Research on Self-Esteem of Adolescents of Mongolia

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Abstract
Since Mongolia's transformation from a socialist to a democratic society in 1990, the country's population has experienced significant changes in regard to both ways of life and personal values. This political shift has had both positive and negative effects on individuals' mental health but has especially affected adolescents. Adolescence is a period of intense physical and psychological change, and self-esteem, or the evaluation of one's own worth, plays an integral role in individual development. It can be particularly difficult for adolescents, who account for 18.5 percent of Mongolia's population, to balance external societal and political changes alongside their own already tumultuous inner worlds. In the interest of exploring how adolescents define and interpret their "ideal self", we used the Dembo-Rubinstein Scale of Self-Esteem Measurement to assess 50 university students and their evaluations of their own self-worth in light of recent cultural transformations in the country. According to Hewitt, John P. (2009), self-esteem is the level of confidence one has in their own worth or talents. This valuation is influenced by beliefs about oneself as well as feelings and emotional states, such as triumph, sadness, pride, and guilt. The ideal self is a component of a person's self-concept that includes their desires, hopes, and wants (Higgins 1987; Rogers 1959). Adolescents' self-esteem only begins to stabilize as they synthesize the values of their socio-political environment with their own sense of self-identity. By gaining a deeper understanding of what they personally expect from themselves in order to achieve an ideal self adolescent will have greater means and opportunities to grow psychologically, socially, and intellectually mature.

Keywords: Adolescents, Self-Esteem, Ideal Self, Self-Identity

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Introduction

The direction of a person's self-worth is directly related to the social environment, and the notion of "I," including his beliefs, values, ambitions, and self-confidence, and generated in the process of connecting with the people around him. According to scientists, self-esteem not only affects an individual's intellect and soul, but it also plays an important role in socializing. Children aged 0 to 18 make up 38.3 percent of Mongolia's population, with adolescents accounting for 18.5 percent. Researching and acknowledging the self-esteem of adolescents will increase their probabilities of mental and intellectual development, as well as have a beneficial impact on their socialization. Theoretical understanding of self-esteem dates back to the nineteenth century. Psychologist and philosopher W. James defined self-esteem for the first time in 1890. He considered "self-esteem" and "self-development" as psychological concepts, and defined self-esteem as a sense of superiority, self-respect, and life satisfaction. (James, 1890). Regarding self-esteem, academics such as Maurice Rosenberg, Kompersmith, Nathaniel Branden, A.L. Storey, V. Tafarodi, Milne, Jordan, Spencer, Dembo-Rubenstein, A. Prihozhan, P.V. Yanshin, and V.G. Kovalev proposed the theory. Rosenberg and Coppersmith then introduced the idea of self-esteem level in 1965 and 1967, respectively, and it has since been researched theoretically. Rosenberg (1969) described self-esteem as "focusing on oneself", while Coppersmith said that "self-esteem is the assessment of one's character and personal value". Coppersmith developed a 50-item scale of self-esteem and classified it into four areas: family, peers, school, and general social activities. In 1969, N. Branden described the element of self-esteem as a sense of self-efficacy. S. L. Rubinstein, a psychologist, believed that adolescent self-esteem begins with an assessment of self-determination and control over their activities. By accepting and reflecting on their surroundings, adolescents begin to shape their behavior and develop self-esteem. In this regard, "realizing and appreciating one's own distinct features is a prerequisite for spiritually experiencing one's 'I'."

Research Section

A.   Research Methodology

One of the methods of psycho-diagnosis of self-esteem is the Dembo-Rubinstein test. This method is regarded to be capable of determining adolescents' present levels of self-esteem and ideal self. A. M. Prihozhan, a well-known Russian psychologist, extended the method with alternatives for youngsters, allowing them to assess their self-esteem while simultaneously viewing it as an indicator of individual behavior.

Research Objective:
Identifying adolescents' self-esteem and ideal self in the context of social environment changes.

Research Objectives:
1. To observe the behavior patterns of adolescents and determine the level of an ideal self
2. To determine the self-esteem of the students who participated in the study
3. To develop recommendations based on research results

B.   *Research Methods and Methodology*

A total of 50 first-year students, 25 males, and 25 females, from the University of Finance and Economics and the University of Science and Technology in Darkhan Province of Mongolia, were chosen using a sampling approach, and the Dembo-Rubinstein method was used for the study. A.M. Prihozhan's model was used to assess students' self-esteem. The research employed interview and observation methods, with some results being analyzed using mathematical statistics.

