

A Comparative Study of Self Esteem and Coping Strategies of Male and Female Post Graduate Students

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Abstract: A student who has high self-esteem possesses the coping strategies to combat the challenges in their academic as well as personal life. This particular study is taken up to study the differences between the male and female students on self-esteem and coping strategies adopted. A random sample of 100 P.G students of studying in University constituted the sample for study. ROSENBERG SELF-ESTEEM SCALE (1965) is used for the present study. 't' test and Regression Analysis was used to find the difference the male and female students Self-Esteem and Coping Strategies. There is a significantly very high difference between male and female students. This shows that female students have adopted Positive Representation and Growth as coping strategies when compared to male students.

Keywords: self-esteem, Coping Strategies, female students and male students.

I. Introduction

Self-esteem is a positive or negative orientation toward oneself; and overall evaluation of one's worth or value. People are motivated to have high self-esteem, and having it indicates positive self-regard. self-esteem is a component of self-concept and defines it as an individual's set of thoughts and feelings about his other own worth and importance, that is a global positive or negative attitude toward oneself.

The original definition presents self-esteem as a ratio found by dividing one's successes in areas of life of importance to a given individual by the failures in them or one's "Success/Pretensions". Problems with this approach come from making self-esteem contingent upon success; this implies inherent instability because failure can occur at any moment.

Rosenberg 1965 - self-esteem a component of self-concept and defines it as an individual's set of thoughts and feelings about his or her own worth and importance, that is a global positive or negative attitude toward oneself.

Nathaniel Branden in 1969 briefly defined "Self-esteem as the experience of being competent to cope with the basic challenges of life and being worthy of happiness". His two factor approach, as some have also called it, provides a balanced definition that seems to be capable of dealing with limits of defining self esteem primarily in terms of competence or worth alone.

Self esteem as a basic human need, i.e., "it makes an essential contribution to the life process", is indispensable to normal and healthy self-development, and has a value for survival".

Self-esteem as a automatic and inevitable consequence of the sum of individuals' choices in using their consciousness. Something experienced as a part of or background to, all of individual's thoughts, feelings and actions. Self-esteem is stable and universal (trait): Self-esteem is defined as "the awareness of good possessed by the self, and level of global self regard that one has for the self as a person". (Campbell, 1984)

Esteem is defined as appreciation, worth, estimate of value. Self-esteem is the package of beliefs that you carry around in your head, that you have accepted to be the truth about yourself, whether it is or not.

Everyone's self-esteem is influenced by many factors (Osborne, 1997). Parents, teachers, co-workers, friends, fellow classmates, and the environment are constantly influencing self-esteem. Self-esteem is the product of two internal assessments of judgments, the global judgment and one's self-worth. The key to self-esteem is that the amount of discrepancy between what a person desires and what that person believes he/she has achieved and the overall sense of support that person feels from people around him/her (Rosenberg, 1965).

Having one's academic achievement meet one's academic expectations and desires is a major key to most college students' self-esteem has many positive effects and benefits, especially among college students. Students who feel positive about themselves have fewer sleepless nights, succumb less easily to pressures of conformity by peers, are less likely to use drugs and alcohol, are more persistent at difficult tasks, are less likely

to use drugs and alcohol, are more persistent at difficult tasks, are happier and more sociable and most pertinent to this study is that they tend to perform better academically.

On the other hand, college students with a low self-esteem tend to be unhappy, less sociable, more likely to use drugs and alcohol, and are more vulnerable to depression, which are all correlated with lower academic achievement (Wiggins, 1994). Academic achievement is influenced by perceived competence, locus of control, autonomy, and motivation (Wiest, 1998).

Past Research has shown that self-esteem and academic achievement correlate directly to a moderate degree (Wiggins, 1994). Honors students tend to demonstrate higher academic self-esteem and competency. For them, this academic self-esteem seems to become a motivational factor (Moeller, 1994). For many college students their self esteem is based or enforced by their academic success or achievements.

The concept of self-esteem that Ayn Rand proposed and Nathaniel Branden subsequently refined and elaborated. Genuine self-esteem has two dimensions of self-evaluation: (1) an evaluation that one is competent to deal with life's basic challenges (self-efficacy) and (2) an evaluation that one is worthy of happiness (self-worth). Self-worth encompasses the conviction that one is deserving of success, love, and friendships, and the acceptance of positive feelings- such as pride and joy – as ‘natural’ and proper to one's existence. Moreover, according to Branden, these evaluations of competence and of worth, if they are to be secure and enduring, need to be based on objective standards.

