



SELF-ESTEEM AS CONTRIBUTING FACTOR OF PERSONAL GROWTH AMONG POST GRADUATE STUDENTS

Dr. Sowmyashree K. N

Assistant professor
Department of Psychology
Jnana Bharathi Campus
Bangalore University,
Bengaluru, India

Abstract:

Self-esteem tends to be lowest in childhood and increases during adolescence, as well as adulthood, eventually reaching a fairly stable and enduring level. This makes self-esteem similar to the stability of personality traits over time. The objective of this study was to see the impact of self-esteem on personal growth among post graduate students between the age group of 22 to 30. By using purposive sampling method, a total of 64 samples among which were 32 boys and 32 girls' post-graduate students were considered. Rosenberg Self-Esteem Scale Dr. Morris Rosenberg (1965) and Personal Growth Initiative Scale Robitschek (1998) were used for the study to collect data. It was believed that increment in self-esteem leads to the increment in overall personal growth of an individual. The results of the study reveals that there is a relationship between self-esteem and personal growth.

Key words: Self-Esteem, Personal Growth.

Introduction

The term self-esteem is used to describe a person's overall subjective sense of personal worth or value. In other words, self-esteem may be defined as how much you appreciate and like yourself regardless of the circumstances. Your self-esteem is defined by many factors including: Self-confidence, Feeling of security, Identity, Sense of belonging, Feeling of competence. Self-esteem impacts decision-making process, relationships, emotional health, and overall well-being. It also influences motivation, as people with a healthy, positive view of themselves understand their potential and may feel inspired to take on new challenges. People with healthy self-esteem:

- Have a firm understanding of their skills.
- Are able to maintain healthy relationships with others because they have a healthy relationship with themselves.
- Have realistic and appropriate expectations of themselves and their abilities.
- Understand their needs and are able to express them.

People with low self-esteem tend to feel less sure of their abilities and may doubt their decision-making process. They may not feel motivated to try novel things because they don't believe they're capable of reaching their goals. Those with low self-esteem may have issues with relationships and expressing their needs. They may also experience low levels of confidence and feel unlovable and unworthy.

It is often our experiences that form the basis for overall self-esteem. Those who consistently receive overly critical or negative assessments from family and friends, for example, will likely experience low self-esteem. Those who experience what Carl Rogers referred to as unconditional positive regards will be more likely to have healthy self-esteem.

Personal growth is the process by which a person recognizes himself or herself and continually develops himself or herself to reach his or her full potential. Personal growth is an important part of a person's growth, maturity, success and happiness. Here are a few examples to clarify what is personal growth:

- Learning to control anger
- Learning to overcome procrastination
- Learning to overcome laziness
- Learning to be more polite and considerate
- Becoming a more responsible person

- Learning new things and developing new skills
- Changing your mind set and becoming more positive.

Successful personal growth requires motivation, the desire to improve, and the willingness to strive to make changes. You also need to be willing to get out of your comfort zone, and sometimes, do things that are uncomfortable, but are for your own good. An open mind and the desire to learn and grow are also important. Personal growth is an ongoing process that starts from an early age, but mostly shaped by parents, teachers, and the environment. However, to make the most of it, you need to become aware of the process, know what it is, and take the right steps to grow and improve yourself. Sometimes, problems and difficulties are the triggers that awaken the desire to grow, and lead to making changes in one's life. At other times, people are inspired to take steps toward personal growth after reading an inspiring book, watching a movie or reading about people who achieved success.

There is no one way or one program to help a person grow emotionally and personally. It may involve periodic counselling and coaching or it may involve a much longer and more intense type of therapy. The approach to help must be individually assessed and applied on a personal basis. It may include a variety of interventions, ideas skills, and behavioural techniques. In personal and emotional growth, the "fit" between the therapist, counsellor, or coach and yourself is critical.

