

Exploring the Difference in Self-Esteem and Aggression Among Students Attending Convent and Non-Convent Schools

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Abstract:

In this cross-sectional study, the differences in self-esteem and aggression among students attending convent and non-convent school among individual aged 13-17 years were investigated (552) utilizing t test and Manova, the null hypothesis was rejected there is no significant difference between convent and non-convent school student's level of aggression and self-esteem. The results revealed that there is a statistical difference between convent and non-convent school student's level of aggression and self-esteem. However, the t test revealed that there is no significant difference between schools when it comes to aggression. Future studies could explore the underlying factors of self-esteem among students from these school types as a small difference was found.

Keywords: Convent School, Non-convent School, Aggression, Self-esteem.

Introduction:

Educational environment plays a vital role in shaping individual's cerebral development and behavioral patterns. Educational setup also influences individual early personality development like way you perceive yourself and others which are critical factors of an existent socio-emotional well-being. One significant aspect of this development is the conformation of tone-regard and the incarnation of aggression. There are numerous factors which contribute to the civilization of these traits, the type of academy attended convent school vs non-convent school may significantly impact their development due to differing artistic, social and educational doctrines. The reason behind this current study to explore the difference in self-esteem and aggression among students attending convent and non-convent schools.

Aggression:

Anger can be defined as strong emotion of displeasure that a person feels when something has gone wrong, or someone did wrong with them. Anger is an emotion, whereas aggression is a behaviour or action intended at harming others physically pr psychologically. There are two types of aggression direct and indirect.

Self-esteem:

Self-esteem refers to people's evaluations of themselves. It is an overall sense of self-wroth and personal value and in other words how you appreciate yourself. It plays a vital role in motivation and success in

your life.

Convent school:

The convent school system is based on European model of education. It refers to an educational institution run by nuns and sisters. They are catholic-run schools that provide quality education to all backgrounds of students.

Non-convent:

Non-convent schools refer to school settings that are not affiliated with any religious order, particularly those associated with roman Catholicism like as convent school. These educational setups are secular institution do not have religious affiliation.

Theoretical framework:***Theories of aggression:***

Sigmund Freud (1927) developed Instinct Theory Aggression. He considered aggression simply as a reaction to the blocking of libidinal impulses. He argued there are two instincts life instincts and death instincts. Freud with experience and analysis gradually came to adopt nature of human aggression, he proposed a second major instinct named the Thanatos which also have some signs of anger, violence and all sorts of aggression feelings, actions and behaviours.

Miller Dollard and Others (1939) proposed The Frustration-Aggression Hypothesis which significantly contributes in tracing the cause of aggression. This hypothesis also states that aggression is always a consequence of frustration. Mowen and Ervin (1970) further viewed that even genetic and biological factors influence aggression.

In support of the Frustration- Aggression Hypothesis or Drive Theory of aggression, Newcomb Opines – “frustration always induce motivation of some kind of aggression and if no aggression occurs, it has been inhibited.

Bandura, Berkowitz and Others, proponents of Social Learning Theory view that arousal which results from frustration does not lead to aggression, but creates a condition for a readiness to cope with threatening situation. Bandura (1965) has demonstrated that aggressive responses can be learned by reinforcement or by imitation or modelling which comes under social learning. Crime and violence shown in television and films now a days increase aggressive behaviour, crime and hostility to enormous extent.

Julian Rotter (1954,1982) another, contributor to social learning theory suggests that the likelihood of behaviour depends upon learning and imitation of the organism in a social situation. A very famous study on learning to show aggression was conducted by Bandura and Ross (1963). The study indicates how children learn to be aggressive by observing an adult aggressive model.

Theories of self-esteem

The beginning of self- esteem:

William James (1890) introduced his theory of self-esteem. Since that time, other psychologists and psychology theorists built original theory to further define self-esteem, describes how it forms, and ask questions about the purpose or function of self-esteem.

Early Theories of self-esteem:

William James used a simple formula to define self-esteem equals success divided by our pretensions. Pretensions, in this case refer to our goals, values, and what we believe about our potential.

William James (1890) proposed Identity Theory indicated that self-esteem was an outcome that depended upon the relationship between One's success relative One's pretensions as reflected in the following equation: self-esteem=success pretensions.

Rosenberg (1965), self-esteem is one's positive or negative attitude towards oneself and one's evaluation of one's own thoughts and feelings overall in relation to oneself.

Coopersmith (4) defined self-esteem as positive and negative attitudes towards oneself. He considered self-esteem an expression of approval or disapproval of oneself, and a measure of extent to which one's believes that he or she is talented, successful and his or her life as meaning and value.

Cast and Burke (2002) noted that negative emotional consequences can occur whenever there is a disruption in the self-verification process.

