

## Self Esteem Among Pre University Students

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### ABSTRACT

The present research aims at examining the self esteem among Pre University students. The study consists of 360 students, who are pursuing Pre University course in Karnataka who are in adolescence phase. Adolescence is a period of life where the child is experiencing a transitional phase of physical and psychological development that generally occurs during the period from puberty to legal adulthood. Self esteem is one of the contributing factors in an adolescent's life in shaping their life; psychologist defines self esteem as a reflection of a person's overall subjective emotional evaluation of their own worth. For the present study the samples were taken from urban and rural Pre University Colleges in Karnataka a total of 360 students out of which 180 samples were taken from Bangalore and Ujire each. group consist of 90 boys and 90 Girls respectively. Purposive sampling was adopted; the students were administered with Rossenberg Self Esteem Scale (RSE 1965). The objective of the study was to find out significant difference in the level of self esteem among the Pre university students with respect to gender and geographical location. Descriptive statistics and independent sample t-test were estimated using SPSS 16.0 According to the results acquired, there is a significant difference in the level of self esteem between students of urban colleges and students of rural colleges, there was no significant difference in the level of self esteem between the Urban and Rural Pre university students and Gender.

**Keywords:** *Self Esteem, Adolescents, Gender, Geographical Location, Pre University.*

Self Esteem is an overall evaluation of one's worth or value by having a positive or negative orientation towards oneself is known as self esteem. It is generally considered as an evaluative component of self concept, a border representation of self as well as evaluative or affective one (Balscovich and Tomaka, 1991).

The term self esteem was first coined by William James in the year 1890. It is one of oldest concept in psychology; self esteem is the third most frequently occurring theme in psychological literature. (Rodewalt & Tragakis 2003). The original definition given by William James is "Self Esteem as a Ratio of Success compared to failures in area of life that are important a given individual or that individuals success to pretentious ratio "(James 1980)

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Rosenberg was one of the first psychologists to make an questionnaire on self esteem, he defines self esteem as “An individual will to have an positive or negative attitude about oneself which will be of same quality and attitude towards other individual”. (Rosenberg 1965).

From late 1960's to the early 1990's it was assumed as a matter of course that a student's self esteem was a critical factor in their academic achievement in school. It is believed that person with positive attitude towards life i.e. being active, happy, and cheerful, will have high self esteem; people with negative attitude will be critical of them and won't accept any appreciation without scrutinizing it, this leads to low self esteem in the individual. This concept can be correlated to academic achievement as the academic achievement increases self esteem of the individual increases, as and when academic achievement decreases there is a decrease in level of self esteem. (Das and Pattanaik 2013).

When an individual grows from childhood to adolescence we can see changes in them in terms of psychological and psychological changes, understanding about oneself differs from individual to individual this can be seen in case of gender as well. Previous literature suggested that men have higher self esteem compared to that of female (Robin., 2002 ; Robin & Trzesniewski., 2005; Nupur & Mahapatro 2016) there are other literature which say men and women do not differ in their level of self esteem (Erol and Orth., 2011; Tajeddini., 2014)

**Adolescents:** Adolescence is a period of life in an individual's life where their personality is constructed through Psychological, Psychosocial, temporal and cultural lenses. This critical development period is conventionally understood as the years between the onset of puberty and the establishment of social independence (Steinberg 2014). It is a transitional phase where there is growth and development from childhood to adulthood this is an age gap between 13-19 years.

Besides physical and sexual maturation, developmental experiences include movement toward social and economic independence, and development of identity, the acquisition of skills needed to carry out adult relationships and roles, and the capacity for abstract. (Bhende 1994). In education level the child is going from High School to Pre University college.

Many societies narrowly equate adolescence with puberty and physical changes in young children, during this period the child faces issues of emotional separation from parents. From a biological perspective, adolescence should be the best time of life. Most physical and mental functions, such as speed, strength, reaction time, and memory, are more fully developed during the teenage years. Also in adolescence, new, radical, and divergent ideas can have profound impacts on the imagination.

Historically, many societies instituted formal ways for older individuals to help young people take their place in the community. Initiations, vision quests, the Hindu samskara life-cycle rituals, and other ceremonies or rites of passage helped young men and women make the transition from childhood to adulthood. An outstanding feature of such coming-of-age rites was their emphasis upon instruction in proper dress, deportment, morality, and other behaviors appropriate to adult status.

Eccles and Midgely (1989); Eccles and Roeser (1996) assumed that there are different school-related processes that changes across the course of children's and adolescents' development as they progress through elementary, middle, and high school.

