



ORIGINAL RESEARCH PAPER

Education

SELF -ESTEEM IN RELATION TO SELF - REGULATION AND RESILIENCE OF SCHOOL STUDENTS OF PUNJAB

KEY WORDS: Self- esteem, Self- regulation, resilience.

Lakhvir Kaur

Research Scholar, Department of Education, Punjabi University, Patiala

ABSTRACT

This study was conducted to explore the self- esteem in relation to self- regulation and resilience among school students. The sample of the study comprised of 100 school students from Patiala. The tools of Dhar and Dhar(2005) for self- esteem , Erickson et al. (2015) for self- regulation and Wagnild and Young (2009) for resilience were used in this research. The results of the study had exhibited that there was significant relationship between self- esteem and self- regulation. Moreover, significant association was found between self- esteem and resilience.

INTRODUCTION

Education has very wide scope in itself. Education is not related with only what we learn in school or college but it is about our overall development. Nagarajan (2010) defined that education is the manifestation of the divine perfection already in man. Education plays a vital role in shaping or modifying the individual's personality, values as well as his/her self-esteem. It is the most important tool for social change. According to Leonidova (2016) education is a driver of social and economic modernization; it provides training for future generators and implementers of innovation ideas. It is the process by which people acquire knowledge, skills, habits, values or attitudes. It is an endeavour, to refine human behaviour, to improve his knowledge and to mould men and women to serve as true citizens of a country.

Self-esteem is a psychological, social and partly physical emotion that starts at birth and changes during the life events which occur in the lead up to and during adulthood. It is a measure of an individual's judgment of their self. The concept of self-esteem is inherently social in nature, as the worth of a person emerges in large part from a person's comparison of themselves and their abilities against the perceived abilities and value for others. According to Hewitt (2009) self-esteem reflects a person's overall subjective emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self. Self-esteem is important for students as it allows them to try new things, take healthy risks and solve problems. Self-regulation refers to the general meta-ability to control our own feelings emotions and actions. Self-regulation first defined by Bandura (1988). Self-regulation is lively way of managing behaviour to achieve the purpose. It refers to students self-generated thoughts, feelings, and actions which are systematically oriented toward the attainment of goals. Shanker (2012) defined that self-regulation refers to a child's ability to deal with stressors effectively and efficiently and then return to a baseline of being calmly focused and alert. It is a critical source of continuing motivation for goal directed. Resilience means to rebound, spring back, and have elasticity, flexibility, or recoverability. According to Walsh (2008) resilience not only means bouncing back unscathed but rather struggling through and learning from adversity and attempting to integrate the experience into their lives. It is an ability to rise above adversity and come out the better for it. People who demonstrate resilience are those who thrive in the face of trouble. Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats, or even significant sources of stress, such as family and relationship problems, serious health problems, or workplace and financial stressors. Janas (2002) defined that resilience is an ability to bounce back from difficulty, frustration and trouble. It is the capacity to face challenges and to become somehow more capable despite adverse experiences.

the study comprised of 192 students from Polytechnique university of Bucharest. The results of the study had shown that there was significant relationship between resilience, self-esteem, extraversion and neuroticism. Minav et al. (2018) explored the relationship between self-esteem and academic achievement among 40 students from professional high school of veterinary medicine-stara zagora. The results of the study had shown that girls had significantly more negative attitudes towards themselves as compared to boys. The results of the study also indicated that there was no difference in self-esteem scores in both genders regarding the average school performance. Nurbety and Pranoto(2018) explored the relationship between self-regulation and self-esteem. The sample of the study comprised of 36 students from kindergarten Islamic Integrated Amal Semarang. The results of the study had shown that there was significant positive relationship between self- regulation and self- esteem. Those students who had higher self- regulation had higher self- esteem. Chamuah (2019) studied the impact of self- esteem, optimism and resilience on students' mental health. The sample of the study consisted of 50 postgraduate students from Annamalai University. Results indicated that there was significant relationship between self- esteem and mental health, optimism and mental health and resilience with mental health. Regression analysis showed that self- esteem, optimism and resilience significantly predicted mental health. Sidola at al. (2020) explored the impact of locus of control on self-regulation among college students. The sample of the study consisted of 400 undergraduate students from Punjab agricultural university, Ludhiana. The results of the study had shown that most of the students were inclined towards internal locus of control and most of the students had low level of self-regulation. The results of the study had also shown that there was a significant positive contribution of internal locus of control on self-regulation. Hashem (2021) studied the self-regulation and social intelligence. The sample of the study consisted of 204 female students from Prince Sattam University in Wadi Al-Dawasir. The results of the study revealed that female students had high level of self-regulation as well as social intelligence. The results of the study also revealed that there was significant positive relationship between self-regulation and social intelligence. Cheema and Bhardwaj (2021) investigated self-esteem and academic achievement and explored their relationship with home environment among 200 adolescents from Mohali. The results of the study had shown that there was positive relationship between home environment and self-esteem and positive relationship between home environment and academic achievement.