Result of the Research

We examined the self-evaluation and sociability of 50 first-year students from two different universities.
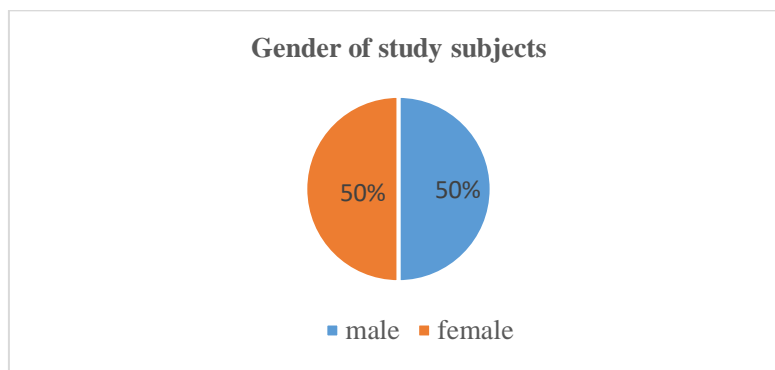

Figure 1: Gender of the students who participated in the research study

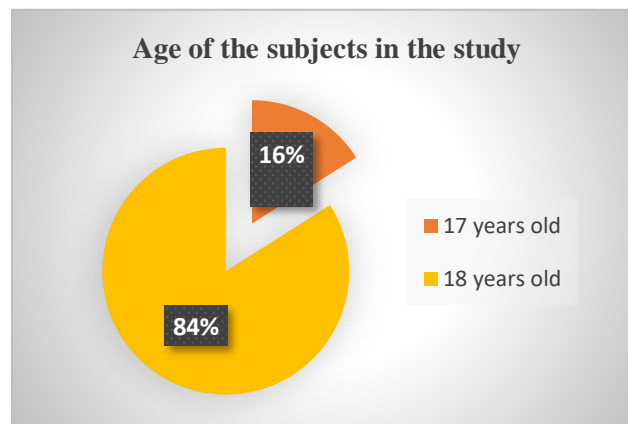Finger 1. The gender ratio of the study subjects was equal.

Figure 2: Age of the subjects in the study

Figure 2. In terms of age, 8 students were 17 years old and 42 students were 18 years old.

Development of Self-Assessment Research

The level of self-assessment was studied by indicators such as health, behavior, intelligence, talent, dexterity, popularity among peers, appearance, and self-confidence.
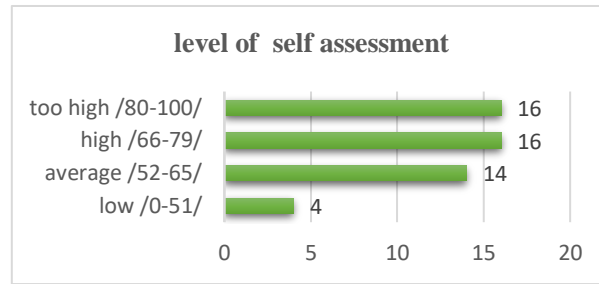
Figure 3: Level of self-assessment

Figure 3. As a result of the research, 4 students evaluated themselves at the low /0-51/ level, 14 students at the normal average /52-65/ level, 16 students at the normal high /66-79/ level, and 16 students at the extremely high level.

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Behavior	50	75.00	25.00	100.00	76.8800	14.20928
Intelligence and talent	50	90.00	10.00	100.00	73.6800	15.29231
dexterity	50	88.00	12.00	100.00	69.4200	21.51515
popularity / Respectability among peers	50	100.00	.00	100.00	64.6600	24.39690
Appearance	50	100.00	.00	100.00	65.4400	22.52904
self-confidence	50	90.00	10.00	100.00	67.8600	21.56434
Valid N (listwise)	50					

Table 1: self-assessment statistics

From Table No. 1 students' behavior, intelligence, talent, dexterity, appearance, and self-confidence are high, while their reputation among peers is average. In terms of age and gender, the value of self-evaluation level was close and no significant differences were found.

