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Determination of Students Self-Esteem Levels at Pamukkale University

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Abstract

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. Recent research shows that education and the educational period have a huge effect on a student's self-esteem. Research also shows that there is a direct relation between a student's self-esteem and how successful they are. The aim of this research is to determine the self-esteem levels of students from the Faculty of Economics and Administrative Sciences and the Faculty of Education at Pamukkale University. Data was collected through questionnaires and we used the Stanley Cooper Smith Self-Esteem Scale. A random sample method was used. Assessment of the students' self-esteem levels was done using non-parametric tests, the Mann-Whitney U test and the Kruskal-Wallis test. The research found there to be differences in levels of self-esteem among groups of different demographics and educational periods. A student with high self-esteem has better physical health, takes pleasure in social relations, feels free and is successful both with their education and in their social life. In conclusion, a student's social relations can be improved by doing more activities which involve with group interaction and by joining school clubs. In addition, various educational activities can be organised to increase a student's self-esteem level.

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1. Introduction

Universities are established in order to train people in the skills needed for a profession and to become members of society. They aim to develop personal and social skills through school events, a supervisory structure and social processes. Education and training is known to have an impact on a student's self-esteem. In addition, a number of studies show there to be a relationship a student's level of self-esteem and their achievements (Baser, 1998; Bayat, 1998; Taşçı, 1998).

The students of the Education Faculty (EF) and the Faculty of Economics and Administrative Sciences (FEAS) face a number of problems as a college student, as well as from their school, country and environment. These issues may be related to their university education, housing, their course, their coursework, etc. FEAS and EF training is quite a stressful aspect of education which can affect a student's self-esteem. The environment is known to be an important factor in the development of a student's self-esteem (Çam, 1997; Khorshid, 1997; Özsoy, 1997).

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2. Self-Esteem

An individual’s concept of themselves, their behaviour and perceptions can have an impact on other individuals. This is not an individual wants to be an ideal view of the current state (Ketler, 1991). People with greater self-esteem are considered to have an important role, to have formed tastes and to be able to communicate with their family and social environment. In addition, an individual’s holistic health is influenced. All of these factors, in line with the self, psychology, center, and there are some functions. A person’s behaviour helps to explain their decision-making process creates a consensus for, embody the future prospects for the meaning of life and creates a hyperlink (Öz, 2004).

A person’s level of self-esteem is self-assessed and based on the individual’s own word, good behaviour and notion of one’s ideal self. The individual who frequently achieves their goals feels they have done sufficiently (high self-esteem) while the individual who does not achieve has an inferiority complex (low self-esteem). Self-esteem is returned in unconditional self-respect regardless of mistakes. Self-esteem is lost when the self-love is lost. Self-esteem returns when self-love and self-appreciation is regained. Self-esteem originates in childhood and grows with the acceptance of self-esteem, praise, being respected, being grounded, sincere and committed.

Increased self-esteem for an individual can help them to avoid comparing themselves with others, to begin exercise programmes, to do sport, walk as much as possible, to eat healthy foods, to stay away from cigarettes and alcohol and care about their appearance (Öz, 2004).

3. Method

This is a descriptive research model. The study population consists of 2961 students in the Education Faculty and at business school. At the end of the study 200 questionnaires were gathered from the selected group by the random sampling method.

The Stanley Cooper Smith Scale was used and the Turkish version was developed by Turan and Tufan (Turan & Flood, 1987). The questionnaires consisted of 25 sentences with the options ‘like me’ or ‘not like me.’ Self-esteem levels are rated as having a high, middle or low point on the Stanley Cooper Smith Scale. The SPSS for Windows 16.0 package programme was used to analyse the data. This study used non-parametric tests such as the One-Sample Kolmogorov-Smirnov test and the Mann-Whitney U Test. Test distribution is normal and Cronbach’s Alpha is 82.

4. Findings

Some of the findings from this study are shown in five tables and others are expressed in the text. Students between the ages of 21-23 were shown to have a high level of self-esteem and self-esteem is shown to decrease with age.