Significance of the Study

School education is an important stage where the desirable skills, attitudes and cognitive abilities are to be promoted among adolescents. Students need self-esteem, high self-regulation and well-being to help them to cope with challenges, stress and anxiety. Resilience helps to succeed academically despite obstacles that make it difficult for

Review of Related Literature

Balgiu (2017) explored the relationship between resilience, self-esteem and the big five personality traits. The sample of

students to succeed. Self-esteem is a personal skill which can be successfully built to those who are struggling with confidence and can make improvements. There is increased level of psychological problems among secondary and higher secondary school students. Adolescents who have the ability to understand and regulate their emotions tend to maintain well-being and self-esteem. The students who have high level of self-esteem, also cope with any situation and try to achieve goals and always try to take decisions rationally. It is expected that students who complete the school education should possess a building maturity to blossom in the field of higher education with higher level of well-being.

OBJECTIVES

- To explore the relationship between self- esteem and self-regulation of school students.
- To explore the association between self- esteem and resilience of school students.

Hypothesis

- There will be no significant relationship between self-esteem and self-regulation of school students.
- Three will be no significant relationship between self-esteem and resilience of school students.

Sample

The sample of the study consisted of 100 school students from Patiala, Punjab through the convenience sapling method.

Tools Used

- Self- esteem scale by Dhar and Dhar (2015).
- Self- regulation Scale by Erickson et al. (2015).
- Resilience scale by Wagnild and Young (2009).

Relationship Between Self- Esteem , Self- Regulation And Resilience Of School Students

The Scores of school students on Self- esteem, Self- regulation and Resilience were correlated by using Pearson's coefficient of Correlation.

Table 1 Relationship Between Self- Esteem And Self- Regulation Among School Students

Variable	N	Correlation(r)
Self- esteem	100	0.36**
Self- Regulation		

**Significant at 0.01

The results of the coefficient of correlation of this study shown that the correlation score is 0.36 which is significant at 0.01 level. Hence the hypothesis, "There will be no significant relationship between self- esteem and self- regulation of school students" is rejected. It shows that there is significant association between self- esteem and self- regulation. It may be because when students understand there self- worth, they can regulate themselves, make plans and achieve their goals. This helps them to build their self- esteem.

Table 2 Relationship Between Self- Esteem And Resilience Among School Students

Variable	N	Correlation(r)
Self- esteem	100	0.16**
Resilience		

**Significant at 0.01 level

The results of the study revealed that coefficient of correlation(r) of scores on self- esteem and resilience of school students is 0.16, which is significant at 0.01 level. Therefore, the hypothesis, "Three will be no significant relationship between self- esteem and resilience of school students" is rejected. It indicated that there is significant relationship between self- esteem and resilience among school students. It may be because when students understand their worth, they can easily cope up with the problems of their lives.

CONCLUSIONS

- There is significant positive association between self-esteem and self- regulation among school students.
- There is significant positive association between self-esteem and resilience among school students.

REFERENCES

1. Balgiu, B.A. (2017). Self-esteem, personality and resilience study of a students emerging adult group. Journal of educational sciences & psychology, 7(1),93-99.
2. Bandura, A. (1988). Self-regulation of motivation and action through goal systems. In Cognitive perspectives on emotion and motivation (pp. 37-61). Dordrecht: Springer Netherlands.
3. Chamuah, A. (2019). Self-esteem, learned optimism, resilience and mental health among university students. International Journal of Indian Psychology, 7(4),565-569.
4. Cheema, G. K., & Bhardwaj, M. (2021). Study of Self-esteem and Academic Achievement in Relation to Home Environment among Adolescents. European Journal of Molecular & Clinical Medicine, 8(1), 1978-1987.
5. Chowdhury, A., Nagar, A., Bhandari, A., Sengar, G. and Kumari, J. (2021). Effect of Self-Esteem and Gratitude on Personal Growth in Indian Students. International Journal of Social Sciences and Humanities Invention, 8(7), 6497-6503.
6. Hashem, E. S. A. (2021). Self-Regulation and Its Relationship to Social Intelligence among College of Education Female Students at Prince Sattam University. European Journal of Educational Research, 10(2),865-879.
7. Hewitt, J. P. (2009). Oxford Handbook of Positive Psychology (pp. 217-224). Oxford: Oxford University Press.
8. Janas, M. (2002). Build resiliency. Intervention in school and clinic, 38(2), 117.
9. Leonidova, G. V. (2016). Non-State Preschool Education: Current Practices of Territorial Development. Economic and Social Changes-Facts Trends Forecast, 43(1), 138.
10. Minev, M., Petrova, B., Mineva, K., Petkova, M. and Strebkova, R. (2022). Self-esteem in adolescents. Trakia university of sciences, 16(2), 1-6.
11. Nagarajan, R. (2010). Drought assessment. Springer Science & Business Media.
12. Nuberty, E. and Pranoto, Y. K. S. (2018). Relationship Between Self-Regulation with Self-Esteem of Early Childhood in Kindergarten Islamic Integrated Bina Amal Semarang City. Early Childhood Education Papers (Belia), 7(1), 26-31.
13. Shanker, S. (2012). Calm, alert and learning: Classroom strategies for self-regulation. Pearson Canada.
14. Sidola, S., Saini, S. and Kang, T.K. (2020). Locus of control as correlate of self-regulation among college students. The pharma innovation, 9(1), 116-122.
15. Walsh, F. (2008). Spirituality, healing, and resilience.