

Effectiveness of Intervention Strategies in Enhancing Self-Esteem among Engineering Students



Literature

KEYWORDS : Self-Esteem, Intervention Strategies, Engineering, Scales to assess Self-Esteem

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ABSTRACT

Self-esteem is considered as one of the important affective factors because success or failure of a person depends mostly on the degree of one's Self-esteem. Teachers, parents, psychologists and others have always focused efforts on boosting Self-Esteem on the assumption that enhanced Self-Esteem will cause many positive outcomes and benefits. Self-Esteem shows a person's overall worth covers one's emotions and beliefs. The development of Self-Esteem in college students emerges gradually as they become aware of their own abilities. The emphasis in this investigation is to enhance Self-Esteem among first year engineering students through intervention strategies. The study presents a framework of Scales to assess Self-Esteem developed by the investigator. It will serve as a basis for training the engineering students' to have enhanced self-esteem in order to achieve success in the modern highly competitive global work arena.

Introduction

Self-Esteem is a term in **psychology** to reflect a **person's** overall evaluation or appraisal of his or her own worth; and is used to describe a person's overall sense of self-worth or personal value. Always it is seen as personal characters or qualities, which means to check whether it is steady or long lasting. Self-Esteem encompasses **beliefs** and **emotions**. It is the positive or negative evaluation of the self is how we feel about it and helped an individual to describe oneself, identify oneself and evaluate oneself by putting worthiness on it. Linguistic analysis found out that success is not based on the materials / techniques but, what gets in one's mind and between the persons in the places like work place, class room etc.

As a social psychological construct, it is attractive because researchers have conceptualized it as an influential predictor of appropriate outcomes, such as achievement in academics or implemented behavior. In addition, it is also been treated as an important outcome due to its close relation with psychological well-being. Always successful activity occurred with some degree of Self-Esteem. Further, the value of Self-Esteem lies not in the fact that it allows us to feel better but that it allows us to have a better life to face the challenges and opportunities. In addition, the degree of our Self-Esteem has reflective effects on our lives. It impacts on our thoughts, feelings, wishes, morals, preferences and aspirations. There is a great mismatch between urban and rural students of engineering in India though they have a same approved syllabus. Most of the countryside students are first learners in the family who take English as foster language and throughout life not able to cope with it in spite of their best efforts. Linguistic research says this is why a feeling of backwardness embosses among these learners. Consequently, the learners of rural areas get low Self-Esteem and struggle to overcome the problem of getting mingled with those having fluency in English language. Rural students are deprived of technology as enjoyed by urban or university students. Lack of technology, books and other things become an obstacle in their learning process and they do not get the opportunity to interact with other renowned personality or peer groups. They need special attention to enhance their level Self-Esteem. The above facts clearly suggested that, a deficiency in Self-Esteem might result in barrier for graduates' personal and professional development.

Need for the study

A review of related literature showed that there were several studies done on school but on college students particularly, on technical students only a small number of studies have been done. The need for the study is felt due to inadequacies of researches in this area. Most of the studies reviewed were descriptive and some focused only on the reasons for possessing low self-esteem among the students. Further, the investigator felt through her 15 years of experience, she came across many Engineering students displaying low self-Esteem. Therefore a study was conducted employing Intervention Strategies with

scales to enhance the level of Self-Esteem of engineering students.

Materials and Methods: The study was confined to the First Year Engineering students of Saranathan College of Engineering, Tiruchirappalli, Tamilnadu, India possessing low Self-Esteem.

Study design: The present study is a single group, Pre-Test – Treatment – Post-Test experimental design with Intervention Strategies to enhance Self-Esteem. The Intervention Strategies are independent variable and enhanced Self-Esteem is dependent variable. Observation, interaction and discussion were the approaches employed to make the study more empirical.

