

A Study On Self-Esteem and Happiness among Male & Female University Students

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ABSTRACT

The flow inquire about analyzes sex contrasts in the confidence and joy of college understudies. An example of 120 understudies (60 guys and 60 females) was drawn from the different divisions of college of Sargodha inside the age scope of 18-26 years. Comfort testing strategy was utilized. Rosenberg Self-regard Scale (Rosenberg, 1985) and Oxford Happiness Questionnaire (Hills and Argyle, 2001) were separately directed to the members. The outcomes recommended that the male understudies detailed fundamentally more elevated level of confidence when contrasted with the female college understudies ($t = 3.78$, $df = 117$, $***p < .001$). Additionally, the outcomes recommended immaterial contrasts in male and female understudy in level of satisfaction ($t = 4.04$, $df = 117$, $p > .05$). Moreover, huge positive relationship was found among satisfaction and confidence of understudies ($r = .22^*$). These discoveries have suggestions for helping educators and guardians.

1. Introduction

The present examination was led to investigate sex contrasts in confidence and bliss among college understudies. It is a typical perception that upbeat people tend to feel constructive about themselves and those people who have low self worth and self-esteem are normally hopeless and miserable (Lyubomirsky et al., 2005). Satisfaction can build prosperity, wellbeing, work execution, warmth, selflessness, inventive reasoning and critical thinking, and diminish pressure Argyle (2001).

As per Kesebir and Diener (2008), joy is a psychological condition of prosperity depicted by positive feelings running from satisfaction to significant enjoyment. Diener et al. (1999) contended that satisfaction is one of the most significant and significant components of human experience and enthusiastic life. Bliss could be better comprehended corresponding to visit and rehashed beneficial outcome, raised life fulfillment and unprecedented negative impact, which are three essential components of emotional prosperity (Diener, 1984; 1994). Argyle et al. (1995) depicted that individuals typically characterize satisfaction as encountering a positive influencing state, for example, delight, or mollified with life in general or incompletely.

Self – regard is a significant component that impacts the degree of skill in all fields of exertion. Confidence has association with work achievement, school achievements, relational similarity, and normal bliss (Redenbach, 1991). Evans (1997) expressed that confidence is a critical mental component causal to wellbeing and personal satisfaction. As indicated by Bandura (as referred to in Malbi and Reasoner, 2000), confidence is the feeling of individual importance and capacity that people associate with their self-ideas. Fight (1982) recommended that the idea of confidence is an individual, evaluative encounter which chooses the person's trademark understanding of feeling of worth.

Confidence is a thorough inclination of feeling of worth or capacity as an individual, or general sentiments of self-acknowledgment, generosity, and self-esteem (Coopersmith, 1967; Lyubomirsky et al., 2006; Rosenberg, 1965; Wylie, 1979). Woolfolk (2005) characterized confidence as a passionate demonstration which outlines the worth or worth we identify with our self-appraisals. Confidence is extensively known as being less adaptable than self-idea as it covers the manners in which that people consider their solid focuses and shortcoming. As per Tudor (1996), the most significant components of psychological wellness are self-idea, confidence and personality are. Confidence is much of the time considered as a guide of general joy or prosperity (Ryff, 1989; Whitley, 1983). Myers and Diener (1995) got confidence as a predictable characteristic which depicts upbeat individuals (Fordyce, 1988; Diener and Diener, 1995; Kozma and Stones, 1978).

Wilson (1967) investigated diverse segment qualities of satisfaction. As per him, an upbeat individual is one who is energetic, fiery, educated, beneficial, outgoing, confident, strict, and have high confidence. Zimmerman (2000) assessed a few examinations and inferred that abstract prosperity strikingly connected with high confidence. He further contended that confidence adds to significant contrast in both bliss and mental prosperity. Furnham and Cheng (2000) got confidence as the focal and powerful explanation of bliss. DeNeve and Cooper (1998) presumed that for the most part glad people have social, cordial characters, splendid and idealistic view about themselves, their capability and their future. In addition, they are increasingly overwhelming and dynamic and less inclination to be on edge.

