

Self Esteem Between Music And Non-Music Students

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Abstract: Self-esteem is the confidence in one's own worth or abilities. Self-esteem encompasses beliefs about oneself and the emotional states, such as triumph, despair, pride, and shame. Self-esteem impacts the decision-making process, relationships, emotional health, and one's overall well-being. Self-esteem is a basic human motivation or need. Every individual wants to feel good about oneself, feel that one is worthwhile, valuable and competent. This empirical research paper focuses on the difference in the level of self esteem between music and non-music students. The between groups research design was chosen and purposive sampling technique was used to select the sample (N=60). 30 music students and 30 non-music students between the age group of 18-21 years were chosen as the sample. Rosenberg's Self Esteem Scale-Revised was used to assess the self esteem of the sample. Independent samples 't' test was used for statistical analysis. The mean values show that both the music and non-music students have average level of self esteem. The statistical findings revealed that there is no significant difference in the level of self esteem between music and non-music students thereby accepting the null hypothesis.

Keywords: Self Esteem, Music students, Non-music students.

INTRODUCTION

SELF ESTEEM

Self-Esteem can be defined as an individual's attitude about himself or herself, involving self evaluation along a positive, negative dimension (Baron & Byrne). Self-Esteem is commonly defined as an individual's sense of self-worth (Ponsoda, Abad, Francis & Hills, 2008). This perception of the self can include both positive and negative evaluations and can also incorporate specific aspects of the self as well as a global sense of well-being (Quatman & Watson, 2001; Wilgenbusch & Merrell, 1999).

According to Rosenberg (1989), "Self-Esteem is a favorable or unfavorable attitude towards the self." According to Coopersmith (1967) "Self-esteem is the judgment or opinion we hold about ourselves. It's the extent to which we perceive ourselves to be worthwhile and capable human beings." Harter defined Self-Esteem as "how much a person likes, accepts, and respects himself overall as a person." According to Branden (1987), "Self-Esteem is the sum of self-confidence and self-respect." According to Leary and Baumeister (2000) "Self-Esteem is a person's appraisal of his or her value."

Self-esteem is a basic human motivation or need. Abraham Maslow, in his theory of hierarchy of needs, described the importance of self-esteem. He explained two forms of esteem viz., the need for respect from others and the need for self-respect. Individuals want to be seen by others as competent, strong and capable to achieve. They want to be respected by others for their achievements and abilities. They also want this respect to translate into self-esteem, want to feel good about themselves, feel that they are worthwhile, valuable and competent.

However, we know that believing in yourself and accepting yourself for who you are is an important factor in success, relationships, and happiness and that self-esteem plays an important role in living a flourishing life. It provides us with belief in our abilities and the motivation to carry them out, ultimately reaching fulfillment as we navigate life with a positive outlook. Various studies have confirmed that self-esteem has a direct relationship with our overall wellbeing.

Self esteem or self image of adolescents is based on six domains:

1. Family Environment: An individual's life is mainly influenced by the family environment. The type of family, members of the family, socio-economic status of the family will mould the self esteem of an individual.
2. Achievement: Academic achievement and achievement of one's goals related to their hobbies play a crucial role in forming a positive and healthy view of the self.
3. Physical Appearance: The physical appearance of an individual will have an influence on the self esteem of individuals.
4. Self-belief: A person who has high confidence levels may learn things quickly, have trust in their abilities and this subsequently may boost their self esteem.
5. Task Proficiency: This includes the skills required for performing tasks and the ability to complete the task. Task proficiency influences the self esteem of an individual.
6. Feedback: Positive and negative feedback from friends and significant others may boost or break an individual's self esteem.

Types of Self esteem:

- ❖ High Self esteem- Individuals with high self esteem feel worthy, self confident, accept themselves unconditionally, seek continuous self-improvement, have peace within themselves, enjoy good interpersonal relationship, have good frustration tolerance, are assertive, willing to take calculated risks and are self directed.
- ❖ Low Self esteem- Individuals with low self esteem are poor risk takers, afraid of competitions or challenges, non-assertive, lack initiative, shy, lack self-acceptance, blame others for their short comings, are low aspirers, indifferent to the needs of others and are indecisive.

Individuals with high self esteem appreciate themselves and other people, enjoy growing as a person and finding fulfillment and meaning in their lives, are able to dig deep within themselves and be creative, make their own decisions and conform to what others tell them to do only when they agree, see the world in realistic terms, accept other people the way they are and push them toward greater confidence and a more positive direction, easily concentrate on solving problems in their lives, have loving and respectful relationships, know what their values are and live their lives accordingly, express their opinions calmly and share their wants and needs with others, endeavor to make a constructive difference in other people's lives (Smith & Harte).

