

Research Paper

The Effect of Self-esteem and Self Efficacy in Online Learning Environment among Young Adolescence

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ABSTRACT

Research on effect of Self-esteem and Self Efficacy in online learning among 153 school students attended online academic class during covid-19 is measured. Self-esteem and self-Efficacy plays major elements in successful online learning, this study examines the relationship between self-efficacy, self-esteem, and online learning environment with regards to their gender, age, and place using general self-efficacy scale by Ralf Schwarzer and Matthias Jerusalem and self-esteem questionnaire by Rosenberg. Need of the paper is to find the effect of self-esteem and self-efficacy among young adolescence. Quantitative survey method is followed using purposive sampling method. The result shows there is a significant relationship between Self-Esteem and Self-Efficacy in learning environment among young adolescence.

Keywords: *Self-efficacy, Self-esteem, Online learning, Quantitative survey, Purposive sampling*

COVID-19 was initially discovered in Wuhan, China, in December 2019. According to the WHO, there have been 19 936 210 cases and 732 499 fatalities documented worldwide as of August 7, 2020. The extremely contagious nature of this sickness necessitated rapid quarantines and lockdowns, and these measures had a significant and global impact on students of all ages. (Arima et al., 2020) The spring of the COVID-19 outbreak transformed education substantially, with the rise of online learning, which is one of the physical distancing strategies to assist decrease the transmission of the coronavirus disease and ease the strain on health services. With the sudden shift away from classrooms in most areas of the world, online learning is defined as a programme or course that is designed to be completed entirely online using platforms such as Skype, Zoom, Google Meet, Webex, and Microsoft and teams (Rameli et al., 2020).

According to Rosenberg, self-esteem is an emotional attitude toward oneself and one's own abilities. It's a kind of worldwide self-evaluation. Self-esteem is simply an assessment of one's value; it comprises one's ideas about oneself and is strongly linked to emotional status, including victory, despair, pride, and shame responses. Positive or negative self-evaluations

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can also be termed as self-esteem. Self-esteem is a popular psychological term because it predicts important outcomes, such as scholastic success. Low self-esteem has been demonstrated to be a substantial predictor of depression in previous studies. Indeed, previous research revealed that treatments aimed at reducing depression as a means of improving self-esteem could provide clients with both short- and long-term benefits, especially for those most at risk of depression. Self-esteem is linked to a variety of personality attributes, including self-efficacy, and can help people to be more resilient. (Arima et al., 2020) According to Rosenberg, strong self-esteem means that one thinks of oneself as "good enough," a valued person, whereas low self-esteem means that one is unhappy with oneself, a target of rejection. The Rosenberg Self-Esteem Scale (RSES) was developed to assess global self-esteem and has since become quite popular (Kobosko et al., 2018)

Self-esteem is defined as "a certain attitude and perspective of oneself," which influences one's relationships and feelings toward oneself and others. Social support influences self-esteem. In light of the link between depressive symptoms and interpersonal issues in young people, it's crucial to investigate how depression affects self-esteem. Self-esteem was found to be a possible risk factor for depression in a study of early adolescents. (Choi et al., 2019) Self-esteem is defined as an individual's belief that he or she is neither superior nor inferior to others, that he or she is self-satisfied, that he or she is admirable and positive, and that he or she is worthy of affection (Yorukoglu, 1998) Self-esteem is strong when a person thinks positively about himself; it is low when a person thinks negatively about himself. Self-esteem is a dynamic, flexible, hierarchical, developmental, evaluative, and distinguishing process that lasts a lifetime. Some external factors, such as interactions with others and people's lifestyles, can have an impact on one's self-esteem. (Sungur, 2015) The most recent studies focusing on the improvement of self-esteem with other outcome variables are: (I) group therapies: a Self-esteem/Social Skills and Cognitive Behavioral Therapy, and a randomised education trial; (II) physical activity therapies: Physical Activity Intervention, Exercise Program interventions, and a Self-managed home-based moderate-intensity walking intervention; and Spiritual Interventions: a Mindfulness-Based Program, a Qigong Mind-Body Program, and a Self-man Spirituality, Relaxation, and Mental Images (Morales-Sánchez et al., 2021).

Researchers agree that when self-esteem is measured, the information obtained is the people assessment of themselves, which will influence their opinions. Because self-esteem is subjective, the results may vary depending on whether it is measured in a social, academic, personal, or work setting. It is one of the primary personal elements that lead to happiness, which is the polar opposite of childhood anxiety, according to positive psychology. These studies also suggest that high self-esteem is linked to improved academic achievement and a reduction in the occurrence of behavioural and emotional disorders, allowing for the development of more favourable interpersonal interactions. During adolescence, self-esteem rises gradually, with considerable disparities between girls and boys depending on the quality of the familial environment. Self-esteem can vary as a result of life events, according to new findings, but little is understood about what causes these changes. A rising number of academics agree that life transitions influence characteristic development indirectly through changes in social settings in everyday life, rather than directly. Investigating the connected daily life experiences that vary during a transition may thus be the key to understanding self-esteem growth during life transitions. However, empirical information on how life transitions affect daily experiences that lead to changes in self-esteem is limited. The approval of people that one respects is crucial in the growth of one's self-esteem. The fact that parents completely love and trust their children and approve and value them positively

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improves their self-esteem. However, sensitive and supportive attitudes of adults in an individual's life, such as coworkers and teachers, have a favourable impact on the individual's perception of himself as deserving of affection and play a vital role in the development of self-esteem. Individuals with high self-esteem value and are both collaborative and conformist. (Schneider & Laurin Council, 2088)

On the cognitive, motivational, and affective outcomes of Bandura's (1997) four sources of self-efficacy (anxiety coping, modelling, mental practise, and effort feedback) (i.e., test scores, self-efficacy ratings, and task anxiety ratings, respectively). Low mathematical self-efficacy (i.e., perceived capacity to execute a task) is a prevalent issue in P-16 education, and it can lead to a variety of negative outcomes, including poor performance and bad attitudes toward math-related courses or vocations. In online learning situations, where instructor-based traditional self-efficacy supports are not always easily available, addressing this low self-efficacy problem in mathematical learning is very important. Only a few studies have included all four kinds of self-efficacy information proposed by Bandura (1997)—mastery experience, vicarious experience, social persuasion, and physiological states—in a single intervention, much alone in technology-based online contexts. An strategy like this could help efficacy-supportive methods have a bigger impact on learning, motivation, and affective outcomes. One recent study, for example, found that an online intervention matched with Bandura's four sources of self-efficacy was beneficial. While reducing anxiety, the intervention improved learning performance and self-efficacy. (Huang et al., 2020)

Students can self-monitor their understandings, reflect on their learning, and regulate conversations regarding the topics they learn in an online setting with the help of online learning. Students' pre-existing cultural dispositions linked with their ethnicity or age can heavily impact their learning actions and attitudes, which may be at odds with standard online learning techniques and environments as more students pursue degrees through online learning. Furthermore, since the inception of online or blended learning courses in college programmes, minority students have enrolled in entirely online or blended learning courses to supplement their academic pursuits. (Rui & Stefanone, 2013)

Bandura first suggested the concept of broad SE in his social cognitive theory. SE can be described as a person's confidence in his or her capacity to succeed in a given situation or complete a given task. Although the concepts are similar, self-esteem refers to an individual's emotional assessment of their own worth. SE, on the other hand, is a person's assessment of his or her own ability to achieve a goal or self-confidence in doing so. For example, in an academic setting, it is reasonable to suppose that students with high SE are more motivated to learn, resulting in higher academic accomplishment, because those students believe they have the potential to attain their goals. SE has been shown to be modified by gender, age, and domain.(Yilmaz Soylu et al., 2019)

According to social cognitive theory, self-efficacy refers to an individual's judgement about his or her abilities to organize thoughts, feelings and actions to produce a desired outcome. It is not what people can do, but what people perceive themselves to be able to do. Bandura (2010) proposed that self-efficacy is task and domain specific. Following this viewpoint, online education experts differentiate traditional classroom learning tasks and online learning ones to define online learning self-efficacy as an individual's perceptions of his or her abilities to successfully complete specific tasks required of online learners. Online

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learning self-efficacy is a multi-facet concept and consists of three dimensions which are learning in an online environment, time management and technology use. Students with a high level of online learning self-efficacy tend to exhibit more confidence in their capability of completing online learning courses, engaging in time management, and using computer and web-based technology necessary for online learning. Hence, there is a consensus that online learning self-efficacy is one of the strongest predictors of online learners' performance and retention (Zhou et al., 123 C.E.)

