

**EFFECTS OF SOCIAL SUPPORT ON SELF-ESTEEM AMONGST THE STUDENTS
OF U.O.S SARGODHA**

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ABSTRACT

In this study social Support was examined to determine self-esteem among university undergraduates. The present study examined the relationship between Social support and self-esteem of students. It also examined the extent to which Social support can be used to predict self-esteem. The examination of the specific relation among Social support and self-esteem, perceived social support, parent's social support and peer social support non directive social support contributed to research and examined these social supports in relation to how autonomous a student believes himself or herself to be. The study also examined the gender differences on Social support and self-esteem, which would provide findings for researchers and parents and educationists to implement in academic spheres of university students.

Keywords: Self-esteem, Social-support.

INTRODUCTION

Social support comprises of social means that individuals feels to be available or that are actually offered to them by helping relationships (Cronkite & Moos, 1995). Perceived social support is one of the most frequent used methods of measurement of social support. Perceived social support is a person's awareness of the availability of help from others (i.e., friends and family) and binds the complex type of social support including both the history of the relationship with the individual who provided the supportive behavior and the environmental context (Hobfoll & Vaux, 1993). Barrera, Sandier, and Ramsay (1981) have proposed four different types of support that peers and family may provide including guidance and feedback (e.g., advice and instruction), non-directive support (e.g., trust and intimacy), positive social interactions (e.g., spending time with friends and family), and tangible assistance (e.g., shelter and money).

Social support is a term which is usually understood in an intuitive sense, as the support from other people in a terrible life situation. The individual belief that one is cared for and loved, esteemed and valued, and belongs to a circle of communication and mutual acts (Cobb, 1976). In the Mindful project social support is defined as the perceived availability of other whom the individual believes and who make one feel cared for and considered as a person of importance (Mindful, 2008).

Self-esteem

Self-esteem stands for having a positive look of self (Simmernacher.D.2004).Self-esteem is a confidence in our quality to think, to cope with the basic hardships of life and confidence in our right to be successful and cheer. To trust one's mind and to know that one is worthy of happiness is the property of self-esteem. Self-esteem is must to our survival. It is the essence of our wellbeing. Many books have been written on the subject of self-esteem and yet, there is no unit unifying definition of self-esteem. (Branden N. 2001)

Self-esteem is an interpretation of the emotional, intellectual, and behavioral ways of the self-concept (Frey. D., & Carlock. J. 1999). It is a state of mind. It is the way you feel and think about yourself and surroundings, and is calculated by the way you perform (Paladino. C. 2007). A state of sum and exact freedom, freedom to select to be myself (Mortimer. D, 2005). Self-centeredness is commonly a cover-up for the negative self-esteem and sense of worthlessness one really thinks deep down inside. A self-centered or selfish person performs as if the world revolves around them, they are the mid of their world, they think that they are better than all others else and are more rightful. Being self-centered is a kind of arrogance that is commonly a cover up for minimum self-esteem, or a less self-love (Mazhar. U, 2003).

Social support and self-esteem

Self-esteem is considered as the world wide evaluative aspect of the self-concept. Many theorists who have searched about the self are agree that self-esteem is a basic construct in social development and psychological well-being. The term of self-esteem is usually defined as either a trait-like construct remaining stagnant over time or a state-like works continually fluctuating in response to environmental and existing stimuli. The literature on self-esteem progress gives growingly clear view that self-esteem is higher for both genders during childhood and adulthood, but there is a fall down in self-esteem and a gender gap with favoring males during adolescence (Robins and Trzesniewski, 2005).

In a research a sum of two hundred university students were surveyed to find out if gender, personality traits and social support were related with self-esteem according to them or not. There were nearly same numbers of boys and girls in the study, with controls for socio economic and literacy status. The results indicated that gender was not significantly related with self-esteem. While all the personality and social support factors were found to be raw with levels of self-esteem, only extraversion, openness to new experiences, conscientiousness, emotional stability and total amount of social support were found to be related to self-esteem. Suggestions are made for prior identification and interventions for populations at risk of low self-esteem on the basis of the results of the research.

The study examined the joint relationship of stress, social support, and self-esteem on adjustment to institute. First-year undergraduates were checked during the first semester and then 10 weeks later, during the second semester of the year. Multiple regressions predicted adjustment to institute from perceived social support, self-esteem, and stress were calculated. From the first to second semesters, increased social support from peers, but not from family, suggested improved adjustment. Outcomes were discussed with respect to potential mechanisms through which

support and self-esteem may work (Friedlander, Laura J. Reid, Graham J. Shupak, Naomi. Cribbie., & Robert. 2007)

Purpose of Study

Much research has been conducted on the “Effect of Social support on self-esteem of university students” but results of those researches cannot be generalized properly on the culture of Pakistan, so the basic purpose for this study is to generalize the results in our culture. The other purpose for this study is to provide help to administrators and policy makers in making fruitful strategies to improve the self-esteem of university students.

METHOD

Objectives of the study

The major goal of the study is to study the effect of social support on self-confidence of high school students. Certain objectives were needed to meet this major goal. These objectives are based on the review of literature and are briefly phrased as follows.

1. To study general relationship between social support and self-esteem among University Undergraduates.
2. To explore gender differences on self-esteem level.

Hypothesis

1. Social support would be significantly correlating the self-esteem.
2. Peer`s social support will significantly correlate self-esteem of individual.
3. Family`s social support will significantly correlate the self-esteem of individual.
4. Significant other`s social support will significantly correlate the self-esteem.
5. There would be significant gender differences in social support and self-esteem.

Operational definition of variables

Social support

Social support can be expressed as perceived availability of individuals whom the person trusts and who make one feel cared for and loved as a valued person (Mindful, 2008).

