



A Comparative Study Of Self -Esteem Among NSS And Non-NSS Volunteers

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ABSTRACT

This paper aimed at compare the self-esteem of NSS and Non-NSS volunteers. The study was delimited to NSS and Non -NSS volunteers of degree college affiliated to Sambalpur University within age range of 17-19 years in Boudh district of Odisha only. For this study, descriptive survey method was employed. Purposive sampling method has been adopted for the present study. Participants 200 students from different Degree Colleges who have under 19 years age of Boudh district in Odisha. 50 of them were NSS girls volunteers, 50 were Non NSS girls students, 50 of them were NSS boys volunteers and 50 were Non NSS boys students. In order to collect the data in the present study, the investigator used Self Esteem Scale (SES-DSDU- 2015) constructed by Dhar and Dhar .To find the significance of difference between the various group's "t" test was applied. Finally, it was found that NSS boys have better self-esteem than non-NSS volunteer and also NSS girls have better self-esteem than non-NSS girl's volunteer but no significant difference is found in the self-esteem between NSS boys and NSS girl's volunteer.

Key words: Self - Esteem, Adolescence Students, NSS boys volunteer, Non-NSS boys volunteer, NSS girls volunteer, Non-NSS girls volunteer

INTRODUCTION

The National Service Scheme is Popularly known as NSS. It is an Indian government sector public service program conducted by the Ministry of Youth Affairs and Sports of the Government of India. It was launched in Gandhiji's Centenary year in 1969. The motto of NSS is "Not Me, But You". The objective of NSS is develop student's personality through community service. It is also a voluntary association in Colleges, Universities and at +2 level working for a campus-community linkage.

Self – Esteem

In psychology the term self-esteem is used to describe a person's overall sense of self-worth or personal value. In other words, how much you appreciate and like yourself. Self-esteem is often seen as a personality trait, which means that it tends to be stable and enduring. Self-esteem can involve a variety of beliefs about one's own self, such as the appraisal of own appearance, beliefs, emotions, and behaviours. Competence and self-worth are two important parts of self-esteem. This relationship occurs as those with higher self-esteem are more productive and persistent when faced with difficult tasks. Research has also shown that it is sometimes beneficial for people to have incorrect beliefs about their ability.

Self-esteem is an important aspect in one's life. It is generally considered the evaluative component of the self-concept, a broader representation of the self that includes cognitive and behavioral aspects as well as evaluative or affective ones. It also helps an individual in the process of decision making, maintaining emotional health and overall well-being of a person. Self-esteem is confidence in one's own, abilities, worth or morals. It is an individual's general feelings of self-worth. It encompasses beliefs about oneself as well as emotional states, such as pride, shame, triumph and despair. The construct of self-esteem has been shown to be a desirable one in psychology, as it is associated with a variety of positive outcomes, such as academic achievement, relationship satisfaction, happiness, and lower rates of criminal behavior. The benefits of high self-esteem are thought to include improved mental and physical health, and less anti-social behavior, while drawbacks of low self-esteem have been found to be anxiety, loneliness, and increased vulnerability to substance abuse.

Origin and Meaning of the term self-esteem

Self-esteem is the subjective sense of personal worth or value, encompassing positive or negative evaluations of oneself. It reflects an individual's overall attitude toward themselves, irrespective of external circumstances. Originally discussed by David Hume in the 18th century, self-esteem gained prominence through the works of William James, who distinguished between the "I-self" and "Me-self" (Sprecher et al., 2013). Morris Rosenberg's self-esteem scale became a pivotal tool in its assessment. While behaviorism initially dismissed introspective research, the mid-20th century saw a resurgence of interest in self-esteem with the emergence of phenomenology and humanistic psychology (Rosenberg, 1965).

