

Self-esteem: A Gender based analysis

¹Muhammad Saqib Khan, ¹Irfanullah Khan, ²Farhatullah Khan, ³Naseem Bakht Yar

¹Saqiblecturer@gmail.com, ¹Irfanado_100@yahoo.com, ²Farhatullahpk@gmail.com, ²Seema_var@yahoo.co.uk,

¹Department of Public Administration, Gomal University, Dera Ismail Khan, Pakistan

²Department of Business Administration, Gomal University, Dera Ismail Khan, Pakistan

³Bachelors of Business Administration, FAST School of Business, Islamabad, Pakistan

Abstract

Self-esteem refers to the amount of realistic respect that you have for yourself. It is important for a person to have an elated profile in order to lead a contented and successful life, both at the personal and professional level. People with low self-esteems often suffer from a feeling of discontentment. A person with a high profile has the realization that he/she can make achievements and can lead a successful life. On the other hand, a person with low profile possesses low desiring level with minimum achievements. In this study the topic is categorically elaborated especially that how male and female consider their self-esteem accordingly. The data was collected from the both genders; all of them were students of MBA and MPA department, Gomal University, Dera Ismail Khan. To fulfill the purpose, the independent variables were utilized to reach the conclusion.

Keywords: Gender, Self-esteem, MBA's, Gomal University, Dera Ismail Khan

Introduction

The individuals, who have a healthy amount of self-esteem, can clearly state who they are, where they are going and to what they are committed. They accept the responsibility and the consequences of their actions rather than blaming others or making excuses. They are not self-centered, but are concerned with the overall betterment. They are goal-oriented, productive, creative and optimistic. And, most importantly, a person with a healthy self-esteem understands that he/she is worthy of being loved and cared for as well worthy of loving and caring for others. The individuals, with poor self-esteem often crave the approval of those around them they have a poor track record in school or work. They are poor problem solvers poor risk takers. They often have irrational beliefs and tend to think irrationally in important situations. People with low self-esteem often face the day with many fears, the main one being a fear of rejection from others. They are often insecure, anxious, and nervous and may overreact with resentment and anger if they feel someone does not accept them. They do not take responsibilities for their actions, but blame others. According to Secord and Backman (1964), self-esteem is "convenient to think of advantage person's attitudes toward himself as having three aspects- the cognitive, the affective and the behavioral".

Self-esteem is confidence in one's capacity values (Branden, 1970). Harter (1985) has defined self-esteem as "the level of global regard that one has for the self as a person". Hamachek (1987) summed it up by suggesting that Jersild best clarified the self specially as: A person's self is the sum total of all he can call his. This self-include, among other things, a system of ideas, attitudes, values and commitments. The one's self constitutes a person's inner world as distinguished for the outer world consisting of all other peoples and thing. Most importantly, person with low self-esteem does not feel worthy of giving or receiving love, nurturing and compassion. A person's self-esteem develops throughout life. Experiences from childhood play a major role in determining whether person has a healthy self-esteem or a low self-esteem children who grow up with a healthy self-esteem often experience of being praised for trying their best, being listened to and spoken to respectfully by their parents and others who play a large role in their lives, getting attention and hugs from their loved ones, succeeding in school and sports and having friends that are trustworthy (Adam 1995). It is subjective and enduring sense of realistic self-approval. It reflects how the individual views and values the self at the most fundamental levels of psychological experiencing (Bednar & Peterson, 1995). Self-esteem is an intrinsic and universal part of human experience and it is a key concept for explaining the "inherent secrets" of human behavior as a cure for social and individual problems (Ward, 1996). Cooper smith (1997) defined self-esteem as "the evaluation, which the individual makes and customarily maintains with regards to him/herself."

Problem Statement

The issue of self-esteem is very critical for the students. This study addresses the issues of self-esteem among MBA and MPA students in Gomal University, Dera Ismail Khan, Khyber Pakhtunkhwa, Pakistan.

