

Self-Esteem and Happiness among Young Adolescents of Jammu & Kashmir State

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ABSTRACT

Self-esteem has a crucial role to play in position as to determine a personality leading to the development of an individual's overall level of happiness and about how they feel regarding themselves. Self-esteem can also be defined as one's subjective evaluation of his or her own value, a measure of how confident a person is of what they can achieve with their own capabilities. It is considered as a major component to a person's mental health and stability. The main objective of this study is to explore how self-esteem affects the level of happiness among young adolescents. 2 questionnaires were forwarded to a group of adolescents aged between 18-25 years (Males-28, Females-28). A total number of 100 adolescents were selected from various colleges of Jammu & Kashmir. Quantitative approach was used along with Descriptive research design. Rosenberg's Self-esteem Scale (RSES, 1965) perhaps the most widely used instrument for the assessment of trait self-esteem, defined as relatively stable feelings of overall self-worth were used to assess the levels of self-esteem among adolescents. Oxford Happiness Questionnaire (OHQ), a widely used scale for assessment of personal happiness was used to assess the levels of happiness. Pearson Correlation test was incorporated to reach the final findings. According to the Correlation test, there is no significant relationship between self-esteem and happiness and results, therefore were found to be rejecting the hypothesis.

Keywords: *Self-esteem, Adolescent*

Self-esteem is a universally used notion both in language and in psychology. Self Esteem refers to an individual's sense of his or her value or worth, or the extent to which a person value, approves of, appreciates, prizes, or likes him or herself (Blascovich & Tomaka, 1991). The most comprehensive and often used cited definition of self-esteem within psychology is Rosenberg's (1965), who explains it as favorable or unfavorable and Marwell attempts to organize definitions of self-esteem based on two psychological processes: evaluation (which emphasizes the role of cognition) and affect (which prioritizes the role of feelings) as they pertain to self-esteem attitude towards the self.

Self-esteem, as seen, is a positive or negative attitude toward a particular object, namely, the

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self. High self-esteem, as reflected in us, scale items, expresses the feeling that one is “good enough.” The individual simply feels that he is a person of worth; he respects himself for what he is, but he does not stand in awe of himself nor does he expect others to stand in awe of him. He does not necessarily consider himself superior to others. (1979, pp. 30–31) Another main problem in the field is the acknowledgement of the fact that the usual course of action of explaining self-esteem is to realize it as a form of worthiness. The major role in human behaviour becomes pivotal to the understanding of self-esteem. Thus, it is considered as the evaluative element of the self-concept. It has also been universally presumed that the notion of self-esteem functions as a trait which means that it is quite firm across the time in individuals. The concept of self-esteem is an exceptionally famous construct in psychology and is also related to other various psychological concepts. Numerous studies believe that self-esteem has an association with the well-being of an individual; that it is ductile and not malleable and can be assessed through various tools. There have been various factors which have influenced self-esteem like Genetics, Personality, Health, Age, Thoughts. Also, it can be decided by the various factors such as acceptance, acquiescence and mainly sustenance, love, and support from family. It also evolves from childhood to adulthood. There comes a point where oscillation begins from ideal parents to reality and the comparison takes place on and off. Friendship can be a major source as research has proved that school aged or young people spend most of the time with their friends rather than spending time on work which eventually results in lower quality time spent with parents or families, but it does not turn out as same because peer pressure can be a vital source of transition in between. Due to peer pressure, students or adults might isolate themselves rather than indulging in interaction or it might lead to their antisocial tactic as well. The other factor underlies the disparity, variation, and inconsistency among the notions of self which holds the idea of oscillation from idealism and actuality.

Low shallowness is connected to violence, faculty dropout rates, teenaged physiological state, suicide, and low academic action (Misetich & Delis-Abrams, 2003).

Self-esteem is a crucial factor in human behavior and critical to an individual’s sense of self and well-being. Self-esteem plays a critical role through the entire spectrum of human behavior.

