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An Empirical Study on Self-Esteem between Incoming and Outgoing Undergraduate Students of S.G.G.J. Girls College, Raekot

Prof. Mohit Sharma
S.G.G.J.G. College, Raekot

Abstract: ***Mental health has been considered a subject of chief concern among academicians, researchers and psychologists. It consists of variety of sub-topics to keep a regular check and work upon. Present era is witnessing studentship with burdens of performance and competition. In such cases to nurture students better, an organized check is essential. Present study is an effort in the same direction which is conducted to do a comparative assessment of self-esteem between incoming and outgoing undergraduate students & between financially sound and financially weaker students studying in S.G.G.J. Girls College, Raekot (session 2018-19). Rosenberg Self-esteem scale was used to conduct the survey. The study concludes that the students of outgoing classes of the college scored higher self-esteem with a scope for more improvements. It has been also found that the difference between the scores of financially weaker and financially sound students was negligible.***

Key words: Self-esteem, Mental health, Undergraduate students, Teaching methodology

I.INTRODUCTION

Mental Health is a state of well being in which a person becomes capable of interacting and completing his/her daily assignments and contributing to the society in positive way. An individual is considered as the smallest and the most important unit of the society. A person's state of mental health is responsible not only for individual development or loss, but also affects the overall society to a great extent. In a country like, India where there is complex diversity and huge population resides, it becomes more important to take care of such sensitive issue like mental health. On other hand Mental Disorder is a state of mind in which one becomes incapable of coping up with the existing life conditions. Situation worsens when it comes to a country like India where people don't have awareness about mental conditions and the need of a Psychologist or Psychiatrist. In this case disorders turn to be infectious because of the active involvement of the patient in family and at work places and his/her capacity to affect others connected to him/her emotionally. This way it also affects the mental state of others. Every passing day is leading humans to a new arena of competition, where one has to develop one's capacities of handling situations accordingly. Such competition, on one hand gives scope of development and at the same time puts us under pressure of performance. This phenomenon has become very common in studentship. The expectations of Parents and Teachers create pressure on students which leads to lowering down of the performance. Life is all about ups and downs, as it never goes in a straight line, but one bad performance can destroy a student's confidence completely. Here starts the role of Self-esteem as its level determines how a person is going to react in any monotonous or alien situation. To some extent we can say that whatever happens around us happens through us. Our reactions constitute happenings, and those happenings constitute our experience and those experiences decide our future actions. Thus the story of life keeps revolving in this circle. Just in the center of this circle lies something which affects how we are going to feel about everything, that happens around and that is our Self-esteem. Self-esteem is how one sees oneself or the way one looks at oneself. This very gesture of an individual decides a lot about how one is going to feel or act throughout life. It is very essential for studentship also because this allows a student to believe in him/herself. In Psychology, the term 'Self-esteem', is used to express a person's overall sense of self worth and self competence.

A. Definitions of Self Esteem

According to Rosenberg (1965) - "Self esteem is totality of the individual's thoughts and feelings with reference to himself as an object." According to James (1989) - "Self esteem is the awareness of absolute value of one's own personality or dignity."
According to Blascovich & Tomaka (1991) - "Self esteem refers to an individual's sense of his or her value or worth or the extent to which a person values or approves of, appreciates, prizes or likes him or herself" According to Smith and Mackie (2007) - "The self concept is what we think about the self; self-esteem is the positive or negative evaluations of the self, as in how we feel about it."

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II.LITERATURE REVIEW

Laveena Noronha, Meena Monatrio, Nelson Pinto (2018) conducted a study on Self-esteem and Academic Performance among students. The sample for the above study comprised 50 students studying in 2 different private schools of district Dakshina Kannada. Sample comprised of equal number of boys and girls. The aim of the study was to assess the level of self-esteem among students with good academic record and students with not so good academic record. Rosenberg Self-esteem scale was used to assess the level of self-esteem of the students. Researcher found a significant difference between the scores of male and female respondents as girl students scored high self-esteem. On other hand no significant association could be found in the level of self-esteem of students and their academic performance.