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The state of Karnataka conducts examination at the end of second year of PUC (abbreviated as Pre University of College) for university admission. Karnataka pre university board typically offers Arts, Science and Commerce under which there are various sub-branches. An individual who desires to study professional course in Karnataka must pass in science stream of board exam and qualify through CET (abbreviated as Common Entrance Test). PUC is an intermediate course ( which is also known as 10+2) for two years duration conducted by state education board. Admission to PUC is based on marks obtained from the Secondary School Leaving Certificate (SSLC).

### **Research Question:**

Is there any significance difference in level of self esteem between boys and girls studying in urban and rural pre university college with respect to arts, commerce and science stream?

### **Objective:**

- 1: To find out level of self esteem of boys and girls.
- 2: To find out gender difference in the level of self esteem
- 3: To find out the difference between urban students and rural students in the level of self esteem.

### **Hypotheses:**

Hypothesis 1: There is no significance difference in the level of self esteem between boys and girls pre university students.

Hypothesis 2: There is No significance difference in the level of self esteem among urban and rural pre university students.

Hypothesis 3: There is No interaction effect in the level of self esteem among gender and location of pre university students.

### **Variable:**

**Independent Variable:** Gender, Geographical location.

**Dependent Variable:** self esteem.

### **Criteria:**

**Inclusion:** Pre University Students  
Day Scholars  
Students appearing for state pre university board

**Exclusion:** Residential College  
Integrated College  
Correspondence students

### **Research Design:**

Exploratory Research; 2x2 Factorial Design was adopted.

### **Sample:**

Purposive Sampling method was adopted.

	Boys	Girls	Total
Urban	90	90	180
Rural	90	90	180
Total	180	180	360

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### **Tools:**

**Rosenberg Self Esteem Scale:** This scale is a 10 item self report scale developed by Morris Rosenberg (1965), it measure global self esteem. There are four choices out of the respondent has to select either one of the choices, the score ranges from Strongly agree to strongly disagree. High score reflects high self esteem. **Reliability:** Internal Consistency ranging from .85-.88 ; **Validity:** Construct Validity .72. **Scoring:** items 1, 2, 4, 6, 7: Strongly Agree=3, Agree=2, Disagree=1, and Strongly Disagree=0. Items 3, 5, 8,9,10 strongly Agree=0, Agree=1, Disagree=2, and Strongly Disagree=3. The score ranges from 10-40

### **Procedure:**

Data collection was taken during various time frame and various. The data collection was done in two stage; first in Bangalore the urban data was collected from The National College Jayanagar Bangalore 180 data's was collected both first years and second year pre university students who are perusing Art, Science and Commerce respectively. Permission was taken from the Head of the Institution,30 participants were taken from boys and girls from each stream, the participants were briefed about the research and research tools, the participants voluntarily participated in the test, written consent was taken from the participants. First the demographic sheet was filled then Rossenberg Self Esteem Scale was administered. In second stage the rural data's were collected from Shri Dharmasthala Manjunatheshwara Pre University College Ujire, the participants Were from Arts and Commerce Stream. Data's for Science stream was collected from Deemanth Hostel and Maiythree Hostel for boys and girls respectively. The procedure for data collection was same as done in urban college.

### **Statistical Analysis:**

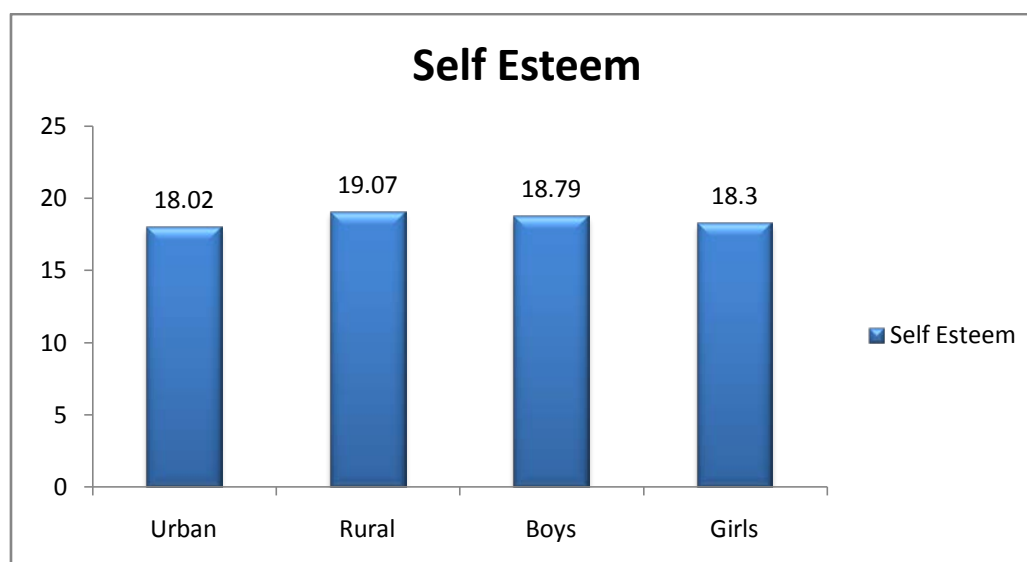
Two way ANOVA was administered using SPSS 16.0 software.

