOUS DIMENSIONS OF SELF-ESTEEM AMONG ENGINEERING STUDENTS

	Like me	Unlike me	Overall
Like me	1		
Unlike me	.641**	1	
Overall	.804**	.862**	1

** Correlation is significant at the 0.01 level
* Correlation is significant at the 0.05 level

Hypothesis:

There is a significant relationship between the age of the respondents and self-esteem among the engineering students in various dimensions of self-esteem.

Research hypothesis:

There is a significant correlation between the age of the respondents and self-esteem among the engineering students in various dimensions.

Statistical test:

Karl Pearson's co-efficient of correlation test was used the above hypothesis.

Interpretation:

The above table shows that there is a significant association Karl Pearson's co-efficient of correlation between the respondents age and self-esteem among engineering students. Hence, The calculated value (0.01) less than table value (0.05). So, the research hypothesis accepted and null hypothesis rejected.

TABLE 4.13
TABLE SHOWING THE 't' TEST BETWEEN THE RESPONDENTS' GENDER AND VARIOUS DIMENSIONS OF SELF-ESTEEM AMONG ENGINEERING STUDENTS

S.No	Self-Esteem	\bar{X}	S.D	S.E	Statistical Inference
1.	Like me				
	Male(n:14)	15.0714	3.09998	.82851	t = 0.819 df=28 p > 0.05 Not Significant
	Female(n:16)	15.8125	1.75950	.43987	
2.	Unlike me				
	Male(n:14)	16.5000	4.55311	1.21687	t = 0.861 df=28 p > 0.05 Not Significant
	Female(n:16)	17.8750	4.19325	1.04831	
3.	Overall				
	Male(n:14)	35.4286	7.01333	1.87439	t = 1.290 df=28 p > 0.05 Not Significant
	Female(n:16)	38.4375	5.76158	1.44040	

Hypothesis:

There is a significant relationship between the gender of the respondents and self-esteem among the engineering students in various dimensions.

Research hypothesis:

There is a no significant relationship between the gender of the respondents and self-esteem among the engineering students in various dimensions

Statistical test:

'T' test used was used the above hypothesis.

Interpretation:

The above table shows that there is a significant association 't' test between the respondents gender and self-esteem among engineering students. Hence, The calculated value table value (0.05). So, the research hypothesis rejected and null hypothesis accepted.

FINDINGS, SUGGESTION AND CONCLUSION:

- Majority of the respondents 73.3 percent are below 21 years.
- 50 percent of respondents are having high level and low level self-esteem in like me.
- 50 percent of the respondents are having high and low level of self-esteem self-esteem unlike me.
- In overall outlook shows that 53.3% of the respondents belong to high level self esteem
- Majority of the respondents belong to high level self esteem.
- Karl pearson's co-efficient of correlation test was used the above hypothesis, the respondents age and self-esteem among engineering students.
- There is a significant, the calculated value (0.01).
- The research hypothesis accepted.
- t' test used was the above hypothesis there is a no significant relationship between the gender of the respondents and self-esteem among the engineering students.
- There is a no significant, the calculated value (0.05).
- t' test used was the above hypothesis there is a no significant relationship between the domicile of the respondents and self-esteem among the engineering students.
- There is a no significant, the calculated value (0.05).
- t' test used was the above hypothesis there is a no significant relationship between the family monthly income of the respondents and self-esteem among the engineering students.
- There is a no significant, the calculated value (0.05).
- One way analysis used was the above hypothesis there is a no significant relationship between the various department of the respondents and self-esteem among the engineering students.
- There is a no significant, the calculated value (0.05).
- One way analysis used was the above hypothesis there is a no significant relationship between the religion of the respondents and self-esteem among the engineering students.
- There is a no significant, the calculated value (0.05).
- One way analysis used was the above hypothesis there is a no significant relationship between the parent's education and qualification of the respondents and self-esteem among the engineering students.

- There is a no significant, the calculated value (0.05).
- One way analysis used was the above hypothesis there is a no significant relationship between the parent's occupation of the respondents and self-esteem among the engineering students.
- There is a no significant, the calculated value (0.05).

SUGGESTION:

Think about ways you enjoy yourself. Put effort into making life pleasurable and satisfying. Arrange to be in situations which are playful and make you laugh.

- Learn something new. Maybe something you have always wanted to try, even something you never thought you could do.
- Exercise and toning muscles can give confidence and help you to feel good about your body. Pay attention to how you stand and walk. Think tall.
- Pay more attention to your appearance. Pamper yourself. Choose a new hairstyle or color in clothing. Buy a magazine which gives advice on personal presentation.

Conclusion:

The purpose of learning about self esteem among engineering students. The self-esteem is used to describe a person's overall sense, self-worth or personal value. The engineering students personality analysis this study of self - esteem. A comparison of global self-esteem and academic self-esteem can be conducted for the engineering students.

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