

# EFFECT OF PSYCHOLOGICAL TRAINING ON SELF-ESTEEM AMONG RURAL B.ED COLLEGE STUDENTS

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## Abstract

Education is an act or experience that has formative effect on the personality of an individual. It is believed that education is not only an instrument of social change but also an instrument for national development. The right education can prove to be helpful for the overall development of the individual too. Many psychological constructs relate with education. Self-esteem, in particular plays a vital role for an individual to become successful helping them to feel equipped. Therefore, the present study aims to identify the effect of psychological training on self-esteem among rural B.Ed college students. The adapted version of Self-esteem Questionnaire (Karunanidhi, 1995) was used to assess self-esteem for 60 students. The participants were randomly assigned to 30 in experimental group and 30 in control group. The experimental group was given seven days of psychological training after which the post-test assessment for self-esteem was carried out on both experimental and control groups. Data was analysed using Independent sample 't' test and Paired 't' test to test the hypothesis of the study. The findings of the study revealed that psychological training provided improved the self-esteem of experimental group when compared to the control group.

**Keywords:** Psychological Training, Self-esteem, Rural students

## INTRODUCTION

Education is the creation of a sound mind in a sound body is a famous quote by the great philosopher Aristotle. The fundamental purpose of education is to transfigure the human personality into a pattern of perfection through a synthetic process of development of the body, enrichment of the mind, sublimation of emotions and illumination of the spirit.

The individual continuously learns. In this process, he or she learns to utilise their experiences in learning new things. Thus learning takes place throughout life, which is an active and a dynamic process.

Education is a crucial factor not only to equip the new generation with skills essential for earning of livelihood but also to create amongst them an awareness on social and environmental realities and to inculcate in them scientific temper, independence of mind and spirit which are of paramount importance for them to become responsible citizens.

Considering the fact and importance of education, it can be inferred that education is a preparation for life, here and hereafter. An amazing transformation has occurred in the course of a generation. Presently, young men and women in rural villages of India are largely enrolled in higher education institutes. Two generations ago, people in rural villages were largely unlettered; there were hardly any colleges in rural villages. But now, there is a tremendous growth in the educational sector. In spite of highest rankings in their disciplines, there is a genuine discomfort that they face in the contemporary world due to a lacunae in self-confidence to prove themselves.

Hewit (2009) defined self-esteem as an individual's overall judgment of their self-worth which has an emotional component, attached to it. There are various synonyms assigned to self-esteem such as self-worth, self-respect, self-regard etc. For example, it consists of beliefs that an individual may hold about themselves such as, "I am talented" or "I am good for nothing" which will finally result in emotional achievement states such as victory, success and sometimes even embarrassment, failures etc.

Maslow (1987), who was an American psychologist talked about the hierarchy of needs that had to be fulfilled before a person could start his journey towards self-actualization of which self-esteem is one of the needs. In his theory, he talked of two categories of self-esteem needs namely, the respect an individual desires from others such as reputation, triumphs and appreciation and the individuals' need for self-respect which portrays itself in various forms such as self-love, confidence, talent, potential etc. In accordance with his theory, an individual would not be able to initiate their pursuit for self-actualization unless they had attained the self-esteem need.

The theory proposed by Leary and Downs (1995) states that self-esteem is a measure of effectiveness in social relations and interactions and it keeps track of rejections and acceptances that happen in relationships with others.

Across the lifespan, it can be seen that as individuals proceed from school life to late adolescence, their self-esteem becomes more closely associated to the appraisals they receive from their peers. Rejection from their peers is intolerable among the adolescents to a grave extent that they may sometimes even resolve to commit suicide or inflict self-harm. Self-esteem includes the personality, behavioral, emotional and cognitive aspects of an individual's life.

Analysis of the review of literature revealed that self-esteem was found to have significant correlations with many positive variables such as psychological well-being (Dogan, Totan, Sapmaz, 2013), subjective happiness and life satisfaction (Hill, 2015), emotional intelligence (Kaur & Maheswari, 2015), internal locus of control (Wang, Kick, Fraser, & Burns, 1999) etc.

