

Self-Esteem of Post Graduate Students of Manipur University

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Abstract - The current paper found out the level of self-esteem of the post-graduate students studying in Manipur University in relation to gender, age and subject stream. Further attempts were also made to examine if there was any difference in self-esteem between male and female, subject streams i.e., science faculty and social-science faculty and any difference of it relating to the age. Altogether 238 P.G. students from 19 departments (school of Mathematical and Physical science=14, Social Science=5) participated in the study. They were selected through simple random sampling out of the population of 2800 students studying in the five schools of studies of Manipur University. The Rosenberg Self-Esteem Scale (RSES; 1965) was used. The study indentified 87 percent of student with average, 11 percent low and 2 percent high in the self-esteem. The self-esteem of the female students was higher than male students. No significant differences were found between science and social science students. There seem to be no correlation between age and self-esteem.

Key words : Post-graduate, male, female, age, stream, faculty.

I. INTRODUCTION

Every individual in the society have a need or desire for a stable, firmly based, usually high evaluation of themselves, for self respect and for the esteem of others. Such needs may be classified into two sets. First, the desire for strength, achievement, adequacy, mastery and competence, confidence in the face of the world and independence and freedom. Second, we have what we may call the desire for reputation or prestige, status, fame and glory, dominance, recognition, attention, importance, dignity or appreciation.

William James (1842-1910), a re-known US Psychologist, introduced the concept self-esteem in his book. *The principles of Psychology* published in 1890. He defined self-esteem as a sense of one's own worth, deriving it from the ratio of what we would like to do is relative to our values and goals. This definition shows well what is involved in self-esteem such as assessment and measurement of our own worth by comparing how we are to what we would like to be.

Rosenberg (1965) The basic concept of self-esteem is that each individual has an internal worth and has internalized certain values. These internal values make the people feel that they are significant as human beings. Everyone regularly aspires to improve that worth. It is related to the ego and people with low self esteem are assumed to be suffering from an inferiority complex. In general term, people with moderate self esteem generally feel their life worthy, while those with low self-esteem feel they are less worthy of good life.

According to Rosenberg (1965), Self-esteem is a Psychological trait to a person's image of self-confidence in total aspects of human activity. It is an individual's attitudes and perceptions of self-worth, that is, how good or bad I am, valuable or worthless, positive or negative or superior or inferior. It is one's self-worth, one's attitude towards oneself or one's opinion or evaluation oneself, which may be positive (favourable or high), self-evaluation, self-image.

Branden (2006) defined self-esteem that : "Self-esteem has two interrelated aspects : it entails a sense of personal efficacy and a sense of personal worth. It is the integrated sum of self-confidence and self respect. It is the conviction that one is competent to live and worthy of living".

To sum up, the definition of self-esteem have been given by psychologists, initially by William James (1890), then many other psychologists but Branden's (2006) two factor-approach, that is, competence and worth or worthiness appeared to be generally accepted definition. In this context, Mruk (2006, P.26) said :

"The two factor approach to defining self-esteem seems to be more theoretical valid because it may be more robust than either of its single factor counterparts, because it seems closer to the original definition of the term, and because it appears to be empirically descriptive at the lived level....."

The person with high self-esteem is usually possessed certain traits like more confident, joyful, optimistic, motivated to complete any task in time, also has high

positive attitude for success in life etc. The importance of self-esteem has also been realized and greatly emphasised by many psychologists. Now, it has become almost undisputed fact as show by the findings of several studied.

II. REVIEW OF RELATED LITERATURE

Some of the studies conducted on self-esteem and gender in India an abroad with reference to the current study have been review here as follow :

Trimakas and Nicolay (1974) found higher self-esteem in older age among teachers, higher self-esteem the middles years (Jaquish & Ripple, 1981), lower self-esteem in older age (Puglisi & Jackson, 1980), Hoppe (2013) carried out a study on the relationship between self-esteem and age, among others. A 2 by 3 ANOVA was administered to see if there was relationship between self-esteem and age. This test showed that the correlation between self-esteem and age was 6, in which older people tend to have higher level of self-esteem than do younger people. Rupabati, Pandey and Suresh (2015) also found self-esteem of the younger teachers was more higher that of the older teachers with p-value=0.012.