Table 1: Students’ self-esteem scores by age group

Age Groups	Self-Esteem Scale Point				p < 0,034
	N	%	X	+ ss	
18-20	81	40,5	60,99	16,34	
21-23	96	48	64,66	16,24	
24-26	19	9,5	61,26	16,11	
26-↑	4	2	55,00	16,45	
TOTAL	200	100	62,65	16,28	

Table 2: Students’ self-esteem scores in relation to having a father

Father	The Self-Esteem Scale Point				p < 0,023
	Number	%	X	+ ss	
Self (DO YOU MEAN BIOLOGICAL?)	191	95,5	63,22	16,15	
Step	9	4,5	50,67	15,10	
TOTAL	200	100	62,65	16,28	

95.5% of students had their own father and these students had a higher level of self-esteem. 59.5% of students lived in a dormitory and 16.5% of students lived in a home with friends (Table 3). These groups had a higher level of self-esteem.

Table 3: Students' self-esteem scores by accommodation

Accommodation	Self-Esteem Scale Point				p<0,005
	Number	%	X	+ ss	
I am living alone	10	5	55,20	12,48	
I am living with my friends in a house	33	16,5	64,73	13,28	
I am living with my close relatives	9	4,5	51,56	16,79	
I am staying in a government dormitory	118	59,5	64,58	16,95	
I am staying in a private dormitory	8	4	47,50	11,80	
I am staying in the pension (I DO NOT UNDERSTAND WHAT THIS IS?)	1	0,5	36,00	-	
I am staying with my family	20	10	63,9	13,74	
TOTAL	200	100	59,47	13,85	

26.5% of students were in the fourth class and these students had a higher level of self-esteem. 50% of the students graduated from other high schools and it was found that self-esteem depends on which high school the student graduated from as a result of the test (p<0.009). Students who graduated from a super high school or an Anatole high school had a higher self-esteem.

Table 4: Students' self-esteem scores by class

Class	Self-Esteem Scale Score				p<0,038
	Number	%	X	+ ss	
First Class	28	14	61,43	17,36	
Second Class	73	36,5	62,93	16,17	
Third Class	46	23	57,78	16,76	
Fourth Class	53	26,5	67,15	14,51	
TOTAL	200	100	59,47	13,85	

Additional findings from the study are summarised below:

The survey showed male students to have a higher level of self-esteem and to have more trust in than female students. The students with their own, not step-, mother had a higher level of self-esteem.

25.5% of students in their father's level of education. As the father's education level increased so did the level of self-esteem. A poor level of education results in a low level of self-esteem.

39.5% of the students had two brothers and were shown to have a high level of self-esteem. The study concluded that only children had low self-esteem. We also observed that as the number of siblings increased self-esteem levels.

5. Conclusion

An individual adapts their life to their conditions, to a large extent, during the process of change and development. On the one hand a constant throughout the life of the individual itself occurred in the biological, mental, social and emotional changes, recognizing them demonstrate appropriate behaviour and attitudes, on the other hand, to establish positive relationships with other people around the cover. The changes induced in an individual, in particular in the search for identity and for adolescents trying to find a role in society, have an important impact. People with both training for a profession and the knowledge and skills needed for a social life (had no problem, upcoming events, were more objective, may have more successful social relationships and are able to produce solutions to problems in a healthy way. The presence of individuals who are self-confident and productive is an important element of a healthy society (Yavuzer, 2002).

Statistical analysis shows students between the ages 21-23 to have a high level of self-esteem and that self-esteem levels decrease with age. We also observed that self-esteem is higher in male students. Students who have another

and father have a high level of self-esteem. Parents seemed to be linked to the growth of self-esteem. Parental education increases self-confidence and self-esteem.

A student's self-esteem is affected by age, gender, if they have their own mother and if she is alive, their father's level of education, if their father is their own, number of siblings, family type, place of accommodation, which high school they graduated from, their class, section where coming willingly, family with the same profession, their status, their professional knowledge and if they have to re-sit their university entrance exam.

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