The scores obtained from Multidimensional Scale of Perceived Social Support would be an index of social support.

Self-esteem

Self-esteem is an interpretation of the emotional, intellectual, and behavioral aspects of the self (Frey. D & Carlock. J. 1999). The scores obtained from Rosenberg Self-Esteem Scale (RSE) would be an index of self-esteem.

Sample

The sample (N = 300) consisted of university students was collected from university of Sargodha through purposive convenient sampling technique.

Research Design

Survey research design was used for this study. Survey was conducted with the help of Multidimensional Scale of Perceived Social Support and Rosenberg Self-Esteem Scale (RSE) questionnaires.

Procedure

For the data collection students from different departments of university of Sargodha are directly approached. All the necessary information, instruction and informed consent were attached. All the required information about the participants is gathered through the demographic sheet and the confidentiality of participants were ensured. The participants are briefed about the nature of research. After completion of the scale all the participant would be thanked to participate in study.

RESULTS

This chapter deals with the outcomes of the research. For this purpose, data was analyzed on Rosenberg Self-Esteem Scale (RSE) and Multidimensional scale of perceived social support developed by Dahlem, Zimet, & Farley, (1988). Through this study .59 reliability of RSE and 0.87 reliability of MSPSS scale have been computed. Correlation was implemented in order to find out the relationship between social support and self-esteem. In order to check gender differences with reference to social support and self-esteem *t*-test was computed.

Table 1: Descriptive statistics for social support and self-esteem

Scales	<i>M</i>	<i>SD</i>	Score Ranges	
			Minimum	Maximum
S.s.f	22.24	3.657	40	28
S.s.fam	22.34	3.934	44	28
S.s.so	21.49	4.049	40	28
Total S.s	66.07	10.28	18	84
Self-esteem	24.87	2.35	129	31

Table 2: Alpha reliability coefficients for all Scales (N = 300)

Scales	No.of Items	Alpha Reliability Coefficient
MSPSS	12	.87
SES	10	.59

Table 2 shows Alpha reliability coefficients for all scales. The reliability coefficients range from .59 for SES to .87 for MSPSS.

Correlation between social support and self-esteem

The table below reveals the relationship between social support and self-esteem. The relationship is indicated with the help of correlation.

Table 3: Correlation between social support and self-esteem on MSPSS and SES scale (N=300)

Scale	<i>r</i>
MSPSS	.047
RSES	

Findings in the table 3 indicated that there is no relationship between social support and self-esteem which is contrary to the hypothesis i.e. “There would be significant relationship between social support and self-esteem”.

Table 4: Correlation self-esteem and social support on subscale of MSPSS (N=300)

Scale	self-esteem
Ssfam	-.042
Ssf	-.048
Ssso	-.036

Findings in the table 4 indicated that there is non-significant relationship between self-esteem and all subscales of MSPSS. These findings are contrary to the hypothesis of the present study “There would be significant relationship between social support and self-esteem.

Gender differences in self-esteem

The objective of the present study is to discover the gender differences with reference to the self-esteem. The table below shows the difference with the help of mean, standard deviation and *t*-analysis.

Table 5: Mean, standard deviation and t-analysis on SES scale (N=300)

Variables	male (<i>n</i> = 150)		female (<i>n</i> = 150)		<i>t</i> (300)	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
SES	24.6667	2.29580	25.0667	2.39593	1.476	.141

Findings show that there are non-significant gender differences in self-esteem.

Gender differences with reference to perceived social support

The following table explains the gender differences and also indicates to what extent the gender affects the perceived social support. These findings are indicated with the help of mean, standard deviation and *t*-analysis.

Table 6: Mean, SD and t-statistics of male and female on MSPSS (N=300)

Variables	male (n = 150)		female (n = 150)		t(300)	p
	M	SD	M	SD		
MSPSS	65.2667	11.00559	66.8867	9.46171	1.367	.173

Findings show that there are non-significant gender differences in self-esteem.

DISCUSSION

The purpose of the present study was to find out the relationship between social support and self-esteem in terms of gender. In order to determine the results two instruments of self-esteem and social support were used. In order to find out the psychometric properties of the instruments; alpha reliability was estimated for RSE scale has found .59 reliability and for MSPSS .87 reliability has found (see table 2). The main objective of the study was to find out the relationship between social support and self-esteem. It was predicted that there would be significant correlation between social support and self-esteem but results are not supporting the hypothesis (See table 3). In the present study Table 4 also showed non-significant relationship between social support and self-esteem.

The Table 5 and 6 indicates non-significant gender differences with reference to self-esteem and social support. Researchers have shown in their researches that social support and self-esteem has no relationship until another suitable variable is not involved in that correlation like researchers used social support, self-esteem and depression for significance of relationship (G. W. Brown, et al, 1986) which supports findings of this study that there is non-significant relationship between social support and self-esteem because this study was comprised of only two variables, social support and self-esteem.

CONCLUSION

The results of the present study show that there is no correlation between social support and self-esteem which indicated that people have their self-esteem without the effect of their social support. It is also concluded that there exist no gender differences in self-esteem and social support.

LIMITATIONS

The scales used in the present study were self-rating instruments so that it can be possible that participants have given biased responses in light of social desirability.

The sample of the present study was too short to generalize its findings on the whole population of university undergraduates all around.

SUGGESTIONS

The sample size should be large, which can represent the population and research should be conducted in other big universities as well, which consequently have different outcomes. Future

researches should be conducted to estimate reliability and validity of these scales in order to establish norms on Pakistani culture. Attention should also give to situational factors.

IMPLICATIONS

The findings of the study would be helpful for the counselors, educationists and the researchers to suggest new coping strategies for assessing the level of self-esteem of individuals. In the light of the present study the other researchers will make new researches by including any other variables for finding out their relationship with self-esteem.

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