AN ANALYSIS OF MASLOW HIERARCHY APPROACHES AND IMPACT OF SELF ESTEEM AMONG ADOLESCENTS

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Abstract

Maslow's hierarchy provides a model for how students are motivated to learn. Without the bottom layer of the hierarchy met, students cannot reach the next level. Each level, once met, allows students the ability and motivation to learn. Each student can move up in the hierarchy with the proper support. The aim of this study is to understand how Maslow's hierarchy model impacts whether students are motivated to learn. Self- esteem is the term used to describe a person's own measurement of his/her self-worth. It is a basic human need and it makes an essential involvement in life process and progress. Self-esteem is a feeling of self-worth, self- confidence and self-respect for entire human lives. Adolescents with low self-esteem often can feel lonely, powerless, offended, distrustful and easily frustrated. These feelings can lead to aggressive, violent, teasing and bullying behaviour. Adolescents with high level self –esteem are proud of themselves, high level sense of belonging and acceptance and sense of competence. Self Esteem plays a significant role in adolescents. The present study aims to measure the correlation between self-esteem and demographical data of gender category, educational achievement, and birth order. In this study mainly focused an analysis of Maslow hierarchy approaches impact of self-esteem among adolescents.

Keywords: *Maslow Hierarchy Theory, Self esteem, adolescence stages, birth order.*

INTRODUCTION

Abraham Maslow first introduced the concept of a hierarchy of needs in his 1943 paper, titled "A Theory of Human Motivation," and again in his subsequent book, "Motivation and Personality." Abraham Maslow's hierarchy of needs is one of the best-known theories of motivation. Maslow's theory states that our actions are motivated by certain

physiological and psychological needs that progress from basic to complex. While some of the existing schools of thought at the time—such as psychoanalysis and behaviourism tended to focus on problematic behaviours, Maslow was more interested in learning about what makes people happy and what they do to achieve that aim. As a humanist, Maslow believed that people have an inborn desire to be self-actualized, that is, to be all they can be. To achieve this ultimate goal, however, a number of more basic needs must be met. This includes the need for food, safety, love, and self-esteem. Maslow believed that these needs are similar to instincts and play a major role in motivating behaviour. There are five different levels of Maslow's hierarchy of needs, starting at the lowest level known as physiological needs.

MASLOW HIERARCHY THEORY - SELF ESTEEM
Personal
It is an identity, the concept one develops about oneself that evolves over the course of their life. This may include aspects of their life that they have no control over, such as, where they grew up or the colour of their skin, as well as choices they make in life, such as how they spend their time and what they believe.

Social
Social development has been described as a process of change from the traditional way of living of rural communities to progressive ways of living in society; as a method by which people can be assisted to develop themselves on their own capacities and resources. Social development is more concerned with the investment in human beings. Social development reveals two interrelated dimensions: First, the development of capacity of people to work continuously for their own and society's welfare. Secondly, the alteration of institutions so that human needs are met all levels, especially the lowest, through the process of improving the relationships between expression of needs and the means to attain them.

Academic
Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that are the focus of activities in instructional environments, specifically in school, college, and university. School systems mostly define cognitive goals that either apply across multiple subject areas (ex. critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (ex. numeracy, literacy, science history). Therefore, academic achievement should be considered to be a multifaceted construct that comprises different domain of learning.

Intellectual
It is relating to our ability to think and understand things, especially complicated ideas, like, a very educated person whose interests are studying and other activities that involve careful thinking and mental effort. Intellectual means involving a person's ability to think and to understand ideas and information.

Moral
Moral development is the process through which children develop proper attitudes and behaviours towards other people in society, based on social and cultural norms, rules and laws. It refers to the ways one distinguishes right from wrong as one grows and matures. very young children generally do not have the same level of moral development as adolescence.

OBJECTIVES OF THE STUDY
1. To study the significance level of self esteem and gender category.
2. To identify the stages of adolescence and self esteem level.

3. To analyse the educational background and self esteem level.

HYPOTHESES

❖ There will be significant relationship between gender and self esteem.

❖ There will be significant relationship between educational qualification and self esteem.

❖ There will be significant relationship between stages of adolescence and self esteem.

❖ There will be significant relationship between birth order and self esteem.

RESEARCH DESIGN

The population of the study is selected from various College students in around Coimbatore, Tamilnadu. The selection of the sample 300 was stratified randomly selected Arts and Science students. A convenient sampling technique was applied to select the sample respondents. The present study consists of both primary and secondary data. Primary data were collected with the help of self-esteem scale. This scale developed by Dr.K.S Roop and Ms. Sairabanu Daraged. Self-esteem scale contains 78 Statements, together representing six areas of self- esteem. There are 12 items on personal aspect, 13 on social, 15 on emotional, 11 on academic, 14 on intellectual and 14 on moral aspects. Each statement was assigned a five point response scale, where every statement had 'strongly agree', 'agree', 'neither agree nor disagree', 'disagree', and 'strongly disagree', as scale points. The scale points on the intervals were subsequently scored 4, 3,2,1,0 for all the positive statements and the negative statements were scored in the reverse order.