		Behavior	Intelligence and talent	Dexterity	Respectability/ popularity among peers	Appearance	Self-confidence
Behavior	Pearson Correlation	1	.298(*)	.406(**)	.389(**)	.400(**)	.271
	Sig. (2-tailed)		.035	.003	.005	.004	.057
	N	50	50	50	50	50	50

Intelligence and talent	Pearson Correlation	.298(*)	1	.535(**)	.655(**)	.738(**)	.680(**)
	Sig. (2-tailed)	.035		.000	.000	.000	.000
	N	50	50	50	50	50	50
Dexterity	Pearson Correlation	.406(**)	.535(**)	1	.489(**)	.444(**)	.383(**)
	Sig. (2-tailed)	.003	.000		.000	.001	.006
	N	50	50	50	50	50	50
Respectability/ popularity among peers	Pearson Correlation	.389(**)	.655(**)	.489(**)	1	.832(**)	.809(**)
	Sig. (2-tailed)	.005	.000	.000		.000	.000
	N	50	50	50	50	50	50
Appearance	Pearson Correlation	.400(**)	.738(**)	.444(**)	.832(**)	1	.799(**)
	Sig. (2-tailed)	.004	.000	.001	.000		.000
	N	50	50	50	50	50	50
Self-confidence	Pearson Correlation	.271	.680(**)	.383(**)	.809(**)	.799(**)	1
	Sig. (2-tailed)	.057	.000	.006	.000	.000	
	N	50	50	50	50	50	50

Table 2: Correlations of self-assessment

From Table No. 2, From Table No. 2, it can be seen from the correlation of the level of students' self-evaluation by the group that students' intelligence and talent are positively related to appearance, dexterity, and popularity among peers, and they influence each other. On the other hand, popularity among peers has a significant positive correlation with appearance and self-confidence, which indicates that the external environment has an important effect on students' self-esteem.
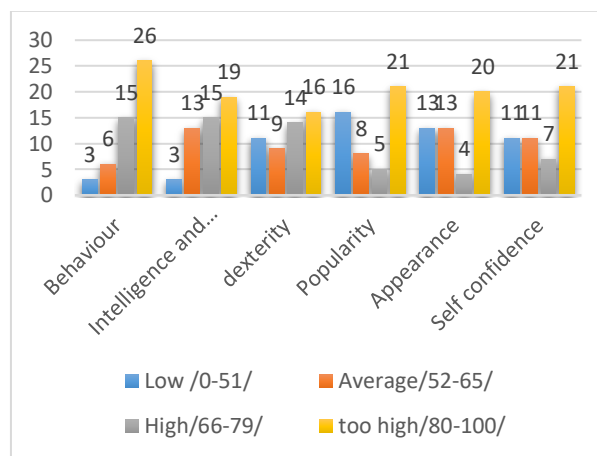

Figure 4: Level of self-esteem

Figure 4. Students assessed their behavior as exceptional, their knowledge and talent as excellent, and their appearance, reputation among peers, and self-confidence as above average.

Ideal Self-Assessment

The students' level of ideal self was studied by indicators such as health, behavior, intelligence, talent, dexterity, reputation among peers, appearance, and self-confidence.

Ideal self

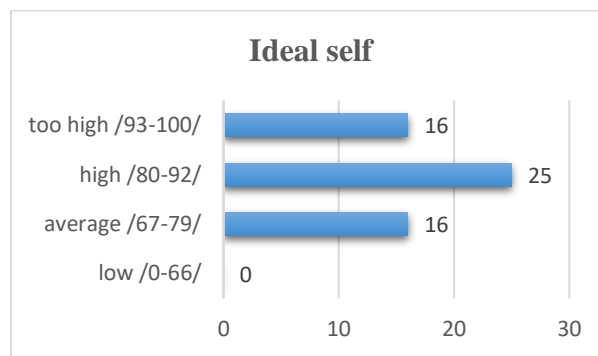|	
too high /93-100/	16
high /80-92/	25
average /67-79/	16
low /0-66/	0

Figure 5: Ideal self

Figure 5. According to the level of students' ideal self, there are 9 students at an average level, 25 students at a high level, and 16 students at an extremely high level.