Mruk (1999) emphasises that both self-worthiness and self-competence should be developed side by side. Hierometer Theory predicts that higher states will lead to higher self-regard, either as self-esteem or narcissism.

Research Question:

"Is there any difference between level of self-esteem and aggression among students who attend convent and non-convent schools".

Rationale:

understanding the variance in self-esteem and aggression between convent and non-convent schools is crucial for several reasons. Firstly, it provides insight into how different educational settings influenced psychological outcomes, informing educational policies and practices. Additionally, identifying potential disparities can aid in the development of targeted interventions to support student's emotional well-being across various school environment.

Need of the study:

- The need for this study stems from the ongoing debate regarding the differences of religious versus secular education system in addressing holistic child development. As global educational landscape evolve, it is imperative to base changes in educational policy and practice on social empirical evidence regarding their psychological impacts.
- To identify is there any significant difference arise in student's behaviour and personality in future because of educational setting like convent and non-convent schools
- To compare the levels of self-esteem among students attending convent and non-convent schools.
- To examine the levels of aggression among students attending convent and non-convent schools.

Review of literature

• Convent and non-convent institution: the comparative study

The study was conducted on total 80 students 40 were convent school students and 40 were state government school in which classes were taught in Hindi, the findings suggests that students in the Hindi school were more satisfied with their studies, subjects, and teachers, etc in comparison to convent school students.

• Aggression among Students: Comparative Study

The purpose of this study was to examine the difference on aggression level among students (30 females and 30 males) age range was 14-17 years students, the result indicated that there is no significant difference

between male and female students on aggression levels.

- **Aggression and self-esteem: a cross-sectional study among school going adolescent of Delhi**

The purpose of study was to study relationship between aggression and self-esteem among adolescents. The findings suggests that low scores on self-esteem were found to be significantly associated with hostility, in conclusion of the adolescents have high levels of aggression, verbal aggression being the major one. Self-esteem level appeared low in majority of adolescents. Low self-esteem may lead to increase in hostility.

- **The mediating role of Narcissism in the relationship between self-esteem and aggression**

This study aimed to investigate the mediating role of narcissism in the relationship between self-esteem and aggression among university students. Result shows that the majority of university students revealed low self-esteem, normal level of narcissism, and low-level aggression. Self-esteem had a significant direct effect an aggression, and also significant indirect effect on aggression through a mediator, narcissism.

- **Association among school refusal behaviour, self-esteem, parental school involvement and aggression in punctual and truant school-going adolescents: a multilevel analysis**

The purpose of this study was to examine the prevalence and association among school refusal behaviour, self-esteem, parental school involvement and aggression in punctual and truant school going adolescents. Findings were that further and mother school involvement more elevated level of self-esteem for school truant students.

- **A Study on Self-esteem among School-going Adolescents in Murshidabad District: a cross-sectional study**

The objective of this study was to examine the self-esteem among school going adolescents in Murshidabad district of West Bengal. A cross-sectional survey research was conducted where the findings of the study indicate that female students exhibited a greater level of self-esteem in comparison to their male counter.

- **A Study of aggression and its factors among school going adolescents of Delhi, India**

The study explores the relation between academic self-concept, self-esteem, and aggression at school. The result suggests that, in general students with low self-concept in achieving domains are more likely to aggress at school than those which high self-concept.

- **Self-esteem levels in school-going adolescents across the slums of Karachi, Pakistan: a cross-sectional study**

The study aimed to assess the self-esteem of school-going adolescents in slum areas of Karachi, Pakistan the study found that age, Parents education, parent strictness, BMI and academic performance were linked to the level of self-esteem in the target population regardless of gender.

- **Relationship Between Self Esteem and Aggressive Behaviour of High School Students**

The study focuses to study the significant relationship between digital game playing and aggressive behaviour of secondary school students. The results indicate that 1-there is a significant difference in digital game playing of secondary school students with regard to gender, family income, and locality, 2-no difference in aggressive behaviour with respect to gender, 3-no significant difference in aggressive behaviour of students in terms of family income and locality, 4-no significant relationship between digital game playing and aggressive behaviour.

- **Role of Peers Pressure and Self-Esteem on the General Secondary Students' Aggression**

The objective of this study was to find the impact of peer pressure and variable of self-esteem on level of aggression at general secondary students, male and female.

- **Emotional regulation and middle-class Irish education: a case study of nineteenth century Catholic convent schools Hatfield**

This article focuses on unexplored aspects of catholic convent school experience, socialization and regulation of emotion maintained within convent community.