Goodarzi et al. (2008) directed an examination to explore the bliss level of male and female competitor Irani understudies. The example of 282 understudies was drawn from Tehran University. Oxford Happiness poll was independently controlled. The outcomes indicated that female competitors had announced higher self-adequacy, bliss and life

fulfillment when contrasted with male understudies. The outcomes further proposed that albeit the two gatherings increased an equivalent degree of confidence, however female understudies detailed more satisfaction than male members.

Veselska et al. (2008) researched the effect of whether social help, character and psychological well-being on the connection between confidence and financial status in an example of 3694 understudies of primary school. Rosenberg Self-regard Scale, the Ten-Item Personality Inventory, Perceived Social Support Scale, the Family Affluence Scale and the 12-thing General Health Questionnaire were controlled. The outcomes recommended that family thriving, extroversion, transparency and enthusiastic steadiness (measurements of character) emotional wellness and social help from family and significant others were seen as related with confidence.

The current research examined the accompanying examination questions:

- Is there any sexual orientation distinction in satisfaction level of college understudies?
- Is there any sexual orientation contrast in confidence of college understudies?
- Is there any connection among bliss and confidence of college understudies?

2. Method

2.1. Research design

The survey research design was used in this research.

2.1.1. Sample and sampling strategy

Non-likelihood purposive examining strategy was utilized. The accompanying incorporation criteria were utilized: Enrollment in University of Sargodha as understudy accessibility and eagerness of the examination members. The example was made out of 120 college understudies (60 guys and 60 females). The example was drawn from different divisions of college of Sargodha. Further segment qualities of the example are given in Table 1.

2.2. Instrument

Following instruments were utilized:

- Demographic Information Form
- Rosenberg Self-regard Scale (Rosenberg, 1965)
- Oxford Happiness Questionnaire (Argyle and Hills, 2001).

Table 1. Demographic Characteristics of the Sample

	<i>f</i>	%
Gender		
Male	60	50
Female	60	50
Education		
science	82	68
Social science	38	32
Age		
18-20	38	32
21-23	63	53
24-26	19	15

2.2.1. Demographic information form

Segment Information Form was utilized to accumulate data about age, instruction and sex of the exploration members.

2.2.2. Rosenberg self-esteem scale (Rosenberg, 1965)

Rosenberg confidence scale was utilized in this examination. it was declined by Rosenberg in 1965 and comprise of 10 things. It is identified with the sentiments of self-acknowledgment and self-esteem. Reactions were estimated on a 4-point scale extending from 1 (firmly dissent) to 4 (unequivocally concur).

2.2.3. Oxford happiness questionnaire (Argyle and Hills, 2001)

Bliss was estimated by the Oxford Happiness Questionnaire (Hills and Argyle, 2001) which is a 29-thing scale. Every thing was assessed on a six-point scale: unequivocally concur, respectably, concur, somewhat concur, marginally deviate, modestly dissent, and firmly oppose this idea. This instrument gives a scope of scores somewhere in the range of 29 and 145, with higher scores speaking to more noteworthy satisfaction. In the present research, the scale has adequate dependability of alpha co-productive of .74.

2.3. Procedure

Official consent was looked for from the Principal from the different leaders of the offices for information assortment. An instruction about nature and reason for the examination was given to the member to build up the compatibility. They were guaranteed that all data taken from them will be kept secret. Composed educated assents were taken from them independently. At that point RES and OHQ were independently managed to all the examination members to decide their confidence and joy level.

2.4. Statistics

The SPSS (form 17) was utilized for measurable investigation of the information. To look at the sex contrasts in the examination factors, Independent example t-test was performed. Also, Pearson Product Moment Correlation coefficient was utilized to investigate the connection among's satisfaction and confidence among college understudies.

3. Results

The outcomes given in Table 2 demonstrate huge sex contrasts in confidence of college understudies (t = - 2.58, df =118, *p < .05). The male understudies revealed more elevated level of confidence when contrasted with the female understudies (Mean= 22.95 and Mean 21.48, separately). The Table 2 further recommends no huge sexual orientation contrasts in level of satisfaction among college understudies. In any case, mean contrasts show that male college understudies are more joyful than female understudies (Mean= 3.68 and Mean 3.64, separately).