Objectives of the Study

As with all works of this nature, this research will be carried out with a view to:

1. Originating a set of research hypotheses and objectives to frame the thesis.
2. Consider approaches to research, select and justify a method suitable for answering the questions and achieving the objectives of this thesis.
3. As a student researcher and in light of the research undertaken, formulate views based on the results with a view of building up a theory.
4. Consider the extent to which these findings will be used to make recommendations for action and or further study.
5. To assess the effectiveness of the research undertaken.

Significance of the Study

1. The significance of self-esteem can be considered from several perspectives. First of all, it is important to normal psychological development. One should believe in selves in terms of capacity to achieve what they need and want to do. As a result, one could adequately cope with challenges of growing and daily life. Lacking a belief in selves, one may be productive in an external sense, but he/she will probably less effective and creative than they would be if they possessed high self-esteem.
2. For a person to make a nontraditional career choice.
3. Thus, my concerns about the impact of assessment of self-esteem seem to resonate with achievement and participation of doctors and paramedics towards well-being of their patients. Real progress for medical profession can only be made by longer term investment in the foundations of the health system, in building the self-esteem of all our hospital employees.
4. This project will helpful to me in learning different aspects of social research process.
5. This research will provide guidelines to researchers who want to conduct research on same topic in future.

Research Hypothesis (Main)

Demographics change the opinion about the self-esteem of the respondents (H_1).

Review of Literature

Existing Research

Definition of Self-esteem

Cooper smith (1967) in "The Antecedents of Self-Esteem" defined self-esteem as "then extent to which the individual believes himself to be capable, significant, successful and worthy". As such it is a bringing together of James's definition as self-esteem as competence based and Rosenberg's definition of self-esteem as an evaluation of oneself. Cooper smith added that self-esteem was important to a person's identity and awareness and that high and low self- esteem would influence behavior in positive and negative ways. In 1994 Branden wrote "The Six Pillars of Self-Esteem" in which he defined self-esteem as:

1. "Confidence in our ability to think, confidence in our ability to cope with the basic challenges of life and
2. Confidence in our right to be successful and happy, the feeling of being worthy, deserving, entitled to assert our needs and wants, achieve our values and enjoy the fruits of our efforts." (Brandon, 1994).

Branden states that there are six pillars which form the foundations of self-esteem. They are:

1. The practice of living consciously;
2. The practice of self-acceptance;
3. The practice of self-responsibility;
4. The practice of self-assertiveness;
5. The practice of living purposefully;
6. The practice of personal integrity.

According to Bednar and Peterson (1995), James recognized that self-esteem in terms of i general and a specific aspect. Although there are some individual fluctuations caused by daily encounters, there is an average expression of self-esteem that one develops over time. If a person has succeeded consistently over a period or has experienced repeated failures, the general level of self-trust or distrust may shift.

Self-esteem and Confidence

According to Neill (2005), self-esteem and self- efficacy in combination is what constitute self-confidence. Neill (2005) defines self-esteem as a general feeling of self-worth or self-value. A person with low self-esteem believes that he or she is worthless or inadequate while a person who has high self-esteem believes otherwise. Self- efficacy on the other hand is the belief in one's capacity to succeed at tasks. Self-efficacy according to Neill (2005) can be general or specific where general self-efficacy is belief in one's general capacity to handle tasks and specific self-efficacy refers to beliefs about one's ability to perform specific tasks in certain things. Self-efficacy is also sometimes used to refer to situation specific self-confidence. Thus, academic self-confidence can be viewed as self-efficacy.

The fact that higher self-confidence enhances the individual's motivation gives anyone with a vested interest in his performance an incentive to build up and maintain his self-esteem. Such strategies are studied in Be'nabou and Tirole.

