IMPACT OF SELF ESTEEM ON ACADEMIC LIFE SATISFACTION AMONG THE COLLEGE STUDENTS PURSUING SOCIAL WORK IN DINDIGUL

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Abstract:

Self-esteem is the state of being satisfied in many different areas of life. Academic Life Satisfaction is operationally defined as the anticipated fulfillment in one's life in school or college as a result of the achievement of major academic goals or aspirations. Although numerous research has investigated the direct relationship between both variables, little is known about the psychological mechanisms that underlying this association. Although self-presentation is an important process in young adulthood, the main focus of this study was to look at self-promotion and self-deprecation as potential mediators of life happiness and self-esteem.

Life satisfaction pertains to how people evaluate their life along with how they feel about their future directions and other options. It is a well-being metric that may be measured in terms of mood, contentment with connections with others and with goals attained, self-concepts, and self-perceived ability to cope with daily life. As a result, this research will be an attempt to go along this road. The study's goal was to find out and analyze the level of life satisfaction among college students. A sample of 103 college students (of both Gender) pursuing Social Work was covered by a Purposive sampling method from the Anugraha Institute of Social Sciences, College, Dindigul. The sample was selected on the basis of students studying social work as their UG and PG (under graduation & post-graduation). The major thrust of the present study was to understand the influence of Self Esteem on the Academic Life Satisfaction. Independent t-test, Anova & Correlation tests were used to find out the factors influencing the Self-esteem & Academic Life satisfaction level among college students. Correlation technique has been applied to find out the association between the key variables i.e Self Esteem & Academic Life Satisfaction. To find out these 4 hypotheses were framed and tested.

In essence, the present study highlights the level of Self-esteem & Academic life satisfaction among students pursuing social work. The study shall be concluded that academic life satisfaction & Self-esteem level do not differ with regard to gender and the course they are pursuing i.e UG or PG. The study also predicts that there is no difference in the level of Self-esteem & Academic life satisfaction among students pursuing social work with regard to their semester marks. The findings have demonstrated that if the Self-esteem level is high, it will improve the level of academic life satisfaction. It shows that majority of the students are happy with the family, course & college. This study also predicts that the Self-esteem & Academic life satisfaction among college students pursuing

social work shall be improvised by providing them with specific life skill training, counselling and social work intervention techniques.

Keywords: Self esteem, Academic life satisfaction, college students pursuing social work etc.

INTRODUCTION:

Academic performance is significant since it takes precedence over all other criteria when applying for admission to a university or a job. It is influenced by a variety of factors, including the learner's personality, IQ, motivational tendencies, instructional methods, school organizational atmosphere, and so on. In the current study, academic success is defined by achievement in Social Studies. This study focuses on the impact of the Self Esteem domain.

Education is the tool which is responsible for our societal and personal development. Education has the power to transform our country, society and any individual. It can give birth to a civilized world. India, one of the fast-growing and developing nations of the world, in science and technology, it is doing at par with other developed nations, and markable achievements are being touched. But in health or human growth, most of the population is not clear about the importance of health and human potential. Many portions of the population are not aware of the positive aspects of human beings that can help them to flourish. Academic Life satisfaction has many advantageous outcomes like maintaining positive social relationships, receiving more social support, and experiencing greater marital satisfaction and if the self-esteem level is high for the youths. If an individual i.e especially youth possess high self esteem this will lead to the high level of academic life satisfaction which in turn makes them for the better job performance, greater career satisfaction, increased organizational commitment. Self Esteem & Academic Life satisfaction is also related to health and longevity.

Especially the younger generation i.e. the students who are perusing their education in college both in Under Graduation & Post Graduation shall be considered vital to be focused on understanding the level of their Academic Life Satisfaction & Self Esteem. Being in good mental health will address the youth unrest and to utilize their skills in an effective way. This study focuses on measuring the level of Self esteem & Academic Life satisfaction among the students pursuing social work in college in the Dindigul District.