In Maarit Johnson, PhD, Associate Professor’s research, the central theme is a dynamic integrative view of personality and health. In personality processes self-esteem is considered to play an important role whether cognitive and motivational aspects result in vulnerability or resiliency. Trait level of self-esteem combined with different needs and strivings to maintain or increase self-esteem, is an important aspect to consider for a realistic understanding of mechanisms underlying behavior and wellbeing. Self-esteem, that is contingent on success and competence, triggers fundamentally different habitual thought and behavior patterns than contingent self-esteem, that involves seeking compensation from emotional support and acceptance. These behaviors and attitudes have in recent studies been linked to distinctive patterns of coping with social threats and differential health outcomes.

Within this research frame several new constructs and scales have been developed and validated. Both experimental and questionnaire methods are applied. Another theme in This research concerns implicit aspects of self-esteem and psychometric issues, such as response biases in self-esteem measures. This research has been supported by grants from The Swedish Research Council 1998-2003, 2005-2009.

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Mohammad Amin Wani presented a study intended to examine the level of optimism, happiness, and self-esteem among University students. Further, the study strived to find the correlation between the variables. This study consisted of the sample of 60 University students with equal number of male and female participants, selected through purposive sampling technique. The life orientation test revised (LOT-R) by Scheier, Carver, and Bridges (1994) Oxford happiness questionnaire (OHQ) developed by Hills and Argyle (2002), and Self-esteem scale constructed by Rosenberg (1965) were used to measure optimism, happiness, and self-esteem, respectively. For statistical analysis Mean, t- Test, and Pearson Correlation were applied by using SPSS 20.0 version. The results revealed that male and 20-24 years old students have higher levels of optimism, happiness, and self-esteem than female and 25-28 years old students. Significant difference was found between the mean scores of male and female students in respect to their optimism, happiness, and self-esteem, whereas insignificant difference was found between the mean scores of 20-24 years old and 25-28 years old students in respect to their optimism, happiness, and self-esteem. Further results also revealed that there is positively significant correlation between optimism, happiness, and self-esteem. Concurrently, gender is negatively significantly correlated with optimism, happiness, and self-esteem, whereas age was found negatively insignificant correlated with optimism, happiness, and self-esteem, respectively.

Jasrin Singh (Life Coach, SINGAPORE) published her research paper in which she says. that for a long period of time people have relied on outer sources to gain Self-esteem trying to prove themselves worthy of esteem. We look for self-esteem in the accumulation of things or achievements. This kind of self-esteem is shaky, in that when the outer conditions change, the self-esteem gets easily ruffled. The reality is that Self-Esteem is very much an internal condition, and to attain solid, unshakeable self-esteem, we must go deep within the mind and soul. Our world, our education system and our overall consciousness as it stands today, does not promote the development of unshakable self-esteem.

Self-Consistency theories suggest that among people low in self-esteem positive life events might be psychologically disruptive therefore reducing the ability to have satisfaction in the individual's life (Andrews, 1989; Swann, 1992). One reason for this may be that their low levels of self-esteem are not being reinforced as explained above through the use of upward comparisons. As psychologists have come to understand positive life events can be disturbing for the individual with low self-esteem as they may have come to expect a life full of hardship. This then could possibly lead to reinforced upward comparisons and these events may constantly remind the individual of the reality that the individual has low levels of self-esteem.

Personal self-esteem directly predicts life satisfaction. Previous research has demonstrated a similar relationship between self-esteem and life satisfaction among college students (Lucas et al., 1996), retired persons (Lyubomirsky et al., 2006) and Spanish adolescents (Rey et al., 2011).

Carl Rogers (1902-1987) Self-worth (or self-esteem) comprises what we think about ourselves. Rogers believed feelings of self-worth developed in early childhood and were formed from the interaction of the child with the mother and father. Self-worth may be seen as a continuum from extremely high to exceptionally low. For Carl Rogers (1959) a person who has high self-worth, that is, has confidence and positive feelings about him or herself, faces challenges in life, accepts failure and unhappiness at times, and is open with people.

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The usage of upward comparisons according to studies, are considered intimidating to levels of self-esteem and wellbeing, in contrast to other actions. This goes in accordance with my hypothesis where the determination of happiness in one's life is proven to be dependent on how people feel about themselves and their own self-worth, which also ascertains how satisfied they are in their lives. When the self-esteem is high people usually value themselves and think about themselves in an incredibly positive way.