Ruth Lo (2002), conducted a longitudinal study of perceived level of stress, coping and self-esteem of undergraduate nursing students. It was an Australian case study. The sample consisted of nursing students going through 3 years of a nursing program. The questionnaire consisted of demographic data, the General Health Questionnaire (GHQ-12), Self-esteem Scale, and the modified Ways of Coping Scale. Results indicated that students in year 1 experienced significantly less transient stress as compared with year 2; students in year 3 had more positive self-esteem than year 2 students. There were no significant differences with regard to chronic stress, avoidance and proactive coping, and negative self-esteem. Positive self-esteem was significantly correlated with proactive coping behaviors.

III.OBJECTIVE OF THE STUDY

A. To assess the level of difference of Self-esteem between 1st year and final year undergraduate students studying in S.G.G.J. Girls College, Raikot.

B. To assess the level of difference of Self-esteem among undergraduate final year students of S.G.G.J. Girls College, Raikot, belonging to financially weaker and financially sound sections of the society.

C. To identify the factors affecting the Self-esteem in studentship.

1) *Scope of the Study*- The study is significant as it is going to deal with the students and their mental state by assessing their Self-esteem. The outcomes of the study will be beneficial for the teachers for developing new innovative curriculums, pedagogies and teaching methodologies. Researchers can work more on developing practices to enhance students' potentials.

2) *Hypotheses*- H01- There will be significant difference between level of self-esteem of the students of incoming and outgoing classes of Swami Ganga Giri Janta Girls College, Raikot. H02- There will be significant difference between level of self-esteem of the students belonging to financially weaker and financially sound sections of the society studying in S.G.G.J. Girls College, Raikot.

IV.RESEARCH METHODOLOGY

1) *Research Design*- In this research exploratory and descriptive research design has been used.

2) *Primary Data*- A sample of 100 students was taken from Swami Ganga Giri Janta Girls College, Raikot (Punjab). Out of them 50 participants were incoming students from classes like B.A. and B.com 1st semester and other 50 participants were from outgoing classes like B.A. and B.Com 5th semester.

3) *Secondary Data*- The secondary data has been collected from different national and international journals, periodicals, abstracts and newspapers.

4) *Scale*- To assess the level of the self esteem of the participants **ROSENBERG SELF-ESTEEM SCALE** was used. It is a 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self. The scale is believed to be uni-dimensional. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree.

5) *Reliability & Validity Of The Tool*- The Roenberg Self-Esteem scale presented high ratings in reliability areas; internal consistency was 0.77, minimum Coefficient of Reproducibility was at least 0.90 (M. Rosenberg, 1965)

First of all approval from the head of the institution was taken to conduct the test/study in the College and Participants were approached through their concerned teachers in the class room. Instructions of the test were delivered to them and copies were distributed. All the questions were explained in the mother tongue of the participants. Then responses were collected and scoring was done. Participants from final year classes were asked to mention the financial status of their family by mentioning FWG (financially weaker group) Or MIG (Middle income group) Or HIG (Higher income group). They were briefed about the definitions of the terms so that they could identify their right selection.

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V.STATISTICAL ANALYSIS & DATA INTERPRETATION

After the scoring was done, the data was tabulated on Microsoft Excel sheet. Descriptive statistics for entire sample of both the groups was calculated. One way Analysis independent sample t-test was administered to calculate the differences in the level of Self-esteem between the incoming and outgoing classes of Swami Ganga Giri Janta Girls College, Raekot.

To assess level of difference of level of self-esteem between HIG and FWG, independent sample t-test method was used.