REVIEW OF LITERATURE

- **Bidyadhar Sa et.al (2019)** conducted a study on the Relationship Between Self-Esteem, Emotional Intelligence, and Empathy Among Students From Six Health Professional Programs, Psychosocial skills such as communication, empathy, and emotional intelligence are now considered key attributes of health professionals. Self-esteem is another important construct that is less well studied. Self-esteem is important because low levels have been linked to depression, suicide, and eating disorders. This study sought to explore self-esteem during students' 1st year of training hypothesizing that several would demonstrate low self-esteem. It is also hypothesized that emotional intelligence and empathy would be associated with self-esteem. Method: A cross-sectional survey was conducted, and data were gathered from dental, medical, nursing, optometry, pharmacy and veterinary students. Self-report questionnaires assessing self-esteem, emotional intelligence, and empathy were completed and demographic information was collected. Scores were calculated and differences between groups analyzed with analysis of variance and chi-square testing. Pearson's correlation was used to assess associations between the constructs. Results: The mean self-esteem score was 26.2 ± 2.3 but 21% of the sample evidenced low self-esteem. There was no difference in the proportion of students demonstrating low self-esteem among programs. Conclusions: A significant proportion of health professional students suffer from low self-esteem during their 1st year of study. Such students may be more susceptible to the stresses associated with study and the development of psychopathology.
- **J. A. Irving et.al (1999)** conducted a study on Personal growth and personal development: A distinction can be drawn between personal development and personal growth. Despite their similarities, linguistic analysis shows the two concepts to convey different ideas. Personal development is a process concerned with specific aspects of the individual: the development of 'what', and the ways this can be planned, achieved and evaluated. Personal growth, on the other hand, is a more generic process having to do with the totality of the individual; it is always judged in terms of values. This difference is vital in counsellor training, where the emphasis should necessarily be on those aspects of personal development that are relevant to specific training objectives and client needs, rather than on personal growth.

Methodology:

Aim:

- To assess the impact of Empathy and Self-Esteem on Personal Growth among Post Graduate students.

NEED FOR THE STUDY

- To study how the self-esteem contribute on personal growth in post graduate young adults. As not much studies not done in this field.

OBJECTIVE OF THE STUDY

- The objective of the study is to find the relation between Self-Esteem and Personal Growth among Post Graduate students.

HYPOTHESIS OF THE STUDY

- There is no significant relationship between self-esteem and personal growth.

STUDY DESIGNS

- This is a between group research design and correlation method.

SAMPLE DESCRIPTION

- The inclusion criteria for sample selection was Post graduate students and the age criteria taken for the study was 22-30 year. In which total 64 sample size was taken among which 32 boys and 32 girls sample was collected.

RESEARCH TOOLS

Research tools are the tools used for the study to collect data from the population sample.

ROSENBERG SELF-ESTEEM SCALE:

Rosenberg, M. (1965) The Rosenberg Self-Esteem Scale, a widely used self-report instrument for evaluating individual self-esteem, was investigated using item response theory. 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. Scoring: Items 2, 5, 6, 8, and 9 are reverse scored. The Rosenberg self-esteem scale demonstrates strong validity and good level of reliability.

PERSONAL GROWTH INITIATIVE SCALE (PGIS)

Robitschek, C. (1998). Personal growth initiative: The construct and its measure. *Measurement and Evaluation in Counselling and Development*, 30, 183-198. Robitschek, C. (1999). Respondents answer each item using a 6-point Likert-type scale ranging from 1 (Definitely Disagree) to 6 (Definitely Agree). Scoring: 1- definitely disagree, 2- mostly disagree, 3- somewhat disagree, 4- somewhat agree, 5- mostly agree, 6- definitely agree.

PROCEDURE

The questionnaire study was randomly distributed among post graduate students falling within the age group of 22-30 years old young adults. The students were asked to attempt all the questions and proper instructions were given to them before attending the survey. It took 15-20 minutes in maximum to complete the entire questionnaire. The data was collected by using an online Google form. The entire scoring method was explained properly to the subjects.

Table: illustrates the mean, SD and correlation between self- esteem and personal growth of boys and girls:

Scales	Samples	Mean	Std. Deviation
Rosenberg self- esteem scale and personal growth initiative scale	Self- esteem scores of boys and girls	28.41	5.659
	Personal growth scores of boys and girls	39.05	9.12

Correlations			
		raw scores of self- esteem scale	raw scores of personal growth scale
raw scores of self- esteem scale	Pearson Correlation	1	.674**
	Sig. (2-tailed)		.000
	N	64	64
raw scores of personal growth scale	Pearson Correlation	.674**	1
	Sig. (2-tailed)	.000	
	N	64	64

** . Correlation is significant at the 0.01 level (2-tailed).

Discussion and conclusion:

The above table shows the correlation between empathy and personal growth of boys and girls where, N= 64 of the groups combined for boys and girls. The mean score of the self-esteem for the boys and girls together is 28.41 and

personal growth for the boys and girls together is 39.05, Standard deviation is 5.77 and 9.12 and the 'r' value is 0.674. The 'p' value is 0.000 which is lesser than 0.01 that shows there is a relationship between the variables self- esteem and personal growth.

Hypothesis states that there is no significant relationship between self- esteem and personal growth. Correlation was done on the combined score of both boys and girls on empathy and personal growth, which shows r value is 0.674 and 'p' value is 0.000 which means there is a relationship between the variables, self- esteem and personal growth. So, the hypothesis is rejected.

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