SELF ESTEEM AND MUSIC:

Self esteem and music are connected in various ways. Music does not need a language in order to connect with a listener. In this sense, music can be said to be a language of the soul. It affects the mood of the listener and can affect the listener's self-esteem through the type of mood it triggers. A melody, tune, sound or some lyrics may be attached to some memory that has been stored in a person's mind. The feelings associated with that memory may be the trigger for the listener's state of self esteem at that point in time. As such, different people might be affected in a different way by the same music. With varying experiences, self esteem and music cannot be said to have a formula in which the effect of any particular piece of music will influence the mood- and consequently, the self esteem of listeners in the same way. The effects come mostly from the sense of association and the sense of perception of the feelings associated with the mood evoked by the music. For some people, listening to rap music might make them feel good, increasing their self-confidence and also elevating their self esteem. For others, it might just sound like a lot of noise, which further depresses them and lowers their self esteem. Self esteem and music are also connected because the type of music a person listens to the most can perceptibly affect his or her outlook on life. The true effect of self esteem and music lies in the way the listener perceives and processes the music in his or her subconscious in relation to the perceptible effect it has on his or her mood.

Playing music is beneficial to the brain in many ways. According to the studies done by Harvard Health, music has "major effects on many aspects of health, ranging from memory and mood to cardiovascular function and athletic performance. One of the most noticeable ways that we see music benefit the wiring of our brains is through self esteem and confidence, and that in itself has the potential to impact host of other things.

Positive self-esteem helps students succeed in and outside of music classrooms. High self-esteem is associated with a positive self-image and fine musicianship. Conversely, low self-esteem is associated with a negative self-image and poorer musicianship. Researchers have demonstrated that singing, playing instruments, experiencing a variety of musical styles, moving, building musical knowledge, and creating can help students develop musical skills and improve their self-esteem.

The main components of self esteem are self confidence, identity, feeling of belongingness and feeling of competence. A healthy self esteem is formed by the combination of the feeling of personal and interpersonal security, sense of social belongingness, sense of purpose, feeling of being capable, having trust and being trusted, sense of contribution and feeling of influence.

REVIEW OF LITERATURE:

Jamey Kelly & Alison Farley conducted a study to explore self-compassion levels of music students and their non-music peers. Despite previous evidence that musicians differ from non-musical peers in certain personality traits (e.g, neuroticism, introversion, independence), the study revealed no significant difference in self compassion between groups based on field of study, music or otherwise.

Harpaz, G., & Vaizman, T. (2021) conducted a study on Music self-efficacy, self-esteem, and help-seeking orientation among amateur musicians who use online music tutorials. The results indicated that self-esteem, autonomy help-seeking orientation, preferences of autonomy online music tutorials, and weekly hours of playing were positive predictors of music self-efficacy.

L. Francesca Scalas et al, (2016) conducted a study on Music self-concept and self-esteem formation in adolescence: A comparison between individual and normative models of importance within a latent framework. They examined the possible effects of six dimensions of music self-concept on determination of self-esteem, through the application of models based on individual and normative-group importance. Collectively, these results highlighted differential effects of performance (singing, instrument playing) and knowledge (reading) on self-esteem, and implied that strategies to enhance self-esteem may vary within different domains of music instruction and participation.

Elizabeth J. Krumsieg (2018) conducted a study to investigate the relationships between musicianship and academic motivation, academic achievement, and self-esteem. The results indicated that musicians (both music majors/ minors and non-music majors/minors in collegiate level ensembles) had higher academic motivation and achievement scores than non-musicians. No other statistically significant differences were found on academic motivation, academic achievement, and self-esteem.

Jian Sun (2022) conducted a study on exploring the importance of music education on the psychological and academic outcomes of students: Mediating role of self-efficacy and self-esteem. The results revealed that music education had a significant positive impact on psychological wellbeing which improves students' academic performance. Moreover, psychological wellbeing also had a significant and positive impact on Students' academic performance. Self-efficacy and self-esteem significantly mediated the relationship between music education and psychological wellbeing.

METHODOLOGY:

Problem:

To study the difference in the level of self esteem between music and non-music students.

Objective:

To verify the significance of difference in the level of self esteem between music and non-music students.

Hypothesis:

There will be no significant difference in the level of self esteem between music and non-music students.

Variables:

- Independent Variable: Opted Music as a core subject of study in degree course.

- Dependent Variable: Level of Self Esteem.

Research Design:

Between groups design was used for the study.

Sample: Purposive sampling technique was used and a total of 60 female students were selected as the sample. Among them, 30 were music students (pursuing music as a core subject of study in degree course) and 30 were non-music students, between the age group of 18-21 years.

Inclusion criteria:

- Students aged between 18-21 years were included.
- Only female students were included.
- Students who are studying music as one among the core subjects in their degree course were included.
- Students who are not studying music as one among the core subjects in their degree course were included.
- Only day scholars were included..