Cairne (1990), found gender differences in self-esteem in which males favouring self-esteem were common.

In a study conducted by Block and Robins (1993) on the gender differences in self-esteem, they found that self-esteem was interpersonally oriented for adolescent girls, while that of boys' self-esteem person-oriented. It was also found by Joseph, Marcus and Tafarodi (2006) that while self-esteem was related to the masculine trait of unique superiority for boys, high self-esteem was related to interconnectedness with others for adolescent girls. Sex differences in self-esteem were also reported by some studies. In one of the studies, Groer, Thomas, and Shoffner (2002) amongst adolescents reported that, more specifically, girls tend to report significantly more negative self-esteem life than boys across all ages of adolescence as well as higher levels of stress.

Another finding was also reported by Plunket, Radmacher and Moll-Phanara (2000) in a study amongst 207 high school students and they found the adolescent girls reported higher levels of self-esteem and more use of coping strategies than boys.

In a study conducted by Taylor, Peplau and Sears (2006), it was found that there were no significant differences in academic self-esteem between adolescent boys and girls. The same finding was reported by Rupabati, Pandey and Suresh (2015) who reported than sex may not be a contributing factor of high or low self-esteem.

Brinda (2011). Found that the male college students from intact family have more over-all self-esteem, competency self-esteem, global self-esteem, moral and self control self-esteem, social self-esteem, family self-esteem and body & physical appearance self-esteem than the male college students from single parent family. Further, there is no

significant difference in the over-all self-esteem and in case of competency dimension between male and female college students from single parent family. The male students have more global self-esteem than the female students from single parent family. And there is no significant difference in the moral and self control dimension, social dimension, family dimension and body and physical appearance dimension of self-esteem between male and female college students from single parent family. The male college students have low over-all self-esteem than the female college students from intact family. There is no significant difference in the competency dimension of self-esteem between male and female college students from intact family. The study also reported that female college students have more global self-esteem than the male college students from intact family. The male college students have lower moral and control self-control self-esteem than the female college students from intact family. And there is no significant difference in the social dimension, family dimension and body and physical appearance of self-esteem between male and female college students from intact family.

A study of Colquhoun and Bourne (2012) amongst elementary school students reading fourth grade in schools in Kingston and St. Andrew, Jamaica, reported that boys had a lower self-esteem than their female counterparts.

It was found in a study conducted by Ajeesh (2013) amongst the National Volleyball players (20 men and 20 women) who participated in the Federation Cup National Volleyball Championship held in Kerala during 2010-2012 that no significant difference in self-esteem between male and female players was noted. The researcher measured the self-esteem, using the Rosenberg Self-Esteem Scale.

Begum (2016) found that gender has not influenced in the levels of self-esteem among secondary school students of Assam. Both male and female students are having equal amount of self-esteem.

It has been observed from the above discussion of the available literature that several research studies had been conducted on self-esteem and its co-relates. Gender difference in self-esteem, males comparatively had higher self-esteem than that of females in most studies. It was, therefore necessary to boost the self-esteem of the females. On the other hand, the self-esteem of the teachers teaching in the primary, elementary, and private schools appeared to be low as compared the teachers in secondary, higher classes and public schools, as reputed by some studies. This was also an important area of attention on the part of the educational authorities. It was also found that there were positive correlation between self-esteem and classroom interactions, in which teachers with higher self-esteem were more interacted with students in the classroom than that of those with low self-esteem. Similarly, teachers with higher self-esteem was more effective than did teachers with low self-esteem. In this

way, higher self and high efficacy had a very significant influence not only in one's life, but also in the field of education.

2.0 OBJECTIVE

The objective is to study the level of self-esteem of post graduate students studying in Manipur University.

III. METHOD

In the present study, the descriptive survey method was adopted. It was because of the purposes of the current study as the study was a non-experimental one. It dealt with only the relationships between self esteem and some selected variables that is, gender and subject stream of the post-graduate students. It was concerned with the development of generalisation of the findings of the study. And it also used some forms of statistical analysis to describe the results of the study.