ANALYSIS AND INTERPRETATION

Table 1
Demographic Profile

Respondent's Detail	Variable	Frequency	Percent (%)
Gender	Male	114	38.0
	Female	186	62.0
	Total	300	100.0
Self Esteem	Personal	38	12.7
	Social	56	18.7
	Emotional	42	14.0
	Academic	49	16.3
	Intellectual	65	21.7
	Moral	50	16.7
	Total	300	100.0
Educational Qualification	Under Graduates	213	71.0
	Post Graduates	87	29.0
	Total	300	100.0
Birth Order	First Born	141	47.0
	Second Born	159	53.0
	Total	300	100.0
Stages of Adolescence	Pre adolescence	94	31.3
	Early adolescence	199	66.3
	Late adolescence	7	2.3
	Total	300	100.0

Source: Primary data

The above table said that explain the demographic variables. The majority of respondents are belongs to female (62%) category. The minimum of respondents are belongs to male (38%) category. In this regard, the majority of 21.7% respondents are belongs to intellectual level and following 18.7% of respondents are social level;16.7% of respondents are belongs to social level; 16.3% of respondents are academic level; 14% of respondents are belongs to emotional leveland minimum level of (12.7%) respondents are belongs to personal level.

Table 2
Gender and Self Esteem

Gender		Self Esteem						Total
		Personal	Social	Emotional	Academic	Intellectual	Moral	
Male	Count	17	15	24	22	16	20	114
	% of Total	5.7%	5.0%	8.0%	7.3%	5.3%	6.7%	38.0%
Female	Count	21	41	18	27	49	30	186
	% of Total	7.0%	13.7%	6.0%	9.0%	16.3%	10.0%	62.0%
Total	Count	38	56	42	49	65	50	300
	% of Total	12.7%	18.7%	14.0%	16.3%	21.7%	16.7%	100.0%

Source: Primary data

The above table analyses the gender and self esteem of adolescence. The 38% of respondents belongs to male category including maximum 8% of respondents have emotional level and minimum of 5% of respondents have social level esteems. The 62% of respondents are belongs to female category including the majority of 16.3% respondents are intellectual level.

Table 3
Statistical Analysis

Ho: There is no significance difference between gender and self esteem.

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.271[a]	5	.006
Likelihood Ratio	16.464	5	.006
Linear-by-Linear Association	.491	1	.483
N of Valid Cases	300		
a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 14.44.			

The value of chi-square test (16.271a) at low p-value of (.006) indicates that the null hypothesis is rejected at 1 percent level of significance. Hence it may be concluded that there is a significant relationship between gender and self esteem.

Table 4
Educational Qualification and Self Esteem

Educational Qualification		Self Esteem						Total
		Personal	Social	Emotional	Academic	Intellectual	Moral	
Under Graduates	Count	20	38	31	35	45	44	213
	% of Total	6.7%	12.7%	10.3%	11.7%	15.0%	14.7%	71.0%
Post Graduates	Count	18	18	11	14	20	6	87
	% of Total	6.0%	6.0%	3.7%	4.7%	6.7%	2.0%	29.0%
Total	Count	38	56	42	49	65	50	300
	% of Total	12.7%	18.7%	14.0%	16.3%	21.7%	16.7%	100.0%

Source: Primary data

The above reveals the self esteem with respect to educational qualifications. The 71% of respondents are belongs to under graduates including maximum of 15% of respondents are intellectual level and minimum of 6.7% of respondents are personal level. The 29% of respondents are belongs to post graduates including maximum 6.7% of respondents are Intellectual level and minimum of 2% respondents are moral level.

Table 5
Statistical Analysis

Ho: There is no significance difference between educational qualification and self esteem.

Chi-Square Tests			
	Value	**df**	**Asymp. Sig. (2-sided)**
Pearson Chi-Square	13.778[a]	5	.017
Likelihood Ratio	14.520	5	.013
Linear-by-Linear Association	8.848	1	.003
N of Valid Cases	300		
a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 11.02.			

The value of chi-square test (13.778a) at low p-value of (.017) indicates that the null hypothesis is rejected at 5 percent level of significance. Hence it may be concluded that there is a significant relationship between educational qualification and self esteem.