Perceived self-efficacy consists in the personal belief of being able to face new situations, difficulties and challenges. This is an important self-regulation mechanism that plays a central role in the self-management process because it affects actions directly and through its impact on cognitive, motivational, affective and decisional determinants (Cattellino et al., 1965) Teachers with less online teaching experience were unsure about their ability to educate using advanced technology during the pandemic. Similarly, teachers who were not prepared to teach online and who had minimal pedagogical support experienced numerous obstacles as a result of the unanticipated change to online teaching. At the level of classroom management, it is widely accepted that successful teaching and learning cannot take place in a badly managed classroom, emphasising the need of efficient classroom management techniques as a prerequisite for academic achievement. Teachers' ideas in their abilities to arrange and conduct activities and behaviours that lead to a positive learning environment are referred to as self-efficacy in classroom management. Many elements contribute to instructors' self-efficacy when it comes to student engagement. First, teachers' ability to engage students in an online classroom was influenced by their prior online teaching experience. Third, obtaining guidance to construct online instructional techniques and developing online teaching abilities were linked to online teacher student engagement. These professional development programmes would equip instructors to adapt and integrate technology in the classroom, allowing students to be active and self-directed learners. (Baroudi et al., n.d.)

We think it's fascinating to learn about Filipinos' perceptions on their capacity to learn effectively online. Whether individuals believe their abilities to acquire knowledge are sufficient in light of the new learning, and whether this view will have an impact on their learning outcomes. This is known as self-efficacy, and it has been proven to be a predictor of real performance in traditional learning venues and scenarios. Given the current movement in online learning, predicting this phenomenon in that setting is intriguing. Online education Self-efficacy refers to a person's belief in their own ability to execute specified tasks in online learning. Self-efficacy is a task- or domain-specific notion. It focuses on an individual's perception of their capacity to perform rather than their actual ability to accomplish. (Calaguas et al., 123 C.E.)

Pairing experienced online faculty with new online faculty as a form of peer mentoring, providing or paying for faculty development courses specific to online teaching, and reducing teaching workload to develop online courses are all examples of institutional supports linked to higher ratings of online teacher self-efficacy. Another aspect that influences online teacher self-efficacy is institutional support. One type of support is instructional design aid. Instructional designers assist academics in selecting and implementing appropriate online instructional technology, as well as developing compelling interactive courses. (Cho & Kim, 2021) Because it expresses the assumption that students can readily use online learning platforms, an online learning environment offers the concept

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of self-efficacy a richer connotation. This is a basic prerequisite that can alter students' learning beliefs, which can affect their learning objectives, goal persistence, goal revision, and goal-striving behaviour.

Self-efficacy significantly increases motivational factors such as direction, effort, and persistence through these goal processes, resulting in better online learning motivation among students. Additionally, higher levels of self-efficacy have been linked to increased participation in instructional activities, more frequent social communication and discourse, and a larger proclivity for active investigation and knowledge production. As a result, during online learning, it can promote teaching presence, social presence, and cognitive presence. (Zuo et al., 123 C.E.)

REVIEW OF LITERATURE

Music self-efficacy, self-esteem and help seeking orientation among amateur musicians who use online music tutorials paper examines the relationship between self-efficacy, help-seeking orientation, self-esteem, and the preferences of online music tutorials use among amateur musicians among 316 musicians. The findings highlights possible causality in relationship between learning and playing habits of amateur musician with regard to personal characteristics and learning habits(Harpaz,G.,& Vaizman.,T 2021)

Top down or bottom up? Evidence from longitudinal development of global and specific domain-specific self-esteem in adulthood's goal is to investigate whether top-down and bottom-up approaches could withstand thorough a test. Analytical method in four-way longitudinal study on 1417 Germans. Result states that vertical association between global and domain specific self-esteem with parallel development in same time frame (Rentzsch, K., & Schröder-Abé, M.,et 2021)

The psychology of likes: Relevance of feedback on Instagram and in relationship to self-esteem and social status paper examines the social media feedback in terms of frequency using survey method among 255 Instagramers where the result states that low self-esteem and low social status were associated with higher level of feedbacks (Diefenbach S., Anders, L. 2021)

When every day is a high school reunion: Social media comparisons and self-esteem research on 798 participants in four studies. This study states that cumulative impact of multiple comparisons, clarify the role of self-esteem in online comparison processes and demonstrates how the characteristics and comparison on social media differs from those who made in other contexts (Midgley, C., Thai, S., Lockwood, P., Kovacheff, C., & Page-Gould, E. 2021)

Self-esteem as a hierometer: Sociometric status is a more potent and proximate predictor of self-esteem than socioeconomic status paper examined how socioeconomic status and sociometric status across five studies among 2018 participants. Result states that illuminating the status and self-esteem and adding to a growing literature on the psychology of status.(Mahadevan, N., Gregg, A. P., & Sedikides, C.,et2021)

Implicit ethnic-racial self-stereotyping's relation to children's body mass index and diet: The moderating role of self-esteem paper examines between social cognition theory and psychological model for health and stress to propose a test among 9-12year old.This

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research states that disparities among stigmatized ethnic–racial children in the United States and beyond.(Rivera, L. M., & Margevich, A. K. 2021)

Self-compassion protects against the negative effects of low self-esteem: A longitudinal study in a large adolescent sample research states that low self-esteem is linked with negative outcomes. Longitudinal survey method is followed on 2448 adolescents. Result states that self-compassion have benefits for adolescent population highlighting the need for proper intervention. (Sarah L.Marshall,Phillip D.Parker.,et al 2014)

Development of short and ultra-short forms of the Multidimensional Self-Esteem Scale: Relations to the Big Five, narcissism, and academic achievement in adults and adolescents presents shot form and ultraform of the self-esteem multidimensional scale among 644 adults. Result states that short version of MSES is applicable for multidimensional self-esteem in adolescents and adult. (Rentsch, K., Erz, E., & Schütz, A.2021)

Childhood maltreatment and resource acquisition in African American women: The role of self-esteem research try to examine the difference between effectiveness of CM and effectiveness of resource attainment and mediating role of self-esteem using Childhood trauma scale; beck sel-esteem scale and effectiveness in obtaining resource scale among 213 women. Result states that there is importance of screening CM and boosting women through psychological intervention can be done to improve women capacity (Clark, S. M., Immelman, T. D., Hart, A. R., & Kaslow, N. J. 2021)

Internalized racism and self-esteem: Do depressive symptoms matter? Paper examines relationship between internalized racism and self-esteem in 140 student samples having depressive symptoms. Result explains that Internalised racism can include lowered self-esteem(Roberson, K., & Pieterse, A. L.2021)

Family social networks and personal recovery among Chinese people with mental illness in Hong Kong: The mediating effects of self-esteem and self-efficacy studies the family social network and personal recovery among 125 Chinese people using structured questionnaire. Results denotes that by family approach individual self-esteem can be increased which might promote social recovery.(Chang, C.-W., & Chen, F.-p. 2021)

Covariations among attachment, attributions, self-esteem, and psychological aggression in early marriage paper studies the relationship between insecure attachment, maladaptive relational attribution, self-esteem and psychological aggression among 96 couples. Results explains that provide specific targets for intervention efforts to reduce psychological aggression and support conceptualizing psychological aggression within a dyadic and dynamic framework. (Chandler, A. B., & Lawrence, E. 2021)

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The purpose of this paper is to investigate the impact of critical thinking, self-regulated learning, and system usability on patient safety acceptability of e-learning. A 32-question

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online survey was used to perform a cross-sectional study. Paired t-tests were used to determine differences in reflection levels, and linear correlations were used to determine relationships between critical thinking and self-regulated learning. The results of this study suggest that while reflection and learning skills are significant for e-learning acceptability, perceived relevance and system usability are more relevant. (Rainer Gaupp, 2018)

The purpose of this work is to see if using an online or hybrid learning paradigm may improve the teaching of clinical skills in undergraduate nursing. The Joanna Briggs Institute User Guide version 5 was used to conduct a mixed methods systematic review. Performance/clinical skill, knowledge, self-efficacy/clinical confidence, and user experience/satisfaction were the four categories where the findings were analysed. Throughout all of the experiments, different e-learning strategies were applied. (Karen McKutcheon, 2015)