3.1 Population

All the 2800 post-graduate students studying in the Manipur University in the session 2019-2020 constituted the population for the study.

3.2 Sample

Out of the five schools of studies of the Manipur University, post-graduate students studying in the three schools were selected through the simple random sampling technique. The schools of studies were school of Social Science, school of Mathematical and Physical Sciences, and school of Sciences which consist of a total of 19 departments. The sample was selected in such a way that at least ten (10) students from each nineteen (19) departments were selected as the subject of the study through the simple random sampling technique with a total sample of 238 subjects out of the total population of 2800 post-graduate students studying in the University.

3.3 Measures

In order to measure the level of self-esteem the Rosenberg Self-Esteem Scale (RSES, 1965) was used. The scale consisted of 10-items which measure global self-worth by measuring both positive and negative feelings about the self. It is a uni-dimensional measure of self-esteem. All

items are answered using 4-point Likertype scale format with a scale value of 3 (Strongly Agree), 2 (Agree), 1 (Disagree), and 0 (Strongly Disagree) for positive items and 0 (Strongly Agree), 1 (Agree), 2 (Disagree), and 3 (Strongly Disagree) for negative items with 30 as the highest possible score on the scale. The internal consistency of the scale ranges from .77 to .88 with Test Reliability ranging from 0.82 to 0.85.

3.4 Statistical Analysis

The data were analyzed and interpreted, using t-test correlation co-efficient and percentage and graph.

IV. PROCEDURES OF DATA COLLECTION

The field work was carried out during the month of July to August, 2019. The work was conducted in three phases to serve the following purposes.

- In the first phase, rapport was established with all the Departments by way of seeking co-operation from the Head of Departments and Students of the 19 departments under the three schools of students of Manipur University under study.
- In the second phase, the process of selection of sample took place.
- In the third phase, the data collection process was carried out.

The Rosenberg self-esteem scale was administered to the post-graduate students respondents in the classroom itself. Before they gave their respective information on self esteem, the investigator gave a briefing to all about each item in the scale so as to remove any doubt about any of the items so that valid and reliable information could be obtained. No time limit was given for the completion of the scale, but they were asked to complete it as soon as practicable. It may be mentioned that although the investigator compelled to visit a particular department for a number of times due to one reason or another, all the head of the departments, teachers, non-teaching staffs, students extended their full co-operation to the investigator.

V. RESULT AND DISCUSSION

5.1 Global Self-Esteem

Table-1 : Distribution of levels of Self-Esteem of Post-Graduate Students of Manipur University.

Self-Esteem Range	Frequency
High	5 (2.00)
Low	26 (11.00)
Average	207 (87.00)
Total	238 (100.00)

(Figure in the parentheses indicating percentage of that particular column)

