DOI:10.26524/jms.2017.4

Journal of Management and Science ISSN: 2249-1260 | e-ISSN: 2250-1819

A study on self esteem among intermediate college students in twin cities hyderabad and secunderabad

MR. V SELVA KUMAR M.SC, MPHIL, MBA, PGDAS
LECTURER, DEPARTMENT OF STATISTICS, BHAVAN'S VIVEKANANDA COLLEGE, SAINIKPURI, SECUNDERABAD – 500 094

ABSTRACT

India possesses a highly developed higher education system. Every student desires to learn and be successful in school. If they are not, we must strive to understand the nature of their learning problems. If students are demonstrating self-defeating behaviors, such as not bothering about anything, or quitting, or not trying, or upset in home as well as in college, we must recognize that these are ineffective coping strategies that often mask feelings of vulnerability, low self-esteem, and hopelessness. Self-esteem issues take on a particular significance for students with learning or attention problems because self-assessment of this concept requires the ability to evaluate and compare. These are two skills that are extraordinarily challenging for students with special needs.

The main objective of this research is to analyze the important factors which are contributing the students self esteem in twin cities of Hyderabad and Secunderabad. A sample size of 242 students has been taken for the purpose of the study. The data has been analyzed using statistical techniques like descriptive statistics, χ^2 test and factor analysis using the Statistical Software SPSS and Mini tab. The study reveals that there is some significant difference exists in gender wise self esteems. Another finding of the study revealed that the female students were better self confident than male students. Also the present study reveals that type of school, Parents education and Age of the respondent are associated with self esteem. Also present study reveals four important factors which are contributing self esteem. Based on the findings of the study, teachers and parents must become proactive and motivate the student in order to increase their self-esteem.

1. Introduction

In sociology and psychology, Self-esteem reflects a person's overall subjective emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self. Self-esteem encompasses beliefs about one self, (for example, "I am competent", "I am worthy"), as well as emotional states, such as triumph, despair, pride, and shame. Smith and Mackie (2007) defined it by saying "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." The identification of self-esteem as a distinct psychological construct is thought to have its origins in the work of philosopher and psychologist, William James (1892). James identified multiple dimensions of the self, with two levels of hierarchy: processes of knowing (called the 'I-self') and the resulting knowledge about the self (the `Me-self'). In the mid-1960s, sociologist Morris Rosenberg defined self-esteem as a feeling of self-worth and developed the Rosenberg self-esteem scale (RSES), which became the most-widely used scale to measure self-esteem in the social sciences. In the early 20th century, the behaviorist movement minimized introspective study of mental processes, emotions and feelings, which was replaced by objective study through experiments on behaviors observed in relation with

environment. Currently, the core self-evaluations approach includes self-esteem as one of four dimensions that comprise one's fundamental appraisal of oneself, along with locus of control, neuroticism, and self-efficacy. The concept of core self-evaluations as first examined by Judge, Locke, and Durham (1997), has since proven to have the ability to predict several work outcomes, specifically, job satisfaction and job performance. Self-esteem may, in fact, be one of the most essential core self-evaluation dimensions because it is the overall value one feels about oneself as a person.

2. Review of Literature

A study to Examined the relationship between stressful life events, internalized symptoms of stress, perceived competence, and academic achievement among 9th grade Hispanic students (aged 14–16 yrs) in a large urban high school. A series of hierarchical multiple regressions revealed main effects for stressful life events and perceived competency on grades, anxiety, and depression symptomatology. In addition, direct effects of stressful life events and perceived competence on school grades and internalized symptoms were found [1]. Another Study predicts academic achievement on intelligence and gender of undergraduate students using multiple regressions among 153 students. A multiple regression analysis revealed an interesting pattern of significant relationship and Further, multiple regression analyses indicated that intelligence and gender explained 0.019 of the variance in academic achievement, which is not significant, as indicated by the F- values 1.455 [2].
A survey among 100 student‘s pre-university centers of Qaemshahr, Iran in 2008-2009 education years, its finding reveals that there is some significant difference in academic achievement between boys and girls and results suggest that high self-esteem is important factor and strengthen the prediction of academic achievement in students [3].