Definition of the term self-esteem

Self-esteem is one of the most widely used terms in psychology. It is the part of an umbrella word 'self-concept'. The term 'self-esteem' has evolved on the basis of the correlation of self-image and self-conscience. There are some important definitions given below: -

- 1- According to Smith and Mackie, "Self- esteem is the positive or negative evaluations of the self, as in how we feel about it."
- 2- According to Braden (1994), "Self-esteem is the disposition to experience oneself as competent to cope with the basic challenges of life and as worthy of happiness."
- 3- According to Rosenberg (1965) "Self-esteem is the positive or negative orientations towards one's self. The cultivation of self-esteem assumes a position of utmost significance in the holistic

advancement of students, particularly those traversing the realm of secondary education. It is the evaluation which the Individual makes and customarily maintenances within him, and expressed an attitude of approval.”

- 4- Synmonds (1951) suggests that “Self- esteem has different kinds of Self- evolution and Self- affection resulting from different forms of Positive experience, affliction and task success.”
- 5- White (1954) defined that “Self- esteem is a kind of self- respect having its basis in the person’s sense of competence efficiency.”
- 6- Chen (1965) defined that “Self- esteem is the degree of Correspondence between as individual, his ideals and actual concepts of himself.”
- 7- Cooper smith (1967) defined that “Self- esteem is a personal judgment of Worthiness that is exposed in the attitudes that individual ‘s hold towards themselves.”
- 8- Gergen (1971) said that “Self-esteem of oneself plays a key role in determining his behavior”.
- 9- Hollender (1972) revealed that “Self- esteem has different forms of acceptance and status.”
- 10- Orth and Robins (2014) said that “Self- esteem is an essential component of a healthy personality .”

Perhaps the most basic definition of self-esteem from Webster’s dictionary is – “self-esteem is satisfaction with oneself” or “one’s good opinion of one’s dignity or worth” Near synonyms of self-esteem are self-worth, self-integrity, self-respect, and self-regard. In the past 20 years, psychologists have constantly regarded self-esteem as an important psychological factor for quality of life. The social self plays a very important role in self esteem. Self-esteem is the overall concept about oneself. Self-esteem includes varieties of beliefs, faiths, opinions, perceptions, emotions, behaviours and values. Feeling of worth for oneself is called self-worth. It is truly very important to develop ‘self-importance’ from the very beginning because it influences the overall personality of an individual's whole life. Self-esteem is not fixed; it is malleable and measurable and can be tested and improved.

LITERATURE REVIEW

The review studied has been divided into two categories.

1. The studies related to National Service Scheme.

2. The studies related to Self-Esteem.

1. The studies related to National Service Scheme.

Jyoti and Shaikh (2011) studied on impact of NSS on personality development college students. It concluded that NSS volunteers develop their personality more than other students.

Kale (2015) studied on development on leadership qualities among the students through NSS medium. He found that NSS is a good media to develop personality among the students in colleges.

Savio and Mon (2018) studied on emotional maturity and self-concept of NSS volunteers. They concluded that the self-concept of NSS volunteers is higher than their level of emotional maturity. There is no significant difference between the level of emotional maturity and self-concept of students depending on their gender and stream of subjects. The difference NSS activities help the volunteers to build their self-concept and emotional maturity.

Das (2020) studied on higher education and social responsibilities: a case study on the role of NSS in higher educational institutes in rural area of Assam, India. He concluded that NSS is a tool for the best social program me initiated by the government of India for the students to serve the society at large. The student community and society are highly benefited by NSS.

Sivaraman (2021) studied on empowerment on rural women in Tamilnadu through NSS- a study. He concluded that for achieving complete equality bin the society between two genders. It is necessary to eliminate all kinds of domination, oppression and discrimination by the male counterpart. There need to be provide with equal opportunities in economic, social, political, education, religious and legal spheres.

Mohammed, Rajan and Haridas (2021) studied on helping attitude on NSS volunteers and non-volunteer adolescent students. They concluded gender plays a role in positive emotions like a helping attitude because females are more positive than males. Volunteerism does not affect such emotions, as the results say that NSS volunteers and non-volunteering students differ too little in terms of helping attitudes.

