

Study of Gender Difference in Self-Esteem among Adolescents

Seema Bajaj and Purnima Vasan

Abstract

Aim: The aim of the study was to observe gender difference in self-esteem among adolescents. **Materials and Methods:** Samples of 200 adolescents (100 males and 100 females) were selected from Ludhiana, Punjab. For data collection, Rosenberg Self-Esteem Scale by Rosenberg (1975) was used. **Results:** No significant difference was found between mean scores of self-esteem of male and female adolescents. **Conclusion:** It was concluded that gender does not play a significant role in determining the self-esteem among adolescents.

Seema Bajaj

Assistant Professor
Master Tara Singh Memorial College for Women
Ludhiana (Punjab), India.
E-mail: seemabajaj74in@yahoo.co.in

Purnima Vasan

Counsellor
Dr. R.S. Bhaita Clinic, Ludhiana
Email: purnimavasan14@gmail.com

Key words: Gender Difference, Self-Esteem, Adolescents

DOI: 10.18376/jesp/2022/v18i2/217775

Introduction

Self-esteem refers to a person's beliefs about their very own really worth and value. It also has to do with the feelings human beings experience that comply with from their experience of worthiness or unworthiness. Self-esteem is important due to the fact it heavily influences people's choices and decisions. In other words, self-esteem serves a motivational function with the aid of making it greater or much less probable that human beings will take care of themselves and explore their full potential. People with high self-esteem are also people who are inspired to take care of themselves and to consistently strive in the direction of the fulfilment of personal goals and aspirations. People with lower self-esteem do not have a tendency to regard themselves as worthy of happy effects or successful of accomplishing them and so have a tendency to let essential things slide and to be less continual and resilient in terms of overcoming adversity. They may additionally have the equal sorts of goals as humans with greater self-esteem, but they are usually less inspired to pursue them to their conclusion. According to Sedikides and Gress (2003) "Self-esteem refers to individual's perception or subjective appraisal of one's own self-worth, one's feelings of self-respect and self-confidence and the extent to which the individual holds positive or negative views about self." According to Adler & Stewart (2004) "Self-esteem refers to a person's overall sense of his or her value or worth. It can be considered a sort of measure of how much a person "values, approves of, appreciates, prizes, or likes him or herself." There are three types of self-esteem - Firstly, High self-esteem, People who have high self-esteem usually experience excellent about their capability to participate, assured in social conditions and glad with the way. Generally, they are confident, they

have desirable experience of self-worth, they are positive, encouraging and supportive to others, and they possess suitable communication. They are extrovert, energetic, ambitious, and they analyse from their mistakes. Secondly, Low self-esteem, People who have low self-esteem are the opposite of these with high self-esteem. They do no longer value themselves, they do no longer trust in their possibilities, and insecurity that they may be feeling is carried over into nearly each situation. Fear of failure is something that torments them and holds human beings with low self-esteem back. They are the mannequin of sad people. People with low self-esteem have moments of euphoria when everything is going proper for them, however when matters start to go bad, their self-esteem drops very quickly. They are sensitive humans who are without problems influenced and who have a tendency to show their opinion, but barring defending it. It is a hopeless circumstance that continues folks from realising their full potential. A person, who has low self-esteem, feels incompetent, unworthy, and incapable. Thirdly, Inflated self-esteem, People with inflated self-esteem assume they are better than others and have no doubts about underestimating all people else. This is a very poor self-esteem, as it holds them again from setting up affectionate and healthy relationships. Their competitiveness is constantly current and they always desire to come out on top. For these people, happiness is found in attaining success, however the actuality of the rely is that they do now not achieve happiness with this attitude. People with inflated self-esteem are characterised via their lack of ability to pay attention to others and to critique themselves. They are now not capable of correcting their personal errors and, as such, they are continuously blaming others. There are many factors which effects the self-esteem like age, family environment, genetics, illness, physical abilities, socioeconomic status, thought patterns etc. Brito, and Oliveira (2013) found the Bullying and self-esteem in adolescents from public schools by estimating the prevalence of bullying and to identify the level of self-esteem of students by gender. This was a cross-sectional study with 237 students in the ninth grade of middle school from public schools participating in the School Health Program in the city of Olinda (PE). The questionnaire used in the study was divided into three blocks: a sociodemographic block; a block on bullying, validated by Freire, Simão, and Ferreira (2006); and a block to assess self-esteem, by Rosenberg (1989). The prevalence of bullying was 67.5%. The study population consisted of adolescents, mostly female (56.4%), aged 15-19 years (51.3%), of black ethnicity (69.1%). Most students lived with four or more people (79.7%) in their family-owned homes (83.8%), which had five or more rooms (79.1%), it was observed that in the group of victims/aggressors and aggressors ($p = 0.006$ and 0.044 , respectively), males had higher statistically significant self-esteem scores when compared to females. The findings indicate a large number of students involved in the several roles of bullying, identifying an association between these characteristics and sex/gender and self-esteem of those involved. Taibah (2017) assessed the relationships between self-esteem and malocclusion severity and type in adolescents using a self-esteem measurement scale and the index of treatment need (IOTN) and to investigate the influence of age, sex, and school type in these relationships. Adolescent students aged 12–19 years randomly selected from four private and two governmental schools were enrolled for this study. The sample consisted of 886 participants from which 558 females (62.9%) and 328 males (37.1%) with a mean age of 16 years. Chi-square analysis showed that 17.1% of males and 31% of females showed low levels of self-esteem, with a statistically significant difference ($P < 0.001$). Cases with multiple malocclusions showed significantly lower self-esteem ($P = 0.018$) compared with single-category malocclusion. Anterior teeth spacing, crowding, and overjet malocclusion showed the highest percentages of low self-esteem. Mohammadzadeh, Awang, and Shahar (2018) assessed the prevalence of Emotional Health and Self-esteem Among Adolescents in Malaysian Orphanages. Study included 287 adolescents aged 12–18 years living in six selected orphan homes. Study's instruments included Socio-demographic questionnaire, validated Malay version of Depression Anxiety Stress Scale-21 and Rosenberg Self-Esteem Scale. The findings revealed that 85.2, 80.1