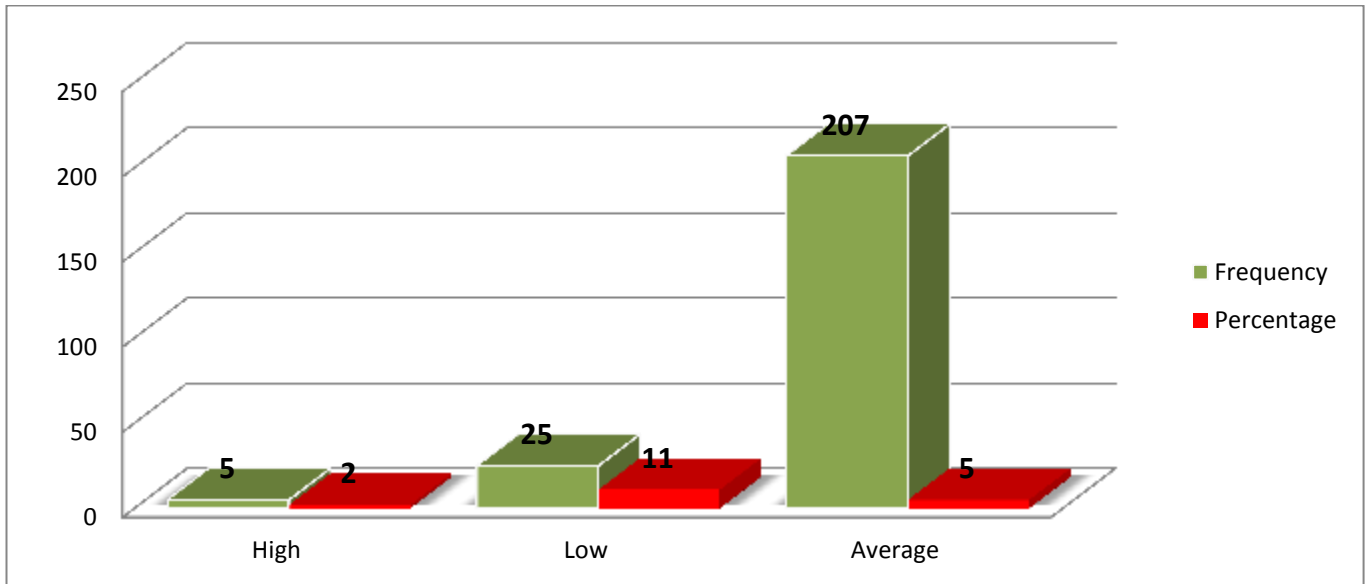


Figure No. 1 : Levels of self-esteem

The above table-1 had shown the frequencies and percentage of high, low and average levels of self-esteem of the study samples. Out of the 238 study samples, 5-samples were having high level of self-esteem with a percentage of 2.08%, 26 samples were having low level of self-esteem with a percentage of 11.00% and 207 samples were found to have average level of self-esteem with a percentage of 87.00%. The finding revealed that the global self-esteem of post-graduate students of Manipur University was found maximally under the category of average self-esteem with 87.00%.

5.2 Self-Esteem and Gender

Table-2 : Mean and S.D. of gender and self-esteem of the study samples.

Gender	Mean	S.D.	t-value	d.f	P. value
Female	18.58	3.12	1.463	236	0.145
Male	17.95	3.38			

** t-test is highly significant at 0.01 levels.

* t-test is significant at 0.05 levels.