In a research done by Marsh (1990) it was found that self-esteem was highly correlated with academic achievement. In another study done by Baumeister et al in 2003, it was seen that self-esteem was a strong predictor of happiness among individuals and it was also found that higher self-esteem lead to individuals enjoying higher marital satisfaction (Robbins, 2014).

Based on earlier studies, the following hypothesis were formulated:

Psychological training would lead to an increase in dimensions of Self-esteem among rural B.Ed college students in the experimental group compared to control group (**Hypothesis- 1**)

## METHODOLOGY

### Operational definition of the variable:

#### Self-esteem

Self-esteem is defined as the total score obtained by an individual on all the dimensions of the questionnaire namely, Global self-esteem, Competency, Moral and self-control, Social-esteem, Family and Body and physical appearance. (Karunanidhi, 1995)

#### Selection of participants

The total number of students selected for the research were 70 and everyone were willing to participate out of which 25 were boys and 45 were girls. 60 students who obtained below average scores in the pre-test were chosen and randomly assigned to the experimental and control group. The experimental group consisted of 30 students out of which 15 were boys and 15 were girls. The control group consisted of 30 students out of which 7 were boys and 23 were girls.

*Table 1: Distribution of Sample*

Gender	Pre-test		Post-test	
	Experimental group	Control group	Experimental group	Control group
Male	15	07	15	07
Female	15	23	15	23

#### Procedure

Self-esteem questionnaire (Karunanidhi, 1995) was administered to 70 participants who were willing to be part of the study. 60 students who obtained below average scores on self-esteem were randomly assigned to the experimental (n=30) and control group (n=30). Psychological training was given to the experimental group alone for 7 days which consisted of 7 sessions. Each session was carried out for 2 hours. After seven days of intervention, the self-esteem questionnaire was re-administered to both the groups. Before- After with control research design was used with pre and post-test assessment to find out the effect of psychological training on self-esteem among rural B.Ed college students.

## Measure

### Self-esteem Questionnaire (Karunanidhi, 1995)

The multi-dimensional self-esteem questionnaire consisted of 83 items in the form of statements. It had both positive and negative items. Categories were well mixed to reduce the halo effect, logical error and double – barreled statements were avoided. There were 6 dimensions namely:

1. Global self-esteem,
2. Competency,
3. Moral and self-control,
4. Social-esteem,
5. Family and
6. Body and physical appearance.

### Scoring

The Scoring of the scale was as follows: 4- Always, 3- Most of the time, 2- Sometimes and 1- Never. The scores of each dimension are summed up to get the score on a particular dimension. The composite score of all the dimensions were added to obtain the overall self-esteem score. Higher scores indicated higher self-esteem.

### Statistics used

The data collected during the pre and post assessments were analyzed using inferential statistics. Independent sample 't' test and Paired 't' test were used to find out the effect of the training in order to test the hypothesis of the study.

### TRAINING MODULE: AN OUTLINE

Psychological Training on Self-esteem was given to the experimental group for seven days. Each session lasted for 2 hours a day where it included the areas, which are listed below.

Identifying Low Self-esteem - To understand the impact of low self-esteem and to address the problems of low self-esteem.

Initiating Self-esteem – To overcome the negative core beliefs as to protect from negative rules and assumptions.

Maintaining Self-esteem – To be aware of At-risk situations as to understand the concept of “Here & Now” principle.

Accepting Yourself – To focus on the positive side of oneself as to improve and maintain positive qualities record.

Healthy Self-esteem – To minimize and prevent major set backs as to prepare a self management plan in order to develop a balanced core beliefs.

## RESULTS

The data obtained were analyzed using independent sample 't' test and paired 't' test and the results are presented in the tables given below.

**Table – 2: Comparison of pre and post-test self-esteem scores of experimental group**

Variables	N	t	Sig
Global self-esteem	30	5.729	.000
Competency		7.466	.000
Moral and self-control		6.188	.000
Social-esteem		8.267	.000
Family		8.111	.000
Body and physical appearance		19.308	.000

**Table – 3: Comparison of Self-esteem Scores of Rural B.Ed Rural College Students between Experimental and Control group in Post-test.**

Variables	Group	N	Mean	t	Sig
Global self-esteem	Experimental	30	25.96	3.240	.002
	Control	28	21.28		
Competency	Experimental	30	24.60	3.840	.000
	Control	28	19.10		
Moral and self-control	Experimental	30	27.03	2.832	.006
	Control	28	23.46		
Social-esteem	Experimental	30	21.93	3.970	.000
	Control	28	16.71		