Table 6
Stages of Adolescence and Self Esteem

Stages of Adolescence		Self Esteem						Total
		Personal	Social	Emotional	Academic	Intellectual	Moral	
Pre adolescence	Count	24	41	22	0	7	0	94
	% of Total	8.0%	13.7%	7.3%	.0%	2.3%	.0%	31.3%
Early adolescence	Count	14	15	20	43	58	49	199
	% of Total	4.7%	5.0%	6.7%	14.3%	19.3%	16.3%	66.3%

Late adolescence	Count	0	0	0	6	0	1	7
	% of Total	.0%	.0%	.0%	2.0%	.0%	.3%	2.3%
Total	Count	38	56	42	49	65	50	300
	% of Total	12.7%	18.7%	14.0%	16.3%	21.7%	16.7%	100.0%

Source: Primary data

The above explain the stages of adolescence and self esteem. The 66.3% of respondents are belongs to Early adolescence including maximum of 19.3% of respondents are intellectual level and minimum of 4.7% of respondents are personal level. The 31.3% of respondents are belongs to pre adolescence including maximum 13.3% of respondents are social level and minimum of level of respondents are academic level. The 2.3% of respondents are late adolescence including maximum of 2% of respondents are academic level and very minimum of percentage level of personal, social, emotional, intellectual and moral level.

Table 7
Statistical Analysis
Ho: There is no significance difference between stages of adolescence and self esteem.

Chi-Square Tests			
	Value	**df**	**Asymp. Sig. (2-sided)**
Pearson Chi-Square	1.512E2[a]	10	.000
Likelihood Ratio	170.267	10	.000
Linear-by-Linear Association	93.833	1	.000
N of Valid Cases	300		

a. 6 cells (33.3%) have expected count less than 5. The minimum expected count is .89.

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The value of chi-square test (1.512E2a) at low p-value of (.000) indicates that the null hypothesis is rejected at 1 percent level of significance. Hence it may be concluded that there is a significant relationship between stages of adolescence and self esteem.

Table 8
Birth Order and Self Esteem

Birth Order		Self Esteem						Total
		Personal	**Social**	**Emotional**	**Academic**	**Intellectual**	**Moral**	
First Born	Count	46	28	23	13	10	21	141
	% of Total	15.3%	9.3%	7.7%	4.3%	3.3%	7.0%	46.9%
Second Born	Count	11	28	19	36	36	29	159
	% of Total	3.7%	9.3%	6.3%	12.0%	12.0%	9.7%	53.0%
Total	Count	38	56	42	49	65	50	300
	% of Total	19.0%	18.7%	14.0%	16.3%	15.3%	16.7%	100.0%

Source: Primary data

The above table reveals that the birth orders and self esteem. The 47% of respondents are belongs to first born category including maximum of 15.3% of respondents are personal level and minimum of 3.3% of respondents are Intellectual level. The 53% of respondents are belongs to second born including maximum of 12% of respondents are belongs to Academic and Intellectual level and minimum of 3.7% of respondents are personal self esteem level.

Table 9
Statistical Analysis

Ho: There is no significance difference between birth order and self esteem.

Chi-Square Tests			
	Value	**df**	**Asymp. Sig. (2-sided)**
Pearson Chi-Square	18.936[a]	5	.002
Likelihood Ratio	19.525	5	.002
Linear-by-Linear Association	7.870	1	.005
N of Valid Cases	300		
a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 17.86.			

The value of chi-square test (18.936a) at low p-value of (.002) indicates that the null hypothesis is rejected at 1 percent level of significance. Hence it may be concluded that there is a significant relationship between birth order and self esteem.

SUGGESTIONS & CONCLUSION

According to this research, that majority of the female adolescents have high level self-esteem when compared to male adolescents. This indicates female adolescents have a high level of self-worth, self-confidence and self- respect. On the other hand male adolescents have a tendency of poor belonging and acceptance, low level of positive approaches and attitude, moreover experiencing emotional safety. In addition, undergraduates have a higher level of self-esteem than post graduates. This shows that undergraduates' students have a high level of display initiatives, independence, curiosity and high level of confidence. Similarly the majority of second born adolescents have high levels of self-esteem when compared to first born adolescents. It reveals that first born adolescents have a low level of initiative, dependence, and low level of confidence.

They do not show pride in their work. Also first born adolescents are low level of set goals and achieve their goal these consequence they could feel depressed mood. On the other hand, second born adolescents can have a high level of initiative with confidence. They know how to set a goal and attain their goal. The majority of respondents are early Adolescence stage high levels of self-esteem when compared to pre adolescents and late adolescence. This indicates that the early stage of adolescents have more positive feelings about oneself and others. In contrast pre- adolescents have low level self-esteem exposed to violence, poor discipline, often feel guilty and unworthy. Sometimes they may even feel that adults have the right to use violence against them. Finally the majority of the respondents are highly scored on intellect. It shows the ability to think and understand ideas and information. The majority of the respondents have low scores on emotional components. One of the basic or fundamental aims of education is to develop a sound and stable personality of an individual in order to enable him or her to live a healthy social life. In this regard, emotional

development plays a vital role in the social life of a person. So education by educators, parents and guardians of adolescents, enable students to become emotionally sound and productive individuals for a healthy society.

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