

Investigation Of Self Esteem Among Engineering And Arts And Science College Adolescents

R. Krishnaveni

Professor, Institute of Science & Humanities, Saveetha School of Engineering, Saveetha Institute of Medical and Technical Sciences

Received: 14 April 2020 Revised and Accepted: 8 August 2020

ABSTRACT

Self esteem is the assessment of self worth which encompasses beliefs about oneself, the basic vital factor in developing one's personality during adolescence. Adolescence is a crucial developmental phase wherein identity formation is prominent, wherein self esteem plays a vital role. The current study aimed to study the level of self esteem of adolescents from an Engineering and an Arts and science college. This study was conducted with 32 adolescents from the engineering college and 32 adolescents from the arts and science college. Rosenberg self-esteem scale was used to collect data. The current study is quantitative and descriptive in nature. The level of self esteem with respect to stream of education and gender was analysed. Results show that there is no significant difference with respect to self esteem of adolescents from both the streams of education and female adolescents exhibit marginally higher mean scores on level of self esteem.

Keywords: adolescent, self-esteem, behaviour, evaluation, health.

INTRODUCTION

Adolescence is one of the vital phases of development of an Individual, encompassing physiological, cognitive and psychological changes for holistic development. This is also a phase for greater vulnerability disrupting their well being leading to behavioural and emotional problems." It is a period of experimenting, experiencing and expanding." Self-esteem is a field which has received a lot of attention over the past few years, particularly for the adolescent students, since it is an important criterion in deciding their mental health. Reports indicating a drop of self-esteem in girls rather than boys are more prevalent. According to Rosenberg [1], self-esteem is defigetting manifested itself as entirety of individual thoughts and feelings. Self-esteem is also defined as a global barometer of self-evaluation involving cognitive appraisals about general self-worth and affective experiences of the self that are linked to these global appraisals [2]. There are three different ways in which self-esteem can be visualized. (i) global or trait self-esteem to refer to the way people characteristically feel about themselves, i.e., feelings of affection for oneself; (ii) self-evaluation to refer to the way people evaluate their various abilities and attributes, and (iii) feelings of self-esteem to refer to momentary emotional states.[3]

Self-esteem is an attractive psychosomatic archetype. It envisages several outcomes, like academic achievements, satisfied relationships and offensive behaviours [4]. Attributes are limited with respect to self esteem. For instance, "I believe I am a good singer and I feel happy about that". Psychologists usually regard self-esteem as an enduring temperament characteristic (*trait self-esteem*), though normal, short-term deviations (*state self-esteem*) also exist. Personalities like self-worth, self-regard, self-respect [5] and self-integrity are almost synonymous to self esteem. In our current investigation, the reason for choice of self-esteem as the point of study is that, self-esteem, as an integral component of self-awareness plays a key role in deciding mental health and defining life goals. Development of self esteem has to be procedural and it provides a proper connectivity between the individual and the surrounding world.

Self-esteem is one of the basic factors for development of personality during adolescence, a strong factor for performance in academics. Low self esteem was noted as a contributing factor for behavioural and emotional disorders and associated with range of problems from anti-social behaviours to committing suicide[6]. Improved self esteem reduced vulnerability of adolescents, better social and interpersonal relationships, better academic outcomes and well being with low suicide commitment.[7,8]

AIM

The aim of the present research study is to assess the level of self-esteem among adolescents in an Engineering and an Arts and science college.

OBJECTIVES

1. To assess the level of self esteem among adolescents in an Engineering and an Arts and science college.
2. To carry out a gender based assessment of self-esteem among adolescents in an Engineering and an Arts and Science College.

HYPOTHESES

1. There will be no significant difference in self esteem of adolescents with respect to stream of education.
2. There will be no significant difference in self esteem of male and female adolescents in Engineering colleges.
3. There will be no significant difference in self esteem of male and female adolescents in Arts and science colleges.

METHODOLOGY

The study involves quantitative research design and is descriptive in nature. The sample consists of 62 adolescents, 26 male and 6 female from the Engineering college, 9 male and 23 female from the Arts and science college of ages ranging from 17 to 19 years with the consent of the participants. The method for sampling was convenience sampling.

INSTRUMENTS USED

Rosenberg self-esteem scale (1965) was used to measure the self-esteem of the adolescents. It is a unidimensional scale with 10 items that measures global self-worth, measuring positive and negative feelings about the self. The items are scores on a 4-point likert scale ranging from strongly agree to strongly disagree. The scoring is 0 for strongly agree to 3 for strongly disagree. The items 2,5,6,8,9 are reverse scored with strongly agree 3 points to strongly disagree 0. The minimum score is 0 and maximum score is 30. The cronbach's alpha value for the scale is 0.84. Lower the scores lower the self esteem. Higher scores indicate higher self-esteem. Demographic information was collected using a separate checklist prepared by the researcher.

STATISTICAL ANALYSES

Independent t-test was used to find the significance, if any, in self esteem with respect to stream of education and gender.