In another Study, findings suggest that the relationship between self-esteem, goal orientation components and academic achievement are correlated ($p< 0.05$) and also the results of t statistics showed that there are significant differences between male and female students in scores of self-esteem and achievement goals orientation[4] . Self-esteem is one of the most important factors in affecting an individual‘s academic performance, more significant than other contributing factors including stress and body image [5]. A study on Iranian University students finds that the students from basic sciences, psychology and educational sciences, and electro- computer showed significant difference in self-esteem [6]. Another study identified that the Self-Esteem of English Medium students of standard IX is higher than that of Kannada Medium students [7].

A study revealed that there exist a positive correlation between academic self-concept and self-esteem of urban and rural boys and girls in both high and low facility schools in Varanasi city. Also academic self-concept was significantly positively correlated with academic achievement [8]. Also there is a strong positive correlation between self-esteem and academic performance among university students and also the results find that there is a significant difference between female and male student‘s scores on Self esteem and also for academic performance [9]. Another finding revealed that socio-economic self-concept of the girls was better than their counterpart and also mental health of urban students were better as compared to rural students. Based on the findings of the study, suggestions for increasing the academic achievement of the students have been developed [10] .Self esteem of the men was

significantly higher than that of women. Also Education of Parents, family Income, Number of siblings and Caste were associated with Self esteem [11]. A study examines the influence

of gender; intelligence and stress on academic achievement of 400 primary school students from 8th class students in Chittoor district, Andhra Pradesh and the research study reveal that there is some significant influence of gender, intelligence and stress on academic achievement of primary school students [12].

3. Methodology

2.1 Objective of the Study

1. To find out any association between self esteem of Inter collegiate Student by various demographics profiles (Age, Gender, and Type of School etc.)
2. To study there is any significant difference between the Age groups, Genders, School and Parents Occupation with respect to Self Esteem scales.
3. To analyze the various self attitude factors among the students.

3.2 Research design

A survey was conducted to the Intermediate students from twin cities Hyderabad and Secunderabad. Simple Random Sampling technique was used as the sampling method to conduct survey. Questionnaires were distributed among 242 students. The questionnaire was divided into two sections. The first section consisted of questions pertaining to the demographic profile such as Gender, Age, Type of School, Parents Education etc. The second part of the questionnaire included the questions like factors contributing to Self attitude criteria. The Rosenberg Self Esteem Scale (RSES) is used to measure attitudes towards the self esteem in personal, social, family and academic areas of experience. The total score that range from 0 to 30 indicate the level of self-esteem. Thus, the total scores are divided in three categories like low, Moderate and High Self Esteem. on the CSEI

4. Analysis of Data

The data were analyzed using descriptive statistics, t-tests, Chi Square tests, ANOVA and Factor Analysis using SPSS 17.0 and Minitab17. The obtained data are presented in the tables and discussed.

4.1 Results and Discussion:

The collected data were analyzed and interpreted as follows.

Table 1 : Statistical Analysis of Demographic Profile on the Self Esteem:

Demographic Profile	**Self Esteem Scale**				**Chi Square P - Value**
Gender	**Low**	**moderate**	**High**	**Total**	
Male	26 (22.6%)	67 (58.3%)	22 (19.1%)	115 (100%)	**0.0397**
Female	20 (15.7%)	81 (63.8%)	26 (20.5%)	127 (100%)	
Total	46 (100%)	148(100%)	48 (100%)	242	

Type of School	**Self Esteem Scale**				**Chi Square P - Value**
Government	24 (41.4%)	22(37.9%)	12 (20.7%)	58 (100%)	**0.000**
Private	22 (12%)	126 (68.5%)	36 (19.6%)	184 (100%)	
Total	46 (100%)	148 (100%)	48 (100%)	242	
Parents Education					
illiterate	10(17.9%)	34(60.7%)	12 (21.4%)	56 (100%)	**0.034**
Up to Intermediate	22 (22.7%)	54(55.7%)	21 (21.6%)	97(100%)	
UG graduate	12 (21.8%)	30(54.5%)	13 (23.6%)	55 (100%)	
PG graduate	2 (19.6%)	30(12%)	2(68.5%)	34(100%)	
Total	46 (100%)	148 (100%)	48(19.8%)	242	

