

Self- Esteem, Locus of Control and Happiness among Female Adolescents.

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Abstract

The present study was done to find out the relationship between self- esteem, locus of control and happiness in female adolescents. The sample consisted of 62 college students. The data was collected from the various colleges in Coimbatore. The tools used were Oxford's Happiness Questionnaire, Rosenberg's Self- Esteem Scale and Locus of Control Scale developed by Levenson. The results of this study revealed that eighty six percentage of the sample were having internal locus of control. The variables happiness and self- esteem are positively correlated with each other at 0.05 level and there is a significant influence of self- esteem over happiness. There is no relationship between socio-economic status and self- esteem of the sample.

Keywords: Self- esteem, Happiness and Internal locus of control.

Introduction

WHO identifies adolescence as the period in human growth and development that occurs after childhood and before adulthood, from ages 10 to 19. It represents one of the critical transitions in the life span and is characterized by a tremendous pace in growth and change that is second only to that of infancy. Biological processes drive many aspects of this growth and development, with the onset of puberty marking the passage from childhood to adolescence. The biological determinants of adolescence are fairly universal; however, the duration and defining characteristics of this period may vary across time, cultures, and socioeconomic situations. This period has seen many changes over the past century namely the earlier onset of puberty, later age of marriage, urbanization, global communication, and changing sexual attitudes and behaviours (WHO, 2014).

A research was done by Ravikanth (2010) on "Self-esteem among technical students during recession: An empirical study". The results revealed that there is no significant relationship between IT and Non IT students with respect to Self-esteem.

A research was done by Joshi & Srivastava (2009) on "Self-esteem and Academic Achievement of Adolescents". The findings indicated that there were no significant differences with regard to self-esteem of rural and urban adolescents.

A research was done by Yadhav & Iqbal (2009) on "Impact of Life Skill Training on Self-esteem, Adjustment and Empathy among Adolescents". The result showed that subjects improved significantly in post condition on self-esteem, emotional adjustment, educational adjustment, total adjustment and empathy. However, no significant difference was found on social adjustment in pre and post condition.

Stocks, April, Lynton (2012) analysed "Locus of control and subjective well-being a cross-cultural study". The results revealed that locus of control and subjective well-being were differently correlated to one another, with China showing significant negative correlation between subjective well-being and locus of control and Southern Africa showing no significant correlation. Findings also indicate that gender has a significant relationship with locus of control in Southern Africa but not in China; whereas China has a strong link between subjective well-being and gender.

April, Dharani, Peters (2012) done a study on Impact of Locus of Control Expectancy on Level of Well-Being. The research results conclude that a maximum level of happiness is achieved by individuals with a balanced locus of control expectancy - a mix of internal and external locus of control, alternatively known as 'bi-local expectancy'.

Farbstein (2011) examined "Locus of control, personality, and parenting". The purpose of this study was to examine relationships among perceived parenting styles, personality, and locus of control in a sample of at-risk university students. The results of this study concludes students who perceived their parents as having an authoritative parenting style and were open to experience demonstrated an internal locus of control. Perceived parenting style and personality combined was a better predictor of locus of control than either factor alone. This demonstrates the important role that school psychologists can play in influencing parenting and social support to help students adopt a more internal locus of control.

Natvig, Albereksens, Quarnstorm (2003) had done a study on "Associations between psychosocial factors and happiness among school adolescents". Social support from teachers enhanced happiness significantly. A less consistent pattern was found for support from peers, but the most happy pupils experienced significantly more support than pupils who reported being unhappy. No significant trend was found with decision control. They also explored associations between happiness and psychosomatic symptoms. Pupils feeling unhappy reported a particular symptom more often and they also had the highest mean number of reported symptoms. To evaluate whether these health indicators represent

different dimensions of health, a comparison of strength of associations with common risk factors is made. Implications for health promotion practice are discussed.

