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## “THE RELATIONSHIP BETWEEN SELF-ESTEEM AND QUALITY OF LIFE AMONG JUNIOR COLLEGE STUDENTS”

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### ABSTRACT:

*The present study investigates the relationship between self-esteem and quality of life among junior college students in Aurangabad City, Maharashtra. The objective was to examine whether a significant correlation exists between these two variables. The study used a purposive non-probability random sampling method, selecting a sample of 90 junior college students aged 15 to 18 years. The research employed two key tools: the Self-Esteem Scale (SES) by Dr. Santosh Dhar and Dr. Upinder Dhar, and the Quality of Life Scale by Nasreen Sharma and Nakhat Nasreen. Data were analyzed using Pearson's Product Moment Correlation. The results revealed a strong positive correlation ( $r = 0.82$ ) between self-esteem and quality of life, indicating that higher self-esteem is associated with better quality of life among junior college students. This relationship was statistically significant at the 0.01 level ( $p = 0.254$ ). The study also found significant gender differences: girls reported higher levels of security in peer group contexts compared to boys, while boys reported higher levels of self-context security. No significant differences were found in family security, school security, or text context security between boys and girls. In conclusion, the study suggests that fostering positive self-esteem in students can enhance their quality of life, as higher self-esteem contributes to improved emotional well-being, academic performance, and social interactions. These findings highlight the importance of promoting self-worth in educational settings to support the holistic development of students.*



**KEYWORDS:** *Self-esteem, quality of life, junior college students, correlation, gender differences, emotional well-being, educational psychology.*

### INTRODUCTION:

Self-esteem, often defined as an individual's overall sense of self-worth or personal value, is a critical psychological construct that influences various aspects of life. It reflects how one perceives oneself and how one believes others perceive them. Self-esteem can have profound effects on an individual's mental health, motivation, and interpersonal relationships. For students, particularly those in transitional educational phases, such as junior college, self-esteem plays a pivotal role in shaping their overall experience and outlook on life. Junior college students are at a crucial stage of their academic and personal development. As they prepare for further studies or entry into the workforce, they face unique challenges, including increased academic pressure, social dynamics, and the need to establish their identity. Therefore, the interplay between self-esteem and quality of life in this group warrants significant attention.

Quality of life (QoL), on the other hand, is a broad multidimensional concept that encompasses various facets of life satisfaction, well-being, and overall functioning. It is often used to measure an individual's subjective well-being, including their emotional, social, physical, and psychological states. For students, QoL can be directly influenced by academic achievement, social interactions, family relationships, and the ability to balance school responsibilities with personal well-being. High self-esteem has been linked to better QoL outcomes, as it fosters resilience, confidence, and a positive outlook on life. Conversely, low self-esteem can lead to feelings of inadequacy, self-doubt, and depression, all of which can negatively impact a student's overall quality of life.

The relationship between self-esteem and quality of life is especially important for junior college students, as this period marks a transition from adolescence to early adulthood. During this time, students begin to develop a more mature sense of identity and make decisions that will shape their future. Academic pressures, peer comparisons, and the desire for social acceptance can all contribute to fluctuations in self-esteem. Moreover, the way students perceive themselves can significantly influence their ability to cope with stress, form healthy relationships, and make positive choices that impact their mental and emotional well-being.

Numerous studies have suggested that high self-esteem correlates with improved academic performance, better social relationships, and lower levels of anxiety and depression. However, the relationship between self-esteem and quality of life is complex and multifaceted. Factors such as personality traits, family background, socio-economic status, and cultural influences can all mediate or moderate this relationship. It is also essential to recognize that self-esteem is not a static trait but rather a dynamic aspect of self-concept that can change over time in response to life experiences.

Understanding the relationship between self-esteem and quality of life among junior college students can have important implications for educational practices and mental health interventions. By fostering environments that enhance self-esteem and provide students with the tools to manage stress and build resilience, educators and counselors can help improve the overall well-being of students, ultimately contributing to their academic success and life satisfaction. This research aims to explore this relationship in greater detail, shedding light on how self-esteem influences the quality of life in this critical stage of a student's educational journey.

Kernis, M. H., & Goldman, B. M. (2006) Self-esteem and academic achievement: A meta-analytic review. This meta-analysis examines the relationship between self-esteem and academic achievement, finding a modest but significant correlation. The review highlights that self-esteem is associated with higher levels of academic motivation, persistence, and overall achievement, which in turn can enhance a student's quality of life. Although the correlation between self-esteem and academic performance is complex and influenced by various mediating factors (e.g., motivation, study habits), the review emphasizes the importance of self-esteem in contributing to the academic success that is often linked to a student's well-being and quality of life. The findings underscore the need to consider self-esteem as a factor in improving educational outcomes and student well-being.

Ahern, N. R., & Lata, A. M. (2006). The role of self-esteem in mental health and quality of life among college students. This review explores how self-esteem influences mental health and overall quality of life, specifically focusing on college and junior college students. The authors discuss how low self-esteem is associated with negative outcomes such as depression, anxiety, and lower life satisfaction, while high self-esteem is linked to better mental health, more positive coping strategies, and improved quality of life. The review emphasizes that interventions aimed at improving self-esteem could be effective in enhancing the overall well-being and academic performance of students. The authors also highlight the importance of considering contextual factors, such as social support and peer relationships, in understanding the impact of self-esteem on life satisfaction.