VI. RESULTS & DISCUSSION

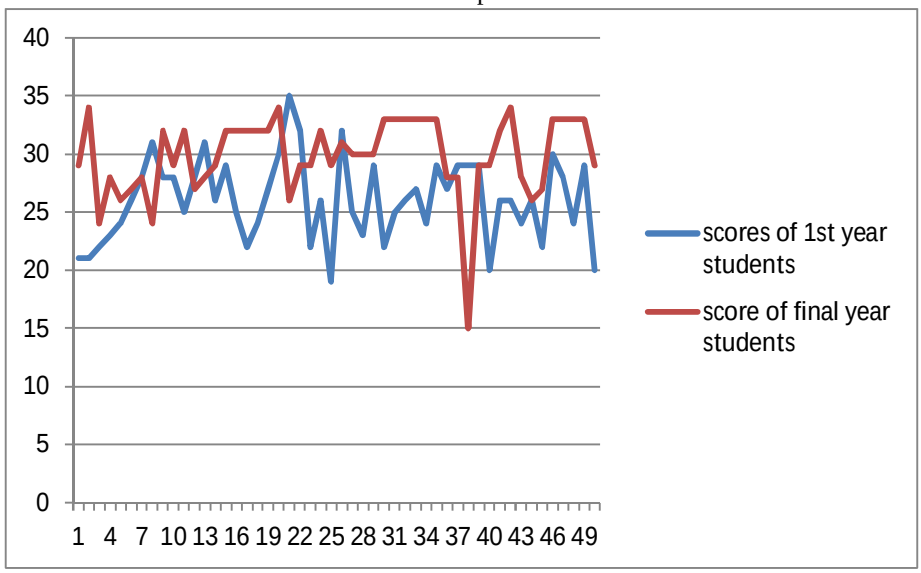
Analysis of independent sample t-test was conducted to test hypothesis H01 that ‘‘there will be significant difference between level of self-esteem of the students of incoming and outgoing classes of Swami Ganga Giri Janta Girls College, Raikot.

1) *P Value and Statistical Significance:* The two-tailed P value is less than 0.0001 which as per conventional criteria, is considered to be extremely statistically significant.

Table-01

	1st year students	Final year students
Mean	25.92	29.84
SD	3.49	3.44
SEM	0.49	0.49
N	50	50

Line Graph-01



a) *Interpretation:* Line graph 01 shows the Self-esteem scores of both incoming and outgoing classes of the college. The scores of students on Rosenberg Self-esteem scale are portrayed vertically and the numbers of students are presented horizontally in the line graph-01. Graph includes two different colors showing the difference of scores between both the groups. Blue represents 1st year undergraduate students and red color represents final year undergraduate students. The difference in the self-esteem level of both the groups is clearly visible. So hypothesis H01 is accepted. Analysis of independent sample t-test was conducted to test hypothesis H02 that there will be significant difference between levels of self-esteem of the students belonging to financially weaker and financially sound sections of the society. Analysis of the t-test conducted on the data shows that there is no significant difference between the scores as the P value is more than 0.50, henceforth hypothesis H02 is rejected.

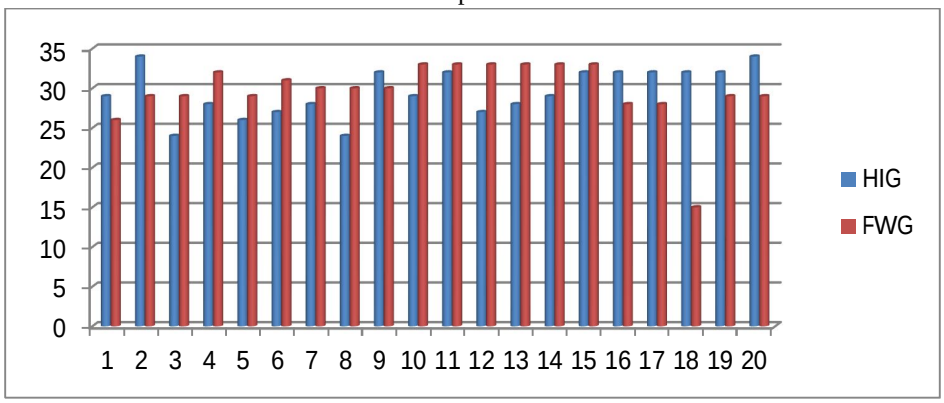
2) *P value and Statistical Significance:* The two-tailed P value equals 0.6016 which by conventional criteria, is considered to be not statistically significant.