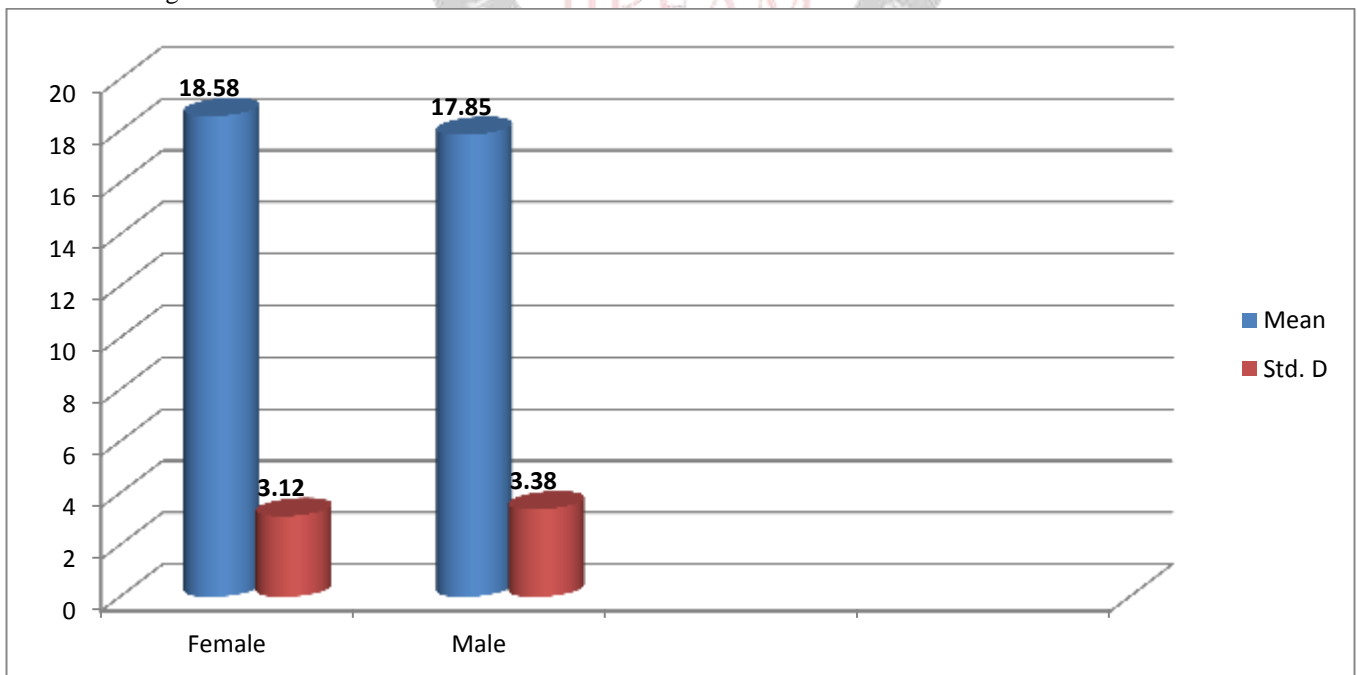


Figure No. 2 : Self-Esteem and Gender

It was perceived from the above table-2 that the mean score of self-esteem between male and female post-graduate students in the present study was found to be 17.95 and 18.58 respectively. The mean variation was nominal and when applied t-test, it

was found to be significant as evident by $p\text{-value}=0.145$, indicating no relationship between male and female post graduate students with self-esteem.

5.3 Self-Esteem and Subject Stream

Table-3 : Mean and Standard Deviation of Stream of subjects and self-esteem of the study samples.

Stream of Subject	Mean	S.D.	t-value	d.f	P. value
Science	18.55	3.19	0.741	236	0.460
Social Science	18.22	3.25			

** t-test is highly significant at 0.01 levels.

* t-test is significant at 0.05 levels.

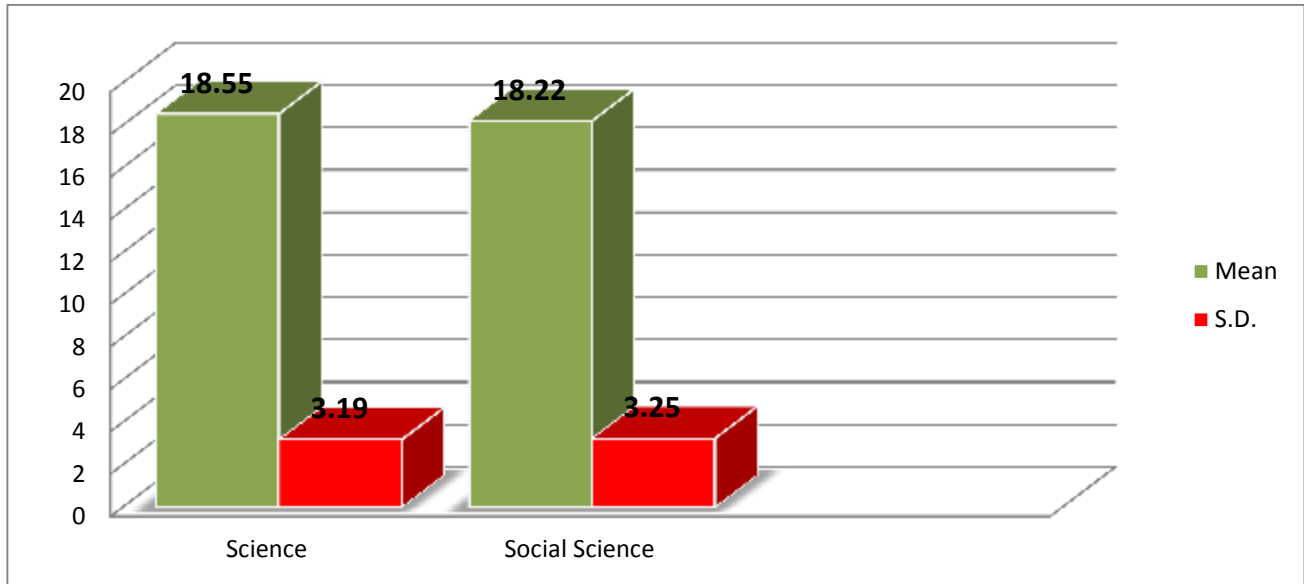


Figure No. 3 : Stream of Subject and Self-Esteem

It was observed from the above table-3 that the mean score of self-esteem between students who opted Science and Social Science as their stream of subjects in the present study was found to be 18.55 and 18.22 respectively. The mean variation was minimal and when applied to t-test, it was found to be insignificant as evident by $p\text{-value}=0.460$, indicative of no relationship between students who opted Science and Social Science as their stream of subjects with based on self-esteem.

