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## RESEARCH ARTICLE

### A STUDY ON SELF-ESTEEM AMONG TAMIL GRADUATE STUDENTS IN CHENNAI.

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#### Abstract

The present study seeks to identify the self-esteem among Tamil graduate students in Chennai. This study was conducted on 600 Tamil graduate students. The Self Esteem Scale was used to measure the self-esteem among the Tamil graduate students. This study also found that there was a significant difference between boys and girls students in their self-esteem where girls students seen to have a higher self-esteem compared to boy's students. ii. The government, self-financing and government aided college of Tamil graduate students differ significantly in their Self-Esteem. iii. The first, second and third year Tamil graduate students differ significantly in their Self-Esteem.

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#### Introduction:-

Self-esteem can be defined as an overall evaluation of your worth as a person, high or low, based on all the positive and negative self-perceptions that make up your self-concept (Bailey, 2003). In a study conducted by Bailey (2003), he stated that in its most complete state, self-esteem is the summary judgment of everything a person can assess about himself or herself such as (1) who one is (i.e. one's philosophy of life and character); (2) what one does (i.e. one's tangible and/or intangible work products regarding people, nature, objects, or oneself); (3) what one has (i.e. one's inherent, developed, or acquired qualities and quantities); (4) the different levels in how one appears (i.e. one's physical body, personality, and reputation); and (5) to whom or what one is attached (e.g. God, a concept, a "special" person or group, money, possessions, or power). All of this would contribute to the development of a person's self-esteem. The main purpose of this study is to examine the self-esteem among Tamil graduate students.

#### Significance Of The Study:-

College is the time when most students are developing their sense of identity, and for many, it is the first time away from home, and some students are the first member of the family to ever attend college. Students are finding things out about themselves and figuring out what college life is all about. Prioritizing and responsibility are brought to a new level as students are in charge of their new world. It can be very overwhelming. In addition to all of this, students are trying to make friends and be "accepted" by peers. This is the time when self-esteem is very much needed. Self-esteem is important to everyone and all need positive self-esteem to feel good about ourselves. Positive (high) self-esteem is feeling good about whom we are; liking ourselves regardless of successes or failures. Positive self-esteem means that we don't judge ourselves based on what others think or say, or how much we can accomplish. (Linda et al 1984) low self-esteem is when we feel badly about ourselves, and who we are. Having low self-esteem can have intense emotional effects on an individual. It can make us feel like we have little confidence or control over our life. Many times, others can sense someone with low self-esteem and take advantage of him or her by coercing them

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into doing things they wouldn't normally do. Low self-esteem can affect our relationships with significant others. If we do not like our self, it is difficult to truly like others and share our self with another person. The negativity that low self-esteem brings can damage a relationship because it is also very difficult to accept love and affection from other people if we do not love our self first. Our work and school success can also be affected. With low self-esteem, we may lack the motivation and confidence to succeed in school and at work. if we are not feeling good about our self, we may hold our self back from finishing projects and even self sabotage so that we purposely do not succeed. Some students who feel this way cover it up by drinking and using drugs and being the life of the party. Others are angry and isolated and can take their mood out on others around them. The real truth is that these individuals are most likely very sad inside and need support and encouragement to change these destructive ways. (donovan et al (1984)).

#### Objectives of the Study:-

1. To find out the level of Self-Esteem among Tamil graduate students.
2. To find out whether there is any significant difference in Self-Esteem of Tamil graduate students with respect to selected variables.

#### Hypotheses of the Study:-

The following hypotheses are formulated based on the above objectives

There is no significant difference in Self-Esteem of Tamil graduate students with respect to selected variables.

#### Design of the Study:-

The investigator has used survey method to study on self-esteem among Tamil graduate students. The survey method gathers data from a relatively large number of cases of particular time. It attempts to describe and interpret what exists at present conditions, processes, trends, attitudes and belief for which the survey type of research would be more relevant and useful.

#### Population & Sample of the Study:-

The population for the present study comprises of all college students in Tamil subject, who were studying in different Colleges of Arts and Science, in Chennai of Tamil Nadu. The total population consists of all Tamil students of under graduate level. The investigator has used simple random sampling technique for selecting the sample from the population. The sample consists of 600 Tamil graduate students of arts and science college level.