REVIEW OF LITERATURE

Muhammad Arshad et.al (2015) has assessed the self-esteem and academic performance among university students after arising of several behavioural and educational problems. A total number of 80 students, 40 male students and 40 female students were selected through purposive sampling from G.C University Faisalabad. The participants were administered Rosenberg Self-Esteem Scale and Academic Performance Rating Scale to measure their self-esteem and academic performance. The score of male and female students was compared. Pearson's Product Moment and the t-test were used for statistical significance of data. It was found that there was a significant relationship (r=0.879 p<.01) between self-esteem and academic performance. More over a significant difference was found between male and female students on self-esteem and academic performance scores, which indicate that female students have high scores on academic performance as compared to male students and male students have high scores on self-esteem as compared to female students.

Akinleke (2012) conducted a study and the aim of this study was to discover how test anxiety and self esteem affect academic performance. Two hundred and fifty randomly drawn final year National Diploma (NDII) students of the Federal Polytechnic, Ilaro were involved in the study. They were given two questionnaires that took between forty and forty five minutes to complete. The study was carried out in a classroom environment during regular school hours. After collecting information from the students through questionnaires, their comprehensive Grade Point Averages (GPA) in previous year were also collected. This GPA data were then compared to the scores obtained from the questionnaires. This study discovered that overall, low anxiety students had higher GPAs than high anxiety students and that there is a positive relationship between self esteem and academic performance. The implication

of the findings were that stakeholders in education should formulate policies that help students to cope with anxiety and also initiate programs that will assist the process of learning and mastering challenges as such would result in higher academic achievement.

Sadaat, Ghasemzadeh & Soleimani (2012), conducted research, which aims to study self-esteem and its determined link to academic achievement of university students. According to the results obtained from a study on 370 students, significant difference is observed in self-esteem among male and female students. However, male students for family self-esteem received higher scores than female students (t= -2/12), p< 0.05). The students of the faculties of basic sciences, psychology and educational sciences, and electro- computer showed significant difference in self-esteem. Academic self-esteem and family self-esteem on the meaningful level of P< 0.05 had a direct and positive relationship with the academic achievement of students.

Mohammad (2010) highlights the relationship between self-esteem and academic achievement in the pre-university students. Additionally, it aimed to identify whether there are differences in academic achievement between boys and girls. The objectives of this study were achieved by using the Coppersmith questionnaire and the students' grade in their current and previous semesters. The random sampling was used for collecting the data and as a consequence 50 male and 50 female were chosen randomly. The questionnaires were distributed amongst 100 students in Qaemshahr schools. The results demonstrated that there was significant (p<0.01) positive relationship between self-esteem and academic achievement. Moreover, there was significant difference in academic achievement between boys and girls. However, no significant difference was found in self-esteem between males and females. The results suggest that high self-esteem is important factor and strengthen the prediction of academic achievement in students.

AIM:

The aim of this study is to measure the influence of Self-esteem on the Academic life satisfaction level among the College Students pursuing social work in Dindigul.

OBJECTIVES:

1. To understand the Socio Demographic profile of college students pursuing Social Work in Dindigul.
2. To measure the level of the key variable i.e Self-esteem & Academic Life Satisfaction Level, among the respondents.
3. To understand the influence of certain Socio demographic variables on the subject variable: Self Esteem & Academic Life Satisfaction Level among the respondents.
4. To analyse the influence of Self Esteem on Academic Life Satisfaction among the respondents.
5. To suggest few methodologies to improve Self Esteem & Academic Life Satisfaction level among the students pursuing Social Work in Dindigul.

METHODOLOGY AND PROCEDURE:

Research Design:

On the demand of the study, descriptive research design methodology has been utilized for investigating and collecting 103 data so as to pursue the relationship between the Key variable and the Socio-Demographic data i.e. gender, age, degree pursuing, the interest of the students towards their family & course they are studying and their happiness about their family. It clearly describes the scenario of Self-esteem variable influencing Academic Life Satisfaction among the respondents.

Hypotheses:

1. Level of Academic Life satisfaction & Self Esteem among the respondents differ with regard to the Gender of the respondents.
2. Level of Academic Life satisfaction among the respondents has a significant relationship with the course studied by the respondents.
3. Level of Academic Life satisfaction & Self Esteem among the respondents differs with regard to the semester marks scored by the respondents.
4. Higher the level of self esteem higher is the academic life satisfaction among the respondents.

SAMPLING:

The study was conducted at Anugraha College of Social Sciences. It is a Self-financing college that was established in 2012. It is an arts and science college affiliated to Madurai Kamaraj University and offers three-year degree programmes and two-year postgraduate courses. The college caters for the educational needs of more than 600 students.