5.4 Self-Esteem and age

Table-4 : Correlation between Age and Self-Esteem of the study samples.

Variable	Correlation co-efficient	P-value	Remark
Age and Self-Esteem	- 0.033	0.610	Insignificant

It was observed that in order to analyse the correlation between age and self-esteem of the study sample, the test value of Pearson Correlation co-efficient and observed level of significance (P) has been used to find the significance of the study parameter. And the statistical analysis showed that there was a negative relationship between age and self-esteem of the study samples, however, it was not significant as manifested by $P\text{-value}=0.610$.

VI. MAIN FINDINGS

1. The self-esteem of the majority of the post-graduate students studying in Manipur University was average with 87.00 percent, low 11.00 percent and 2.00 percent high.

2. Though the self-esteem of female post-graduate students was higher than male student, it was nominal. Hence, gender had nothing to do with high or low self-esteem, since no significant differences were noted between male and female students (≥ 0.05).
3. No significant difference in self-esteem between P.G. Students of Science and Social Science.

VII. CONCLUSION

On the basis of the results of the present study it may concluded that the two hypotheses tested under the two aspects of the objectives but none of the hypotheses were found to be predictors of high self-esteem. As such, the other variables i.e., gender and subject stream, had no

positive co-relation with self-esteem. Here, the similarities and differences between our findings and some of the other previous research findings related with the present study are discussed further. Although female students had higher self-esteem in the present study than male students, but it was nominal. Hence, no significant correlation was noted between the two (≥ 0.05). Another finding was also reported by Plunkett, Radmacher and Moll-Phanara (2000) in a study amongst 207 high school students and they found that adolescent girls reported higher levels of self-esteem and more use of coping strategies than boys. Similar findings was reported in another study conducted by Taylor, Peplau and Sears (2006), in which there were no significant differences in academic self-esteem between adolescent boys and girls. Another similar result also reported by Brinda R. (2011) who reported that gender has not significant impact on different aspect of self-esteem. A study of Colquhoun and Bourne (2012) amongst elementary school students reading fourth grade in schools in Kingston and St. Andrew, Jamaica, reported that boys had a lower self-esteem than their female counterparts. The same findings was reported by Rupabati, Pandey and Suresh (2015) who reported the sex may not be contributing factor of high or low self-esteem. Another report consistent with present study was import of Begum (2016) she found that gender has not influenced in the levels of self-esteem among secondary school students of Assam. Both male and female students are having equal amount of self-esteem.

Different views with different results on studies conducted on sex differences in self-esteem were found consisted with the results of the present study. In most of the studies self-esteem of adolescent females was found to be lower than that of adolescent males (e.g. Rosenberg & Simmons, 1975; Rishman, Clark & Brown, 1985; Cairnes, Mc Whirter, Duffy, & Barry, 1990; Harter, 1992; Chubb, Fertman & Ross, 1997. On the contrary, in some studies, no significant difference in self-esteem was found between males and females (e.g., Coopersmith, 1967; Garzelli & Lester, 2013; Dockter, 1991; Skaalvik, 1990; Collien 1995).

VIII. SUGGESTION FOR FURTHER STUDIES

Some of the suggestions of the further studies could be as follow :

- Same study could be undertaken with different variables such as birth order, parental education, academic achievement, age, parental occupation etc. covering all post-graduate students of Manipur University.
- Studies of self-esteem could also be conducted for different colleges and higher secondary schools students in the state of Manipur.

- Study of self-esteem could also be carried out for teachers at different levels of educational institutions in the state.

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