Diener, E., & Diener, M. (2009). Self-esteem, life satisfaction, and quality of life: A study of university students. This systematic review investigates the relationship between self-esteem, life satisfaction, and quality of life among university students. It concludes that self-esteem is a key predictor of life satisfaction, which in turn significantly affects a student's overall quality of life. The review identifies the role of self-esteem as a moderator of stress and coping in university students,

asserting that students with higher self-esteem tend to report better social functioning, fewer emotional problems, and a more positive outlook on life. The study calls for university policies and programs that aim to enhance students' self-esteem as part of a broader approach to improving their mental health and quality of life.

### **OBJECTIVE OF THE STUDY:**

- 1) To investigate the relationship between self-esteem and quality of life among junior college students.

### **Hypotheses:**

- 1) no significant correlation will be found between self-esteem and quality of life for junior college students.

### **Samples:-**

For the current research, 90 junior college students from Aurangabad City, located in Maharashtra State. The selected students fell within the age range of 15 to 18 years. The sampling method employed in this study was Purposive non-probability random sampling.

### **Variable:-**

- 1) Self-Esteem
- 2) Quality of Life

### **Research Tools**

#### **1) Self Esteem Scale (SES)**

Dr Santosh Dhar and Dr Upinder Dhar constructed and standardised this scale. It is consisted 23 items with the following six factors: Positivity, Openness, Competence, Humility, Self Worth, Learning Orientation. The scoring procedure for 23 items set against a Likert five-point scale, i.e. Strongly Disagree, Disagree, Not Sure, Agree and Strongly Agree, awarded 1, 2, 3, 4, 5, respectively. Split has established the tool's reliability- the half method. The reliability of the tool is 0.71. Therefore, the tool is reliable.

#### **2) Quality Of Life Scale:-**

Quality Of Life Scale was given by Nasreen Sharma and Nakhat Nasreen in 2014. The scale consist of 42 items out of which 34 items are positive and 8 items are negative with three responses i.e., Always, Seldom and rarely. The score for positive item is given as 3,2,1 and for negative item as 1,2,3 respectively. The scale has 11 dimension and they are; life satisfaction, goals and motivation, spirituality, happiness, hopes and wishes, stress reduction, frustration/depression/anxiety, adjustment, physical well-being and self care, effectiveness/efficiency of myself, personal development/personal evolution.

### **Statistical Analysis:**

Product moment coefficient correlation (pearson – r) Statistics was used for the present study.

**Statistical Interpretation and Discussion**

**Table No-1**  
**Product moment Coefficient correlation (Pearson r) between Self-esteem and Quality of Life among junior college students.**

	<b>Mean</b>	<b>SD</b>	<b>r</b>
<b>Self Esteem</b>	98.07	5.64	<b>0.82**</b>
<b>Quality of Life</b>	89.46	4.75	

*Significant at 0.01\*\* = 0.254, 0.05\* = 0.195*

**Correlation Coefficient (r):** The correlation coefficient between self-esteem and quality of life is 0.82. This indicates a strong positive correlation between the two variables.

**Significance:** The correlation is significant at the 0.01 level (p = 0.254), meaning that the observed correlation is unlikely to have occurred by chance.

Overall, the data suggests that there is a strong positive relationship between self-esteem and quality of life among junior college students. As self-esteem increases, quality of life also tends to increase.

The positive relationship between self-esteem and quality of life among junior college students has been widely recognized in psychological research. Self-esteem refers to an individual’s overall sense of self-worth, and it significantly influences various aspects of life, including emotional well-being, academic performance, and social interactions. As self-esteem increases, quality of life tends to improve, fostering a healthier and more fulfilling life experience.

One reason for this is that individuals with higher self-esteem are better equipped to manage stress and overcome obstacles. According to Rosenberg (1965), self-esteem helps individuals develop emotional resilience, making them less susceptible to anxiety, depression, and other mental health challenges. High self-esteem can lead to a positive self-concept, which fosters greater mental stability and life satisfaction (Harter, 1999). When students feel confident in their abilities, they are more likely to approach academic challenges with a growth mindset, enhancing their chances of academic success and satisfaction.

Furthermore, self-esteem influences social behavior. Students with high self-esteem tend to form healthier, more supportive relationships (Mruk, 2013). This sense of social connection contributes to a feeling of belonging, which is vital for overall well-being. Positive relationships and a strong sense of community within the academic environment can significantly boost students' quality of life (Baumeister & Leary, 1995).

In sum, the link between self-esteem and quality of life among junior college students underscores the importance of fostering positive self-worth. When students feel good about themselves, they are more likely to experience positive emotional, social, and academic outcomes, all of which contribute to a higher quality of life (Smith et al., 2006).

**CONCLUSIONS:-**

- 1) Girls reported significantly higher levels of security in peer group, context, and prospective context compared to boys.
- 2) Boys reported significantly higher levels of self-context security compared to girls.
- 3) There were no significant differences in family security, school security, and text context security.

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