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Behavior	50	25.00	75.00	100.00	91.2800	8.06362
Intelligence and talent	50	20.00	80.00	100.00	93.8400	6.60661
dexterity	50	50.00	50.00	100.00	85.7600	13.21496
Respectability/ popularity among peers	50	70.00	30.00	100.00	81.6200	18.97677
appearance	50	49.00	51.00	100.00	85.8000	12.41132
Self-confidence	50	65.00	35.00	100.00	93.2200	10.60668

Table 3: Statistical performance of ideal self assessment

Table #3 demonstrates that no students underestimated their ideal self, which is an essential indicator of beneficial effects on personal growth. According to the level of ideal self, intelligence, talent, and self-confidence are overestimated, however, behavior, dexterity, peer popularity, and appearance are high.
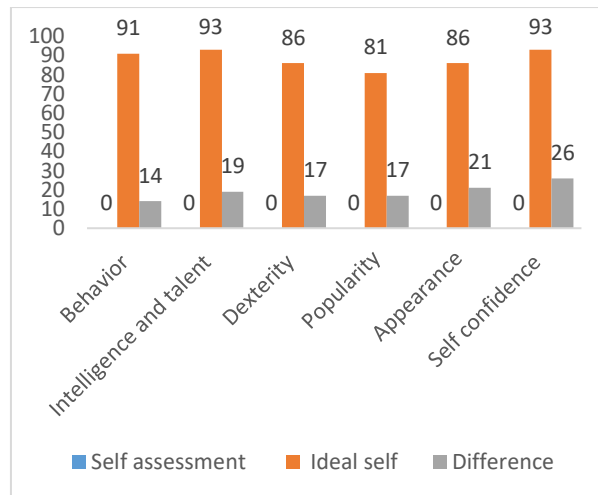
Figure 6: Self-assessment and level of ideal self-difference

Figure 6 shows the average level of self-esteem and the level of the ideal self of adolescents.

According to self-assessment, behavior is 77 percent, intellectual capacity is 74 percent, dexterity is 69 percent, popularity among peers is 64 percent, appearance is 65 percent, and self-confidence is 67 percent, which demonstrates that behavior, intelligence, dexterity, and self-confidence are scored highly, whereas reputation among peers and appearance are ranked average. In terms of the ideal self, behavior is 91 percent, intellectual capability is 93 percent, dexterity is 86 percent, reputation among peers is 81 percent, attractiveness is 86 percent, and self-confidence is 93 percent. Dexterity, peer reputation, and attractiveness are all assessed on a factual basis. Indicators of intelligence, talent, and self-confidence suggest that teenagers overestimate their potential. High self-esteem may be related to the fact that adolescents are not completely developed as people and are unable to appropriately analyze the outcomes of their actions and compare themselves to others. The graph shows that the difference between students' ideal self and self-assessment of self-esteem is 14 for behavior, 19 for intelligence and talent, 17 for dexterity, 17 for reputation among peers, 21 for appearance, and 26 for self-confidence. The mean of their self-assessment of their self-esteem and level of the ideal self is normal or higher, and the gap between the level of ideal self and level of self-assessment of their self-esteem is average. These findings demonstrate that the students who took part in the study were serious, and the results also demonstrate that they stick to true principles when handling any challenge. Self-esteem levels are similar and do not differ considerably when Dembo Rubinstein's indicators are compared by gender.
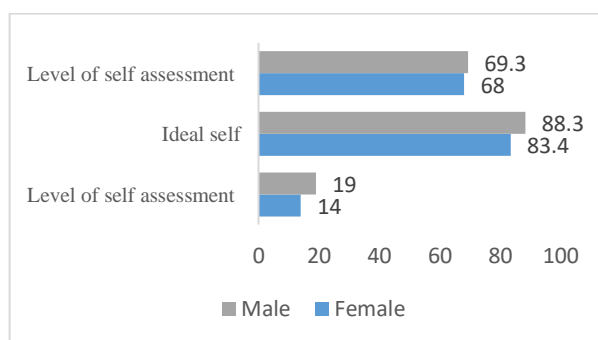

Figure 7: Self-assessment by gender

Figure 7. When comparing Dembo-Rubinstein's self-esteem indicators by gender, self-esteem levels are similar and do not differ significantly.