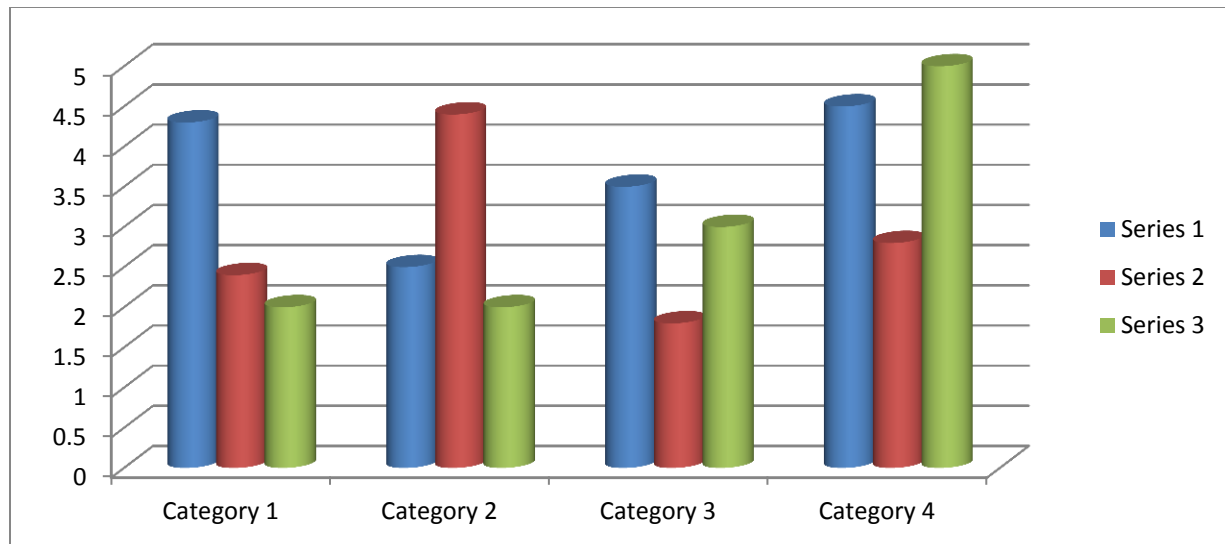
#### Hypotheses Testing- $H_0$

$H_1$ . There is no significant difference in Self-Esteem of Tamil graduate students with respect to gender

**Table 1:-**Significant difference in Self-Esteem of Tamil graduate students with respect to gender

Variable	Boys N=326		Girls N=274		Calculated value of 't'	Remarks at 5% Level
	Mean	SD	Mean	SD		
Self-Esteem	44.12	11.58	46.18	12.13	2.16	S

(At 5% level of significance, the table value is 1.96)



NS- Not significant, S- Significant:-

It is inferred from the above table that the calculated value of 't' (2.16) is greater than the table value of 't' (1.96) at 5% level of significance for df 599. Hence the null hypothesis is **rejected**. Thus, there is significant difference between boys and girls Tamil graduate students in their Self-Esteem. While, comparing means scores of girl's student have better than boy students in their Self-Esteem.

H<sub>2</sub>:-There is no significant difference in Self-Esteem of Tamil graduate students with respect to type of the college

**Table 2:-**Significant difference in Self-Esteem of Tamil graduate students with respect to type of the college

variable	Sources of variation	Sum of square	Mean square of variance	Calculated value of 'F'	Remark at 5% level
Self-Esteem	Between	3439.683	1719.841	4.504	S
	Within	370379.476	495.823		

(At 5% level of significance, for (2,597) df the table the table value 'F' is 3.00)

NS- Not significant, S- Significant:-

It is inferred from the above table that the calculated value of 'F' (4.504) is greater than the table value of 'F' (3.00) for df (2, 597) at 5% level significance. Hence null hypothesis is **rejected**. Thus, the government, self- financed and government aided college of Tamil graduate students differ significantly in their Self-Esteem. While comparing means scores of types of the college, Self- financing (36.19) college of Tamil graduate students are better than Government (34.76) and Government Aided (33.89) college Tamil graduate students in their Self-Esteem.

H<sub>3</sub>.There is no significant difference in Self-Esteem of Tamil graduate students with respect to Year of the Students

**Table 3:-**Significant difference in Self-Esteem of Tamil graduate students with respect to year of the students

Dimension	Sources of variation	Sum of square	Mean square of variance	Calculated value of 'F'	Remark at 5% level
Self-Esteem	Between	993.869	496.933	4.665	S
	Within	372825.292	499.097		

(At 5% level of significance, for (2, 597) df the table the table value 'F' is 3.00)

NS- Not significant, S- Significant:-

It is inferred from the above table that the calculated value of 'F' (4.665) is greater than the table value of 'F' (3.00) for df (2,599) at 5% level significance. Hence null hypothesis is **rejected**. Thus, the first, second and third year

Tamil graduate students differ significantly in their Self-Esteem. While comparing means scores of year of the students, third year (34.45) Tamil graduate students are better than second (32.43) and first year (30.09) Tamil graduate students in their Self-Esteem.

#### **Findings of the Study:-**

1. 23.3% of the Tamil graduate students have low, 51.4% of them have average and 25.3% of them high level of Self-Esteem.
2. There is significant difference between boys and girls Tamil graduate students in their Self-Esteem. While, comparing means scores of girl's student have better than boy students in their Self-Esteem.
3. The government, self- financing and government aided college of Tamil graduate students differ significantly in their Self-Esteem. While comparing means scores of types of the college, Self- financing (36.19) college of Tamil graduate students are better than Government (34.76) and Government Aided (33.89) college Tamil graduate students in their Self-Esteem.
4. The first, second and third year Tamil graduate students differ significantly in their Self-Esteem. While comparing means scores of year of the students, third year (34.45) Tamil graduate students are better than second (32.43) and first year (30.09) Tamil graduate students in their Self-Esteem.

#### **Recommendation of the Study:-**

1. Vocational training must be provided for among college students to develop their self-esteem and also to find a source of living.
2. Training programmes on personality development and capacity building must be given to the among college first year Tamil graduate students to understand themselves and also cope more effectively with the existing problems.
3. Among colleges to conducted entertaining activity and programmes on spirituality, yoga, and meditation must be provided for illiterate parents of the students in self development.
4. The management can provide meeting for the Stake holders like Parents, Teachers, and Mentors as they play vital role.
5. Self-esteem plays an important role in the youth's life. Programmes can be focused to the youth to build the self-esteem and the personal value. Social work professional can provide counseling, guidance and training in this regards to develop the personal values and self-esteem in Tamil graduate students of college level.
6. Private colleges and govt. colleges give equal environment to students and teaching also give the lectures about ethics and morel's duties of human being.

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