The students were briefed about the nature of the study. The students were asked that their participation was entirely voluntary and they could stop filling up questionnaires at any point without assigning any reasons. Informed consent was obtained from students of each year who have expressed their willingness for the study. The universe for the study is 400 undergraduate students and 200 PG students, and from that total of 103 Social work pursuing students were taken for the study using Purposive sampling method.

TOOL FOR DATA COLLECTION:

A Socio-demographic information sheet was prepared by the author to collect background information of the students like Age, Gender, Domicile, are they happy with their family, course & college, etc.

The selected 26 statements of academic life goals were arranged on the ladder scale. Subjects have to determine the attainment of academic life goals 6 as they perceive by putting a tick (3) mark against those statements of goals. The ladder scale indicates the highest possible level to the lowest possible level of satisfaction represented by 11 to 1. The steps are from the lowest possible level of satisfaction are from the lowest possible level of satisfaction. This shall be further divided as below:

Score 0 to 4 as Lowest level, 4 to 7 as moderate level and above 7 is termed as Highest level of Academic Life satisfaction. The Reliability of the Academic Life Satisfaction Scale was established through the split-half method and by using Spearman-Prophecy Brown Formula and the reliability coefficient is found to be 0.70.

Rosenberg Self Esteem Scale was adopted to measure the Self-esteem among the college students. A 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self. The scale is believed to be uni-dimensional. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree. The scoring can be further divided into 1. Low level self-esteem – Below 42, 2. Moderate Level of Self-esteem – 42 to 57, 3. High Level of Self Esteem- Above 57.

Statistical technique used:

✓ Independent Sample T test was used to compare mean difference between the variables
✓ One-way Anova was used to find out the mean difference among the age of the respondents with regard to the Key variable.
✓ Correlation is used to find out the relationship between the key variables.
✓

MAJOR FINDINGS

Table No.1. Socio-demographic Profile among Social work Students:

S.No	Socio Demographic Profile of the Students	No of Respondents	Percentage
1	**Gender**		
	Male	52	52.5%
	Female	51	49.5%
	Total	100	100%
2	**Family Type**		
	Nuclear	69	67%
	Joint	34	33%
	Total	100	100%
3	**Course Pursuing**		
	Under graduation	89	86.4%
	Postgraduation	14	13.6%
	Total	100	100%
4	**Age**		
	Below 20 years	72	69.9%
	Above 20 years	31	30.1%
	Total	100	100%
5	**Percentage of Semester Marks**		
	Above 80%	45	43.7%
	60% to 80%	41	39.8%
	40% to 60%	15	14.6%
	Below 40%	2	1.9%
	Total	100	100%
6	**Place of stay**		
	Day Scholar	74	71.8%
	Hosteller	29	28.2%
	Total	100	100%
7	**Domicile**		
	Rural	82	79.6%
	Urban	21	20.4%
	Total	100	100%

Table.1 describes the **Socio Demographic details of the Social work students**, in which majority of the respondents **52.5% are Male**, more than half of the total respondents **67% belong to Nuclear type of family** which shows that the Joint family system is declining now a days. Majority of the total respondents answered the questionnaire are studying **Under Graduation 86.4%** and also it is clearly evident from the table most of the respondents **nearly 69.9% are below 20 years.** As most of the respondents reside in hotel & only **28.2%** i.e. less than half of the total respondents are pursuing education from their families i.e day scholars. The study data were collected from the students generally more than half of the total respondents i.**e 71.8% are Day Scholars** and **majority of the respondents 79.6% live in rural background**. The table also explains that majority of the respondents i.e **43.7%** secured **above 80% marks** in their previous semester exams.

Table No.2.Attitude of Happiness towards Family, Course & College among Social work Students

S.No	Attitude of happiness	Are the students Happy	No of respondents	Percentage
1	Towards Family	Yes	95	92.2%
		No	8	7.8%
2	Towards Course	Yes	88	85.4%
		No	15	14.6%
3	Towards College	Yes	82	85.4%
		No	21	20.4%

Table no.2 explains the **level of happiness that the social work student has towards their family, course & College,** in which majority of the respondents i.e **92.2%** of the students are happy with their Family they are living with, majority of the respondents i.e **85.4%** course they are studying and **nearly 85.4%** of the respondents are contented with the college they are studying. It shows that majority of the students are happy with their family, course & college.