For a person's self-esteem to improve, they say, he must confront anxiety with acceptance and realism. This requires coping directly with the unwanted thoughts and feelings that precipitate anxiety, such as pain, embarrassment, shame and fear. But such realism is possible only if (1) a person perceives himself as responsible for his thoughts, feelings, and behavior; (2) he is able to accept the beliefs and feelings motivating the anxiety and (3) he is able to disclose his authentic thoughts and feelings to others in an appropriate context. These three self-directed processes correspond to Branden's pillars of self-responsibility, self-acceptance, and self-assertiveness.

Self-esteem correlates with Happiness and life satisfaction according to psychological researcher Christopher Peterson, author of a Primer in Positive Psychology. The higher your self-esteem, the greater your reported happiness and satisfaction with life. The converse is also true, lower self-esteem correlates with low life satisfaction and happiness. It behooves us to be aware of our own feeling of self-esteem, taking steps to improve it when we're feeling down.

High self-esteem is good for your health and happiness. These brief daily activities can be helpful in raising self-esteem. If life seems boring and depressing, perhaps a big dose of daily self-esteem help is just the spark you need for a happier life. The self-esteem activities suggested here take just a few minutes each day and research studies indicate high self-esteem is beneficial to your health.

Coping is defined as the person's constantly changing cognitive and behavioural efforts to manage specific and for internal demands that are appraised as taking on exceeding the person's resources (Lazurns and Flokman 1984 b). There are three key features of this definition. First, it is process oriented, meaning that it focuses on what the person actually think and does in a specific stressful encounter and how this changes as the encounter unfolds.

Their concern with the process of coping constraints with that approaches, which are concerned with what the person usually does and hence emphasize stability rather than changes. Second, they coping as contested that is influenced by the person's appraisal of the actual demands in the encounter and resources for managing them. The emphasis as context means that particular person and situation variables together shape coping efforts. Third a prior assumption was made about what constitutes good or bad coping. Coping is defined simply as a person's efforts to manage demands, whether or not the efforts are successful.

II. Methods

In the present times, students are faced with the many challenges in their academic as well as personal life. A student who has high self-esteem possesses the coping strategies to combat the challenges in their academic as well as personal life. This particular study is taken up to study the differences between the male and female students on self-esteem and coping strategies adopted.

Aim of the study:

Aim of the study was to investigate whether there is significant difference in self-esteem and coping strategies among male and female students.

1. To find out the level of difference in self-esteem and coping strategies adopted by male and female P.G. Students.
2. To identify the personal factors which influence significantly on self-esteem and coping strategies of male and female P.G. Students.

Sample:

A random sample of 100 P.G students of studying in various departments of University constituted the sample for study.

Random sampling was employed in the study.

Personal data sheet has been used to collect information regarding age, sex, religion, caste, department, background and income.

The Measures used:

Rosenberg Self-Esteem Scale (1965): It is a liker scale, having 10 items answered on a four point scale ranging from strongly agree to strongly disagree.

The scale generally has high reliability: test-retest correlations are typically in the range of 82 to 88 and cornbach’s alpha for various samples are in the range of 77 to 88.

Cope:

It has 60 statements and four options

It has 15 dimensions.

Scales (Sum item listed, with no reversals of coding):

1. Positive reinterpretation and growth
2. Mental disengagement
3. Focus on and venting of emotions
4. Use of instrumental social support
5. Active coping
6. Denial
7. Religious coping
8. Humor
9. Behavioural disengagement
10. Restraint
11. Use of emotional social support
12. Substance use
13. Acceptance
14. Suppression of competing activities
15. Planning

Data Collection:

The data for the study was collected from PG students of Karnatak University, Dharwad the study constituted the sample of 100 of male and female students.

1. ‘t’ test was used to find the difference the male and female students Self-Esteem and Coping Strategies.
2. Regression Analysis.

III. Analysis Of Results And Discussion

According to the plan attempts are made to process the data to find answers to the question to that are raised in investigation.

Table 1
Showing the N. Mean SD and t-value of male and female students on Self-esteem

Sl.No	VARIABLES	GENDER	N	MEAN	SD	‘t’ VALUE
1	ROSENBERG SELF-ESTEEM SCALE	MALE	50	47.86	10.23	-1.94*
		FEMALE	50	51.7	9.54	

The above table reveals that the male student have the mean scores of 47.86 and SD 10.23 whereas, the female student have mean scores of 51.7 and SD 9.54 the calculated ‘t’ score is -1.94 which is significant at 0.05 level.

It indicates that there is a significant difference between the male students and female students. The female students have higher self-esteem when compared to the male students.