## **RESULTS**

**Table 1: Summary of Mean and SD of the participant based on Location and Gender.**

Location	Gender	Mean	SD	N
Urban	Boys	18.56	3.12	90
	Girls	17.47	3.08	90
	Total	18.02	3.14	180
Rural	Boys	19.02	3.30	90
	Girls	19.13	3.62	90
	Total	19.07	3.46	180
Total	Boys	18.79	3.21	90
	Girls	18.30	3.45	90
	Total	18.55	3.34	180

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**Figure 1:** Mean score of the level of self esteem among the participant based on Location and Gender

**Table 1.2:** summary of two-way ANOVA for self esteem among participant based on gender and location

Source	Sum of Squares	Df	Mean Square	F	p value
Location	100.27	1	100.27	9.25	0.003
Gender	21.51	1	21.51	1.98	0.160
Location * Gender	32.40	1	32.40	2.98	0.085
Error	3858.91	356	10.840		
Corrected Total	4013.10	359			

The hypothesis stating that there is no significance difference in the level of self esteem between urban and rural pre university students in their level of self esteem using two-way ANOVA. The table 2 indicates that the F value 9.25 is significant. There is a significant difference in the level of self esteem between students from the area of urban and rural pre university students. Hence null hypothesis is rejected. The mean score of students from urban and rural areas are (18.02; 19.07) respectively. These findings were in coinciding with the findings of (Srivastava. and Joshi, 2014).

The hypothesis stating that: there is no significance difference in the level of self esteem between boys and girls pre university students was tested .using two-way ANOVA. The table 2 indicates that the F value 1.98 which is not significant. there is no significance difference in the level of self esteem between boys and girls pre university students Hence null hypothesis is accepted.

The hypothesis stating that There is No interaction effect in the level of self esteem among gender and location of pre university students. was tested .using two-way ANOVA. The table 2 indicates that the F value 2.98 which is not significant. There is No interaction effect in the level of self esteem among gender and location of pre university students. Hence null hypothesis is accepted.

### DISCUSSION

The Study indicates there is a significance difference in level of self esteem among the students who are coming from urban and rural areas. Students from rural area have higher level self esteem than compared to their counterpart i.e. students from urban area who comparatively low self esteem. There are few literature which speaks about significance in the level of self esteem between the locations. (Srivastava & Joshi, 2014) reported that adolescents having high academic self-concept would have high self-esteem. Pre University board of Karnataka released statistics regarding pass percentage of students with respect to gender and location. Leading the table was udupi being the table toppers the pass percentage from he district is 90.01% close to that is Dakshina Kannada with an overall pass percentage being 89.92.this two district constitute rural part of Karnataka. On urban front Bengaluru south was considered it was placed 7<sup>th</sup> in the tally with the pass percentage of 66.63, just behind that of Bengaluru North with the pass percentage of 67.17.this data supports my results which says there is significant difference in terms of self esteem among students urban and rural area.

When it comes to gender difference in the level of self esteem the reviews were mixed. Few Literatures suggests that Male adolescents were found significantly superior on self-esteem than female adolescents. (Robin., 2002; Joshi & Srivatsava 2009; Srivastava & Agarwal,2013; Singh, Haasan & Wani, 2017) This is contradicting to results obtained from the current research. There were literature which were supporting to current research. Contrary to popular belief, there is no significant difference in women and men's self-esteem (Leybold & Johnson 2011 ). Women and men did not differ in their level of self esteem; no significant difference between the gender. (Tajeddini., 2014 & Erol & orth 2011). There is no significant difference in the interaction effect between location and gender. There was not much literature found in terms of interaction level between gender and location in context to India

### FURTHER RESEARCH

Current research was focused only on gender and location, Streams (i.e. Arts, Science and Commerce) can be considered for interaction effect, i.e. interaction between stream, gender and location.An additional suitable scale can consider supporting the hypotheses. to improve self esteem among the student schools and college has to consider in appointing student counselor which would help the adolescences to improve their personality in an holistic approach.

### LIMITATION

The sample size is small to give an overall judgment about one area.sample was restricted to only two colleges of that of South Bangalore and Dakshina Kannada District. Only English Medium and Private College Students were considered for study.

### CONCLUSION

Keeping in view the current study it is concluded There is significance difference in the level of self esteem between urban students and rural students. Furthermore good academic performance can lead to high self esteem it has been proved in this research that students from rural colleges have higher self Esteem than Students from urban colleges. There is no significance difference in the level of self esteem boys and girls.There is no significance difference in the level of self between gender and location.

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### ***Conflict of Interest***

There is no conflict of interest.

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