ORIGINAL RESEARCH PAPER

Education

FIND OUT THE LEVEL OF SELF-ESTEEM AMONG GRADUATE STUDENTS

KEY WORDS: Self-esteem, Graduate students

Dr. PRAMOD JOSHI

ASSISTANT PROFESSOR, SCHOOL OF EDUCATION, CENTRAL UNIVERSITY OF HARYANA, HARYANA - CORRESPONDENCE AUTHOR

ABSTRACT

The purpose of the study was to find out the level of self–esteem among graduate students. A sample of 50 male and 50 female students of graduate class of Jaipur city was selected by incidental method of sampling. Self-esteem inventory developed by M.S.Prasad and G.P.Thakur was used for collection of data for this study by the researcher. Percentage and Chi-square test were calculated to analysis the data. The study revealed that the maximum students were found with positive self-esteem, very few students were with balanced self-esteem. No significant difference was found between male and female students' self-esteem.

Introduction

Self-esteem is a crucial and cornerstone of a positive attitude towards living. It is very important because it affects how a person thinks, acts and even how a person relates to other people. It allows one to live a life to one's potential. Low self-esteem means poor confidence and that also causes negative thoughts which means that a person is likely to give up easily rather than face challenges. In addition, it has a direct bearing on one's happiness and wellbeing. Self-esteem is a concept that a person has regarding his own self which consists of any evaluation that he makes of himself or whatever feelings he has about himself. In fact, what a person thinks about himself comprises the attitudes and feelings that he has about himself. In this way, it is concluded that Self-esteem means the value ascribed by the individual to himself and the quality of the way he views himself.

Self-esteem is not self-absorption, but it is self-respect that leads to behaving responsibly towards others. Self-esteem is an evaluate measure of one's self-image. Coopersmith (1967) terms, "a personal judgment of worthiness that is expressed in the attitudes the individual holds towards himself". These personal evaluations will be based on the values of the social groups and the society. When one of the personal characteristics that make up person self-ideal, fails to match that corresponding quality, which one through society's eyes have placed in one's ideal self, there is a fall in self-esteem. Self-esteem is the individual's satisfaction with the self-concept. Rubin (1978) has noted that "Children's 'self-esteem' may be of greater impact if attempted at earlier ages when such attitudes are less firmly established and more open to Change. Brookover (1964), Purkey (1970), Robin and other (1977) etc., also believe that improved self-esteem leads to greater happiness.

The brief account of the previous researches is presented as a review of emotional intelligence on self-esteem: it's impact on adolescents stage by Singh, R. S. (2016), a research done by Mullis and Chapman (2000) on association among age, gender and self-esteem, Valentine (2001) studied the relationship between depression, self-esteem, trauma and psychopathy in understanding conduct disordered adolescents, Sahoo (2005) conducted study on self-esteem, educational decision making, adjustment and academic attainment of secondary school students in relation to parent involvement, Michelle (2007) examined the stability of shyness, sociability and social dysfunction in Sczophrenia: a preliminary investigation of the influence of social skills training in a community based stable-out patient Sample, Ramanigopal (2008) examined study on self-esteem and decision making styles of school teachers, Sud and Sethi (2008) examined the interrelationship between state anxiety, trait anxiety, test anxiety, stress, negative mod regulation, achievement motivation and self-esteem of adolescent female students. A brief account of preceding studies leads to the conclusion that there is need to more adequate attention of educational researches in this area; thus the researcher planned to conduct the present study.

Objectives of the Study

The objectives of the present study are as follows:

1. To study the level of self-esteem of male graduate students.
2. To study the level of self-esteem of female graduate students.
3. To compare the level of self-esteem of male and female graduate students.

Hypothesis of the Study

To study the objectives of the research the following hypothesis has been made:

- There is no significant difference between self-esteem of graduate male and female students.

Methodology

Design of the Study: Descriptive survey method was used in the present study.

Sample: The sample consists of 100 students (50 male and 50 female) from graduate class of Jaipur City. The Incidental sampling method has been used for selection of the sample.

Tools & Techniques of Data Collection: Self-Esteem Inventory developed by M.S. Prasad and G.P. Thakur was used for data collection in the study.

Statistical techniques used:

Percentage and Chi- Square test were calculated to analysis the data.

Result and Discussion

The data collected is tabulated and the results obtained are presented under the following headings:

- **To study the level of self-esteem of male graduate students.**

In order to study the level of self-esteem of male graduate students, the tool self-esteem inventory was administered to these students. The following table-1 exhibits that 64% male graduate students are showing positive level of self-esteem, 28% are showing negative level of self-esteem, and only 8% are showing balanced level of self-esteem.

Table - 1 Exhibiting frequency and percentage of male graduate students in different levels of self-esteem

S.N.	Levels of Self Esteem	N	Percentages
1	Positive self-esteem	32	64%
2	Negative Self-esteem	14	28%
3	Balanced Self-esteem	04	08%

After the analysis of data, it is revealed that 64% male graduate students are showing positive level of self-esteem, it is indicated that they are highly confident in self-esteem, highly self-respected, negative level of self-esteem is found in 28% male graduate students and only 8% of male graduate students having balanced level of self-esteem.

- **To study the level of self-esteem of female graduate students.**

To fulfill the research objective, the tool was administered to the female graduate students by the researcher. The self-esteem at different levels of self-esteem of female graduate students are shown in table – 2.