Sample

Convenience sampling (purposive sampling method) was adopted where the population elements are selected on the basis of their availability (for example they volunteered). The sample consisted of sixty two students in the age range of 17-20 years.

Tools

The tools used in the study were:

- **Case Study Schedule** was designed to collect the demographic details of the participants such as name, gender, age, socio economic status and family background etc.
- **Oxford Happiness Questionnaire** consists of 29 items and the validity and reliability of the scale is 0.92 and 0.73 respectively. The items are answered on a six point scale ranging from 'Strongly Disagree' to 'Strongly Agree'
- **Self-Esteem Scale** constructed and standardized by Dr. Florence Rosenberg consists of 10 items. The items are answered on a four-point scale ranging from 'Strongly Agree' to 'Strongly Disagree'. The scale generally has high reliability: test-retest correlations are typically in the range of .82 to .88, and Cronbach's alpha for various samples are in the range of .77 to .88

➤ **Locus of control Scale** developed by Levenson The items are answered on a six point scale ranging from 'Strongly Disagree' to 'Strongly Agree' The concurrent validity of the questionnaire, as measured by Levenson's IPC scale was .57 (P < .001), .49 (P < .01) and .53 (P < .001) for IPC, respectively. The reliability indices for the Internal, Chance, and Powerful Others using Pearson's moment correlation were 0.60 (p < 0.001), 0.58 (p < 0.002), and 0.74 (p < 0.0001), respectively.

Results and Discussion

**Table- 1: Level of Happiness of the sample
N= 62**

Happiness Level	Number	Percentage
High	9	15
Average	23	37
Low	30	48

Positive psychology deals with happiness, excellence and optimal human functioning. Psychologists have variously labeled happy personality in terms such as subjective well-being or life satisfaction and define it as encompassing a cognitive evaluation of the quality of one's life experience and possession of positive affect (McGregor and Little, 1998). Thus, happiness has both rational and emotional aspects.

Table- 1 shows the level of Happiness of the sample. Among 62 samples, 9 scored high, 23 scored average and 48 scored low in the level of happiness.

**Table-2: Level of Self- esteem of the sample
N= 62**

Self-esteem Level	Number	Percentage
Very high Self-esteem	56	90
High Self-esteem	5	8
Average Self-esteem	1	2
Low Self-esteem	0	0
Very low Self-esteem	0	0

People high in self-esteem have greater self-worth and confidence. They also feel more competent and productive than do people low in self-esteem. People high in self-esteem function better in many ways. (Schultz and Schultz, 2004)

Table- 2 shows the level of Self-esteem of the sample. Among 62 samples, 56 were scored very high, 5 were scored high and one sample scored average in the level of self-esteem.

Self- efficacy and internal locus of control are positively related with life satisfaction. Self- esteem is an important predictor of a person's level of happiness. People who feel good about themselves score high in subjective well- being (Schultz and Schultz, 2009).

Table- 3: Type of Locus of Control of the sample
N= 62

Type of Self- esteem	Number	Percentage
Internal	53	86
Chance control	4	6
Powerful others	5	8

Internal locus of control is the belief in oneself and desire for control over one's own life; the higher a person's score on this factor, the higher is their subjective well- being (Schultz and Schultz, 2009). It is the belief that a person can choose to behave in ways that maximize good outcomes and minimize bad ones. People, who fail to help, in contrast tend to have an external locus of control and believe that their behaviour is irrelevant because outcomes are controlled by luck, fate, people with power, and other uncontrollable factors (Baron, Branscombe, Byrne and Bharadwaj, 2013).

Table- 3 shows the type of Locus of control of the sample. Out of 62 sample, 53 were having Internal locus of control, 4 were having chance control and 5 sample fell under the category of Powerful others type of locus of control.