Self-esteem and Personality

Self-esteem and personality are likely to share common developmental roots, and examining the personality correlates of self-esteem across the life span might provide insights into the nature of self-esteem and its development. Like personality, self-esteem is moderately heritable, with about 30% of the variance due to genetic differences (Kendler, Gardner, & Prescott, 1998).

The link between personality and self-esteem has implications for personality measurement. Self-esteem has been defined as a global affective orientation toward the self, and high self-esteem individuals are likely to see themselves as possessing a wide range of socially desirable personality traits and as lacking undesirable traits. Thus, global self-esteem is conceptually related to socially desirable responding in personality assessment. These connections among social desirability, self-esteem, and personality raise the question of whether any of the relations between self-esteem and the Big Five dimensions can be accounted for by individual differences in social desirability.

Self-esteem and Learning

Hergenhahn and Olson (2001) define learning as: a relatively permanent change in behavior or in behavioral potentiality that results from experience and cannot be attributed to temporal body states such as those induced by illness, fatigue, or drugs' (pp.6-7). And, for Crow and Crow (1963), learning involves change, as it is concerned with the acquisition of habits, knowledge and attitudes. It enables individuals to make both personal and social adjustments.

- Helena Kennedy (1997) in "Learning Works" notes that "Education is more than a practical and economic necessity; it is also a means to self-esteem and social cohesion."
- Programs aimed to widen participation offer much evidence, for example an evaluation of the "Prescriptions for Learning" (2001) project in Nottingham found that many of project participants had not previously taken up learning because they had not had the confidence to do it.

Self-esteem and Job satisfaction

Hapak (1935) defines job satisfaction in relation to psychological, physiological and social factors. That is to say that it is necessary for a person to be satisfied physically, psychologically and socially to attain job satisfaction. The 20th century has been called the century of anxiety and psychological disorders and one of the duties of managers is considering their staff/employees' mental health. Managers should always consider self-esteem and job satisfaction as two important elements in mental hygiene of the staff. Acquiring new skills and increasing abilities is one of the important factors in creating self-esteem in staff members. Undoubtedly, job satisfaction is of great importance. There are at least three reasons that managers must pay attention to the job satisfaction of their personnel:

1. There is much evidence that unsatisfied individuals leave organizations or resign.
2. It has been proven that satisfied staffs are in better health and have longer life expectancy.

The effects of job satisfaction are carried outside the boundaries of an organization, and thus the individual's private life is also influenced by job satisfaction.

Self-esteem and Performance

Bandura (1997) defined performance as an accomplishment that must be specified by descriptive markers, such as the number of serves in-bounds in tennis; first, second, third, etc, place in a competition; or a judge's

numerical rating of the accomplishment .We found that performance measures could be classified as subjective, objective, or self-report. Bandura referred to subjective performance measures as "social judgments" characterized by situations when a participant's performance is rated by an external observer or coach (e.g., figure skating, gymnastics, diving, snowboarding). Although evaluators may follow guidelines for performance assessment, ultimately the performance score in these circumstances is subjectively determined. Objective performance measures, on the other hand, are generally quantitative and typically more outcome-based than the subjective performance measures (e.g., wins, points scored). Self- report performance measures, although few, include such measures as effort ratings and recall items. Effort ratings can also be accomplishments, if the objective of the task is to exert effort.