The Results of Observation of Behavioral Patterns in the Research Process

Because the students participated in the Dembo-Rubinstein self-esteem study on their own initiative, it was observed that they listened very well to the explanation of the research instructions given by the researcher and responded sincerely. Some students who completed the task quickly (5 minutes) had too high a self-assessment level. On the other hand, for the students who took too long to complete it, it was observed that since it was a new task they placed a lot of importance on it. Hiding, concealing/covering up, and fearing others were commonly observed when students responded to their self-assessment and level of the ideal self. This may be due to a manifestation of increased anxiety caused by the conflict between the strong desire for self-esteem and the fear of showing one's own failures.

Interview Results

In order to gain a deeper understanding of the characteristics of students' motivation and self-esteem, the method of individual interviews with students was additionally used. After processing the results of independent work performance, in order to clarify the problems and difficulties faced by 4 (equal gender) students with low self-esteem, we conducted an interview within the framework of the following questions in order to identify their maximum value, needs, and feelings. The interview is summarized as follows:

Analysis of Collected Interview Data

Interview research question	Answering the interview	Results of the interview /conclusion/
What characteristics do you like about the main character of the movies (cartoons) you like to watch or the stories or novels you like to read?	KS-005: KIM, the main character of Find Me in Memories. He is kind, gentle, and respectful. KS-006: Kakegurui anime protagonist Yumeko Jabami. He is very intelligent, and fearless and works hard to achieve his goals. KS-028: Queen Sorkhugtan, the main character of the novel Sorkhugtani. She is a very intelligent, trustworthy, and kind woman. KS-040: GRU, the main character of the cartoon "Plan to Steal the Moon", the idea of doing things is very intelligent, and he can create a warm and peaceful environment.	During the interview, it was observed that the positive meaning of their self-esteem is kindness, intelligence, high courage, the spirit to do anything, the ability to be diligent, and the ability to trust people. In the questions aimed at identifying their own desires and needs, for boys, their physical growth and strength are emphasized, while for girls, they prefer to be sweet, small, and gentle, but strong, and respectful people. The main force for self-confidence and motivation is the
Let's try to imagine any animal that does	KS-005: big body, messy hair, smart KS- 006: A small, sweet creature, who is only gentle with me, and has a lot of power	

not exist in the world. (describe it by speaking or drawing picturing) Describe what abilities this unique animal has to have in order to protect you.	KS-028: A big, warm animal with warm eyes, intelligent, and has the ability to love and respect people. KS-040: It has a large body and the eyes are in a unique shape and the color green, and with a black body. Stronger than others read everyone's mind.	warmth of family and close people. From the interview of the students, it was observed during the interview that the demands coming from society are too high, and the signs of running away from the problem and turning away.
Where (with whom) are you more relaxed?	KS-005: with my family and by myself. KS-006: by myself and with my friends KS-028: Being alone in a quiet place and talking to myself makes me calmer. KS-040: Being with my grandmother used to give me the most relaxed and warm feeling. No one can give me that feeling.	

Conclusion

1.   A total of 50 students took part in the self-esteem survey. As a result of the study, 4 students evaluated themselves at the low /0-51/ level, 14 students at the normal average /52-65/ level, 16 students at the normal high /66-79/ level, and 16 students at the extremely high level. When Dembo-self-evaluation Rubinstein's scale is compared to the average indicators of class, age, and gender, the level of self-evaluation is similar, with no significant difference noted. As a result of the research, the group's assessments are above average. When the study's findings are compared to standard values, students' self-esteem is high or typical. This is regarded as a constructive characteristic since it implies that students are realistically comparing themselves, taking responsibility for themselves, and improving their ability to grow as individuals. Inadequate self-assessment in a minority of students suggests the necessity to organize self-development strategies focused on them at specific phases.

2.   As a result of the self-assessment statistics, students' behavior, intelligence, talent, dexterity, appearance, and self-confidence are high, while their reputation among peers is average. Peer reputation has a high positive correlation with appearance and self-confidence, implying that pupils' self-concept is closely related to their environment. The positive meaning of their self-esteem emphasizes kindness, intelligence, courage, can-do spirit, diligence, and trustworthiness. For boys, their desires and needs emphasize their own physical growth and strength, while girls, prefer to be sweet, small, and gentle, but strong, and respectful of people. It was observed that the demands of society are too high for the students who rated their self-evaluation low. Therefore, the main force for self-confidence and motivation is the warmth of family and close people.

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