Table- 4: Mean and Standard Deviation of Happiness, Self- esteem and Locus of Control of the sample

	Mean	Std. Deviation
Happiness	3.93	0.88
Self Esteem	29.89	4.79
Locus of Control	39.21	6.40

Table- 5 shows the mean and standard deviation of Happiness, Self- esteem and Locus of Control of the sample. The mean and standard deviation of happiness is 3.93 and 0.88 respectively. The mean and standard deviation of self- esteem is 29.89 and 4.79 respectively. The mean and standard deviation of Locus of control is 39.21 and 6.40 respectively.

Table- 5: Relationship between Happiness and Self- esteem.

		Self Esteem
Happiness	Pearson Correlation	.302*
	Sig. (2-tailed)	.017
	N	62

*. Correlation is significant at the 0.05 level (2-tailed).

Table- 5 shows the relationship between Happiness and Self- esteem. The level of Self- esteem and Happiness are positively correlated in 0.05 level which is statistically significant. This shows that when happiness increases the level of self- esteem also increases.

Lyubomirsky, Tkach and Dimatteo, (2006) revealed that the happiness and self- esteem are highly correlated. Malekiha, Abedi and Baghban, (2012) also revealed that self- esteem was significantly correlated with happiness.

Table- 6: Influence of Self- esteem on Happiness- Regression Analysis

Model	Sum of squares	R	R Square	Adjusted R Square	F	Sig.	T
Regression	4.27				6.007	.017 ^a	3.34
Residual	42.84	.302 ^a	.091	.076			2.45
Total	47.11						

a. Predictors: Constant, Self Esteem

b. Dependent Variable: Happiness

From the above table we can conclude that there is a significant influence of Self Esteem over happiness, but according to the model summary, the R adjusted value is at .091 and the percentage of this translates into a mere 9% meaning that the happiness is gained not just from self esteem, but there are other variables that are contributing to happiness.

Table- 7 Relationship between Socio Economic Status, Happiness and Self Esteem

		Happiness	Self Esteem
Socio Economic Status	Pearson Correlation	.119	-.070
	Sig. (2-tailed)	.358	.586
	N	62	62

From the above table it is clear that there is no relationship between self-esteem and socioeconomic status of the sample. MacArthur (2004) found that there is no virtual relationship between self-esteem and socioeconomic status.

The above table also reveals that there is no relationship between happiness and socio economic status. But this finding contradicts with the study of Gerdtham and Johannesson (2001), who found that the happiness increases with income.

Limitations of the study

- The sample size was restricted to 62 due to time constraints
- The data collection was done only in a small region of Coimbatore and the results may vary in the other parts of the country.

Recommendations

- The college authorities can conduct awareness programmes to the students like life skills coaching.
- Counselling sessions can be arranged periodically to boost the happiness and self-esteem level of the students and counseling psychologists can be appointed in the colleges and universities.

Implications of the study

- Findings of the current study might lead researchers to explore new psychological aspects of students.
- The research might be expanded to the diversified and cross-cultural sample from different cities and provinces to make it more internationally for comparison purposes.
- Researches can be conducted involving interventions and focusing on other variables such as Emotional-intelligence, Adjustment, Spiritual intelligence, Well-being etc among students.
- Longitudinal researches can be conducted on larger sample of students with interventions.

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ADDRESSING SELF- ESTEEM AND PERCEIVED SOCIAL SUPPORT IN ELDERLY.

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ABSTRACT

The presents study attempts to identify the relationship between self- esteem and perceived social support in elderly. This study was conducted in various districts of Kerala and Tamil Nadu. One hundred and seventy one samples in the age range of 54 to 88 years were selected. The personal profile which was tailored made by the researchers was used to collect the personal details of the sample. The tools used to collect the data were Rosenberg's Self Esteem Scale and Multidimensional Scale on Perceived Social Support. The data were analysed and the results reveal that there is a significant and positive relationship between self esteem and perceived social support in the sample. Regression analysis shows that the level of perceived social support is influencing the level of self- esteem. ANOVA results shows that there is a significant difference in the level of self- esteem of the sample with respect to the level of perceived social support.

FULL TEXT:

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