

Self-esteem and gender in the professional choice of adolescents entering a university in Trujillo, Peru

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Resumen

Los adolescentes perciben una imagen de sí mismo, sentimiento de aceptación o rechazo, representada en la valoración y autoconfianza. El objetivo fue determinar autoestima y género en la elección profesional de los adolescentes ingresantes de una Universidad de Trujillo 2017. El método fue estudio cuantitativo descriptivo, corte transversal, La población conformada por adolescentes el (60%) de varones y (40%) de mujeres de ingresantes, Se aplicó el inventario de autoestima de Stanley Cooper Smith; sometidos a las pruebas de validez y confiabilidad; utilizando la escala de Likert considerando los aspectos éticas respectivos. Los resultados fueron: Los niveles altos de autoestima fueron alcanzados por los varones en un 34% y 22% en mujeres, en relación nivel medio 16 % fueron los varones y mujeres el 10 % y finalmente el 10% de mujeres y el 8% de varones obtuvieron bajos niveles de autoestima. En relación a los adolescentes con alto niveles de autoestima eligieron profesiones como: Contabilidad (11%), Educación Primaria (9%), Enfermería (8%), Ingeniería Informática y de Sistemas (8%) y Derecho (8%), mientras que el nivel bajo de autoestima se encontró en las Carreras de: Enfermería (4%) Educación Inicial y Contabilidad (2%), y Psicología con el (1%).

Palabras clave: Autoestima, Género, Elección profesional y adolescentes

Abstract

Adolescents perceive an image of themselves, a feeling of acceptance or rejection, represented by appreciation and self-confidence. The objective was to determine self-esteem and gender in the professional choice of adolescents entering a University of Trujillo 2017. The method was a descriptive quantitative study, cross section, The population made up of adolescents (60%) of males and (40%) of females of entrants, The self-esteem inventory of Stanley Cooper Smith was applied; submitted to tests of validity and reliability; using the Likert scale considering the respective ethical aspects. The results were: The high levels of self-esteem were reached by men in 34% and 22% in women, in relation average level 16% were men and women 10% and finally 10% of women and 8% of men obtained low levels of self-esteem. In relation to adolescents with high levels of self-esteem, they chose professions such as Accounting (11%), Primary Education (9%), Nursing (8%), Computer and Systems Engineering (8%) and Law (8%), while the low level of self-esteem was found in Careers: Nursing (4%) Early Education and Accounting (2%), and Psychology with (1%)

Keywords: Self-esteem, Gender, Professional choice and adolescents.

1. Introduction

The World Health Organization (WHO) refers to adolescence as a period of growth and human development of transition to adulthood where human experiences are experienced in physical and sexual maturation, towards social and economic independence, developing personal identity,

acquiring the necessary skills to establish adult relationships and assume mature functions such as abstract reasoning capacity among others [1].

The WHO (2017) reports that every year more than 1.2 million adolescents die from causes that, for the most part, could be avoided. The main causes of death among adolescents are traffic accidents, lower respiratory tract infections and suicide. Likewise, in 2015, adolescents are at high risk of having self-harming or suicidal behaviors. This is evidenced in statistical reports with close to 67,000 young deaths, which corresponds to one of the third causes of death among adolescents, in which it is the second cause of death occurred in low- and middle-income countries [2].

According to the WHO report, there has been an increase in the number of adolescents suffering from mental disorders, drug use or nutritional deficiencies, in addition to limiting access to basic health services. This has generated behaviors that affect the adolescent's overall health, such as sedentary lifestyle, poor nutrition or risky sexual practices. While the adolescent faces situations of fragile environments, they affect emotional health. Young people often have to take responsibility for adults and have to work or care for siblings. They may also be forced to drop out of school and cut short their life plans to marry or have sex to meet their basic survival needs. On the other hand, this situation could be mitigated through prevention measures and the promotion of health services, education and social services [2].