From Table 1, we observed that female students were better self confident than male. there is a significant gender difference in Self esteem levels among Male and Female. ($p > 0.05$). Also there is a statistical significant association was found between type of school and the self esteem level of the respondent ($p < 0.05$) and there is some association was found between parent education and the self esteem level of their children ($p < 0.05$).

Table 2: <u>ANOVA for Age Group in Self-Esteem Level</u>:

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	648.981	3	216.327	11.075	.000
Within Groups	4648.870	238	19.533		
Total	5297.851	241			

From the table 2, we observe that there is significant difference between Self Esteem level of different Age group since $p < 0.05$.

4.2 Factor Analysis

Collected data was analyzed through factor analysis by using SPSS. Factor analysis is an important measure to identify common dimension factors. It is a data reduction technique that can help to determine a smaller number of underlying dimensions of a large set of inter-correlated variables.

Table 3 lists ranking of the 10 factors that influence the students self-attitude.

Descriptive Statistics

	Mean	Std. Deviation	Analysis N
Don‘t bother about anything	.33	.471	242
Talk infront Class	.60	.490	242
Change Abt myself	.51	.501	242
Feel upset in home	.43	.496	242
Parents considered feeling	.42	.495	242
Parents Expectations	.21	.406	242
Low in confidence	.52	.501	242
Often feel upset in school	.56	.497	242
Freedom to speak	.21	.406	242
dependency	.62	.486	242

Table 4 explains the Eigen values associated with each linear component (factor) before extraction, after extraction & after rotation. Before extraction it has identified 10 linear components. The Eigen values associated with each factor represent the variance explained by that particular linear component. It also displays the Eigen values in terms of percentage of variance. We have to consider all factors with Eigen values greater than 1. The first factor component in the table 4 explains 37.532% of the variance. Similarly, the second, third and fourth factor components explain 18.715%, 16.994%, and 10.185% of the total variance. Through factor analysis, four major components were extracted from the 10 variables. These components represent 83.425% of the variance.

Table 4: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.753	37.532	37.532	3.753	37.532	37.532
2	1.872	18.715	56.247	1.872	18.715	56.247
3	1.699	16.994	73.241	1.699	16.994	73.241
4	1.018	10.185	83.425	1.018	10.185	83.425
5	.597	5.970	89.395			
6	.505	5.046	94.442			

7	.297	2.969	97.410			
8	.175	1.752	99.163			
9	.084	.837	100.000			
10	0.000012	0.000015	100.000			

Extraction Method: Principal Component Analysis.

Table 5 below shows the rotated component matrix using the extraction method of Principal Component Analysis. Each of the factors having multiple values is grouped under the iteration where it has the highest value

Table 5: Component Matrix[a]

	Component			
	1	2	3	4
Don‘t bother about anything	**.720**			
Talk in front Class	**.718**			
Change Abt myself	**.875**			
Feel upset in home		**.814**		
Parents considered feeling		**.804**		
Parents Expectations		**.635**		
Low in confidence			**.813**	
Often feel upset in school				**.736**
Freedom to speak	**.726**			
dependency			**.585**	

Extraction Method: Principal Component Analysis.

.

Table 5 above presents the four factor components as derived from the varimax rotation method of factor analysis, each given an 'interpretative' name. The first factor has been named "Self Confidence". There are four variables in this factor component namely, Don‘t bother about anything, Talk in front of Class, Change about myself and Freedom to speak. Together, they account for 37.532 % of the variance. The second factor has been named "Abode Environment‖ to reflect variables such as Feelings considered by parents, Parents Expectations and Feel upset in home. The second factor group explains 16.994% of the total variance. The third group, which represents 10.397% of the variance, is named "Low Confidence" as it contains variables such as dependent on others and low in confidence level. The fourth factor includes variables such as _Upset in School‘. This last component explains 10.185% of the total variance.