Table - 2 Exhibiting frequency and percentage of female graduate students in different levels of self-esteem

S.N.	Levels of Self Esteem	N	Percentages
1	Positive self-esteem	27	54%
2	Negative Self-esteem	21	42%
3	Balanced Self-esteem	02	04%

After the analysis of above results, it is revealed that 54% female graduate students are showing positive level of self-esteem, it means that they are found highly confident in self-esteem, highly self-respected on the basis of statistical result. 42% female graduate students are showing negative level of self-esteem, and balanced level of self-esteem is found in only 4% female graduate students.

- **To compare the level of self-esteem of male and female graduate students**.

To compare the level of self-esteem between male and female graduate students, the researcher analysis the data and results are presented in the table- 3:-

Table - 3 Exhibiting the comparison the level of self-esteem of male and female graduate students

S.N.	Levels of Self Esteem	Male	Female	χ2 Value
1	Positive self-esteem	32	27	2.49
2	Negative Self-esteem	14	21	
3	Balanced Self-esteem	04	02	
	Total	50	50	

The above table exhibits that out of 50 male and 50 female graduate students, 32 male and 27 female students are showing positive level of self-esteem, negative level of self-esteem is found in 14 male and 21 female students and only 4 male and 2 female students are showing balanced level of self-esteem respectively. After the analysis of data, the result reveals that it is clearly indicated that in comparison of male students, positive level of self-esteem is found in less number of female students. Further, the result shows that calculated Chi-square value is found 2.49, which is not significant at 0.05 level of significance. On the basis of statistical result, the hypothesis is accepted that there is no significant difference between self-esteem of graduate male and female students.

Conclusion

64% male and 54% female students of graduate class were found with positive self-esteem. The result concluded that maximum students (both male and female students) of graduate class were found highly confident and highly self-respected and very few students were found with balanced self-esteem. The researcher calculated chi-square value to study the significance difference between self–esteem of male and female graduate students and found chi-square value 2.49, which is not significant at 0.05 level of significance. The statistical value concluded that no significant difference was found between the level of self-esteem of male and female graduate students.

References

1. Brookover, W. B. and Shailer,T. 1964. Self-Concept of Ability and School Achievement, Article in Sociology of Education 37(3): April 1964.
2. Fling, S., Smith,L., Rodriguez,T., Thorton,D., Atkins,E., and Nixon,K. 1992. Videogames, Aggression, and Self-Esteem: A survey. Social Behavior and Personality: An International Journal.
3. Michael, M.C, 1994. Effect of Self - Esteem Family Structure, Locus of Control and Career Goals on Adolescent Leadership Behaviour. Adolescents (downloaded from find articles.com/p/articals/mi-m2248/ is...../ai-16423322. on 4th March, 2009).
4. Michelle,K., Jetha, L. A., Schmidt, Jod and Goldberg,O. 2007. Stability of Shyness, Sociability and Social Dysfunction in Sczophrenia: A Preliminary Investigation of the Influence of Social Skills Training in a Community based Stable out Patient Sample. Eur. J. Psychiat: V. 21 No. 3 July - Sep. 2007. (Down loaded from http:scielo.isciii.cs/seel.phe?script=sci-arttext&pid=50213- 61632007000300003 on 4th Mar. 2009).
5. Mullis and Chapman 2000. Age, Gender, and Self-Esteem Differences in Adolescent Coping, Article in the Journal of Social Psychology 140(4) September 2000.
6. NCF 2000. National Curriculum Frame Work for School Education, New Delhi: NCE
7. Paul,Y. and Julie,Y. 1998. Self-Esteem and Social Respect Within the High School, The Journal of Social Psychology, Vol. 138 No. 4, 1998.
8. Purkey,W. W. 1970. Self-Concept and School Achievement (Englewood Cliffs, New Jersey: Prentice-Hall, Inc.,1970), and James Battle, Promoting Self-Esteem, Achievement and Well Being: An Effective Instructional Curriculum for All Levels (Edmonton, Alberta: James Battle and Associates, 1994).
9. Ramanigopal, C.S. 2008. Self-Esteem and Decision Making Styles of School Teachers, Journal of the Indian Academy of Applied Psychology, Vol. 34, Special Issue, April 2008.
10. Robins,R.W., Trzesniewski,K.H., Tracy,J.L., Gosling,S.D., and Potter,J. (2002). Global Self-Esteem across the Life Span. Psychology and Aging, Vol 17, No.3.
11. Rubin, R. A., 1978. Stability of self-esteem ratings and their relation to academic achievement: A longitudinal study, A Psychology in the schools, Vol. 15, Issue 3, July 1978.
12. Sahoo,S. 2005. Self-Esteem, Educational Decision-Making, Adjustment and Academic Attainment of Secondary School Students in Relation to Parent-Involvement. Ph. D thesis. Kurukshetra: Kurukshetra University.
13. Singh, R. S. 2016. A Review of Emotional Intelligence on Self Esteem: It's Impact on Adolescents Stage, International Journal of Indian Psychology, Volume 3, Issue 3, No. 5.
14. Sinha, S.P. and Gupta, S. 2006. Self - Esteem and Casual Attribution in Relation Training among Self - Worth Protective Students. Journal of the Indian Academy of Applied Psychology, July 2006, Vol. 32, No. 3 (Retrived from http://www.google.co.in/#n1=en&source, Retrived on 6th March, 2009).
15. Sud and Sethi 2008. Interrelationship between State Anxiety, Trait Anxiety, Test Anxiety, Stress, Negative Mood Regulation, Achievement Motivation and Self-Esteem of Adolescent Female Students, Journal of Community Guidance & Research, Vol. 25 (1), No.84.
16. Valentine, I.S. (2001). The Relationship between Depression, Self-esteem, Trauma and Psychopathy in understanding Conduct Disordered Adolescents. Dissertation Abstracts International Section B: The Sciences and Engineering, 61 (10-B), 5585.