A study of medical students' perceptions of online learning was done after they had completed 8 weeks of purely online learning. An online questionnaire was distributed to Polish medical students as part of a survey. The survey's data was evaluated using standard statistical software. A total of 844 students responded to the survey. According to the findings, students thought they were less active in online classes than in traditional classes. 73 percent of respondents said they enjoyed e-learning. E-learning is an effective teaching tool for medical students. However, incorporating online learning into the curriculum successfully necessitates a well-thought-out strategy and a more active approach. (Michał Bączek., et al; 2021)

The purpose of this study is to look into the experiences of undergraduate nursing students who are using online learning for the first time in order to better understand the potential and obstacles they face. The study used a descriptive qualitative design with a phenomenological approach. A purposive sample strategy was utilised to recruit 18 undergraduate nursing students from two universities for the study. Two focus group talks were used to gather data. Four themes emerged from the research: feelings of powerlessness, burdens, and fatigue; the necessity for social and technical support to handle OL; the proclivity to see OL as a positive opportunity; and the inability of OL to meet clinical course educational outcomes. (Wafika A Suliman et., 2021)

The goal of this study was to find out what undergraduate medical students in Saudi Arabia thought about the usefulness of synchronised online learning. It was decided to undertake qualitative research. A maximum variation sampling strategy was used to select 60 medical students, who subsequently took part in eight focus groups. Medical students were enthusiastic about synchronous online classes. For the future of medical education, this holds substantial and hopeful promise. To monitor the efficacy of the online learning model, its principles and learning outcomes should be systematically and frequently evaluated. (Rehana Khalil., et al, 2021)

The goal of this study is to see if online teaching methods for medical/nursing students are as viable, acceptable, and effective as in-class teaching. The online questionnaire was issued to 200 medical and nursing colleges across India as part of a cross-sectional survey. Chi-square tests were used to examine categorical variables. To make e-learning more feasible for nursing/medical students in India, the information and communication infrastructure

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must be improved. Guidelines for improving student retention and reducing health difficulties should be established. (Hemant Kumar Singh., et al,2021)

This survey sought to determine how health sciences students felt about E-learning and how satisfied they were with it during covid-19. A systematic questionnaire was sent to 2000 health-care students via email and social media. The majority of participants agreed that e-learning was adequate for gaining knowledge but ineffective for gaining clinical and technical skills. As the COVID-19 lockdown loosens, there is a need to strengthen E-learning approaches, and more blended learning among healthcare students is required. (Maria S Abbasi.,et;2020)

To assess students' involvement during and after COVID-19 school closures: A survival analysis method is used. The persistence of using online learning environments during and after school closures among German students is investigated in this paper. In comparison to the previous three years, the overall number of pupils who registered grew significantly during and following school closures, according to the findings. However, the proportion of students who were engaged declined more rapidly over time. (Markus Wolfgang Hermann Spitzer., et;2021)

In response to COVID-19, a cross-sectional study in China aims to find a link between medical students' prior experiences and impressions of formal online education. Understanding the characteristics of Chinese undergraduate medical students' online learning experiences; (2) investigating students' perceptions of ongoing online education developed in response to COVID-19; and (3) examining the relationship between prior online learning experiences and students' perceptions. The association between familiarity and PU was investigated using Pearson correlations and t-tests, which were delivered to 225 329 students. Prior learning experiences are favourably connected with students' opinion of and happiness with present online education, according to the findings. (Cixiao Wang.,et al;2020)

During the COVID-19 epidemic, transforming ophthalmic education into virtual learning: a worldwide viewpoint the epidemic has enforced measures of social isolation and impediments in the delivery of "in person" education, according to the report. The survey was completed by 321 people from academic and non-academic institutions all across the world, with varying levels of practical experience and knowledge. According to the findings, the experience obtained during the pandemic with virtual training in ophthalmology may transform standard teaching processes around the world and create new educational prospects.(Irimi Chatziralli.,et;2021)

During the 2020 COVID-19 pandemic, learner behaviour in synchronous online prosthodontic education During the 2020 COVID-19 pandemic in China, this article investigates learner behaviour in synchronous online prosthodontic continuing education lectures. During the 2020 COVID-19 pandemic, a total of 41 781 learners enrolled in 18 online prosthodontic courses. The results show that synchronous online prosthodontic education courses in China had a large number of participants but low learning progress and completion rates. (Xu Yang., et;2021)

The investigation of Online learning versus workshops: a randomised controlled trial comparing the effect of two knowledge translation strategies on knowledge, readiness to

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change, and self-efficacy in relation to rehabilitation outcome measures. The study had 112 participants who completed it. Following the intervention, both groups' mean knowledge scores improved, but participants who attended in-person stakeholder-hosted, interactive, problem-based seminars improved more. (Mike Szekeres, Joy C MacDermid 2021)

The impact of content delivery, equity, support, and self-efficacy on student learning during the COVID-19 study focuses on analysing the impact of a sudden shift to online classes on the overall learning of undergraduate and postgraduate students. The results show that students with higher self-efficacy will benefit more from this e-synchronous teaching methodology. (Parul Kumar, Neha Kumar, Hiram Ting)

The examine the effect of University Students' learning motivation Emotional Intelligence, and Self-Efficacy on their Academic Achievement-Online English Courses was conducted 450 students among ten universities in China the result shows that self- efficacy and emotional intelligence have a positive effect on their academic achievement (Yuvan -Cheng, Yu-ting Tsai et al.,2022)

Effects of Digital Learning Materials on nursing students' mathematics learning, self-efficacy, and task value in vocational education this study aims to investigate the digital learning materials on nursing Students. they assigned the students to the experimental condition and face to face condition a significant interaction effect between condition and self-efficacy was reported, producing a large reduction in the self-efficacy of students in the DLMS condition and a small reduction in the self-efficacy of students in the face-to-face condition (Diana P Zwart, Omid Noroozi et al., 2020)

To examine the level of teaching self -efficacy and satisfaction of 100 online nursing faculty through a cross sectional survey design they concluded that the teacher self -efficacy can be facilitated though faculty development and increased experience teaching online. (Debra Hampton et al., 2020)

Research on the effect of learning style and general self-efficacy on satisfaction of e-Learning in dental students was conducted to 85 fifth and sixth-year students who had passed the face-to-face orthodontics course in the previous semester and were studying online orthodontics at the time of this study resulted that the present study highlight the necessity of more studies regarding defining effective on student satisfaction during e-Learning (TaherehBaherimoghadam et al., 2021)

The study on Improvements in psychologists' metacommunication self-efficacy, willingness, and skill following online training and a supervision exercise was conducted on 101 participants resulted that there is a increase in self efficacy in post online training. (FIONA L CALVERT, FRANK P DEANE, JESSICA BARRET 2020)

Self-Efficacy Gains of University Students in Adapted Physical Activity Influenced by Online Teaching Derived From the COVID-19 Pandemic? This study was conducted among 124 sports science university students, the students were distributed into two groups pre-pandemic and pandemic the results shows that there is no significant changes between the groups and also the teaching strategies encourage student participation and reflections on learning increases student's self - efficacy (Alba Roldan, Raul Reina 2021)

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The study reviewed the role of self-efficacy in online learning education with an objective to propose a holistic framework for strengthening participants' self-efficacy this study followed conceptual analysis for to study the role of self-efficacy. the result stated that self-efficacy is the key to success in online education (Arnab kundu 2020)

The research on Effects of the Application of Virtual Reality to Experiential Education on Self-Efficacy and Learning Motivation of 227 Social Workers shows that experiential education with virtual reality would affect self-efficacy, and self-efficacy reveals remarkably positive effects on learning motivation. (Suh Chen Hsiao 2021)

To examine Effects of four self-efficacy-building strategies on online statistical learning this study aims to test individual's four source of self-efficacy on cognitive, motivational, and affective outcomes was conducted among 276 online statistical learning the result shows that advantage of the power of all four sources of self-efficacy information in combination when designing motivational interventions for online mathematical lessons.(Xi Xia Huang , Richard E Mayer , Ellen L Usher 2020)

Computer Anxiety in E-Learning: The Effect of Computer Self-Efficacy conducted among 645 universities student using survey method this study examines the importance of self-efficacy as a mediator between computer anxiety and perceived ease of use of a learning management system. (Raafat George Saade, Dennis Kira, 2009)