Finally, Yadla Ramana (2023) studied on perceptions of volunteers of NSS on knowledge and practice of voluntary blood donation in greater Visakhapatnam municipal corporation of Andhra Pradesh. He found that the male volunteers are having more perception in their practice on voluntary blood donation than female volunteers. Also , he concluded that the rural nativity background students found more practice in voluntary blood donation than urban area students.

2. The studies related to Self-Esteem

In a study conducted by Farid and Akhtar (2013), an investigation was undertaken to analyze the disparities in self-esteem levels among students, with a specific focus on gender. Male students have high levels of self-esteem in comparison to their female counterparts. There exists a propensity for male pupils to exhibit higher levels of self-esteem when compared to their female peers.

Boruah (2016) conducted a study in the Lakhimpur district of Assam to investigate the relationship between self-esteem and academic accomplishment. The findings of the study indicate that there was no significant disparity in self-esteem levels between male and female students.

The study conducted by Kumar (2018) demonstrated a significant impact of gender on the formation of self-esteem in the adolescent population. The individual holds a strong conviction that, in the context of adolescence, males tend to exhibit elevated levels of self-esteem and self-worth in comparison to females. During the early stage of adolescence, male individuals commonly experience a notable increase in self-

esteem, whilst female individuals tend to see a slight decline in their self-esteem. The recognition of gender's influence on the self-esteem of adolescents is crucial, necessitating the provision of support and resources to facilitate the cultivation and sustenance of positive self-esteem

Shewale and Pawar (2019) did a study which revealed a significant disparity in levels of self esteem between male and female high school students. There exists a notable disparity in levels of self-esteem between male students and their female counterparts, with male students exhibiting much greater levels of self-esteem. A notable finding from their research indicates that male high school students demonstrate notably higher levels of self-concept in comparison to their female peers.

Barathi (2020) studied on "Examining Self-Esteem Levels in High School Students," it was observed that there was no significant disparity in the average self-esteem scores among male and female high school students. Hence, the study concluded that there is no discernible impact of gender on the self-esteem levels of high school students. According to the findings of Barathi's study, it can be inferred that gender does not exert a substantial influence on the determination of self esteem levels among high school students. This implies that there is an equitable probability for both male and female students to cultivate a healthy level of self-esteem.

Finally, Newar and Devi's (2022) studied on "Self-esteem of Secondary School Students in Tezpur Town, Assam State," and found that there was no significant difference between boys and girls in terms of general, cognitive, and social self-esteem.

Thus, From the given reviews of related literature, it can be noticed that several studies have been conducted on NSS and Self-esteem. But, in Odisha, But not a single study has been conducted on a comparatively on Self-esteem of NSS and Non NSS volunteers. Therefore, the present study is a humble attempt to compare Self-esteem on NSS and Non NSS volunteers.

The experience of the investigators as an Ex- NSS volunteer, motivated him to take up a study in this area.

RATIONALE OF THE STUDY

The NSS programme has been introduced in its present form in the year 1969 and since then this programme is going in various college and universities in this country. A huge amount of money is being invested in this programme by Government of India. But the question arises "Are the students joining this programme really benefitted? Do the all volunteers prove themselves useful for the community and nation at large having undergone NSS programme? Is this any positive effect of NSS programme on self-esteem of all volunteers?"

self-esteem plays an important role in the life of students. Success or failure of each student depends upon his own self-esteem. No doubt, self-esteem bring their own rewards in the sense of achievement of success. This self-esteem plays vital role in NSS volunteers. Because, NSS programme such as camps by which develop their self-esteem through different types of community service. There is need to know self-esteem among NSS volunteers. So, this study will undertake to compare self-esteem of NSS volunteer and Non NSS volunteers of degree college of Boudh District, Odisha and which make this study much significant and needed one. It will create awareness among students and their parents to make them enjoy equal status as their male counter parts for their holistic development.

RESEARCH QUESTIONS

1. Is there any difference between in the self - esteem of NSS and Non-NSS boys volunteers ?
2. Is there any difference between in the self - esteem of NSS and Non-NSS girls volunteers ?
3. Is there any difference between in the self - esteem of NSS boys and NSS girls volunteers ?

