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Effect of Self-Esteem among the Adolescence

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Abstract

The objective of the study is to investigate self-esteem differences across Salesian Institute of Higher Education, especially arts and science colleges of Chennai Province colleges. Five samples of 545 students were explicitly DBCC (n = 51), DBCD (n = 143), DBCK (n = 45), DBCY (n = 56), and SHC (n = 250). Their responses were based on the English version of the Self-Liking/Self-Competence Scale (SLCS). DBCD had a significantly higher mean score on self-esteem than did DBCK, DBCC, DBCY and SHC. However, no significant differences were found between DBCC, DBCY and DBCK.

Keywords: *Self-Esteem, Adolescence, Salesian, Self-Liking, Self-Competence*

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INTRODUCTION

Self-esteem is a concept that supports and frequently contributes to the explanation of human thoughts, feelings, and behaviour. Most experts agree that taking a strong sense of self-worth is linked to greater psychological health, wellbeing, and operative and that having a low sense of self-worth is undesirable since it is linked to poorer psychological wellbeing and effectiveness (Glaus, 1999). The expository factors of self-knowledge, self-esteem refers to how an individual views themselves optimistically or pessimistically (Baumeister, 1994). Due to the linking between self-esteem and behavioural competence, positive self-experience, self-actualization, scholars need to reaffirm the significance of self-esteem as a sign of an individual's specific value of life (Ng, 2003). Researchers have also deemed it a crucial component of self-development since it displays how competent a person impacts on responsive capability, forthcoming conduct, and lengthy term psychological adjustment (Nagar, 2008).

Though self-esteem is often constant, it can occasionally vary. This phenomenon is known as worldwide versus situational self-esteem (National Association For Self-Esteem, 2010). Self-esteem may be both a characteristic and fixed and a state and vary in reaction to various surroundings and circumstances, according to (Robins & Tezesniewski, 2005) theory. Several research have looked into how culture and self-esteem are related (see (Chan, 2000); (Szeto, Sorrentino, Yasunaga, Otsubo, Kouhara, & Sasayama, 2009)). College students from Hong Kong, Nigeria, the USA, and Nepal were compared on their self-esteem by (Watkins,

Akande, Cheng, & Regimi, 1996). They discovered that non-Western participants tended to report better academic self-esteem but lower non-academic self-esteem. Also, it was shown that gender differences—whether they favoured men and women—were changeable between cultures. Yet, the literature generally agrees that, on average, men have better self-esteem than women (Baumeister, 1994); (Francis, 1998).

The majority of research that has been published in this area has compared participants from Western countries with those from Asia (mostly Chinese and Japanese). As a result, the comparison of college student participants drawn from five distinct subcultures enables the spread of cultural research to a fresh area with distinct political, religious, and historical systems. There is a sparseness of research in this area. The main objective of the study is to examine self-esteem across different Salesian Institute of Higher Education, especially arts and science colleges of Chennai Province colleges.

The Salesian Institutes of Higher Education (IUS) must develop a university culture that comes from analysis of how to carry out higher education, rather than merely through experience. The primary objective of this challenge is to clarify the connection between Salesian charm and the academic community. The IUS strives to be an educational endeavor inspired by gospel values and Salesian pedagogy that evolved from Don Bosco's Preventative System. IUS profess to be academic communities that teach and are united around an institutional mission that is aimed at assisting young people (Farfán, 2019).

Methods

Participants

A convenience sample of 545 participants from five Salesian colleges at Tamil Nadu, (332 men, 243 women) took part in the study. Their ages ranged from 19 to 25 years. Anonymously, in small group sessions in their relevant classrooms and colleges.

Hypothesis

H1: there is significant difference in the levels of across different colleges in Salesian institute.

The Hypothesis tests if the Salesian institute colleges differ across the self-esteem level. Participants were divided into five groups (1. DBCC, 2. DBCD, 3. DBCK, 4. DBCY, 5. SHC).

Measure

5-point Likert scale with strongly disagree and strongly agree anchored at the top and bottom, respectively. Every item with a subscale correlation of less than 5 was eliminated. 20 items from the remaining set were kept, 10 of which made up the self-liking subscale and 10, the self-competence subscale. Both subscales were balanced for wording, half negative and half positive.

Materials and Procedure

The Self-Liking/Self-Competence Scale (SLCS) is a self-report measure of global self-esteem that was formed as follows. First, two sets of content-free and context-free reports demonstrating the self-liking and self-competence components, in turn, were created. The set contained of a randomly equal number of optimistic and pessimistic worded items.

Statistical Analysis

Mean, SD, *t* test, two-way analysis of variance (ANOVA), and Pearson

correlation were used (SPSS, 2009) in data analyses.

Results and Discussion

The SLCS is two-dimensional by design. The scale's a structure was observed at using the sample data to confirm this. By adding the items from each sub type self-liking-positive worded (SL-p), self-liking-negative worded (SL-u), self-competence-positively worded (SC-p), and self-competence-negatively worded (SC-n) No additional descriptive disparities between items were apparent because all scale items measure at the same global level.

The One-way Anova results suggest that the Salesian institute colleges scores of the groups differ significantly ($F = 2.717$, $p < .029$) Since the Levene's Statistic is significant, the equal variance was not assumed. To check for individual variances among set post-hoc comparisons were assessed using **Dunnnett's T3**. The test indicated that the mean score for SHC ($M = 67.70$, $SD = 8.32$) was significantly different from DBCD ($M = 70.41$, $SD = 9.05$). DBCK ($M = 69.19$, $SD = 7.93$), DBCY ($M = 67.89$, $SD = 6.29$) and DBCC ($M = 67.92$, $SD = 7.57$) varied significantly from other colleges. The mean differences were significant at the 0.05 level. However, no significant differences were spotted between DBCC, DBCY and DBCK.

Table 1. One Way ANOVA Results

Colleges	Mean	Std. Deviation	Homogeneity of variances		ANOVA	
			Levene's statistic	sig	F	sig.
DBCC	67.92	7.57	1.47	.209	2.717	.029
DBCD	70.41	9.05				
DBCK	69.19	7.93				
DBCY	67.89	6.29				
SHC	67.70	8.32				

*DBCC-Don Bosco College, Chennai *DBCD-Don Bosco College, Dharmapuri *DBCK-Don Bosco College, Karaikal
*DBCY-Don Bosco College, Yelagiri *SHC-Sacred Heart College

CONCLUSION

Self-esteem can vary significantly amongst colleges and area. Aspects of culture that may influence self-esteem include the possibility of family, peer group, teacher and situation. Collectivism and in this study, individualism did not appear to have a significant impact. Salesian methodology of preventive system could not be helpful to attain self-esteem except DBCY. Further study can be helpful to identify the causes for the low self-esteem.

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