Development of Intervention Strategies-II (Activities to Enhance Self-Esteem)

The investigator played a facilitator role and used different strategies to enhance Self-Esteem of the Engineering students. They are given below:

- a. Building Confidence by Improving their Communicative Competencies
- c. Getting students to know each other
- d. Creating language atmosphere and providing opportunities for practice
- e. Integrating oral practice with other aspects of English language
- f. Positive effect of testing
- g. Fostering the sense of security in student
- h. Fostering the sense of identity
- i. Fostering the sense of belongingness
- j. Building the sense of purpose
- k. Developing the sense of personal competence

Construction of Scales to assess Self-Esteem

The scales to assess Self-Esteem level of the students were developed, based on the discussions with the faculties of Education, resource persons and psychologists. For developing the scales, developmental norms for 17-18 year old children, level of Self-Esteem of students of Engineering colleges and minimum levels of learning at higher secondary school were taken into consideration.

Methodology

While implementing the Intervention Strategies-II, the investigator assessed the level of Self-Esteem of students. The activities to assess the level of Self-Esteem of students are in the form of Scales. The Scales to Assess Self-Esteem are in the form of questionnaires prepared in accordance with the appropriateness of the Engineering students. After the approval of the Research Supervisor, the scales were administered to 160 students of Electronics and Communication Engineering and Instrumentation and Control Engineering group of First Year students of Saranathan College of Engineering as Pilot Study (Pre-Test). Based on the marks obtained by the students in the Pre-Test (Self-Esteem

Assessment Scale) a Sample of 32 students was selected for the research study. A field test was conducted for 35 students. The population of the study constituted 420 First Year Engineering students in Saranathan College of Engineering, Tiruchirappalli, Tamilnadu. In a regular interval they were administered to progressive and post test. The difference in the performance by the students between Pre-Tests and Progressive Tests, Progressive Tests and Post-Tests and Pre-Tests and Post-Tests revealed the effectiveness of these Strategies. The scores obtained were subjected to statistical analysis employing following techniques:

1. Measure of Central Tendency – Arithmetic Mean
2. Measure of variability – Standard Deviation
3. Test of Significance – ‘t’ test
4. Effect Size

Results and discussion:

Intervention Strategies implemented on First Year Engineering students have significantly enhanced the self-Esteem.

The Nurturant Effects of Intervention Strategies

- The investigator could witness students’ communication with their peer group and faculty with confidence. The colleagues of the investigator handling classes for the students who were sample for the study reported that these students now take better initiative, and take up responsibilities willingly. This is a proof for the change that the Intervention Strategies have brought about on the erstwhile low Esteem students.
- The collective response from the students revealed gain in certain learning aspects. During the investigation most of the students were very much interested and completed all the activities with ease and confidence. Later on, those activities promoted self study among students. The teaching method used by the investigator made the students develop inquisitiveness in learning Second Language with more confidence.

- They revealed Intervention Strategies provided an opportunity to understand and internalise the basic concepts through concrete situations. The activities involved both the mind and senses working together which facilitated cognition. It widened the experimental base and prepared the ground for better learning of new areas of subject.

Educational implications

- Students from slum areas, tribal pockets and interior rural areas may be identified in the first month of first semester and given appropriate activities for building Self-Esteem. This will be a useful investment for their future.
- Steps should be taken to have specific strategies for self-esteem in Engineering Colleges which may be introduced as modules with a provision for evaluation. This will address the problem of educated unemployables on account of poor self-esteem but with good subject knowledge.
- The developed, validated strategies were successfully implemented by the investigator may be adopted by other teachers from engineering colleges.

Conclusion

Today's youth face a far different and far more competitive world than their parents and grandparents. With limitless information at their fingertips and extraordinary opportunities waiting to be tapped, students must possess good subject knowledge with self-esteem. They must know how to think importantly, to solve intricate problems, to work in groups and teams and adapt to rapidly changing technology. Students’ poor self-esteem level consequently leads to their poor performance in communicating in the target subject. The development of learners’ oral skills, like that of any other skills, entails the own active participation and initiative practice of learners’. The investigator strongly believes that the outcome of this study will definitely help the students of engineering to acquire high self-esteem. The students with their proficiency in the set of competencies and high self-esteem would be able to function more efficiently in their great future prospects that await them.

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