RESULTS

Table 1 showing Independent Samples Test for self esteem of adolescents in Arts and science college			
		Levene's Test for Equality of Variances	
		F	Sig.
SE Arts	Equal variances assumed	5.597	.025
	Equal variances not assumed		

		t-test for Equality of Means			
		T	df	Sig. (2-tailed)	Mean Difference
SE Arts	Equal variances assumed	1.242	30	.224	2.00966
	Equal variances not assumed	1.022	10.640	.329	2.00966

Table 2 showing Test results for self esteem of adolescents in Engineering college			
		Levene's Test for Equality of Variances	
		F	Sig.
SE Engg	Equal variances assumed	.350	.559
	Equal variances not assumed		

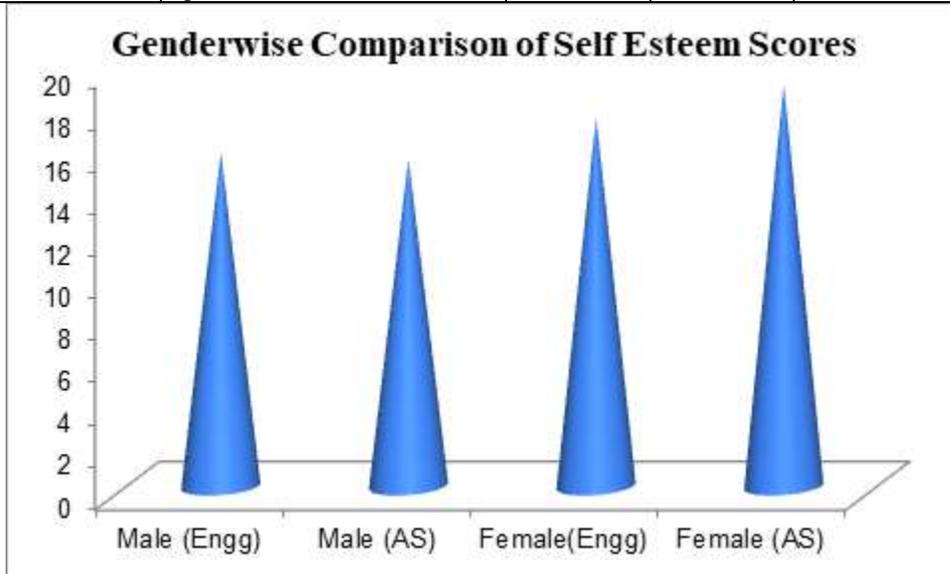
		t-test for Equality of Means			
		T	df	Sig. (2-tailed)	Mean Difference
SE Engg	Equal variances assumed	-1.229	30	.229	-3.23077
	Equal variances not assumed	-1.446	9.324	.181	-3.23077

Table 3 showing Test scores for self esteem of adolescent Male in Arts and science and Engineering college			
		Levene's Test for Equality of Variances	
		F	Sig.
SEMales Arts& Engg	Equal variances assumed	.006	.940
	Equal variances not assumed		

		t-test for Equality of Means			
		t	df	Sig. (2-tailed)	Mean Difference
SEMales Arts& Engg	Equal variances assumed	1.615	33	.116	3.67521
	Equal variances not assumed	1.691	15.202	.111	3.67521

Table 4 showing Test scores for self esteem of adolescent Female in Arts and science and Engineering college			
		Levene's Test for Equality of Variances	
		F	Sig.
SEFemale Arts&Engg	Equal variances assumed	.755	.393
	Equal variances not assumed		

		t-test for Equality of Means			
		t	df	Sig. (2-tailed)	Mean Difference
SEFemale Arts&Engg	Equal variances assumed	-.915	27	.368	-1.56522
	Equal variances not assumed	-.770	6.545	.468	-1.56522



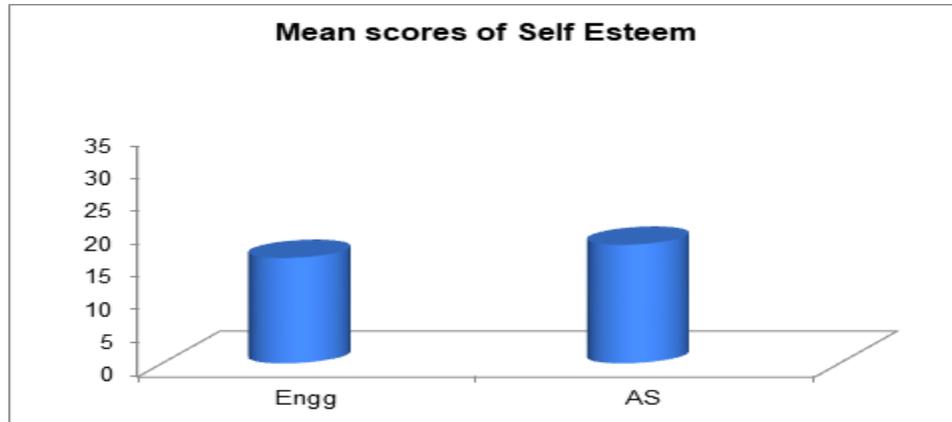
Graph1: Comparison of average self esteem scores of males and females in Engineering and Arts & Science colleges.