A virtual summer undergrad mentorship programme for underrepresented students in medicine results in significant increases in self-efficacy measurements. This study was conducted during the COVID-19 Pandemic, using both quantitative and qualitative pre- and post-program questionnaires to measure the students' perceptions of their preparation and self-efficacy for applying to health professional schools. The results show that students who receive socioemotional support have higher career self-efficacy. (Cara Stephenson-Hunter et al., 2021)

According to the findings of the study Comparing learning gains and self-efficacy in corresponding live and virtual undergraduate laboratory experiences on microbiology students, students who performed the simulation alone or the simulation plus live lab demonstrated learning gains, with the live lab demonstrating greater gains, but students who performed neither lab did not. After completing the live and virtual labs, attitudinal assessments revealed increased student engagement and self-efficacy. (Lara K Goudsouzian 2018)

The profile of students' self-efficacy in hybrid learning using virtual chem-lab This study included 74 students who completed a self-efficacy questionnaire. According to the findings of this study, students who used virtual chem-lab as a supplement and replacement for hands-on laboratory integrated into hybrid learning had a high level of self-efficacy. It was discovered that using a virtual chem-lab in hybrid learning had a positive impact on students' self-efficacy. (M K Nais et al., 2018)

A New Approach to Digital Storytelling: An Activity Focused on Writing Self-Efficacy in a Virtual Learning Environment The goal of this study is to look at how writing for digital storytelling affects writing self-efficacy and flow in a virtual reality learning environment. The experiment results show that digital storytelling in a virtual learning environment is

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more effective than digital storytelling in a traditional learning environment. This study's findings suggest that digital storytelling can be used effectively in classroom settings to teach writing. (Yan Xu, Hyungsung Park and YoungkyunBaek 2011)

This study employs a quantitative research design to investigate the relationship between learner control and learner self-efficacy in an online learning environment. A set of questionnaires and online learning self-efficacy scales were created and validated. In a pilot study, 31 postgraduate online students were asked to rate their own self-efficacy and experience with various levels of learner control. Preliminary findings indicate a positive relationship between learner control and self-efficacy in online learning. (WidchapornTaipjutorus; Sally Hansen; Mark Brown 2012)

The study of self-efficacy and self-esteem in online learning environment of 260 adult learners from Belgium in adult educational centre. From this finding self-efficacy was positively related to the self-esteem in online learning of adult learners and there exist no difference between self-efficacy and self-esteem in adult learners with regard to age and gender (Chang Zhu et al.,2019)

Self-esteem is the factor affecting students academic success and their satisfaction with their distance learning reduce the intention to drop out. There is no correlation between self-esteem and academic performance. This study conducted among undergraduate and postgraduate students of Helleinc open university (Maria Vakoufari, Christina Angelaki et al.,2014)

To examine students' perception of self-efficacy in online learning conducted among 155 new online graduate students this study reported that new online graduate students have high level of self-efficacy. (Jesus Trespalacious, lida uribe florez et al.,2021)

To examine the influence of self-efficacy and self-regulation in online learning this study conducted among online learning students, in this there is strong correlation between self-efficacy and self-regulatory among online learning environments (bradely,Rachel L et al., 2017)

Online Learning study reviewed 12 years paper that self-efficacy is the key to success in all activities including online learning and their systemic review findings shows that there is improvement in the context of self-efficacy improved in the context of self-efficacy (Chattavut Peechapol, Jaitip NaSongkhla, Siridej Sujiva, Arthorn Luangsodsai et al.,2005-2017)

The study of self-esteem on 60 adolescents studying in residential school. On experimental correlational descriptive survey research design followed. The study reveals 8.33% have low level of self-esteem;36.67% of adolescents have high level of self-esteem and 55% have normal level of self-esteem. This finding shows that adolescents may have varied level of self-esteem. (Naganandhini Raja et al.,2019)

This study examines how student's self-efficacy for both course content and online learning technologies throughout a semester were conducted on undergraduate student who enrolled in an online course at the University of Central Florida at the end semester, student degree of satisfaction in the online course was measured and the result indicate both self-efficacy for

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course content and online learning technologies increased during the semester (witta,E.lea et al., 2001)

This research analyse what strategies are pursued in order to protect self-esteem when it is threatened by school competence among 838 secondary school, the results shows that there is a difference between self-esteem enjoyed by unsuccessful and successful student. (M.alves Martins,F.pexoto,M.gouveia Pereira et al.,2010)

Research on career indecision and self-efficacy among adolescents conducted on 341 high school students measuring their confidents in their ability to perform occupational tasks, this results states that female and male who were confident in their verbal interpersonal skills were relatively decision career decided (Bryan tuck, Jan Rolfe et al.,1995)

In young people with moderate depressive symptoms, there is a link between self-esteem and the development of depression. This study included 113 college students between the ages of 19 and 35 (major depressive disorder (MDD) n = 44, mild depressive symptoms (MDS) n = 37, and healthy controls n = 32). The findings imply that early intervention for depression in young adults should focus on increasing social support, resilience, and positive personality traits. More research into the role of high self-esteem in the development of depression is needed. (Yoobin Choi et al., 2019)

A Pilot Study on Teachers' Self-Esteem and Self-Efficacy in an Italian Sample during the COVID-19 Pandemic A total of 226 teachers were asked to complete an online survey. Teachers had poorer self-esteem and self-efficacy than the normative group, according to this finding. Teachers with more service seniority at work had worse self-esteem and self-efficacy. (Stefania Cataudella et al., 2021)

COVID-19 Pandemic Prevalence, Self-Esteem, and Its Impact on Depression The prevalence of the COVID-19 pandemic has drastically raised depression symptoms in students, especially female students, according to a survey of university students in Saudi Arabia that obtained a total of 151 valid replies. The findings suggested that pupils should be given immediate consideration and help. It is also advised that potential managing policies that were known and effective during the pandemic be investigated. (Fatima M Azmi et al.,2022)

In higher education, the effects of pressure, self-efficacy, and self-competence on plagiarism designed a quantitative study and collected data from enrolled university students in Islamabad. The findings of the study suggest that some human factors do exist, and that these factors drive students to engage in unethical plagiarism practices. Apart from a lack of training and skills on the part of the students, the pressures and self-efficacy they encounter when conducting research make pupils vulnerable to plagiarism. (Anam Fatima et., 2020)

This study on self-concept as predictors of college students academic performance examines self-constructs measured at an intermediate level among 230 colleges level of specify of self-efficacy and self-concept there is a strong relationship between two constructs (Namok choi et al.,2005)

RESEARCH METHODOLOGY

Research methodology is a way to systematically solve a research problem. It is a science of study how research is done scientifically. It aims to give the work plan of research. It provides training in choosing methods, material, scientific tools and techniques relevant to the solution of the problem. Under research methodology various steps that are generally adopted by a researcher in studying the research problem along with logic behind them is discussed. The research methodology has many dimensions and research methods to constitute part of research methodology. In the process of conduction of research, the researcher followed the following methodology.

Objective

- To identify whether there is any relationship between Self-esteem and Self Efficacy in online learning environment among young adolescence.
- To identify whether there is any relationship between Gender and Self-esteem in online learning environment among young adolescence.
- To identify whether there is any relationship between Gender and Self Efficacy in online learning environment among young adolescence.

Hypothesis

- There is significant difference between Self-Esteem and Self-Efficacy.
- There is no significant difference between Self-Esteem and Self Efficacy.
- There is significant difference between Self-Esteem and gender.
- There is no significant difference between Self Efficacy and gender.

Research Problem

The problem of the researcher is whether the target population have an impact due to online learning in their Self-esteem and Self-Efficacy. What is the level of affections of Self-Esteem and Self-Efficacy? Whether there is any decrease or increase in the level of Self-Esteem and Self-Efficacy among the young adolescence who attended online classes during covid-19? Which gender is more prone to decrease in Self-Esteem and Self-Efficacy? Due to covid-19 pandemic there was a drastic changes in the educational system which totally shifted to online learning through various modes using mobile phones, tabs, computers etc,..Since it was completely online there was no interaction within the students or any platforms to exhibit their talents. The chance of proving themselves was very little thus it results in self-doubt among each individual that are they really potential enough. For 10th and 12th students without human interaction and due to online exams, they weren't much confident what to do next. This resulted in lack of participation and loneliness in everything. Thus, there arised lack of Self-Esteem and Self-Efficacy within the students. The problem is finding how far the variables got affected and what are all the factors that influence in affecting one individuals Self-Esteem and Self-Efficacy in online learning among young adults.