OBJECTIVES OF THE STUDY

The followings objectives are formulated for the proposed study.

1. To compare the self - esteem between NSS boy's and Non-NSS boy's volunteer.
2. To compare the self - esteem between NSS girl's and Non-NSS girl's volunteer.
3. To compare the self - esteem between NSS boy's and NSS girl's volunteer.

HYPOTHESES OF THE STUDY

All the hypotheses are formulated in null form for testing as elucidated below:

H01: There is no significant differences between in self - esteem of NSS and Non-NSS boys volunteer.

H02: There is no significant differences between in self - esteem of NSS and Non-NSS girl's volunteer.

H03: There is no significant differences between in self - esteem of NSS boys and NSS girl's volunteer.

DELIMITATION OF THE STUDY

The study were delimited to NSS volunteers and Non -NSS volunteers of adolescent students among degree college within age range of 17-19 years in Boudh district of Odisha only is limited to the academic year 2023-24.

MATERIALS AND METHODS

The methodology of the study comprises of Research Method, Population, Sample, Tools, Procedure of data collection, Procedure of data analyses.

Research Method

Descriptive survey method has been adopted for the present study.

Population

All N.S.S boys and girls volunteers as well as non N.S.S. boys and girls' students of Boudh district of Odisha constitutes the population of the study.

Sample

Purposive sampling method has been adopted for the present study. Participants 200 adolescent students From different Degree Colleges who have under 19 years age of Boudh district in Odisha . 50 of them were NSS boys' volunteers, 50 them were NSS girls' volunteers, 50 were Non NSS boys' students and 50 were Non NSS girls' students.

Tools

To collect the required data, the following tools have been used by the Investigator:

1. Self – Esteem Scale (2015) Constructed and Validated by Santhosh Dhar and Upinder Dhar.

SELF – ESTEEM QUESTIONNAIRE:

A scale to measure the self-esteem questionnaire constructed and validated by Santosh Dhar and Upinder Dhar (2015) has been used in the present study. This scale consists of 23 statements, which were positive in nature. Each statement have five options, namely “Strongly Agree”, “Agree”, “Neutral”, “Disagree” and “Strongly Disagree”. The responses of the subjects were scored by assigning numerical values or arbitrary weights to the set of items i.e., the positively worded statements. The positive statements having the scoring as 5, 4, 3, 2 and 1 for the responses from “strongly agree” to “strongly disagree”. An individual score is the sum of all the scores of the 23 items. The score ranges from 23 to 115. The maximum score that one can get in this is 115. The person one who scores up to 80 is said to have low level of self-esteem, one who scores above 80 up to 97 were said to have normal level of self-esteem and one who scores above 97 is said to have high level of self-esteem. The validity and reliability of the self-esteem scale is found to be 0.93 and 0.87 respectively.

Procedure of Data Collection

Data has been collected using questionnaire tools from the NSS and Non NSS volunteers to achieve the objectives of the present study. The investigator has visited the various college student of Boudh district in Odisha for collecting data.

Procedure of Data Analysis

Data has been analyzed with the help of Mean, Standard Deviation, and ‘t’ test.

DATA ANALYSIS AND RESULTS

Table No.1. Showing the comparison between mean of total self-esteem scores NSS boys and non-NSS boys' volunteer.

Table No -1

Variable	Groups	N	M	SD	df	"t" value	Level of significance	Result
Self-esteem	NSS boys volunteer	50	95.1	11.422	98	5.1005	0.05	Significant
	Non-NSS boys volunteer	50	84.1	10.104				

The Table No-1 indicates that the mean scores of both the groups indicate that NSS boys have better self-esteem than non-NSS boys volunteer. The obtained "t" value is 5.1005, which is significant at 0.05 level of significance because it is greater than the required critical value (1.98 for df 98). This shows that there is significant difference between mean scores of self-esteem scores NSS boys and Non-NSS boys volunteer. Hence, the null hypothesis of existing significant differences between in self-esteem of NSS and Non-NSS boys volunteer is rejected.