Exclusion criteria:

- Male students were excluded.
- Students who had completed or pursuing crash courses in music were excluded.
- Students staying in hostels and paying guest accommodation were excluded.

Research Tools:

- Demographic data sheet.
- Rosenberg's Self Esteem Scale- Revised (Rosenberg, 1989).

Procedure:

The adolescents aged between 18 – 21 years were approached for consent to be participants for the present study. The demographic data sheet was administered to obtain the required demographic details of the sample. Based on the demographic details obtained by the sample, they were categorized into two groups: Music and Non-music students. The subjects were also screened keeping in view the inclusion and exclusion criteria. Rapport was established with the subjects before the administration of the questionnaire. Subsequently, the Rosenberg's Self Esteem Scale which consists of 10 items was administered to them with appropriate instructions. After the completion of the task, the questionnaire was collected from the sample and the obtained data was statistically analyzed considering the objective of the study. To arrive at the key findings of the study, Independent sample 't' test was used.

Results and Discussion:

Self-esteem is the confidence in one's own worth or abilities. Self-esteem encompasses beliefs about oneself. Abraham Maslow states that psychological health is not possible unless the essential core of the person is fundamentally accepted, loved and respected by others and by oneself. Self-esteem allows people to face life with more confidence, benevolence, and optimism, and thus easily reach their goals and self-actualize. Self-esteem may make people convinced they deserve happiness. Understanding this is fundamental, and universally beneficial, since the development of positive self-esteem increases the capacity to treat other people with respect, benevolence and goodwill, thus favoring rich interpersonal relationships and avoiding destructive ones

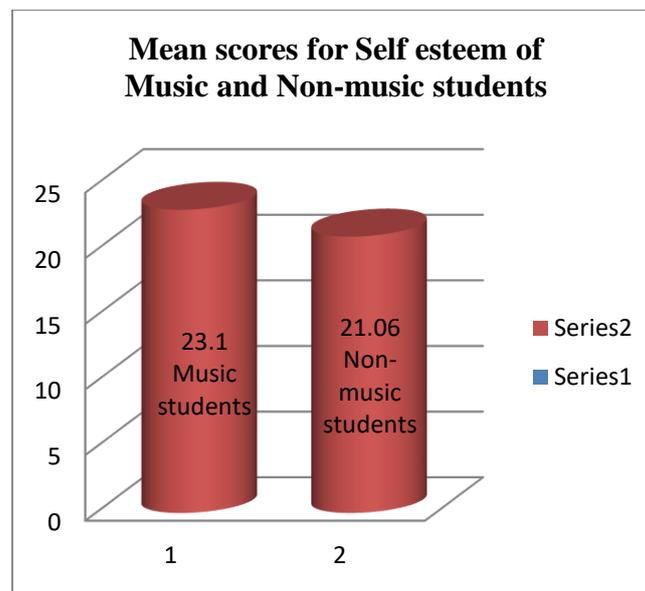
The present study highlights the importance of measuring the self esteem between Music and Non-music students whose self esteem would be influenced by several factors. But, here it was examined whether opting music as a core subject of study in degree course or not, would make a difference in the level of self esteem of students. Statistical analysis of the study has been presented below.

Table showing scores for Self-Esteem of Music and Non music students.

Variable	Sample	N	Mean	Std. Deviation	't' value
Self Esteem	Music students	30	23.10	2.24	2.75 NS
	Non music students	30	21.06	3.35	

- Not significant.

The above table shows the difference between the music and non-music students in self esteem. As per the table, the mean is 23.10 and 21.06 with the standard deviation being 2.24 and 3.35 in self esteem for music and non-music students respectively. The obtained 't' value is 2.75 indicating no significant difference in emotional maturity between music and non-music students. Hence, the study accepts the null hypothesis stating "There will be no significant difference in the level of self esteem between music and non-music students."



The graphical representation of mean values shows that, both music and non music students have average level of self esteem. The study conducted by L. Francesca Scalas et al, (2016) on Music self-concept and self-esteem formation in adolescence: A comparison between individual and normative models of importance within a latent framework examined the possible effects of six dimensions of music self-concept on determination of self-esteem, through the application of models based on individual and normative-group importance. The results implied that strategies to enhance self-esteem may vary within different domains of music instruction and participation. A study conducted by Elizabeth J. Krumsieg (2018) to investigate the relationships between musicianship and academic motivation, academic achievement, and self-esteem. The results indicated that musicians had higher academic motivation and achievement scores than non-musicians. No other statistically significant differences were found on academic motivation, academic achievement, and self-esteem. These studies support the findings of the present study.

Conclusions:

The result of the present study shows that there is no significant difference in the level of self esteem between music and non-music students. The study proposes to work on the several other factors that influence the self esteem of music and non music students in future.

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