Table 2

Showing the N, Mean SD and t-value of male and female students on Positive reinterpretation and growth

Sl.No	VARIABLES	GENDER	N	MEAN	SD	't' VALUE
1	Positive reinterpretation and growth	MALE	50	45.82	10.08	-4.64***
		FEMALE	50	54.28	8.02	

The above scores reveals that the male students have the mean score of 45.82 and SD 10.08 where as the female students have the mean score of 54.28 the SD 8.02 the calculated 't' score is -4.64 which is very highly significant at 0.001 level.

It indicates that there is a significantly very high difference between male and female students. This shows that female students have adopted PRG as coping strategies when compared to male students.

Table 3

Showing the N, Mean SD and t-value of male and female students on Mental Disengagement

Sl.No	VARIABLES	GENDER	N	MEAN	SD	't' VALUE
1	Mental Disengagement	MALE	50	51.2	10.33	1.094
		FEMALE	50	49.02	9.57	

Above scores shows that the male students have the mean score of 51.2 and SD 10.333; where as the female students have the mean score of 49.02 and the SD 9.57 and the calculated 't' score is 1.094 which is not significant.

It indicates that there is no significant difference between male and female students.

Table 4

Showing the N, Mean SD and t-value of male and female students on Focus on and venting of emotions

Sl.No	VARIABLES	GENDER	N	MEAN	SD	't' VALUE
1	Focus on and venting of emotions	MALE	50	52.06	10.14	-2.017*
		FEMALE	50	47.96	9.4	

The above table shows that the male students have the mean score of 52.06 and SD 10.14 where as the female students have the mean score of 47.96 and the SD 9.4 and the calculated 't' score is -2.017 which is significant at 0.05 level.

It indicates that there is a significant difference between male and female students. This shows that male students have adopted FVE as coping strategies when compared to female students.

Table 5

Showing the N, Mean SD and t-value of male and female students on Use of instrumental social support

Sl.No	VARIABLES	GENDER	N	MEAN	SD	't' VALUE
1	Use of instrumental social support	MALE	50	48.02	11.4	-2.017*
		FEMALE	50	52	8.035	

The above scores shows that the male students have the mean score of 48.02 and SD 11.4 where as the female students have the mean score of 52 and the SD 8.03 and the calculated 't' score is -2.017 which is significant at 0.05 level.

It indicates that there is a significant difference between male and female students. This shows that female students have adopted UISS as coping strategies when compared to male students.

Table 6

Showing the N, Mean SD and t-value of male and female students on Active coping

Sl.No	VARIABLES	GENDER	N	MEAN	SD	't' VALUE
1	Active coping	MALE	50	47.66	11.5	-2.312*
		FEMALE	50	52.22	7.88	

Above results shows that the male students have the mean score of 47.66 and the SD 11.5 where as the female students have the mean score of 52.22 the SD 7.88 and the calculated 't' score is -2.312 which is highly significant at 0.05 level.

It indicates that there is a highly significant difference between male and female students. This shows that female students have adopted AC as a coping strategies when compared to male students.

Table 7
Showing the N, Mean SD and t-value of male and female students on Denial

Sl.No	VARIABLES	GENDER	N	MEAN	SD	't' VALUE
1	Denial	MALE	50	50.82	10.26	0.846
		FEMALE	50	49.2	8.82	

The above table shows that the male students have the mean score of 50.82 and SD 10.26 where as the female students have the mean score of 49.2 and the SD 8.82 and the calculated 't' score is 0.846 which is not significant at 0.05 level.

It indicates that there is a no significant difference between male and female students.

Table 8
Showing the N, Mean SD and t-value of male and female students on Religion coping

Sl.No	VARIABLES	GENDER	N	MEAN	SD	't' VALUE
1	Religion coping	MALE	50	49.2	9.86	-0.851
		FEMALE	50	50.9	10.12	

Above scores shows that the male students have the mean score of 49.2 and the SD 9.86 where as the female students have the mean score of 59.0 the SD 10.12 and the calculated 't' score is -0.851 which is not significant.

It indicates that there is no significant difference between male and female students.

Table 9
Showing the N, Mean SD and t-value of male and female students on Behavioural disengagement

Sl.No	VARIABLES	GENDER	N	MEAN	SD	't' VALUE
1	Behavioural disengagement	MALE	50	51.88	9.35	1.801
		FEMALE	50	48.36	10.17	

The above table that the male students have the mean score of 51.88 and SD 9.35 where as the female students have the mean score of 48.36 and the SD 10.17 and the calculated 't' score is 1.801 which is not significant. It indicates that there is no significant difference between male and female students.