Research Design

Correlational research is a research methodology aims to find the significant difference among the variables. Correlatioal studies are used to assess the relationship between Self-Esteem and Self-Efficacy to describe the required data from the population in this procedure correlation research method researchers collect quantitative, numbered data using questionnaires and statistically analyse data to describe and compare response to questions

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and to test hypothesis and to establish the relationship between the demographic variable. This study shows how variables are correlated within one another and this study helps us to explain the relation between self-esteem and self-efficacy. We become better researcher when we look at multiple sides of our subject matter. Correlational study allows us to focus on our research and primary arguments. It is an act of finding correlation with a view to discover something how well the variables are related. This study involves the understanding, studying and explaining all aspects or events. Its purpose is to arrive at some conclusion which concerns past occurrence which may help to anticipate or explain the present and future events so it is clear that correlational study finding relationship among variables. At last, we try to find how much correlation is found among the intended variables.

Sample

Our target population is young adolescence belongs to the age group 15-19. We received 153 responses, 74 Males and 79 Females respectively. The sample was collected in and around areas of Tamil Nadu. We inform the respondents about our research and took concern from their concern authorities and informed that their data would be kept confidential. Later, we sent them Rosenberg Self-esteem Scale and General Self Efficacy Scale to the people who were between the age group of 15-19 for students attended online academic classes. In the format of Google forms through Gmail and Direct survey method where we requested them to fill it and submit by following instruction that is mentioned in the form. The sampling technique is purposive sampling data method.

Inclusion Criteria

In this research we include,

- Targeted Population: Between the age group 15-19 years.
- Gender: Male and Female subjects were chosen.
- Designation: All of the subject were online learning students.
- Mental Health Status: The subjects were not found to have any psychological issues.

Exclusion Criteria

- This research excluded transgender population, people with past or present medical or psychological health issues.
- We did not collect data from people who are there in the field of psychology.

Tools Used

Rosenberg Self-esteem Scale (1965)

General Self Efficacy Scale(1995)

Demographic variables data which includes personal data

Name

Age

Gender

Place

Reliability and Validity of Rosenberg Self-esteem Scale:

The Rosenberg Self-Esteem Scale is a self-report instrument for evaluating individual self-esteem. The scoring will be done as per the manual. The score ranges from 18 to 40. The Rosenberg Self-Esteem Scale presented high ratings in reliability areas; internal consistency

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was 0.77, minimum Coefficient of Reproducibility was at least 0.90 (M. Rosenberg, 1965, and personal communication, April 22, 1987). A varied selection of independent studies each using such samples as – parents, men over 60, high school students, and civil servants – showed alpha coefficients ranging from 0.72 to 0.87 (all fairly high). Test-retest reliability for the 2-week interval was calculated at 0.85, the 7-month interval was calculated at 0.63 (Silber & Tippett, 1965, Shorkey & Whiteman, 1978).

Reliability and Validity of General Self-Efficacy Scale:

Internal reliability for GSE = Cronbach's alphas between .76 and .90. The General Self-Efficacy Scale is correlated to emotion, optimism, work satisfaction. Negative coefficients were found for depression, stress, health complaints, burnout, and anxiety

SELF –ESTEEM

The Rosenberg self-esteem scale (RSES) is the most commonly used measure of self-esteem in psychology research. It was developed by Dr. Morris Rosenberg as a measure of global self-esteem, one's overall sense of being a worthy and valuable person (Rosenberg 1965) Respondents to the RSES indicate the degree of their agreement with ten statements such as "I feel I am a person of worth, at least on an equal plane with others," "I feel I have a number of good qualities," and "I feel I do not have much to be proud of" (reverse scored). It was originally developed as a Guttman scale but is typically administered with a 4-point Likert response format (with scale points corresponding to Strongly Agree, Agree, Disagree, and Strongly Disagree). The Rosenberg Self-Esteem Scale presented high ratings in reliability areas; internal consistency was 0.77, minimum Coefficient of Reproducibility was at least 0.90 (M. Rosenberg, 1965, and personal communication, April 22, 1987). A varied selection of independent studies each using such samples as – parents, men over 60, high school students, and civil servants – showed alpha coefficients ranging from 0.72 to 0.87 (all fairly high). Test-retest reliability for the 2-week interval was calculated at 0.85, the 7-month interval was calculated at 0.63

DESCRIPTION FOR ROSENBERG SELF-ESTEEM QUESTIONNAIRE:

The Rosenberg self-esteem scale is used to identify self-esteem of a person. The questionnaire consists of ten questions where each of the questions are given with five options of rating to answer the questions. The four options are strongly agree, agree, disagree, strongly disagree. The questions are asked are of day to day life experiences, situations and emotions. The scoring part of the questions has two sub types 1. Normal scoring 2. Reverse scoring. This is used to reach a conclusion about the effect of self-esteem of an individual.

SCORING FOR ROSENBERG SELF-ESTEEM QUESTIONNAIRE:

The Rosenberg self-esteem scale consists of questions in which five set of questions has normal scoring and the other five questions have reverse scoring. For each self-esteem values the scores to be added together to get the final score of the self-esteem. Higher the total score of self-esteem shows higher level of self-esteem. Lower the total score of self-esteem shows lower level of self-esteem.

INTERPRETATION OF ROSENBERG SELF-ESTEEM QUESTIONNAIRE:

The total score is calculated by the method mentioned above. The scale ranges from 0-30. Scores between 15 and 25 are within normal range; scores below 15 suggest low self-esteem

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SELF EFFICACY:

High self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and environment and allows students to become advocates for their own needs and supports. Decades of research show that self-efficacy is a valid predictor of students' motivation and learning. Students with high levels of self-efficacy participate more in class, work harder, persist longer, and have fewer adverse emotional reactions when encountering difficulties than students with lower self-efficacy. High self-efficacy can also motivate students to use specific learning strategies and to engage in self-directed learning

ABOUT THE QUESTIONNAIRE:

The general Self-Efficacy questionnaire is a self-report measure of self-efficacy. This questionnaire internal reliability for GSE=Cronbach's alphas between .76 and .90. Validity of General Self-Efficacy is correlated to emotions, optimism, work, satisfaction. Negative coefficient were found for depression, stress, health, complaints, burn out and anxiety.

DESCRIPTION OF GENERAL SELF-EFFICACY QUESTIONNAIRE:

The general self-efficacy questionnaire has one type of scoring namely normal scoring which is designed for common population and gender. The questionnaire consists of ten questions where each was given four options of rating to answer the questions. The four options are not at all true, hardly true moderately, exactly true. The questions are asked are of measuring self-confidence, one's own potential from their life experiences and situation from their day to day life. This is used to reach a conclusion about the self-efficacy of an individual.

SCORING FOR GENERAL SELF-EFFICACY SCALE:

The general self-efficacy questionnaire consists of ten questions which has normal scoring method. In normal scoring the values are not at all true (1), hardly true (2) moderately true (3) exactly true (4). The total score is calculated by finding the sum of the all items. The total score ranges between 10—to 40 with higher score indicating more self-efficacy. Lower the score indicates the low level of self-efficacy.

INTERPRETATION FOR GENERAL SELF-EFFICACY SCALE:

The GSE is a one-dimensional self-report measure that features a 10-item questionnaire assessing the optimistic self-beliefs of individuals 12 years of age or older to cope with a variety of difficult demands in life. The response options are presented along a 4-point Likert-type scale for each item. A total score, on a scale of 10 to 40, or a mean scale score, on a scale of 1 to 4, can be calculated. Higher scores indicate higher perceived general self-efficacy, lower scores indicate lower perceived general self-efficacy.

ADMINISTRATION:

Two questionnaires (Rosenberg Self-Esteem Scale; The general self-efficacy scale) is selected and used for the research purpose. The questions and the choices of the questionnaire are typed clearly and properly. The questions and answers of the questionnaire are separated as two sections one the Rosenberg Self-Esteem Scale and General Self-Efficacy questionnaire in the next section. The process of answering the questions and the basic information of the questionnaire is clearly type and mentioned in the google forms and printed in sheets to answer for both sections. A link was created .This link is also shared via WhatsApp to some people in the targeted population and we directly visited few schools in Coimbatore and interacted with the students who attended online class during covid-19 and

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gave the forms in hand to fill the response. Response received are noted down. Scoring is calculated and analysis was drawn. The results are interpreted.