Table.No.3. Academic Life Satisfaction among Social work Students

S.No	Academic Life Satisfaction Level	No of Respondents	Percentage
1	Poor Academic Life Satisfaction	20	19.4%
2	Fair Academic Life Satisfaction	22	21.4%
3	Good Academic Life Satisfaction	61	59.2%
	Total	100	100%

Table.No.3 explains the **Academic Life satisfaction level among the social work students** in with which is understood that more than half of the total respondents i.e **59.2%** have Good level of Academic Life satisfaction, nearly **21.4%** of the students have fair level of Academic life satisfaction and only minimal number of students i.e **19.4%** have poor academic life satisfaction.

Table.No.4. Self Esteem among Social work Students

S.No	Self Esteem Level	No of Respondents	Percentage
1	Low Self Esteem Level	5	4.9%
2	Moderate Self Esteem Level	76	73.8%
3	High Self Esteem Level	22	21.4%
	Total	100	100%

Table.No.4 explains the **Self-esteem level among the social work students** in with which is understood that more than half of the total respondents **i.e 76%** of the students have Good level Self Esteem, nearly **21%** of the students have fair level of Self Esteem and only minimal number of students i.e **3%** have poor Self Esteem.

Hypothesis No.1: Level of Academic Life satisfaction & Self Esteem among the respondents differ with regard to the Gender of the respondents.

To test this Hypothesis Independent sample t test has been applied and Table.No.5 indicates the significant statistical difference in academic Life Satisfaction & Self Esteem Level with regard to the Gender variable.

Table.No.5. Academic Life Satisfaction & Self Esteem of Social work students & Gender Variable

Key variables	Gender	N	Mean	Std. Deviation
Self Esteem among the Respondents	Male	52	2.15	.460
	Female	51	2.18	.518
Academic Life Satisfaction among the Respondents	Male	52	2.29	.800
	Female	51	2.51	.784

Independent Sample t test, 't' Value for self esteem variable is 0.911 not significant at the 0.01 level (2-tailed) & t value for Academic Life satisfaction variable is 0.278 is not significant.

It is very clear from the above table that there is no differences with regard to male & female with regard to the level of Self Esteem & academic life satisfaction. In this Hypothesis is not accepted and there is a review which supports the above statement, **Mohammad (2010)** highlights the relationship between self-esteem and academic achievement in the pre-university students. The results demonstrated that there is no significant difference was found in self-esteem between males and females. The results suggest that high self-esteem is important factor and strengthen the prediction of academic achievement in students.

Hypothesis No.2: Level of Academic Life satisfaction among the respondents has a significant relationship with the course studied by the respondents.

To test this Hypothesis independent sample t test has been applied and Table.No.6 indicates the significant statistical difference in Academic Life Satisfaction Level with regard to the course that they are pursuing variable.

Table.No.6. Academic Life Satisfaction of Social work students & Course pursuing Variable

Key variable	Couse Studied by the Respondents	N	Mean	Std. Deviation
Academic Life Satisfaction among the Respondents	Under Graduation	89	2.38	.791
	Post Graduation	14	2.50	.855

Independent Sample t test, 't' Value is 0.004 not significant at the 0.01 level (2-tailed).

It is very clear from the above table that Social work students doesn't differ with regard to their academic Life satisfaction level based on their course they are studying i.e either UG or PG. This observed differences doesn't show any statistical significance or difference and as the Independent sample 't' test values are not significant at 99% level of significance. Academic Life satisfaction level doesn't differ among the course that they pursuing.

Hypothesis No.3: Level of Academic Life satisfaction & Self Esteem among the respondents differs with regard to the semester marks scored by the respondents.

To test this Hypothesis one way ANOVA test has been applied and Table.No.7 indicates the significant statistical difference in academic Life Satisfaction Level with regard to the Semester Marks scored by the Social work students variable.