and 84.7% of participants had depression, anxiety and stress respectively. Females were more likely to be depressed. The study showed that 70.8% of males and 69.2% of females had low self-esteem and the self-esteem was associated with depression, anxiety and stress. Therefore, mental health problems are very common among adolescents in Malaysian orphanages. Results reveal the urgency of immediate actions to reduce the mental health problems among Malaysian institutional adolescents. Minev, Petrova, and Strebkova (2018) analysed the correlation between academic achievement and self-esteem among adolescents. Forty 14-year-old students (20 boys and 20 girls) with excellent, very good and good results in school were examined. Rosenberg Self-Esteem Scale (RSE) was used. The results show that girls have significantly more negative attitudes towards themselves ($x = 32.25$) comparing with boys ($x = 25.14$). These results support the need for further research to explore how individual and contextual factors affect the development of self-esteem over the school years.

Materials and Methods

The present study was conducted on 200 adolescents. From which 100 were males and 100 were females from Ludhiana, Punjab. The age range of the adolescents were between 13-19 years. To assess self-esteem, Rosenberg Self-Esteem Scale (1975) was used which is designed by Rosenberg.

Results and Discussion

Table 1 show that the values of mean, median and mode of the scores of adolescents on the variable of self-esteem as 19.97, 20.00 and 20.07 respectively which are quite proximate to each other. The values of skewness and kurtosis in case of adolescents are -0.314 and -0.269 respectively showing the distribution as negatively skewed and platykurtic. But these distortions are quite small. Therefore, the distributions can be taken as normal.

Table 1. Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis of scores of Adolescents on the variable of Self-esteem

Variable	Mean	Median	Mode	S.D.	Skewness	Kurtosis
Self-esteem	19.97	20.00	20.07	2.31	-0.314	-0.269

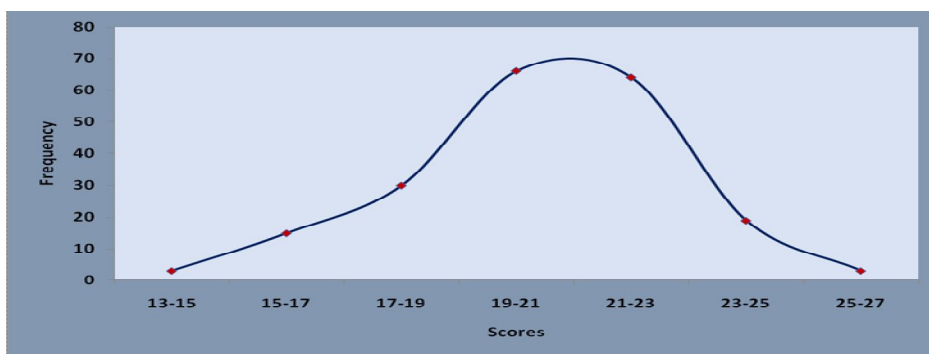


Figure1. Frequency Polygon of scores of Adolescents on the variable of Self-esteem

Table 2. Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis of scores of Male and female adolescents on the variable of Self-esteem

Variable	Mean	Median	Mode	S.D.	Skewness	Kurtosis
Male	20.28	20.00	19.44	2.32	-0.527	0.132
Female	19.65	20.00	20.70	2.26	-0.130	-0.434

Table 2 shows that the values of mean, median and mode of the scores of male adolescents on the variable of self-esteem as 20.28, 20.00 and 19.44 respectively which are quite proximate to each other. The values of skewness and kurtosis in case of male adolescents are -0.527 and 0.132 respectively showing the distribution as negatively skewed and leptokurtic. But these distortions are quite small. Therefore, the distributions can be taken as normal. The values of mean, median and mode of the scores of female adolescents on the variable of self-esteem as 19.65, 20.00 and 20.70 respectively which are quite proximate to each other. The values of skewness and kurtosis in case of female adolescents are -0.130 and -0.434 respectively showing the distribution as negatively skewed and platykurtic. But these distortions are quite small. Therefore, the distributions can be taken as normal.