DATA COLLECTION

For the purpose of this research, correlation method is used. Here demographic data like name, age, gender, places are collected. It is collected to understand and assesses the statistical relation between them with no influence from any extraneous variable. In this research we are studying the correlation between the Self-Esteem and Self-Efficacy. In this study there are two variables: 1. Self-Esteem 2. Self-Efficacy. Let us assume that Self-Esteem there is minimum amount of association with Self-Efficacy.

PROBLEM FACED BY THE RESEARCHER

Due to this pandemic situation of Covid-19 we could not be able to meet all the students in person and were not able to interview all the students. So, half of the data collection was done through online google forms. Even we shared to more students only few have responded so we contacted everyone in person through calls and requested them to fill responses. We repeated this process individually for 70 targeted population. Another difficulty was getting permission in schools. Most of the schools were not permitting to meet their students due to examination for students. Making the school students understand what they have to do and collecting response was limited to time containment.

RESULT AND DISCUSSION

The research involves with 153 population of young adolescence. The population age range from 15-19 years. The questionnaires are administered to the subject to access the Self-Esteem and Self-Efficacy among young adolescence. The relation between Self-Esteem and Self-Efficacy is tested with correlation test. The comparison of Self-Esteem and Self-Efficacy among young adolescence using one way anova. Mean, Median, Mode ,Standard deviation and Range are found using Statistical Package Of Social Science(SPSS)The result of the research is analysed, tabulated and discussed below.

CORRELATION BETWEEN SELF-ESTEEM AND SELF-EFFICACY TABLE

Correlations

		self-Efficacy	Self-esteem
Self-Efficacy	Pearson Correlation	1	-.033
	Sig. (2-tailed)		.688
	N	153	153
Self-esteem	Pearson Correlation	-.033	1
	Sig. (2-tailed)	.688	
	N	153	153

Correlation is significant at the 0.05 level

Table 1: Indicates young adolescence having Self-Esteem and Self-Efficacy showing no significant difference on certain factors.

By default, SPSS always creates a full correlational matrix. Each correlation appears twice: Above and Below the main diagonal. The correlations on the main diagonal are the correlations between each variable and itself-which is why they are all 1. The 5 correlational below the diagonal are what we need.

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As a rule of thumb, a correlation is statistically significant if its “Sig.(2-tailed)” <0.05. From the above table for Self-Esteem its correlation is -0.33 with Self-Efficacy factor, but p is .688 which is <. 001. That is there is no .688 chance of finding it if the population correlation is zero. This correlation is too small to reject null hypothesis, and hence we can say Self-Esteem does not correlate with Self-Efficacy.

We can there by conclude that there exists very low negative correlation between Self-Esteem and Self Efficacy among young adolescence.

2.ONE WAY ANOVA: ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Self-esteem	Between Groups	.230	1	.230	.018	.893
	Within Groups	1899.743	151	12.581		
	Total	1899.974	152			
Self-Efficacy	Between Groups	.393	1	.393	.016	.899
	Within Groups	3663.149	151	24.259		
	Total	3663.542	152			

The table 2 shows that the comparison whether there is significant between Self-esteem and Self-Efficacy. We can see that significance value is .893 for Self-Esteem and .899 for Self-Efficacy which is above 0.05 and therefore there is statistically statistical difference in the mean length of time to complete the spreadsheet problem between the variables difference. The df column shows the degrees of freedom for Self-Esteem (between groups 1 and residual 151). The value of f is 0.18 for Self-Esteem. The df column shows the degrees of freedom for Self-Efficacy (between groups 1 and residual 151) The output analysis shows that there is no significant difference between our group means. Hereby null hypothesis is accepted

3. DESCRIPTIVE STATISTICS:

		Self-esteem	Self-Efficacy
N	Valid	153	153
	Missing	0	0
Mean		25.01	26.15
Median		25.00	26.00
Mode		27	25 ^a
Std. Deviation		3.536	4.909
Range		19	27

a. Multiple modes exist. The smallest value is shown

Table 3: MEAN MEDIAN MODE STD RANGE ARE MENTIONED

Mean implies average and its is the sum of a set of data divided by the number of data. Mean can prove that to be an effective tool when comparing different set of data. Formula for Mean:

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$$\bar{X} = \frac{\sum X}{N}$$

Among 153 samples collected mean is found using the formula and mean of the total sample collected is 25.01 in Self-Esteem and 26.15 in Self-Efficacy. Score ranging from 14 to 33; 25.01 is the mean score of Self-esteem of young adolescence of school students who attended online classes during covid-19. 26.15 is the mean score of Self-Efficacy of students who attended online class during online learning.

Median is the middle value when the data is arranged in numerical order. It is another effective tool to compare different sets of data, however the negative impact of extreme values is lesser on median compared to mean. Median Formula:

$$\text{Median Formula} = \left\{ \frac{(n+1)}{2} \right\}$$

Among the data collected 25.00 is the middle value of Self-Esteem of 153 participants sample whereas 26.00 is the middle value of Self-Efficacy of 153 samples collected 657. Mode is the value that appears the most among the collected data. A given set of data can contain no mode at all. Extreme values have no impact on mode in data comparisons, however the effectiveness of mode in data comparison are compromised in the presence of more than one mode. Mode Formula:

$$\text{Mode} = l + \left(\frac{f_1 - f_0}{2f_1 - f_0 - f_2} \right) \times h$$

Mode is the values that repeats many times whereas among 153 data's 27 is the mode value of Self-Esteem and 25 is the mode value of Self-Efficacy among the young adolescence who attended online class during covid-19.

Standard Deviation is a measure of the amount of variation or dispersion of a set of values. The Standard Deviation of a random variable, sample, statistical population, data set, or probability distribution is the square root of its variance. SD generally does not indicate "right or wrong" or "better or worse" -- a lower SD is not necessarily more desirable. It is used purely as a descriptive statistic. It *describes* the distribution in relation to the mean. Formula for Standard Deviation is:

$$SD = \sqrt{\frac{\sum |x - \bar{x}|^2}{n}}$$

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The measure of variation or dispersion within the set of Self-Esteem values is 3.536 whereas dispersed value of Self-Efficacy is 4.909

In statistics, the **range** is the spread of your data from the lowest to the highest value in the distribution. It is a commonly used measure of variability. Formula for Range:

$$\text{Range Formula} = \text{The Maximum Value} - \text{The Minimum Value}$$

The range of above data collected from young adolescence in Self-Esteem is 19 whereas 27 in Self-Efficacy

4.INDEPENDENCE T TEST FOR SELF ESTEEM:

T-Test

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Self-Esteem	1	79	25.05	3.343	.376
	2	74	24.97	3.753	.436

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	T	Df
Self-Esteem	Equal variances assumed	1.193	.276	.135	151
	Equal variances not assumed			.135	146.244

Independent Samples Test

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
Self-Esteem	Equal variances assumed	.893	.078	.574
	Equal variances not assumed	.893	.078	.576

Independent Samples Test

		t-test for Equality of Means 95% Confidence Interval of the Difference	
		Lower	Upper
Self-Esteem	Equal variances assumed	-1.056	1.211
	Equal variances not assumed	-1.061	1.216

The Effect of Self Esteem and Self Efficacy in Online Learning Environment among Young Adolescence

This table shows the independent sample t test for the samples collected from young adolescence between Self-Esteem and gender. Mean value for Self-Esteem for gender that is female 79 participants is 25.05 and for gender 2 that is 74 male the mean value is 24.97 which shows there is no significant difference between Self-Esteem and gender. The female population has high effect on Self-Esteem when compared to the male population of the sample. People with high self-esteem gets higher grades, are less depressed, feel less stress and burden. High self-esteem is correlated with greater initiative and activity; people with high self-esteem just do more things. Since there is no significant difference between gender and Self-Esteem null hypothesis is accepted.

INDEPENDENT T TEST FOR SELF-EFFICACY

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Self-Efficacy	1	79	26.10	5.469	.615
	2	74	26.20	4.268	.496

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	T	Df
Self-Efficacy	Equal variances assumed	3.040	.083	-.127	151
	Equal variances not assumed			-.128	146.315

Independent Samples Test

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
Self-Efficacy	Equal variances assumed	.899	-.101	.797
	Equal variances not assumed	.898	-.101	.790

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
Self-Efficacy	Equal variances assumed	-1.676	1.473
	Equal variances not assumed	-1.664	1.461

This table shows the independent sample t test for the samples collected from young adolescence between Self-Efficacy and gender. Mean value for Self-Efficacy for gender that is female 79 participants is .615 and for gender 2 that is 74 male the mean value is .496. Both the population have similar effect on Self-Efficacy. People with high self-esteem gets higher grades, are less depressed, feel less stress and burden. High self-Efficacy is correlated

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with greater initiative and activity; people with high self-Efficacy just do more things. Since there is no significant difference between gender and Self-Efficacy null hypothesis is accepted.