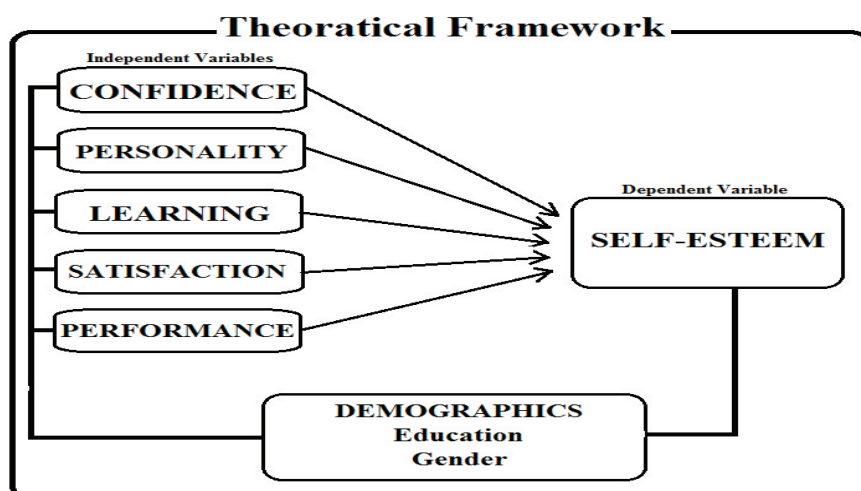
Working Concept

Following table explains working concepts (variables) and their definitions.

Concepts	Definition
Self Esteem	Self-esteem is confidence in one’s capacity to achieve values. It is objective and enduring sense of realistic self-approval. It reflects how the individual views and values the self at the most fundamental levels of psychological experiencing.
Confidence	Confidence is generally described as a state of being certain either that a hypothesis or predictions is correct or that a chosen course of action is the best or most effective. Self-confidence is having confidence in oneself.
Personality	The complex of the entire attribute, behavioral, temperamental, emotional and mental that characterize a unique individual, “their different reactions reflected their very different personalities”.
Learning	The cognitive process of acquiring skill or knowledge. Learning is acquiring new knowledge, behaviors, skills, values or preferences. It may involve processing different of information.
Satisfaction	A fulfillment of a need or desire, the pleasure obtained by such fulfillment. The source of such gratification.
Performance	The actual effort that the individual undertakes in order to carry out the work. Performance relates to the person’s ability to perform all of the tasks and duties required for a specific job.

Theoretical Framework

According to the literature all the research variables relate together into a theoretical model as illustrated in the following figure.



Research Design

Research design is set of advance decisions that make up the master plane specifying the methods and procedures for collecting and analyzing the needed information. The aspects concerned with the methodology of the study are as under:

Approach

Research Approach refers to the approach or the methodology that has been adopted to conduct the research. It basically involves the selection of research questions, the conceptual framework that has to be adopted, the selection of appropriate research method such as primary research, secondary research etc.

In contemporary research there are different approaches like explanatory, analytical, survey, case studies, library and field research etc. (Buray, Al, 1985: 21). However this research was based on survey which is defined by K.R. Balan as “the collection and examination of representative data regarding an aggregate of units e.g. people, social and economic institutions etc, usually used of sample may be applied to the whole of population (Balan, 1995: 4).

Population & Sampling

“The collection of all possible observations where finite or infinite relevant to same character of interest is called population (1994, Page-03)”

“Population is that set of individuals which is to be studied (Waller.A.Ray, 1979).

Sample and sampling procedure

"It is small part of population which represents all the characteristic of population.” (Sher Muhammad Chaudhry: 1994, Page-03) A sample of 30 MBA students will be selected through simple random sampling.

Methods of Data Collection

The task of data collection begins after the research problem has been defined and research design chalked out. While deciding the method of data collection to be used for the study, the researcher should keep in mind two types of data viz. Primary and secondary data.

Primary Data

The primary data are those, which are collected afresh and for the first time and thus happen to be original in character. The primary data were collected through well-designed and structured questionnaires based on the objectives.

Secondary Data

The secondary data are those, which have already been collected by someone else and passed through statistical process. The secondary data required of the research was collected through various newspapers, and Internet etc.

Data Analysis Techniques

After data have been collected, the researcher turns to the task of analyzing them. The analysis of data requires a number of closely related operations such as establishment of categories, The data collected was analyzed using percentage method.

DATA PRESENTATION AND ANALYSIS

Descriptive Statistics

Respondents Profile

Q1. Self- esteem is unavoidable for a socially fit life?