Table.No.7. Self Esteem & Academic Life Satisfaction of Social work students & Semester marks Variable

Key variable	Marks scored	N	Mean	Std. Deviation
Self Esteem among the Respondents	Above 80 Percentage	45	2.22	.560
	60 to 80 Percentage	41	2.15	.478
	40 to 60 Percentage	15	2.07	.258
	Below 40 Percentage	2	2.00	.000
	Total	103	2.17	.487
Academic Life Satisfaction among the Respondents	Above 80 Percentage	45	2.53	.757
	60 to 80 Percentage	41	2.37	.799
	40 to 60 Percentage	15	2.20	.862
	Below 40 Percentage	2	1.50	.707
	Total	103	2.40	.796

Marks Scored	F value	Significance level
Self Esteem	0.500	**Not significant**
Academic Life Satisfaction	1.643	

Anova test F value is not significant at the 0.01 level (2-tailed).

It is very clear from the test results that Social work students pursuing do not differ with regard to their Self-esteem level & academic Life satisfaction level based on their semester marks criteria. This observed differences doesn't show any statistical significance & difference and as the ANOVA test values are not significant at 99% level of significance. It can be concluded that self-esteem & academic life satisfaction doesn't differs among the semester marks category of the students. It can also be concluded that percentage of marks obtained by the students is not a criteria to influence the self-esteem & academic life satisfaction level.

Hypothesis No.4: Higher the level of self-esteem higher is the academic life satisfaction among the respondents.

To test this Hypothesis correlation test has been applied and Table.No.8 indicates that there is a significant statistical association between academic Life Satisfaction Level of the Social work students and self-esteem variable.

Table.No.8 Correlation test between Self Esteem & Academic life Satisfaction

	Mean	Std. Deviation	N
Self Esteem among the Respondents	2.17	.487	103
Academic Life Satisfaction among the Respondents	2.40	.796	103

Correlation value is + 0.183 is significant at the 0.01 level (2-tailed).

Correlation results shows that there is an association between the variables i.e Self Esteem and their academic Life Satisfaction Level. The Correlation Value is +0.183 which is significant at 99% level. Moreover, it can also be interpreted that both the variables (Self Esteem & Academic Life Satisfaction) travels in the same direction i.e higher the self esteem higher is the academic life satisfaction and lower the self esteem poorer will be the academic life satisfaction. It can be understood that there is an influence among the Academic life satisfaction of the students due to their Self esteem.

DISCUSSION:

The major findings conclude that Moderate Level of Self-esteem & Good level of Academic Life Satisfaction is seen among college students pursuing Social Work. It can also be derived from the findings that if the students have higher Self-esteem, it will automatically increase the level of Academic Life satisfaction. Further, it can be interpreted that majority of the students are happy with their family, friends & course that they are pursuing. This fact is viewed further from the Hypothesis that the level of Self esteem & academic life satisfaction doesn't differ between male & female and also on the course they are pursuing i.e Under graduation or post graduation. It is also seen that percentage of marks they are obtaining will not make any difference with regard to the level of Self esteem and academic life satisfaction.

It is also seen from the analysis that the majority of the respondents are happy and feel contented about their family, course they are studying & their family. This is seen as the influencing factor for a good hike in the level of Self esteem and academic life satisfaction.

With the Hypotheses formulated, we shall predict that there is no gender difference in the development of self esteem & academic life satisfaction and these domains keeps developing as age goes up with other few external factors. Academic Life satisfaction level is found to be associated with Self Esteem and receiving good education & happily enjoying the college days along with the course they are pursuing will address the youth unrest and make them to utilize their skills in an effective way.

CONCLUSION:

The high rates of anxiety, stress, depression & other psychological disturbances   among college students have major implications, not only with psychological morbidity that will have adverse effects on the general well-being, development, educational attainment and quality of life of the students. The findings from the study suggest the following:

➢ The undergraduate and post-graduation students need extra measures from their college to deal with their problems that disturb the equilibrium of satisfaction with regard to their life.

➢ Setting up student counselling centers in colleges with the help of mental health professionals like a psychiatric social worker, psychologist and psychiatrist will help the student to deal more effectively with the issues they face at this age.

➢ Life skill training programmes shall be organized for the students often so as to address their emotional & psychological needs.

➢ The colleges can survey on a regular basis to evaluate the general wellbeing of the students. This kind of survey would help the college authorities to understand the health needs of their students and design the new programmes at the college level to improve the self esteem & self efficacy of the students. This will in turn help the students to improve the academic life satisfaction especially among them.

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