In Peru, through the National Institute of Statistics and Informatics (In Spanish, INEI), the number of applicants and university entrants totalled 63,900 in public universities, of which according to gender we have: in the male gender it was 54.9% (35,102) and 45.1% (28,798) for women and 49.1% (95,599) for men and 50.9% (98,942) for women in private universities. Adolescents immersed in a globalized environment of technology emerge new needs and dreams where new options are established with respect to their future so choosing a profession has become a dilemma vocation and tendencies or preferences of family or friends among others, however there are limitations to achieve dreams in their professional training, which depends on economic, cultural, social, emotional and family factors, this pressure affects personal self-realization and self-esteem [3].

Zenteno (2017) states that self-esteem is evolving throughout life accompanied by positive and negative experiences lived by adolescents and that pass in time. Likewise, it is a set of thoughts, feelings and sensations that one has about oneself lived and kept experiences that can give as a result, on the one hand, a positive feeling that favors the sense of one's own identity in order to build a quality of life in one's personal, professional, spiritual, labor and social development. Conversely, a negative feeling results in discomfort, unhappiness, demotivation in our own lives. While it is true that family support is vital in the adolescent to strengthen the achievements, and the values to give security in the adolescent to feel valuable as a person with a perspective towards the future. During adolescence, certain changes are manifested at a socio-affective, physical and cognitive level, as well as the capacity to reflect and think about oneself and to accept a new body image. By interacting with the family context, school, friends and the media, the adolescent strengthens and contributes to strengthening self-esteem. This will enable the adolescent to take advantage of the opportunities presented to him/her to perform and achieve sustainable autonomy over time in order to achieve a satisfactory existence [4].

Among the international authors we find to Hoyos and Silva (2016) states that adolescents are more motivated by affiliation and interest in interpersonal relationships and also by the influence of the environment [5]. On the other hand, Carrasco, Zúñiga and Espinoza (2014) consider that self-esteem in adolescents increases as they have a stable family-social environment that allows them to reach high or low levels of self-esteem. In the case of low self-esteem generally affects family relationships, friends and partner, and even personal and professional performance, and

most importantly, our internal sense of well-being. Teenagers need to live positive external experiences to counteract the negative feelings they harbor toward themselves, while a high level of self-esteem makes flourish a high level of confidence in their abilities to resolve situations, and the assertiveness necessary to enable them to become all that we can be. A high level of self-esteem allows us to have more functional, healthy and deep relationships, mainly with ourselves. The choice of career in students depends on the low socioeconomic levels of highly selective Chilean universities found and grouped three categories: personal, contextual and agency factors [6]. Also Arenas (2013) showed that self-esteem was high and positive at 59.02% [7].

According to Silva and Mejía (2015), the importance of the educational process in adolescents in their educational formation and in their future professional development is emphasized. Thus, academic motivation constitutes an emotional state that will strengthen the development of personal and collective educational competencies. Likewise, the author considers that it is necessary to know the structural composition of self-esteem in order to recognize the deficiencies of adolescents by promoting the process of self-motivation in order to promote self-realization as the main basis for the development of present and future emotional life in adolescents. Thus, self-esteem plays a fundamental role in the formative aspects of adolescent learners [8]. While Mejía, Pastrana and Mejía (2011) in the document self-esteem is a fundamental factor for the development of personal and professional autonomy, it is necessary to generate and promote strategies in adolescents to develop the maximum potential, rescue values, promote personal improvement and teamwork to achieve a true integral formation [9].

Rodriguez and Caño (2012) establish that the functioning of self-esteem based on reinforcement contingencies and their effects on cognitive and behavioral coping styles. Therefore it is necessary to build the security of the adolescent to strengthen self-concept, self-esteem, strengthen personal and emotional values in the adolescent is to promote their own identity to their university life project to build a frame of reference from which they can interpret the external reality through their experiences and personal values, improve academic performance, strengthen healthy habits, and thus strengthen the development of their personal and professional autonomy [10].