Engg- Engineering College, AS-Arts & Science College

Table 5 showing Test scores for self esteem of adolescents in Arts and science and Engineering college

		Levene's Test for Equality of Variances	
		F	Sig.
OverallSE	Equal variances assumed	2.154	.147
	Equal variances not assumed		

		t-test for Equality of Means			
		T	Df	Sig. (2-tailed)	Mean Difference
OverallSE	Equal variances assumed	1.281	62	.205	1.62500
	Equal variances not assumed	1.281	55.891	.205	1.62500



Graph 2: Comparison of self-esteem scores of adolescents across different streams of education

Engg- Engineering College, AS-Arts & Science College

DISCUSSION

The present study was to analyse the levels of self esteem of adolescent students in Engineering and Arts and science stream colleges. Table 1 shows the level of self esteem of Arts and science college adolescents. Table 2 shows the level of self esteem of Engineering college students. Table 3 shows the test results of male adolescents from both the education streams. Table 4 shows the test results of female adolescents from both the education streams. Table 5 shows the test scores of level of self esteem of adolescents from engineering and Arts and science stream.

The mean scores of level of self esteem of Arts and science adolescents is 18.0. The mean scores of level of self esteem of Engineering adolescents is 16.07. The comparative means of Arts and science to Engineering male adolescents with respect to self esteem is 15.44 and 15.77 respectively. The mean scores of self esteem of female adolescents from arts and science college and Engineering college is 17.43 and 19 respectively. Though in an overview, comparison of self-esteem level of adolescent students across two different streams of education studied does not show any appreciable variation, the means of self esteem levels of girl adolescents is found to be marginally higher than that of male adolescents.

Therefore, it is evident that there is not much difference in self esteem scores of adolescents with respect to their stream of education. There is always a perception that pursuing a professional degree is superior to the arts and science stream. Nevertheless, it is evident that though the myth prevails, yet in reality there is no major difference with respect to the level of self esteem in either of the education streams, showing that self esteem is all about one’s own perception of oneself irrespective of the field of education.

SUGGESTIONS

A larger sample size of adolescents from both the streams can be considered for future studies.

Different departments within the same stream can be considered.

Adolescents low on self esteem can be provided with intervention to improve the level of self esteem

CONCLUSION

The study shows that there is no significant variation in self esteem of adolescents from both the streams of education

IMPLICATION

The study shows that self esteem is an essential part of one's personality, which sums up the net worth of one self. Even though there is not much of a difference with respect to the scores of self esteem, there exists some adolescents from both the streams with low self esteem and majority of them with average or normal scores and very few possess high self esteem; which implies that proper counselling and guidance with support will help the adolescents with low self esteem to improve their score[9,10]. Self esteem is very much essential for personal and academic success and it need to be taken care of.

REFERENCES

1. Rosenberg, M. (1965). Society and the adolescent self-image. *Princeton, NJ: Princeton University Press*, 2-34.
2. Murphy, C. M., Stosny, S. and Morrel, T. M. (2005). Change in self-esteem and physical aggression during treatment for partner violent men. *Journal of Family Violence*, 20, 201-210.
3. Brown, J. D., Dutton, K. A. and Cook, K. E. (2001). From the top down: Self-esteem and self-Evaluation. *Cognition and Emotion*, 15, 615-631.
4. Baumeister, R. F.; Campbell, J. D.; Krueger, J. I.; Vohs, K. D. (2003). *Psychological Science in the Public Interest*. 4 (1): 1-44.
5. Orth U.; Robbins R.W. (2014). "The development of self-esteem". *Current Directions in Psychological Science*. 23 (5): 381-387.
6. Jalali D, Nazari A. Effect of social learning model training on self-esteem , self confidence, Self-assertiveness and academic achievement in third grade students of intermediary schools. *Journal of research in behavioural science* (2011); 7(1):43-53.
7. Barzegar F, Salehpoor M, Emamjomeh M. The relationship between locus of control and self-esteem with creativity in Ardekan city high school students. *Journal of school psychology*. 2014; 3(4):157-65.
8. Antony, Developing self esteem through life skills training in adolescent, *International Journal for Psychology and Social Sciences (PIJPS)* (2017); 1(1): 15-21. ISSN No. 2456 -5180
9. Mohammad Ali Morowati sharifabad, Fatemeh Baghernezhad hesary, Golam Reza Sharifzade, Mohammadreza Miri, Reza Dastjerdi, Investigating the Life Skills and Self-Esteem in Teenage Girls in Birjand, Iran, *International Journal of Pediatrics* (2019), 7(6):9623-9630.
10. Fahimeh Rezai Niaraki and Hassan Rahimi Farhangian, Effect of Life Skill Training on Self -Esteem of High School Students in Iran, *European Online Journal of Natural and Social Sciences* 2013; 2(2):150-159. www.european-science.com Special Issue on Teaching and Learning. ISSN 1805-3602. Openly accessible at <http://www.european-science.com>.