5. Discussion on Findings & Conclusion

5.1 Major Findings

Based on the gender, the study reveals that the female students were better self confident than male students. We conclude that there is a significant gender difference in Self esteem levels among Male and Female. Also there is a statistical significant association was found between type of school and the self esteem level of the respondent and there is some association was found between parent education and the self esteem level of their children. Also based on Age, we conclude that there is significant difference between Self Esteem levels of different Age group.

Four factors, explaining 83.425% of the total variance was identified. These factors were named _Self Confidence‘, _Abode Environment‘, _Low Confidence‘ and _Upset in School‘.

Conclusion:

The findings of this survey give more scope to improvement of Self Esteem among Intermediate Students. Teachers and parents must become proactive and motivate the student in order to increase their self-esteem. Teachers must be trained to the strategies which are related to the self-esteem building and they have to implicate those strategies to meet the needs of the students. Parents also understand the feelings of the children and motivate them to achieve their goals.

Reference:

1) Psychosocial stress, internalized symptoms, and the academic achievement of Hispanic adolescents. Alva, Sylvia Alatorre; Reyes, Rydda de Los, Journal of Adolescent Research, Vol 14(3), Jul 1999, 343-358.
2) Intelligence and Gender as Predictors of Academic Achievement Among Undergraduate Students. Habibollah Naderi, Rohani Abdullah, Tengku Aizan Hamid & Jamaluddin Sharir, Malaysia, European Journal of Social Sciences – Volume 7, Number 2 (2008)
3) Relationship Between Self-esteem and Academic Achievement Amongst Pre-University Students - Mohammad Aryana , 2010, Journal of Applied Sciences, 2010: 2474-2477
4) The relationship between self-esteem, achievement goals and academic achievement among the primary school students- Parisa Rahmani, Islamic Azad University, Iran, Procedia, Social and Behavioral Sciences 29 (2011).
5) Self-esteem and academic performance relationship amongst the second year undergraduate students of Universiti Kebangsaan Malaysia, Kuala Lumpur Campus - Yanti Rosli, Hidayatulfathi Othman , Ismarulyusda Ishak, Syarif Husin Lubis, Nur Zakiah Mohd. Saat and Baharudin Omar, Procedia, Social and Behavioral Sciences 60 (2012).
6) Self-esteem in Iranian university students and its relationship with academic achievement - Marayam Saadat, Azizreza Ghasemzadeh b , Mahsa Soleimani - Procedia, Social and Behavioral Sciences 31 (2012).

7) Relationship Between Self-Esteem and Academic Achievement of Secondary School Students -Vishalakshi K. K , Dr. K. Yeshodhara , Indian Journal of Applied Research, Volume : 1 | Issue : 12 | September 2012.
8) Relationship between Self-concept and Self-esteem in adolescents - Dr.Rekha Srivastava, and Dr.Shobhna Joshi, International Journal of Advanced Research, Volume 2; 2014
9) Self-Esteem & Academic Performance among University Students - Muhammad Arshad, Muhammad Imran Haider Zaidi, Dr. Khalid Mahmood - Journal of Education and Practice, Vol.6, No.1, 2015
10) Academic Achievement and Self –Concept of Secondary Level Students – Madhvi Agrwal, Dr Anil kumar teotia, International Educational and Research Journal, Volume 1, 2015.
11) Gender Difference in Self Esteems among Young Adults of Raipur, Uttar Pradesh, India – Chaurasia Nupur, Meerambika Mahapatro, Austin Journal of Woment's Health, 2016
12) Impact of gender, intelligence and stress on academic achievement of primary school students Amarnath Reddy K, Prof Srikanth Reddy V. International Journal of Humanities and Social Science Research ISSN: 2455-2070 Volume 2; Issue 7; July 2016

*****

.