FREQUENCY TABLE:

Self-esteem

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	14	1	.7	.7	.7
	16	1	.7	.7	1.3
	17	2	1.3	1.3	2.6
	18	5	3.3	3.3	5.9
	19	3	2.0	2.0	7.8
	20	6	3.9	3.9	11.8
	21	3	2.0	2.0	13.7
	22	14	9.2	9.2	22.9
	23	12	7.8	7.8	30.7
	24	12	7.8	7.8	38.6
	25	19	12.4	12.4	51.0
	26	19	12.4	12.4	63.4
	27	24	15.7	15.7	79.1
	28	10	6.5	6.5	85.6
	29	8	5.2	5.2	90.8
30	8	5.2	5.2	96.1	
31	3	2.0	2.0	98.0	
33	3	2.0	2.0	100.0	
Total		153	100.0	100.0	

Table 6:

This table shows frequency of mean for Self-Esteem of 153 participants attended online learning during pandemic. The scoring ranges from 14-33 from the collected samples where frequency vary to certain extent. Maximum 24 participants have scored 27 scoring as interpreted from the table above. One person each have scored 14 and 16 which denotes low level of Self-Esteem. 15.7% have scored 27 as their Self-Esteem score. Next column explains Valid Percent is percentage that does not include missing cases. .7 is the low level of valid percentage among the samples collected. Last, Cumulative percent adds the percentages of each region from the top to bottom cumulating in 100%. 33 scoring has 100 as their cumulative percentage whereas scoring 14 has .7 as their cumulative percentage.

SELF EFFICACY:

Self-Efficacy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12	1	.7	.7	.7
	14	1	.7	.7	1.3
	15	2	1.3	1.3	2.6
	17	4	2.6	2.6	5.2
	18	2	1.3	1.3	6.5
	19	7	4.6	4.6	11.1

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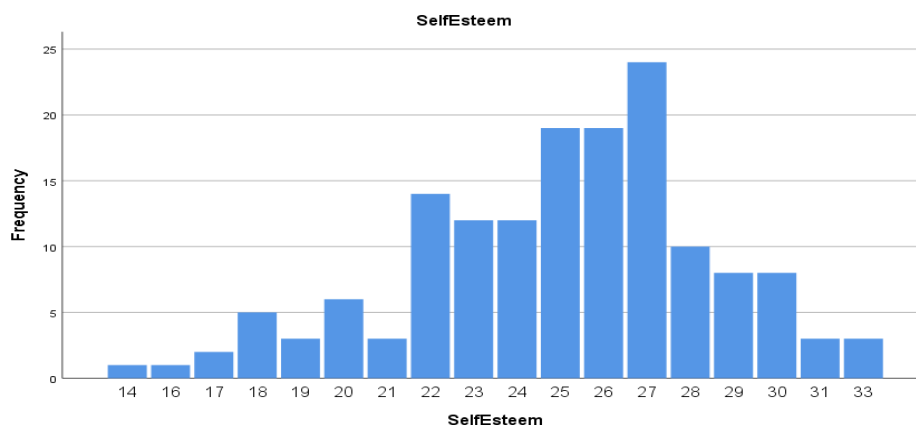
Self-Efficacy

	Frequency	Percent	Valid Percent	Cumulative Percent
20	4	2.6	2.6	13.7
21	3	2.0	2.0	15.7
22	3	2.0	2.0	17.6
23	13	8.5	8.5	26.1
24	11	7.2	7.2	33.3
25	16	10.5	10.5	43.8
26	12	7.8	7.8	51.6
27	16	10.5	10.5	62.1
28	16	10.5	10.5	72.5
29	5	3.3	3.3	75.8
30	8	5.2	5.2	81.0
31	8	5.2	5.2	86.3
32	8	5.2	5.2	91.5
33	3	2.0	2.0	93.5
34	5	3.3	3.3	96.7
35	1	.7	.7	97.4
36	1	.7	.7	98.0
38	2	1.3	1.3	99.3
39	1	.7	.7	100.0
Total	153	100.0	100.0	

Table 7:

This table shows frequency of mean for Self-Efficacy of 153 participants attended online learning during pandemic. The scoring ranges from 12-39 from the collected samples where frequency vary to certain extent. Maximum 16 participants have scored 27 and 28 scoring as interpreted from the table above. One person each have scored 14 and 16 which denotes low level of Self-Efficacy. 10.5% have scored 27 and 28 as their Self-Efficacy percentage. Next column explains Valid Percent is percentage that does not include missing cases. .7 is the low level of valid percentage among the samples collected. Last, Cumulative percent adds the percentages of each region from the top to bottom cumulating in 100%. 39 scoring has 100 as their cumulative percentage whereas scoring 12 has .7 as their cumulative percentage.

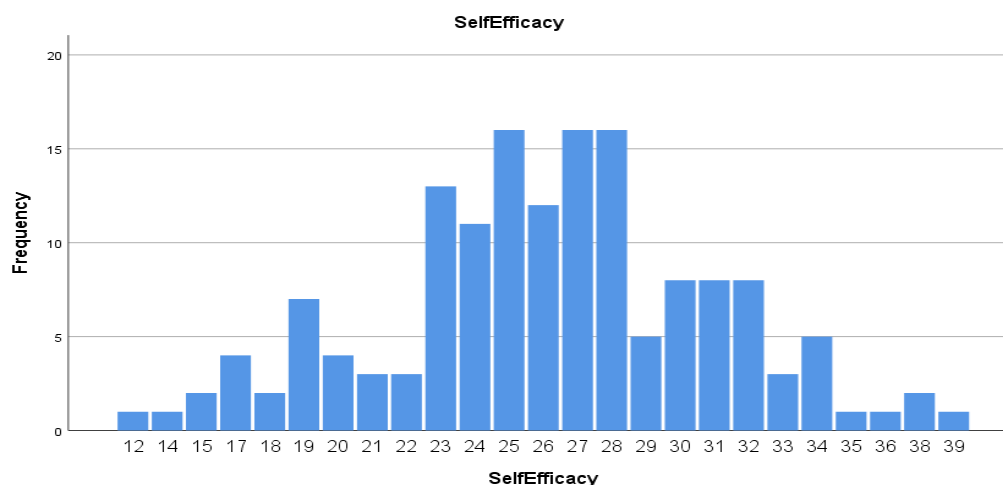
BAR CHART FOR SELF ESTEEM:



The Effect of Self Esteem and Self Efficacy in Online Learning Environment among Young Adolescence

A bar chart is a graph with rectangular bars which is useful for looking data and make here comparison Frequency and Self-Esteem. It also represents more complex categories also. This bar chart illustrates the number of people and their Self-Esteem scoring among young adolescence at 5 intervals. It can be seen that average Self-Esteem score is between 14 to 33. However, among 153 response 20-25 frequency have scored 27 which is the average Self-Esteem score scored by the subjects. From 0-5 range of frequency have scored 33 which is the highest scoring value of Self-esteem and interpreted as high level of Self-Esteem among the 153 responses received. Similarly, 0-5 range of frequency have scored 14 which is least scored value and interpreted as low level of Self-Esteem.

BAR CHART FOR SELF EFFICACY:



A bar chart is a graph with rectangular bars which is useful for looking data and make here comparison Frequency and Self-Efficacy. It also represents more complex categories also. This bar chart illustrates the number of people and their Self-Efficacy scoring among young adolescence at 5 intervals. It can be seen that average Self-Efficacy score is between 12 to 39. However, among 153 response 15-20 frequency have scored 24,27,28 which is the average Self-Efficacy score scored by the subjects. From 0-5 range of frequency have scored 39 which is the highest scoring value of Self Efficacy and interpreted as high level of Self-Efficacy among the 153 responses received. Similarly, 0-5 range of frequency have scored 12 which is least scored value and interpreted as low level of Self-Efficacy.