Table No.2. Showing the comparison between mean of total self-esteem scores NSS girls and non-NSS girls volunteer.

Table No -2

Variable	Groups	N	M	SD	df	"t" value	Level of significance	Result
Self-esteem	NSS girls volunteer	50	92.9	13.219	98	4.0247	0.05	Significant
	Non-NSS girls volunteer	50	82.9	11.573				

The Table no-2 indicates that the mean scores of both the groups indicate that NSS girls have better self-esteem than non-NSS girls volunteer. The obtained "t" value is 4.0247, which is significant at 0.05 level of significance because it is greater than the required critical value (1.98 for df 98). This shows that there is significant difference between mean scores of self-esteem scores NSS girls and Non-NSS girls volunteer.

Hence, the null hypothesis of existing no significant differences between in self-esteem of NSS and Non-NSS girls volunteer is rejected.

Table No.3. Showing the comparison between mean of total self-esteem scores NSS boys and NSS girls volunteer.

Table No -3

Variable	Groups	N	M	SD	df	“t” value	Level of significance	Result
Self-esteem	NSS boys volunteer	50	95.1	11.422	98	0.8905	0.05	Not Significant
	NSS girls volunteer	50	92.9	13.219				

The Table No-3 indicates that the mean scores of both the groups indicate that NSS boys have better self-esteem than NSS girls volunteer. The obtained “t” value is 0.8905, which is not significant at 0.05 level of significance because it is less than the required critical value (1.98 for df 98). This shows that there is not significant difference between mean scores of self-esteem scores NSS boys and NSS girls volunteer. Hence, the null hypothesis of existing no significant differences between in self-esteem of NSS boys and NSS girls volunteer is accepted .

FINDINGS

On the basis of analysis of the data the findings are systematically arranged here in accordance with the hypothesis as mentioned below:

1. There is significant difference between self-esteem of NSS boys and non-NSS boys’ volunteer. The NSS boys have better self-esteem than non-NSS boys’ volunteer.
2. There is significant difference between self-esteem of NSS girls and non-NSS girl’s volunteer. The NSS girls have better self-esteem than non-NSS girls’ volunteer.
3. There is no significant difference between self-esteem of NSS boys and NSS girl’s volunteer. The NSS boys’ volunteers have better self-esteem than NSS girl’s volunteer.

IMPLICATION OF THE STUDY

This study can be help educationalist and education planners, parents and community at largely large to understand the effectiveness of this programme for developing self-esteem of adolescent boys and girls in

degree college students. This may provide empirical basis for educational administration and planners to vitalize such programmed in educational institutions more vigorously. It will be encouraged to join NSS programme for adolescent boys and girl's students

1. The Govt. should be organizing various training programme through NSS for developing self-esteem among NSS boys and NSS girl volunteers.
2. Teachers should be provide different techniques for developing self-esteem among NSS boys and NSS girl volunteers.

3. Students should be taught the importance of self-esteem during their adolescence period as this would help them to have a better outlook on life.

4. Students should be taught to identify the setbacks of self-esteem and develop a better self-esteem standard through appropriate training and development programme.

5. The inclusion of self-esteem should be considered as a part of co- curriculum during adolescence period of college students that would enhance their wellbeing.

SUGGESTION FOR FURTHER RESEARCH:

The following are the suggestions for further research work-

- (i) Similar study can be conducted on large sample size such as university level and state level.
- (ii) Similar study can be conducted on inter comparison basis i.e. between two districts.
- (iii) Similar study can be conducted with the NCC and Red Cross programme.

CONCLUSIONS

NSS programme is a platform in which develop their self-esteem of boys and girls volunteers. In the present scenario, parents, teachers and the educational institutions are very aware about developing self-esteem because it is very necessary to strengthening self-esteem for harmonious development by which easily solve of different problems in competitive future life. It will be very helpful encourage to joining NSS programme among adolescence boys and girl's volunteers.

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DISCLOSURE STATEMENT

No potential conflict is reported.

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