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Table-02

	Financially well off group/MIC	Financially weaker group/ FWG
Mean	29.05	29.65
SD	3.10	4.04
SEM	0.69	0.90
N	20	20

Graph- 02



a) *Interpretation:* Graph 02 shows the difference between Self-esteem levels of students belonging to financially sound and financially weaker sections of the society. Line graph includes two different colors. Blue represents financially sound students and Red symbolizes students belonging to financially weaker section of the society. It is clear through cylindrical presentation that no significant difference is found in the scores of both the groups which doesn't accept the assumption of second hypothesis.

The statistical data illustrates that students studying in 1st year of their undergraduate degree course scored significantly low on the variable of Self-esteem as compared to their senior students studying in final year of their undergraduate degree course. The above finding is consistent with the formulated hypothesis. The level of self-esteem comprises of two domains- self competence and self worth. First domain reflects to what extent a person finds herself, capable of doing something. And self worth domain reflects how much a person values herself. Both of these domains have a clear connection with the appreciation one receives from outside like from teachers, peers, parents and society. The majority of the students in the college where the study was conducted belong to rural areas where they had very less exposure. Because of less exposure and interaction, the incoming class reported low self-esteem level. College is a place where students spend their most productive time of the day where they are served with various types of opportunities to excel their capacities. Various academic and cultural activities organized by the college allow the students to participate and encourage their peers which in result increases the level of Self-esteem in the students who have spent more than two years in the college.

Where on other hand the data also illustrates that no significant difference was found between the levels of Self-esteem of the students belonging to financially sound and financially weaker sections of the society. The above finding rejected the hypothesis H02. The observation and personal interaction between the researcher and students revealed the fact that regardless of the financial status, every student gets the opportunity to all the resources of the college. The access to Book bank and the provision of scholarship brings both financially sound and financially weaker group at same level in context with academia. It was noticed that the participation of students belonging to financially weaker section of the society in cultural and sports activities were reported more than that of students belonging to financially sound section of the society.

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VII.LIMITATIONS & IMPLICATIONS

The present study faced certain limitations which can be valuable, if are taken into consideration for future research. First, the data which was collected for the analysis belongs to one college only, but in future research the participants from other institutes can also be included. Second, the inputs from the parents of the students can also be recorded as this way the research can explore the further dimensions of factors affecting student's Self-esteem. Besides, the study was focused on undergraduate students only whereas the college runs post graduation classes also. PG students can also be included in the future research.

VIII.CONCLUSION & RECOMMENDATIONS

The findings of present study illustrate that Teaching, Peers' attitude affect the self-esteem of the students to a great extent. The attitude of the teacher towards the strengths and weaknesses of the students affect the mental health of the student more than anything. The research suggests that every teacher should be sensitized on such an important issue because the perceived social support is one of the major factors which affect a student's level of self-esteem. Through observation researcher could identify a kind of social net within the college campus which plays an important role in maintaining or destroying the capabilities of the students. Students were observed forming informal groups and interacting mostly in that group only. This was found fruitful in some cases but bad in other because it was found that a group comprises of like-minded students who possess almost same types of capabilities as well as weaknesses. This way the individuals are not served with the variety of interactions in order to enhance their potential.