S.no	Gender	responses		%age	Frequency	Total%
Q. 1	male	yes	13	86.66	15	100
		no	2	13.33		
	female	yes	10	66.66	15	100
		no	5	33.33		

The above table shows that 86.66% male respondents were favour the statement while the remaining (13.33%) male students rejected. Similarly, in this table 66.66 female respondents are agreed the statement while remaining (33.33%) rejected.

Q.2 Do You agrees that self-esteem enhanced self-confidence?

S.no	Gender	responses		%age	Frequency	Total%
Q. 2	male	yes	12	80	15	100
		no	3	20		
	female	yes	11	73.33	15	100
		no	4	26.66		

The above table shows that 80% male respondents were favor the statement while the remaining (20%) male students rejected. Similarly, in this table 73.33% female respondents are agreed the statement while remaining (26.66%) rejected the statement.

Q.3 Do you agree that learning enhances self-esteem?

S.no	Gender	responses		%age	Frequency	Total%
Q. 3	male	yes	9	60	15	100
		no	6	40		
	female	yes	13	86.66	15	100
		no	2	13.33		

The above table shows that 60% male respondents are agreed the statement while remaining 40% opposed the statement. Similarly in this table 86.66% female respondents favored, while remaining 13.33% rejected the statement.

Q.4 Do you agree that education corrects the level of self-esteem?

S.no	Gender	responses		%age	Frequency	Total%
Q. 4	male	yes	7	46.66	15	100
		no	8	53.33		
	female	yes	5	33.33	15	100
		no	10	66.66		

The above table shows that 46.66% male respondents are agreed the statement while remaining 53.33% opposed the statement. Similarly in this table 33.33% female respondents favored, while remaining 66.66% rejected the statement.

Q.5. Do you agree that self-esteem is a leadership attribute?

S.no	Gender	responses		%age	Frequency	Total%
Q. 6	male	yes	11	73.33	15	100
		no	4	26.66		
	female	yes	9	60	15	100
		no	6	40		

The above table shows that 73.33% male respondents are agreed the statement while remaining 26.66% opposed the statement. Similarly in this table 60% female respondents favored, while remaining 40% rejected the statement.

Q.6. Do you agree that Self Esteem can be based on knowledge?

S.no	Gender	responses	%age	Frequency	Total%	
Q. 6	male	yes	10	66.66	15	100
		no	5	33.33		
	female	yes	8	53.33	15	100
		no	7	46.66		

The above table shows that 66.66% male respondents are agreed the statement while remaining 33.33% opposed the statement. Similarly in this table 53.33% female respondents favored, while remaining 46% rejected the statement.

Q.7. Do you agree that both extreme high and low self-extreme unwanted?

S.no	Gender	responses	%age	Frequency	Total%	
Q. 7	male	yes	10	66.66	15	100
		no	5	33.33		
	female	yes	6	40	15	100
		no	9	60		

The above table shows that 66.66% male respondents are agreed the statement while remaining 33.33% opposed the statement. Similarly in this table 40% female respondents favored, while remaining 60% rejected the statement.

Q.8. Do you agree that self-respect help enjoying life?

S.no	Gender	responses	%age	Frequency	Total%	
Q. 8	male	yes	12	80	15	100
		no	3	20		
	female	yes	10	66.66	15	100
		no	5	33.33		

The above table shows that 80%male respondents were favor the statement while the remaining (20%) male students rejected. Similarly, in this table 66.66 female respondents are agreed the statement while remaining (33.33%) rejected.

Q.9. Do you agree that self-esteem is a psychological attribute?

S.no	Gender	responses	%age	Frequency	Total%	
Q. 9	male	yes	9	60	15	100
		no	6	40		
	female	yes	7	46.66	15	100
		no	8	53.33		

The above table shows that 60 %male respondents were favor the statement while the remaining (40%) male students rejected. Similarly, in this table 46.66% female respondents are agreed the statement while remaining (53.33%) rejected.

Q.10. Do you agree that self-esteem can create through training?