Family	Experimental	30	20.23	8.589	.000
	Control	28	12.25		
Body and physical appearance	Experimental	30	16.70	10.306	.000
	Control	28	11.96		

## DISCUSSION

Self-esteem is a popular and important construct in the social sciences and everyday life. The importance of self-esteem has been acknowledged in many works over the years (Allport, 1937 ; Cooley, 1964; Epstein, 1973; James, 1898; Rogers, 1951; Rosenberg, 1979; Karunanidhi, 1995)

There is a widespread acceptance of the psychological importance of self-esteem. In fact self-esteem has been related to almost every variable at one time or another. (Crandall, 1973). This includes personality variables such as happiness (Freedman, 1978) and shyness (Jones & Briggs, 1984); cognitive correlates such as self serving attribution bias (Tennen & Herzberger,1987); behavioral correlates such as task effort and persistence (Felson, 1984; McFarlin, Baumeister & Blaxovich, 1984); and clinical correlates such as depression (Tennen & Herzberger,1987) and coping ability (Taylor, 1983).

Similarly, self-esteem is a significant factor for educators as they train students not only to seek for ways to earn a livelihood but also for the different ways in which they can contribute towards the growth of the nation. So, it is understood that self-esteem is one of the primary requirements for any individual to grow. However, due to lack of confidence they are not able to give their best.

In the present study it was found that psychological training had a positive impact on self-esteem of the experimental group. Self-esteem can be understood in three ways:- initiating, nurturing and maintaining. In order to fulfill this, the module was developed in such a way that it would address low self-esteem so that the participants could cope with daily life.

During the training, the researcher posted a few questions in order to understand the current state of self-esteem of the target group in addition to the assessment done using the questionnaire. “What are your strengths?” was the first question raised to the participants. When the question was raised everyone was silent for sometime except for few murmuring voices. One of the male participants answered, “I am strong because I go to the gym everyday”. The crowd started to laugh but it resulted in a light mood and everyone started to interact actively. It can be understood from the behavior of the crowd that though they might have answers to questions raised they find it difficult to say them aloud because of the fear of being ridiculed.

When asked about what do they admire or like the most, the responses were, Tajmahal, churches, temples, parks etc. Some said they like things which are clean and neat and a few said the names of actors and actresses. Quite surprisingly none replied their own names or the names of anybody in their family or the names of their friends. It was also noted that they had an aversion towards black. Likewise a series of questions related to self-esteem were asked and the responses indicated a grave need and search for self-confidence, self-worth, self-awareness, self-belief etc.

The same questions that were asked on the first day of the session were asked in an indirect manner on the final day after the intervention was completed. A drastic change was found in the replies. A few replies among them include: One of the participants answered, “My strengths is my language and I will no longer hesitate to speak for a stretch in my regional language in front of any crowd.” Few participants responded saying, “I am happy to be the way I am”. I am able to accept my physique the way it is as I understand that it is a hereditary quality that is part of my identity. Theses statements reveal that the training had an impact on their self-esteem. The post-test scores also reveal an increase in their self-esteem scores.

## CONCLUSION

In the present study it was found that after the seven day intervention program, self-esteem of the experimental group had increased. The difference in the pre-test and post-test values show that psychological training had an impact on the self-esteem of rural B.Ed college students.

## IMPLICATIONS

1. A module on self-esteem can be included as part of the soft skills program offered in colleges, so that it will help the individuals gain self-confidence to attend job interviews.
2. As self-esteem is the preceding level to self-actualization in Maslow’s hierarchy of needs, it is necessary that individuals have a realistic understanding of their self-esteem level in order for them to strive towards reaching their maximum potential ie. self-actualization.
3. Self-esteem is an important concept as it leads to not just the individual feeling appreciative of themselves but it also instills in them a feeling of self-worth that can at times act as a protective factor and help the individual to abstain from resolving to grave attempts such as self-harm, suicide. E.t.c.,

## LIMITATIONS

1. More individuals could have been included in the study so that it could have resulted in a larger group benefitting from the intervention.

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