Research Gap

- Previous research has extensively examined self-esteem and aggression among students but not specifically compared these traits between students attending convent and non-convent schools.
- Understanding difference in self-esteem and aggression between students attending convent and non-convent schools also provides insights into the potential influence of school setting/environment on these traits.
- While investigating this comparison can contribute to a deeper understanding of the role of school type in shaping student's self-esteem and aggression.

Methodology:

Aim: To study the difference in self-esteem and aggression among students attending convent and non-convent schools.

Objective:

To Exploring the difference in self-esteem and aggression among students attending convent and non-convent schools.

Hypothesis:

H0: There is no significance difference between convent and non-convent school student's level of aggression and self-esteem.

H1: There is a significance difference between convent and non-convent school student's level of aggression and self-esteem.

Variables

Independent variable (IV): convent and non-convent school.

Dependent variable (DV): self-esteem and aggression.

Convent school: The convent school system is based on European model of education. It refers to an educational institution run by nuns and sisters. They are catholic-run schools that provide quality education to all backgrounds of students.

Non-convent school: Non-convent schools refer to school settings that are not affiliated with any religious order, particularly those associated with roman Catholicism like as convent school. These educational setups are secular institution do not have religious affiliation.

Self-esteem: Self-esteem refers to people's evaluations of themselves. It is an overall sense of self-worth and personal value and in other words how you appreciate yourself. It plays a vital role in motivation and success in your life.

Aggression: Anger can be defined as strong emotion of displeasure that a person feels when something has gone wrong, or someone did wrong with them. Anger is an emotion, whereas aggression is a behaviour or action intended at harming others physically pr psychologically. There are two types of aggression direct and indirect.

Sampling:

The study target individual from age group of 13yrs-17yrs. The size of sample was 552 participants (young adolescents). Group 1(convent school) 297 students while Group 2 (non-convent school) 252 students. This study is cross-sectional study was conducted on 552 school students enrolled in convent and non-convent school. the participants were recruited through snowball sampling technique and Google survey form was utilized to collect the data.

Inclusive criteria:

- Participants must be between 12 and 18 years old
- Should be currently enrolled as students in either of the two schools (convent or non-convent school)
- Participants must be proficient in English, which is used in the questionnaire to ensure they can understand and respond accurately.

Exclusive criteria:

- Individuals who are not currently enrolled in either if the two schools (convent or non-convent school)
- Individuals younger than 12 years old or older than 18 years old.
- Individuals who do not have sufficient proficiency in the language (English) used in the questionnaire.

Tools used:

Rosenberg’s self-esteem scale:

Morris Rosenberg’s Self-Esteem Scale (RSES) 1965 was published in the Journal of Religion and Health (1965), is widely used psychological instrument to measure global Self-worth. It consists of 10-items. The scale captures both positive and negative Self-Perceptions which aims to provide a comprehensive assessment of an individual Self-Esteem. The Rosenberg Self-Esteem Scale presented high ratings in reliability areas, internal consistency was 0.77 and minimum coefficient of reproducibility was at least 0.90.

The Aggression Scale:

Orpinas and Frankowski (2001) developed a new scale to assess aggression in young adolescents. The Aggression (AS) is a self-report questionnaire that queries adolescents about their aggressive thoughts, feelings, and behaviours. The scale consists of 11-items. The scale was evaluated in two independent samples of young adolescents (n=253 and n=8,695), reliability scores were high in both sample.

Result:

Descriptive Statistics				
	School Codes	Mean	Std. Deviation	N
TotalSE	1.00	15.07	2.015	297
	2.00	15.50	1.916	252
	Total	15.26	1.980	549
TotalAGG	1.00	15.39	15.096	297
	2.00	16.16	14.702	252
	Total	15.74	14.908	549

Table: 1 shows the descriptive statistics

Descriptive statistics for the two groups (Group 1 and Group 2): Group 1 (convent school) comprised 297 students, while Group 2 (non-convent school) comprised 252 students. The mean score for Total SE in Group 1 was 15.07 (SD = 2.016), and for Group 2, it was 15.50 (SD = 1.916). The mean score for Total AGG in Group 1 was 15.39 (SD = 15.096), and for Group 2, it was 16.16 (SD = 14.702).

Independent Sample t-test

		Levene's Test for Equality of Variance		t-test Equality of Means						95% Confidence Interval of the Difference	
		f	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	Lower	Upper
						One-Sided p	Two-Sided p				
Total SE	Equal variance assumed	.437	.509	-2.540	547	.006	.011	-.429	.169	-.760	-.097
	Equal variance not assumed			-2.551	540.003	.006	.011	-.429	.168	-.759	-.099
Total AGG	Equal variance assumed	.060	.806	-.601	547	.274	.548	-.768	1.278	-3.278	1.741
	Equal variance not assumed			-.603	536.721	.274	.547	-.768	1.275	-3.272	1.736

Table: 2 shows independent sample t-test

An Independent sample t-test was conducted to compare the self-esteem and aggression scores between convent and non-convent school students.