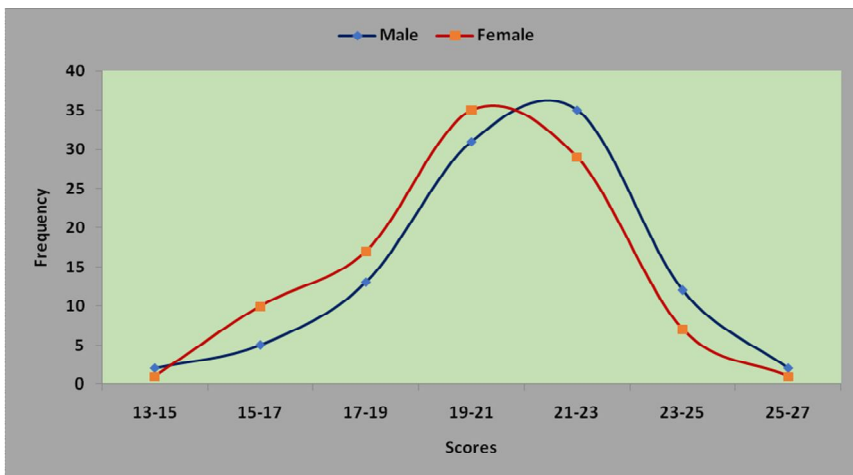


Figure 2. Frequency Polygon of scores of Adolescents on the variable of Self-esteem

Table 3. Significance of Difference between Mean Scores of Self-esteem among Male and female adolescents

Group	Variable	N	M	S.D	SE _M	t-ratio	Sig./Not Sig.
Male	Self-esteem	100	20.28	2.32	0.23	1.94	Not Sig.
Female		100	19.65	2.26	0.23		

Table 3 revealed that the mean scores of the variable of self-esteem of male and female adolescents as 20.28 and 19.65 respectively. The t-ratio is calculated as 1.94 with $d_f=198$ which is significant at .01 level. This revealed that no significant difference exists between mean scores of self-esteem of male and female adolescents. As no significant difference was found between the mean scores of self-esteem of male and female adolescents, hence it is stated that ‘There will be significant difference in self-esteem of male and female adolescents.

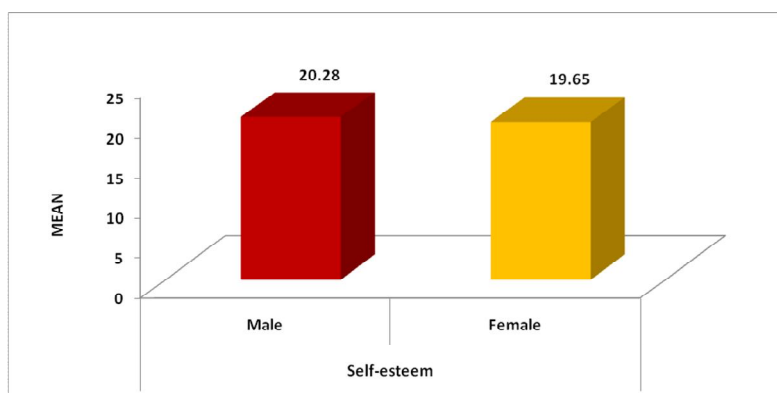


Figure 3. Bar Graph showing Difference between Mean Scores of Self-esteem among Male and female adolescents

Conclusion

It was concluded that there was no significant difference was found between mean scores of the variable of Self-esteem of male and female adolescents. This indicates that gender does not play a significant role in determining the Self- Esteem among adolescents.

Reference(s)

Brito, C. C., & Oliveira, M. T. (2013). Bullying and self-esteem in adolescents from public schools. *Jornal de pediatria*, 89(6), 601–607. <https://doi.org/10.1016/j.jpmed.2013.04.001>

- Minev, M., Petrova, B., Mineva, K., Petkova, M. & Strebkova, R. (2018). Self-esteem in adolescents. *Trakia Journal of Science*, 16, 114-118. 10.15547/tjs.2018.02.007.
- Mohammadzadeh, M., Awang, H., Kadir Shahar, H., & Ismail, S. (2018). Emotional Health and Self-esteem Among Adolescents in Malaysian Orphanages. *Community mental health journal*, 54(1), 117–125. <https://doi.org/10.1007/s10597-017-0128-5>
- Rosenberg M. (1986). Self-concept and psychological well-being in adolescence. In Leahy R.L. (Ed.), *The development of the self* (pp. 205-246). Academic Press.
- Rosenberg, M. (1965). *Society & the adolescent self-image*. Princeton, NJ: Princeton University Press.
- Taibah, S. M., & Al-Hummayani, F. M. (2017). Effect of malocclusion on the self-esteem of adolescents. *Journal of orthodontic science*, 6(4), 123–128. https://doi.org/10.4103/jos.JOS_16_17

Conflict of Interest: None declared