Table 2. Gender Differences in Happiness Level and Self-esteem of University Students (N=120)

Variable	Male		Female		t	95.0% C.I.	
	(n=60)		(n=60)			LL	UL
	M	SD	M	SD			
Happiness	3.68	0.66	3.64	0.49	0.308	-0.177	0.243
Self-esteem	22.95	2.89	21.48	4.1	2.58*	0.343	2.58

$t = -.308, df = 118, p > .05$; $t = -2.58, df = 118, *p < .05$

The result given in Table 3 ($r = .22, *P < .01$) suggest significant positive relationship between happiness and self-esteem of university students

Table 3. Relationship between Happiness Level and Self-esteem of University Students (N=120)

	1	2
1. Happiness	-	
2. Self esteem	.22*	-

$r = .22*, *p < .05$

$r = .22*, *p < .05$

The result given in Table 4 ($r = .49, **P < .01$) suggest significant positive relationship between happiness and self-esteem of male university students.

Table 4. Relationship between Happiness Level and Self-esteem of Male University Students (n=60)

	1	2
1. Happiness	-	
2. Self esteem	.49**	-

$r = .49**, **p < .01$

$r = .49**, **p < .01$

The result given in Table 5 ($r = -.17, P > .05$) suggest insignificant relationship between happiness and self-esteem in the sub-sample of female university students.

Table 5. Relationship between Happiness Level and Self-esteem of Female University Students (n=60)

	1	2
1. Happiness	-	
2. Self esteem	-0.17	-

$r = -.17, p > .05$

4. Discussion

The discoveries of the ebb and flow look into propose that sexual orientation has an effect upon the improvement, articulation and show of confidence and there are significant sex contrasts in confidence of college understudies. Besides, the male understudies detailed more elevated level of confidence when contrasted with the female understudies. These discoveries are predictable with the past research discoveries of Baumeister (1993), Hossaini, (2002), Marcotte et al. (2002), Pipher (1994), Pollack (1998), SarAbadaniTafreshi (2006), and Zareh (1994); which proposed that females, by and large, have a lower feeling of confidence than guys.

Zeinvand (2006) led an investigation on 72 understudies in Iran to investigate connection between social help, confidence and understudy's instructive advancement. The t test examination proposed that young men announced increasingly confidence when contrasted with female understudies. The discoveries further uncovered no critical sexual orientation contrasts in level of joy among college understudies. Be that as it may, mean contrasts recommended that young men detailed more joy than female understudies. The discoveries are reliable with those of Abbu-Rayya (2005), Abdel-Khalek and Lester (2003), Argyle (1986), Diener and Diener (1995), Haring et al. (1984), Ryff and Singer (1998), Peerz (2012), and Roothman et al. (2003); which proposed that guys understudies had altogether higher joy level than female

understudies. Abdel-Khalek (2004) contends that various factors such as kid raising procedures and sexual orientation job can assume a significant job in this unique circumstance.

Besides, noteworthy positive relationship was found between confidence and joy. These discoveries are steady with the prior research discoveries (Argyle and Crossland, 1987; Diener, 2000; Malekiha and Abedi, 2012; Myers, 1992; Sheldon and Houser, 2001; Sprague, 1997; Visser, 2000) which revealed that confidence was seen as corresponded with singular self-detailed satisfaction. Confidence is so firmly related to joy that it could be considered as a piece of joy (Argyle, 2001). As of late, number of concentrates uncovered that abstract prosperity related with high confidence (Zimmerman, 2000). Furnham and Cheng (2000) expressed that confidence is the most focal and compelling indicator of bliss.

The sexual orientation contrasts in confidence and satisfaction level might be credited to various social jobs transferred to male and female in our customary Pakistani

society. The female understudies are increasingly inclined to low degree of confidence and bliss; presumably because of the explanation that our male centric culture disheartens advanced education for young ladies.

5. Conclusion

It is inferred that there are critical sex contrasts in satisfaction level and confidence of college understudies. The male Pakistani college understudies detailed more elevated level of confidence when contrasted with female understudies perhaps because of the conventional sexual orientation and social jobs in the male centric Pakistani society where young men are given more significance and benefits when contrasted with young ladies. Besides, huge positive relationship was found among satisfaction and confidence of understudies. The discoveries of this examination would be valuable in helping guardians and educators to manage the confidence and satisfaction issues of the understudies particularly in advanced education. It would likewise have suggestion for the convenient and productive guiding and mediations whenever required in schools and colleges.

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