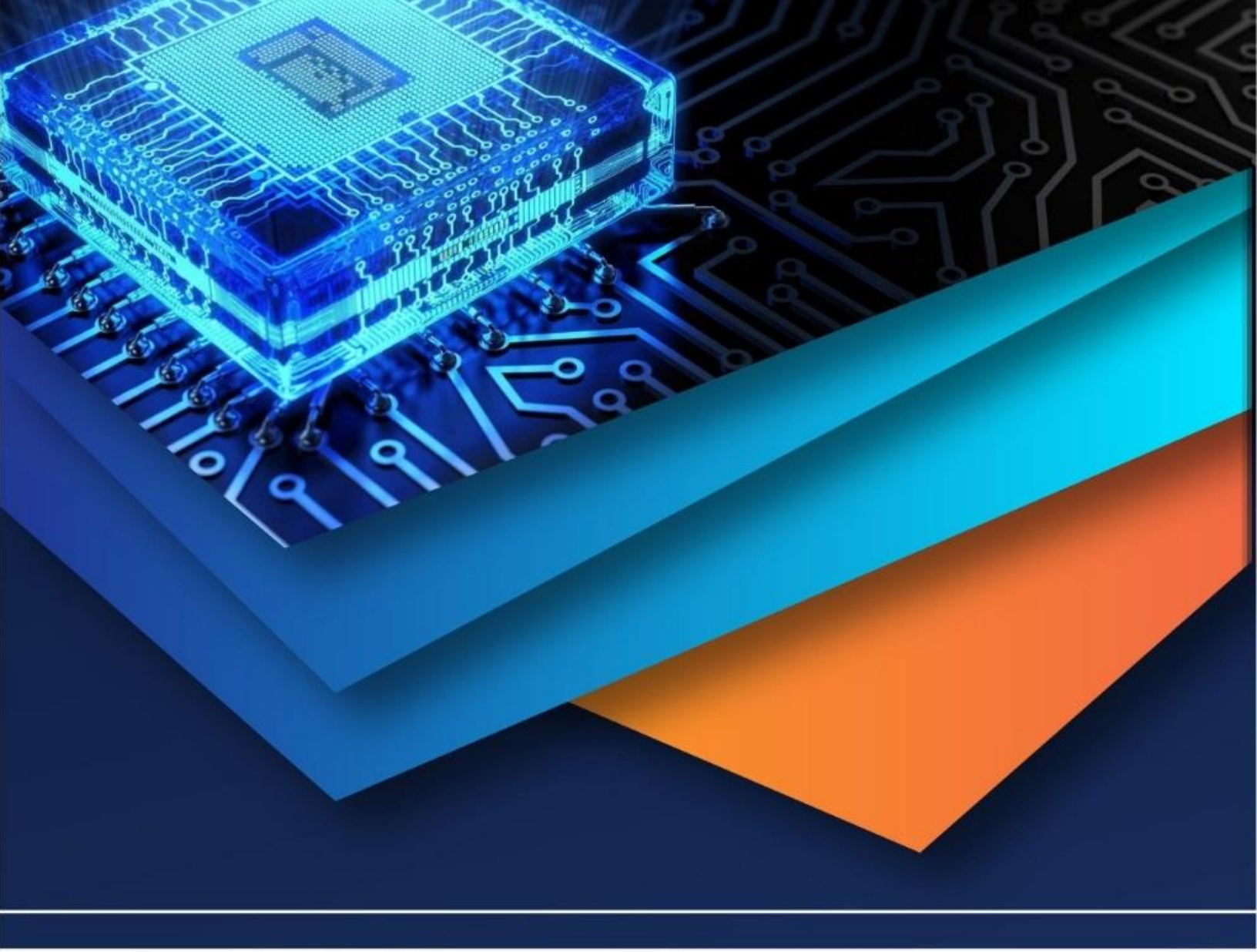
During the survey, based on general interactions with the teachers as well as students, the research also led towards the solution part of the problem. If the recommendations based on the keen observations will be opted by the teachers, a considerable boost in the level of Self-esteem and overall mental health of the students can be witnessed. Like-

A. In case of addressing any type of misbehave by the student, teacher is expected to remember that although misbehave is never acceptable but the student is always welcomed.
B. A distinction between feeling and expression of feelings should be taught to the students.
C. Teacher should avoid doing any kind of comparison between two students. They are expected to encourage students to compare with their previous performances not with peers.
D. Teacher should create favorable social environment for each and every student.
E. Active engagement of every student is must. In order to maintain it, teacher should let every student come forward. As it was seen the same faces keep on repeating in all the activities
F. Students should be taught how to cope up with the mistakes and failures.
G. Last but not the least teacher must learn the art of observation.

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