In the social sphere, parents promote interpersonal skills in the adolescent with friends and collaborators. It maintains greater security and personal merit, it is so that in the home qualities and abilities are reinforced towards the relations with the family, of pertinence and respected, they possess greater autonomy, they share certain guidelines of values and systems of aspirations with the family, they have own conceptions about what is good or bad within the familiar frame. However, when self-esteem is low, negative qualities and abilities are reflected towards relations with the family, which is considered misunderstood and there is greater dependence [11].

With the above mentioned we can conclude that self-esteem plays an important element in the projection of an image of ourselves in a very subtle way, of which we are not fully aware. Self-esteem is responsible for the development of the person's capacities and power to face life situations. Self-esteem is essential to interact in a functional and harmonious way in our daily lives.

It should be noted that the adolescent's decision in his or her professional training is based on the responsibility to make the decision previously analyzed according to their motivations, qualities and personal attitudes proper to their personality. The choice of professional career for some adolescents has intrinsic and extrinsic motivation that will influence in a positive and/or negative way in the future of the same one; In some cases the criteria are considered constructed from tastes and personal interests and abilities developed in the course of his life of the adolescent. In general, the referent models are their relatives or friends; likewise, the adolescent's age is not an indicator that affects the decision of the professional future. Thus, self-esteem strengthens the development and performance of other responsible attitudes of learning during

professional training, which allows the adolescent to overcome difficulties and reinforces self-confidence for the demand of life between success and failure.

2. Materials and Methods

Study of quantitative approach, descriptive of cross-sectional cut whose population conformed by all the entrants of the professional schools of a University of Trujillo, being 85 students. The self-esteem inventory of Stanley Coopersmith (1967) was used; it is a test designed to measure value attitudes towards oneself, in the academic, family and personal areas of the subject's experience; the school form is used with students from 8 to 15 years old, made up of 58 items, including 8 for the scale of lies. The items must be answered according to whether or not the subject identifies with each statement in affirmative or negative terms; the inventory items generate a total percentage as well as separate scores in four areas: Si mismo general, Social-Padres, Hogar and Escuela. Scale of Lies: Items 26, 32, 36, 41, 45, 50, 53, 58.

Grading: The maximum score is 100 points and the Lies Scale score invalidates the test if it is higher than [4]. Scores are obtained by adding the number of items answered correctly (according to the key) and multiplying this result by two without including the lie score. The instrument will be applied individually or collectively and has an approximate time of 20 minutes even though there is no time limit. The instrument was translated and the content validated by María Isabel Panizo (1985) worked in two stages:

1° Translation and validation of content to 3 people with experiences in children: to collect suggestions about the writing of the items, also changed some forms of experience of these.

2° Construct Validity; used the procedure of correlating subscale Items. The items that correlated were eliminated and the procedure was completed with the correlation between the subscale and the total; then it purified the sample separating the subjects that presented high scores in the scale of lies, establishing like Coopersmith the criterion of invalidation of the test when the score of lies was superior to 4 points.

Table 1. Self-esteem levels according to Coopersmith

Scale	
0-24	Self-esteem level LOW
25-49	Self-esteem level MEDIUM LOW
50-74	Self-esteem level MEDIUM HIGH
75-100	Self-esteem level HIGH

For the processing and analysis of the information, the information was obtained from the application of the Cooper Smith Self-Esteem Test, which was graded according to the answers marked by the students, guided and guided by the surveyor personnel. Then the answers found were compared with the value of answers by aspects and finally making the total sums by grade scores. A list base was obtained from the information gathered from the tests evaluated in a spreadsheet: Excel, the scale was made, and when the list base was obtained the calculations were worked in the statistical software SPSS version 23, Elaboration of tables of simple absolute frequency and relative one-dimensional percentage according to the variables under study considering the respective ethical conditions.