Self-esteem is how we value and perceive ourselves. It's based on our opinions and beliefs about ourselves, which can sometimes feel really difficult to change. Low self-esteem isn't a mental health issue in and of itself, but it is linked to it. If a variety of factors have a long-term negative impact on your self-esteem, it may lead to mental health issues (for example depression or anxiety). Low self-esteem can be a sign of a mental health problem, especially if it lasts for a long period or interferes with your daily activities. We tend to feel good about ourselves and about life in general when we have robust self-esteem. It improves our ability to cope with life's ups and downs. We tend to see ourselves and our lives in a more negative and critical light when our self-esteem is low. We also believe we are less capable of meeting life's obstacles.

Low self-esteem is common in children. Positive and negative messages about ourselves are sent to us by our instructors, friends, siblings, parents, and even the media. The message that

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you are not good enough is the one that sticks with you for some reason. Perhaps it was tough for you to live up to other people's or your own expectations of yourself. Self-esteem can be harmed by stress and tough life events such as major sickness or loss. Personality can play a role as well. Some people are simply more prone to negative thinking, while others hold themselves to excessively high standards. To improve your self-esteem, you must first identify and then fight your negative self-perceptions. For example, you can tell yourself that you're "too foolish" to apply for a new job or that "nobody cares" about you. Start writing down your negative ideas on a piece of paper or in a diary. Consider when you initially began to have these thoughts. Next, start writing proof that contradicts these negative assumptions, such as "I'm exceptionally brilliant at cryptic crosswords" or "Every week, my sister calls for a conversation." Other good qualities to write down include "I'm thoughtful," "I'm a fantastic cook," and "I'm someone who others trust." Also, include some compliments that others have said about you.

Self-efficacy is the belief in one's own ability to achieve a desired result or objective. Self-efficacy is an internal notion that relates to whether a student believes he or she has enough control over his or her environment to achieve. Self-efficacy is a measure of one's belief in one's ability to exert control over one's own motivation, behaviour, and surroundings, and it allows pupils to advocate for their own needs and supports. Self-efficacy is a valid predictor of students' motivation and learning, according to decades of research. Students with high self-efficacy attend class more, study harder, persevere longer, and have less negative emotional reactions when faced with challenges than students with low self-efficacy. Students that have high self-efficacy are more likely to adopt certain learning strategies and engage in self-directed learning.

With approximately a third of higher education students taking at least one online course in 2017, and over 15% of those students enrolled entirely in online classes, research into students' perceptions of this mode of class delivery is critical. While some students believe that online and face-to-face sessions are equally effective and of comparable quality, not all students find online courses satisfactory or their preferred mode of learning. Nearly a third of students who had taken at least one online course said that online education was an extremely or moderately poor choice for education and provided poor learning chances, while about 25% said they were discontented, unsatisfied, and disappointed with their online experience.

In this overall study, 153 population subject to measure the effect of Self-Esteem and Self-Efficacy due to online learning was measured. From the analysis of done using correlation test it was found that the maximum subject have below the average level of Self-Esteem. And Self-Efficacy. Some of them have mild, moderate and normal level of effect of Self-Esteem and Self-Efficacy. Surprisingly, Both female and male have effect on Self-Esteem and Self-Efficacy due to online learning but there is no significant correlation between Self-Esteem and Self-Efficacy. There is positive correlation as the score is .688 which is greater than .005. A correlation coefficient greater than zero indicates a positive relationship while a value less than zero signifies a negative relationship. One way Anova table explains that there is significant difference between the group and within the group in Self-Esteem and Self-Efficacy. This may be due to the age and gender criteria what they belong to.

When evaluating online classes, students report fewer opportunities to interact with the professor and a lack of connectedness and engagement (Bowers & Kumar, 2015; Dyrbye,

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Cumyn, Day, & Heflin, 2009) When evaluating online classes, students report fewer opportunities to interact with the professor and a lack of connectedness and engagement and technological errors (Bowers & Kumar, 2015; Dyrbye, Cumyn, Day, & Heflin, 2009) This research study the relationship between Self-Esteem and Self-Efficacy. Here it shows a similar age criteria falls under online learning method and share effect of Self-Esteem and Self-Efficacy.

By analyzing one way anova the null hypothesis is accepted as there is no significant difference between and within the group for Self-Esteem and Self-Efficacy. Since p is greater than the significant value the usual interpretation is that result are statistically no significance and null hypothesis is accepted. Since null hypothesis is accepted in one way anova there is sufficient evidence to conclude that all of the means are equal between and within the groups.

By analyzing independent sample t test between Self-Esteem and gender for data obtained from young adolescence. When compared to the male population in the sample, the female population has a significant impact on self-esteem. People that have strong self-esteem do better in school, are less sad, and are less stressed and burdened. High self-esteem is linked to more initiative and activity; persons who have high self-esteem just do more. The null hypothesis is accepted since there is no significant difference between gender and self-esteem.

By analyzing independent sample t test between Self-Efficacy and gender for data obtained from young adolescence. When compared to the male population in the sample, the female population both female and male has moderate level of impact on self-efficacy. People that have strong self-efficacy do better in academics, are less motivated, and are less stressed and burdened. High self-efficacy is linked to more socialable; persons who have high self-efficacy have better well-being. The null hypothesis is accepted since there is no significant difference between gender and self-efficacy.

For self-esteem and self-efficacy, we drawn frequency table by considering the values of frequency table from the collected samples it shows valid percent, cumulative percent for 153 samples attended online learning. Higher the Self-Esteem shows high effect of Self-Esteem Whereas Self-Efficacy is interpreted by higher the score it indicates higher the rate of effect of Self-Efficacy.

CONCLUSION

The current study showed that there is low level of correlation between Self-esteem and self-efficacy among young adolescence. The research also reported that considerable portion of population is having low level of Self-esteem and Self-Efficacy The results further revealed that the majority of the population has effect of Self-esteem and Self-efficacy due to online learning during covid 19. Hence, the study can be provided with some ways to reduce the effect of Self-esteem and Self-Efficacy among the young adolescences which helps them lead a happy and peaceful life with community. Lack of Self-esteem and Self-Efficacy causes significant changes in mental health issues and one individuals self-concept. Lack of Self-esteem and Self-Efficacy can cause a severe impact in overall quality of life, making daily activities difficult and also it is associated with an unusually poor quality of life. Because these things are not so evident but appears relatively common, most of the students are secretive and do not reveal their symptoms unless asked. So, proper support setting is

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important and the lack of Self-esteem and Self Efficacy includes both individual and group therapy as well.

STRENGTHS

1. 1.This study helps to gain an insight regarding the importance of Self-esteem and Self Efficacy.
2. The study can aid in knowledge about what are all the factors affect an individual's Self-esteem and Self Efficacy in their everyday life.
3. This study helps to gain an insight on the effect of depression, anxiety and stress in individuals found with body dysmorphic disordered individuals.
4. The study can aid in knowledge to coping skills to overcome the effect of self-esteem and self-efficacy.
5. The study can aid in knowledge to cope with Self-esteem and Self Efficacy from online learning.
6. This study can help to have a clear knowledge about effects of Self-esteem and Self Efficacy for future reference.
7. The study helps in understanding the presence of gender difference among individuals identified with lack of Self-esteem and Self Efficacy.

Limitations

1. The study was a correlational study.
2. The study makes use of non-experimental method for data collection.
3. The age group of the study was limited.
4. The sample size of the study is limited to 153.
5. The sample profile is limited to students
6. The study uses questionnaire in the format of Google forms and printed format.
7. Time is limited in this study.
8. The use of financial resources is limited in the study.
9. Access to literature of the study was limited.
10. There was no equal distribution of males and females in the total population to determine the relationship among them.

Future Directions

1. The study can be done for a larger population over a longer period of time for extensive results.
2. The sampling method used in this study is purposive sampling method and future researchers can consider adopting different method for more desirable outcome.
3. The sampling profile is limited to students in this study and future Researchers can consider different sampling profiles for more desirable outcome.
4. The study uses questionnaires in format of Google forms and future researchers can make use of different tools to collect data for extensive results.
5. Time is limited in the study and future researchers can extend time limit for more desirable Outcome.
6. The study has financial limitations and future researchers can invest more financial resources to obtain more extensive results.
7. Future researchers can adopt more access to literatures to get desirable outcome.
8. The study has unequal distribution of population and future researchers can adopt equal male and female distribution for desirable results.

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Conflict of Interest

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