Table 10
Showing the N, Mean SD and t-value of male and female students on Restraint

Sl.No	VARIABLES	GENDER	N	MEAN	SD	't' VALUE
1	Restraint	MALE	50	50.18	11.4	0.357
		FEMALE	50	49.46	8.52	

The scores shows that the male students have the mean score of 50.18 and SD 11.4 where as the female students have the mean score of 49.46 and the SD 8.52 and the calculated 't' score is 0.357 which is not significant. It indicates that there is a no significant difference between male and female students.

Table 11
Showing the N, Mean SD and t-value of male and female students on Use of emotional social support

Sl.No	VARIABLES	GENDER	N	MEAN	SD	't' VALUE
1	Use of emotional social support	MALE	50	50.34	9.92	0.277
		FEMALE	50	49.78	10.28	

The obtained scores shows that the male students have the mean score of 50.34 and SD 9.92 where as the female students have the mean score of 49.78 the SD 10.28 and the calculated 't' score is 0.277 which is not significant.

It indicates that there is a not significant difference between male and female students.

Table 12
Showing the N, Mean SD and t-value of male and female students on Substance use

Sl.No	VARIABLES	GENDER	N	MEAN	SD	't' VALUE
1	Substance use	MALE	50	54.68	10.6	5.278***
		FEMALE	50	45.3	45.3	

The above table indicates that the male students have the mean score of 54.68 and SD 10.6 where as the female students have the mean score of 45.3 and the SD 6.73 and the calculated ‘t’ score is 5.278 which is very highly significant at 0.001 level.

It indicates that there is a very highly significant difference between male and female students. This shows that male students have adopted SU as a coping strategy when compared to female students.

Table 13
Showing the N, Mean SD and t-value of male and female students on ACCEPT

Sl.No	VARIABLES	GENDER	N	MEAN	SD	‘t’ VALUE
1	ACCEPT	MALE	50	49.6	9.71	-0.338
		FEMALE	50	50.26	9.8	

Above table shows that the male students have the mean score of 49.6 and the SD 9.71 where as the female students have the mean score of 50.26 and the SD 9.8 and the calculated ‘t’ score is -0.338 which is not significant. It indicates that there is a no significant difference between male and female students.

Table 14
Showing the N, Mean SD and t-value of male and female students on Suppression of competing activities

Sl.No	VARIABLES	GENDER	N	MEAN	SD	‘t’ VALUE
1	Suppression of competing activities	MALE	50	49.28	9.74	-0.745
		FEMALE	50	50.76	10.11	

The above results indicates that the male students have the mean score of 49.28 and the SD 9.74 where as the female students have the mean score of 50.76 and the SD 10.11 and the calculated ‘t’ score is -0.745 which is not significant.

It indicates that there is a no significant difference between male and female students.

Table 15
Showing the N, Mean SD and t-value of male and female students on PLANNING

Sl.No	VARIABLES	GENDER	N	MEAN	SD	‘t’ VALUE
1	PLANNING	MALE	50	47.98	10.4	-2.058*
		FEMALE	50	52.06	9.39	

The above table shows that the male students have the mean score of 47.98 and the SD 10.4 where as the female students have the mean score of 52.06 and the SD 9.39 and the calculated ‘t’ score is – 2.058 which is significant at 0.05 level.

It indicates that there is a significant difference between male and female students. This shows that female students have adopted Planning as coping strategy when compared to male students.

IV. Conclusion

‘t’ test was used to find the deference between the male and female students on Self-Esteem and Cope.

1. There is a significantly very high difference between male and female students. This shows that female students have adopted Positive Representation and Growth as coping strategies when compared to male students.
2. There is a significantly very high difference between male and female students. This shows that female students have adopted Positive Representation and Growth as coping strategies when compared to male students.
3. There is a significant difference between male and female students. This shows that male students have adopted Focus on Venting of emotions as coping strategies when compared to female students.
4. There is a significant difference between male and female students. This shows that female students have adopted. Use of Emotional Social Support as coping strategies when compared to male students.
5. There is a highly significant difference between male and female students. This shows that female students have adopted Active Coping as coping strategies when compared to male students.
6. There is a very highly significant difference between male and female students. This shows that male students have adopted substance use as a coping strategy when compared to female students.
7. There is a significant difference between male and female students. This shows that female students have adopted Planning as coping strategy when compared to male students.
8. Religion has significantly contributed to positive representation and growth.
9. Age has significantly contributed to Relevant.
10. Religion has significantly contributed to relevant.
11. Age significantly contributed to Focus on venting of emotions.

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