The t-test revealed a significant difference in self-esteem scores between convent and non-convent school students, $t(547) = -2.540, p = .011$, with non-convent school students scoring higher on self-esteem ($M = -0.429, 95\% \text{ CI} [-0.760, -0.097]$).

While, t-test for aggression found a no significant difference in aggression scores between convent and non-convent school students, $t(547) = -0.601, p = .548$.

Multivariate Analysis of Variance (MANOVA)							
Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.984	16877.967 ^b	2.000	546.000	<.001	.984
	Wilk's Lambda	.016	16877.967 ^b	2.000	546.000	<.001	.984
	Hotelling's Trace	61.824	16877.967 ^b	2.000	546.000	<.001	.984
	Roy's Largest Roots	61.824	16877.967 ^b	2.000	546.000	<.001	.984
School code	Pillai's Trace	.013	3.467 ^b	2.000	546.000	.032	.013
	Wilk's Lambda	.987	3.467 ^b	2.000	546.000	.032	.013
	Hotelling's Trace	.013	3.467 ^b	2.000	546.000	.032	.013

	Roy's Largest Root	.013	3.467 ^b	2.000	546.000	.032	.013
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Table: 3 shows the Multivariate Analysis of Variance (MANOVA)

A Multivariate Analysis of Variance (MANOVA) was conducted to determine whether there is a difference between convent (group 1) and non-convent school (group 2) students' level of self-esteem and aggression. There was a statistically significant difference between Group 1 and Group 2 on the combined dependent variables, $F(2, 546) = 3.467, p = 0.032, \eta^2 = 0.013$. This indicates a small effect size, suggesting that 1.3% of the variance in the combined dependent variables is explained by school type.

Considering the MANOVA result, we reject the null hypothesis that there is no significant difference between convent and non-convent school students' level of self-esteem and aggression.

Discussion:

The not statistical significance for aggression was found maybe due to questionnaire being outdated for the current time as the questionnaire was developed in 2001, which may limit its relevance and applicability in today's context. Societal changes over the past two decades could mean that the factors influencing aggression and how it is expressed may have evolved, making the older questionnaire less effective in capturing current behaviours. The effect sizes, although statistically significant, were small, indicating that the group differences in Total SE and Total AGG explain only a small portion of the overall variance. This suggests that other unmeasured factors may play a more substantial role in influencing these outcomes. This was a cross-sectional study limiting the ability to make causal inferences. Future research should consider longitudinal designs. The study found statistically significant differences between school types when it comes to self-esteem. However, as per my knowledge, there has been no study conducted on aggression between convent and non -convent school students, and this present study shows that there is no significant difference between school types. This can be further explored by utilizing more revised or newly constructed measures for aggression in regard to today's context. While the future research studies can further assess the underlying factors of self-esteem as it was found that there is a small but significant difference among convent and non-convent school students by which we can further understand as to why this difference is seen.

Implication of the study:

- **Educational policy and practice:** understanding the impact of school type on self-esteem can inform educational policies aimed at enhancing student well-being in different school environment.
- **Measurement relevance:** the outdated aggression questionnaire highlights the importance of using contemporary measures to accurately assess and address aggression in today's context.

Limitation of the study:

- **Questionnaire validity:** the outdated aggression questionnaire limits the relevance and applicability of your aggression findings, potentially understanding or misrepresenting current levels and forms of aggression.
- **Cross-sectional design:** the cross-sectional nature of your study restricts making causal inferences about the relationship between school type, self-esteem, and aggression over time. Future studies employing longitudinal designs could provide deeper insights into these dynamics.

Recommendations for future research:

- **Update measures:** future research should consider using update or newly constructed measures to assess aggression that better reflect contemporary societal norms and behaviour.
- **Longitudinal studies:** conducting longitudinal studies would allow for the exploration of causal relationship between school type, self-esteem, aggression over time, providing more robust evidence.
- **Underlying factors of self-esteem:** further investigation into the underlying factors contributing to differences in self-esteem between convent and non-convent schools students could enhance understanding of how school environments influence student development.

Conclusion:

The MANOVA results indicate a small but significant multivariate effect of group membership on the combined dependent variables (Total SE and Total AGG). Follow-up univariate tests revealed that this effect is primarily driven by a significant difference in Total SE scores, with Group 2 scoring higher than Group 1. The difference in Total AGG scores between the groups was not statistically significant. Thus, while Group 2 showed higher mean scores on both Total SE and Total AGG, only the difference in Total SE was significant, suggesting a modest overall advantage for Group 2 primarily in terms of Total SE.

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