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"A COMPARATIVE STUDY OF SELF-ESTEEM AND SELF CONCEPT AMONG HIGH AND LOW ACHIEVERS"



Chaudhari Kailas Digamber

Research Scholar, M. S. S Art's Commerce and Science College, Jalna.

ABSTRACT

Objectives of the Study: 1. to search the self esteem of high and low achievers. 2. To examine the self concept of high and low achievers. **Hypotheses:** 1. there will be no significant difference between high and low achievers college students on dimension self esteem. 2. There will be no significant difference between high and low achievers college students on dimension self concept. **Sample:** A total of 80 students were selected for the present study belonging to Jalna district. Among them 40 high achievers college students and 40 low achievers college students. The age range of students was 18 to 22 years (M =20.78, SD = 2.87). Non-probability purposive sampling was used. **Tools:** 1. Self Esteem Inventory This test is developed and standardized by M S Prasad and G P Thakur for measuring self esteem. 2. **Differential Personality Inventory (DPI):** This inventory is developed and standardized by L.N.K. Shinha and Arun Kumar Singh. This inventory measure for self concept. The test consisted of 150 Items. **Variable:** Independent variable: types of achivers a) High b) Low Dependent Variable: 1. Self Esteem 2. **Self Concept Conclusion:** 1. High achievers college students have significantly high self esteem than the low achievers college students. 2. High achievers college students have significantly high self concept than the low achievers college students.



KEYWORDS :self esteem self concept, achievers, and college students.

INTRODUCTION :

An emotionally stable individual has the capacity to withstand delay in satisfaction of needs, capability to tolerate a reasonable amount of frustration, belief in long term planning and is able of delaying or revising his expectations in terms of demands of the situations. Kling, Hyde, Showers and Buswell (1999) conducted a study to

examine gender differences in global self-esteem. Result indicated that male score higher on standard measure of global self-esteem than females but the difference is small. Mullis and Chapman (2000) studied the relationship between coping, gender, age and self-esteem in adolescents and found that adolescents with higher self-esteem used more problem focused coping strategies and adolescents with lower self-esteem used more emotion focused coping strategies. Vasuki and Reddy (1997) explored the self-esteem of single children using an ex-post facto design, which revealed that most of

the children had high self-esteem and no gender differences in the self-esteem of 12-15 years olds were found. Overall all boys showed high self-esteem, and also indicated significant differences in the self-esteem of boys of the two age groups whereas the same was not observed in the case of girls.

Hay and Ashman (2003) investigated gender differences associated with the development of adolescents' sense of general self-concept and emotional stability were investigated with 655 adolescents. Relationships with parents were important for males' emotional stability, but not females. Peer relations were more influential in the formation of adolescents' emotional stability than parental relationships. Aleem (2005) examines difference between the mean scores of male and female students on emotional stability and revealed that male students are found to be more emotionally stable than female students. Self-esteem and personality are likely to share common developmental roots, and examining the personality correlates of self-esteem across the life span might provide insights into the nature of self-esteem and its development.

Self-concept, also called self construction, self identity or self perspective is a multi-dimensional construct that refers to an individual's perception of 'self' in relation to any number of characteristics (Bong, 1999). It is an internal model which comprises self-assessment (Gerrig, Richard, Zimbardo & Philip (2002). Self-concept can also be referred to as self evaluation or perception, and represents the sum total of an individual's beliefs about his or her attributes. Baldwin and Hoffman, (2002) perceive it as a variable with which an individual evaluates himself or herself in domains in which he or she considers important and it is influenced positively or negatively by an individual's age, gender, educational discipline/level and socio-economic status.

Kling, Hyde, Showers and Buswell (1999) conducted a study to examine gender differences in global self-esteem. Result indicated that male score higher on standard measure of global self-esteem than females but the difference is small. Mullis and Chapman (2000) studied the relationship between coping, gender, age and self-esteem in adolescents and found that adolescents with higher self-esteem used more problemfocused coping strategies and adolescents with lower self-esteem used more emotion focused coping strategies. Vasuki and Reddy (1997) explored the self-esteem of single children using an ex-post facto design, which revealed that most of the children had high self-esteem and no gender differences in the self-esteem of 12-15 years olds were found. Overall all boys showed high self-esteem, and also indicated significant differences in the self-esteem of boys of the two age groups whereas the same was not observed in the case of girls.

OBJECTIVES OF THE STUDY:

- 1.To search the self esteem of high and low achievers college students.
- 2.To examine the self concept of high and low achievers college students.

HYPOTHESES:

- 1)There will be no significant difference between high and low achievers college students on dimension self esteem.
- 2)There will be no significant difference between high and low achievers college students on dimension self concept.

SAMPLE:

A total of 80 students were selected for the present study belonging to Jalna district. Among them 40 high achievers college students and 40 low achievers college students. The age range of students was 18 to 22 years ($M=20.78$, $SD=2.87$). Non-probability purposive sampling was used.

Tools:

1)Self Esteem Inventory

This inventory is developed and standardized by M S Prasad and G P Thakur for measuring self esteem. The test consisted of 30 Items. The subjects were required to respond to each item in terms of 7, 6, 5, 4, 3, 2, 1. The test split half Reliability Range from .82 to .78 and highly reliable.

2) Differential Personality Inventory (DPI):

This inventory is developed and standardized by L.N.K. Shinha and Arun Kumar Singh. This test measure for self concept. The test consisted of 150 Items. The subjects were required to respond to each item in terms of 'True' OR 'False'. The test – retest Reliability Coefficient Range from .73 to .86 which were high and significant indicating that the Different dimensions of the Scale have sufficient Temporal Stability.

PROCEDURES OF DATA COLLECTION

The Data was collected from many colleges in jalna district of Maharashtra state. To ensure the sampling representative in Jalna district was approached. The teacher was instructed to the college students that their responses were kept confidential. Instruction for each test was also given separately before they were asked to fill the responses. It was also assured that no item would be left blank. After collection the data were tabulated and total score were obtained for each test.

Variable:

Independent variable:

- 1)Types of Achiever a) High b) Low

Dependent Variable:

- 1)Self Esteem
- 2)Self Concept

Statistical Analysis And Discussion

Mean, SD and 't' Value of high and low achievers college students on dimension self esteem and self concept.

Table No. 1

Dimension	Type of Achievers						t- ratio	df	p
	High (N =40)			Low (N = 40)					
	Mean	SD	SE	Mean	SD	SE			
Self Esteem	120.39	7.59	1.20	102.89	6.80	1.07	10.86**	78	0.01
Self Concept	12.96	2.03	0.32	9.69	2.51	0.39	6.40**	78	0.01

0.01= 2.63, 0.05= 1.99

Table no. 1 shows the mean of self esteem score of high achievers college students 120.39 and low achievers college students 102.89. The difference between the two mean is highly significant at both level ('t' = 10.86, df =78, P < 0.01) and it is concluded that high achievers college students have

significantly high self esteem than the low achievers college students.

Second mean of self concept score of high achievers college students 12.96 and low achievers college students 9.69. The difference between the two mean is highly significant at both level ($t' = 6.40$, $df = 78$, $P < 0.01$) and it is concluded that high achievers college students have significantly high self concept than the low achievers college students.

CONCLUSION:

- 1) High achievers college students have significantly high self esteem than the low achievers college students.
- 2) High achievers college students have significantly high self concept than the low achievers college students.

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Chaudhari Kailas Digamber

Research Scholar, M.S.S Art's Commerce and Science College, Jalna.

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