METHODOLOGY

Quantitative approach was followed for the study. Correlational test was used. Self-esteem is a crucial factor in human behavior and critical to an individual's sense of self and well-being. Self-esteem plays a critical role through the entire spectrum of human behavior. With the fast-moving world, one must know self-worth or belongingness which eventually leads to evolving of personality. Self-esteem can affect the various aspects so assessing self-esteem becomes especially important. Assessing self-esteem can help in cultivating self-confidence and awareness about oneself.

Hypothesis

H0: There is a significant relationship between self-esteem and happiness.

Self Esteem

Self-Esteem could be defined as: What our unconscious believes to be true about how worthy, lovable, valuable, and capable we are. Our self-esteem is very dependent on factors within our environment. It is formed as a result of our years of experiences (especially the early ones). Self-esteem, Sense of personal worth and ability that is fundamental to an individual's identity.

Happiness

Happiness, in psychology, a state of emotional well-being that a person experiences either in a narrow sense, when good things happen in a specific moment, or more broadly, as a positive evaluation of one's life and accomplishments overall—that is, subjective well-being.

The universe of the study were young adolescents who were selected from the state of Jammu & Kashmir. These adolescents belonged to various colleges of Jammu & Kashmir. The study was conducted by the researcher in the state of Jammu & Kashmir. The sample was chosen from college students of Jammu & Kashmir, thereby making it the geographical area for the study.

Sampling and Techniques

The sample of the present study consisted of 100 adolescents (Males-28, Females-28). They belong to the age range of 18 to 25 years and belonged from various colleges of Jammu & Kashmir. Quantitative Approach was applied. Correlation test was also used.

Data collection was done using sources by means of 2 questionnaires (RSES) and (OHQ). Participants were given (RSES) to measure their levels of self-esteem along with (OHQ) which is widely used to measure the levels of happiness.

Research ethics was followed. Confidentiality of the participants were maintained throughout.

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Participants were given full freedom to quit if there was any awkward or uncomfortableness.

Tools for the study: Rosenberg Self-esteem Scale (RSES) by Morris Rosenberg (1965) and Oxford Happiness Questionnaire (OHQ)

RESULT

Table 1: Correlation between variables of interest

	N	M	SD	r	p
SE	100	15.41	2.365	.174	.08
H		13.27	2.660		

Note: SE=Self-esteem, H=Happiness

The purpose of the study was to examine the relationship between self-esteem and happiness among young adults. The data was collected using Rosenberg's Self-esteem Scale (RSES 1965), and Oxford Happiness Questionnaire (OHQ). Total sample size of 100 adolescents within the age group of 18 to 25 years hailing from Jammu & Kashmir were selected. The data was entered into Microsoft Excel and then exported into SPSS 15 for further statistical analysis.

The correlation was calculated for two variables, i.e., self-esteem and happiness for 100 which were divided into 28 males and 72 females. The Pearson correlation results showed that there was a negative correlation between self-esteem and happiness. Therefore, the study rejects the hypothesis which states that 'There is a significant relationship between self-esteem & happiness among adolescents. The results were not statistically significant.

CONCLUSION

Since the main purpose of this study was to find the relationship between self-esteem and happiness among young adolescents, how the levels of self-esteem can affect the levels of happiness among adolescents. The findings of the study have concluded some points which are:

1. There was no significant relationship between self-esteem and happiness.
2. It was noted that there are not always the high chances of having high self-esteem with high levels of happiness. It was observed that people with low self-esteem also tend to be happy.

Implications

As per the results it was observed that there was no significant relationship between self-esteem and happiness which suggests that high self-esteem has not always proven to have a positive effect on the levels of happiness.

Limitations of the study

As the sample was taken from a specific geographical area, it cannot be generalized too the whole population. The study only based on young adolescents, with that case the results might differ with late adolescents or old age. The levels of self-esteem can differ with the stages of life.

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Conflict of Interest

The author(s) declared no conflict of interest.

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