3. Results

Table 1. Level of self-esteem by gender among adolescents entering a university, Trujillo, Peru, 2017

Self-esteem level	Sex				Total	
	Female		Male		No	%
	No	%	No	%		
High	19	22	29	34	48	56
Medium	8	10	14	16	22	26
Low	7	8	8	10	15	18
Total	34	40	51	60	85	100

Fuente: Elaborada por las autoras en el 2017.

Table 2. Level of self-esteem according to the professional choice of adolescents entering vocational schools at a University in Trujillo city, Peru, 2017

	Accounting		Primary Education		Nursing		Information and System Engineering		Law		Initial Education		Psychology		Total	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
	High	9	11	8	9	7	8	7	8	7	8	6	7	5	6	49
Medium	6	7	5	6	4	5	3	4	1	1	4	5	5	6	28	33
Low	2	2	0	0	3	4	0	0	0	0	2	2	1	1	8	9
Total	17	20	13	15	14	17	10	12	8	9	12	14	11	13	85	100

4. Discussion and Conclusions

At present, adolescents have different possibilities and alternatives with respect to the choice of their future. In recent years, there has been an increase in the adolescent population, which does not have a clear academic vocation and enters universities seeking equal opportunities in education in the exercise of law and equity. According to UNESCO by 2030, it considers the need to promote a new vision of education that "guarantees an inclusive and equitable education of quality and promotes opportunities for lifelong learning for all" [12]. The general objective of this study was to determine self-esteem and gender in the professional choice of adolescents entering a university in the city of Trujillo in 2017. The results obtained were that 22 % of female students and 34 % of male students reached a high level of self-esteem, which reveals that there is a significant number of students of both sexes, who are adolescents with a tendency to achieve academic and social success, are self-confident and not very sensitive to criticism, therefore the anxious feelings do not manage to disturb them mostly. It was also found that 10% of women and 16% of men obtained an average level of self-esteem, this population of adolescents is characterized by being optimistic people with a positive self-concept, however inside these young people feel some insecurity in their personal worth, tending to the search for social approval and experiences that lead us to strengthen their self-esteem, it can be seen that 8% of women and 10% of men obtained a low level of self-esteem.

The low self-esteem levels are characterized by people with feelings of dissatisfaction and lack of respect for themselves due to a deteriorated self-image and a poor self-concept developed over time. According to Carrasco, Zúñiga, and Espinoza, this reality depends on personal,

contextual, and agency factors. Personal factors are directly related to one's own characteristics and the career to be studied [6].

The family environment plays an important role in giving support, inner strength to the adolescent who has to assume his vocation and make a decision in his future career choice. Taking into account the relevance that the choice of career has in the academic performance of the student, this element appears as a topic to be researched by educational institutions.

With regard to the results obtained by students according to professional career; in Table 2, it can be seen that in relation to adolescents with high levels of self-esteem they chose professions such as: Accounting (11%), Primary Education (9%), Nursing (8%), Computer and Systems Engineering (8%) and Law (8%), while the low level of self-esteem was found in Careers: Nursing (4%) Early Education and Accounting (2%), and Psychology with (1%). According to Martínez, in the context of career choice, the majority of students do not have a clear academic vocation [13]. Finally, we can highlight that the choice of professional career in the adolescent depends on personal, family and social conditions added to the integral educational context where school learning is strengthened and the adolescent is promoted to the motivation of vocational, personal and family self-realization as part of their life project. Assuming that it is necessary to strengthen the pillars of self-esteem as mentioned by Zenteno (2017) as it is to live fully, accepting oneself, self-responsibility, self-affirmation, living with purpose and above all with personal integrity to build happiness and the future quality of life of the person [4]. According to Silva y Mejía, Pastrana y Mejía, the teacher is an important element in the formative educational process in adolescents because it nourishes self-esteem, leading to the strengthening of holistic pedagogical competencies and tasks [9].

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