S.no	Gender	responses		%age	Frequency	Total%
Q. 10	male	yes	11	73.33	15	100
		no	4	26.66		
	female	yes	7	46.66	15	100
		no	8	53.33		

The above table shows that 73.33% male respondents were favor the statement while the remaining (26.66%) male students rejected. Similarly, in this table 46.66 female respondents are agreed the statement while remaining (53.33%) rejected.

Discussions

The main focus of this study was to find out the self-esteem of and MBAs the following results have been found at the end of the evaluation of the collected data. It shows that 30% of the participants were form Business Administration Department. It is also indicated that 15% of the participants were male and 15% of the participants were female students.

Results

1. Findings of the study reveal that there is a no significant difference between the responses of male and female students about self-esteem.
2. Analysis of data shows that there is no difference in self-esteem of male and female student. Both of the groups have same level of self-esteem.
3. The results of the study highlight that the calculated value regarding the self-esteem of MBAs is not significantly different.
4. The analysis of data reveals that male and female have same level of confidence.
5. The results show that male and female respondent have same level of personality.
6. Finding of the study reveal that male and have same level of learning.
7. Finding of the study shows that male and female have same level of satisfaction from their services.
8. Finding of the study shows that male and female have same level of learning vales.
9. Finally the results of the research depict that MBAs have same level of self-esteem.

Conclusions and Suggestions

Conclusion

The results shows that there is no difference in response of male and female students about confidence, personality, learning, satisfaction, and learning,

Suggestions

Following are the suggestion of self-esteem;

1. **Enhancing self-esteem by assertiveness training**
 Students should developed assertiveness' attitude towards self- esteem. Students who have assertive skills have more chances of getting their needs met. Courses in assertiveness may be provided; they are targeted at students with low esteem. Students should be given general learning opportunities about self-esteem that enable an individual to be more assertive.
2. **Increasing self-esteem through modeling**
 Self-esteem is linked to success and failures, due to which students developed a sense of self efficacy. Self –efficacy is an individual's sense of how he or she is likely to do given situation based variable such as performance .Modeling is based on the idea that people can increase their sense of self efficacy by learning to be more successful which , in turn increases self-esteem.
3. **Using Individual and Group format**
 Students benefit more from working in group situation to enhance self-esteem or more from individual work. One to one work more intensive and thought to be beneficial but it requires more resources in terms of practitioner expertise, time and money. Group learning is more cost effective and learners can support each other's .it is less intimidating for some people but individuals needs can sometimes go

unmet making less effective for them. Both these points are very relevant to self-esteem in participation and learning. Nevertheless; the work do does seem to raise the self-esteem learners.

4. **Increasing problem- solving skills**

Teaching people to solve problem in their life effectively can help people to cope more with the challenges of life and live more competently. This is important because knowing how to solve problems increases the chances of being successful in general and frequent success or an indication of being more competent which raise self-esteem opportunities to take responsibility for their own learning and the challenges of understanding can help to develop problem solving skills in learners, and is particularly successful adult learning approach.

5. **Self-natural self-esteem**

Self-esteem levels change spontaneously; particularly in periods of transition. These situations as they are occurring or about to occur turn people into positive self-esteem moments. If individuals can become aware of their self-esteem status; they are more likely to see it as valuable recourses which they wish to manage effectively .positive self-esteem increase an individual's feeling of being able and competent and therefore the likelihood of acting upon that feeling with increased likelihood of success.

6. **The Importance of being accepting and caring**

How we are treated by others can affect the development of self-esteem. Acceptance, care and builds rapport and fundamental attitudes that is conducive to human growth and development. Being accepting and caring and treating a person with respect and compassion can be enormously good. Acceptance means approving of the individual but not all of his or her behaviors and taking of his responsibility for how he or she conducts life. In relation to participation in learning how learners are welcomed in to the learning environment and how they are treated in the learning situation is crucial.

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