

A Study on Self-esteem among School-going Adolescents in Murshidabad District

Chiranjit Mandal^{1*}, Muzaffar SK², Dr. Manikanta Paria³

ABSTRACT

The primary objective of the current investigation is to examine the self-esteem among school-going adolescents in Murshidabad district of West Bengal. A cross-sectional survey research framework was conducted in Murshidabad district, West Bengal, including a sample of 418 school-going adolescents who were living in rural areas. The samples were collected using a simple random sampling technique. The data was collected Rosenberg Self-Esteem Scale (RSE, 1995) via a questionnaire that was developed by Morris Rosenberg. The study's primary results revealed that the present status of self-esteem score of school-going adolescents in Murshidabad was 29.48. The findings of the study indicate that female students exhibited a greater level of self-esteem in comparison to their male counterparts. Additionally, students from joint family backgrounds showed higher levels of self-esteem when compared to students from nuclear family backgrounds. Furthermore, it was seen that students belonging to the Other Backward Classes (OBC) category had higher levels of self-esteem in comparison to students from the General, Scheduled Caste (SC), and Scheduled Tribe (ST) categories. All these distinctions (Gender, family type and social caste) were statistically significant ($p < 0.05$).

Keywords: *Self-Esteem, School-Going Adolescents, Cross-Sectional Survey, Statistically Significant*

Self-esteem is an individual's perception of his or her own value as a person (Orth & Robins, 2014) and is probably one of the most studied ideas in the social sciences today. Self-esteem is one of the major life skills (UNICEF, 2008) of children that contribute towards the development of personality (Amirazodi & Amirazodi, 2011) and resilience. Self-esteem is commonly defined as an individual's perception of his or her own worth, significance, or abilities (Myers & Myers, 1992; Rosenberg & Rosenberg, 1978). Positive self-esteem protects adults against mental health problems (Mann et al., 2004). Additionally, it is necessary to enable a person to deal with the various demanding situations and challenges of daily life (Preventing Suicide: A Resource for Teachers and Other School Staff, 2000). A healthy sense of self-worth contributes to the development of the ability to

¹M. Phil Scholar, Department of Education, Jadavpur University, Kolkata, WB, India
ORCID Id: 0009-0001-7279-7085

²Assistant Professor, Shyamangini Kundu College of Education, Salar, Murshidabad, WB, India

³Assistant Professor, Department of Education, Jadavpur University, Kolkata, WB, India

*Corresponding Author

Received: August 25, 2023; Revision Received: October 27, 2023; Accepted: October 31, 2023

A Study on Self-esteem among School-going Adolescents in Murshidabad District

act freely, manage stress, assume responsibility, navigate disappointments, embrace new challenges, and confront the world with self-assurance and a positive outlook.

Concept and Meaning of Self-esteem

Since the beginning of our relationship with the outside world, we have always been inquisitive about ourselves – who we are, why we behave differently than others, who resides inside our physical body and drives us to do the things we do for a livelihood, etc. Self-esteem or confidence in one's own worth or abilities is widely acknowledged as a fundamental aspect of psychological functioning and well-being and is strongly correlated with numerous other variables (Kaplan, 1982) including happiness with life (Diener & Diener, 1995). Self-esteem is an essential life skill as well as a psychosocial competency that reflects a person's capacity to manage stress, normal catastrophes, and the demands and challenges of daily life.

Significance of the study

Self-esteem is an important part of a person's mental health and has a big impact on many different parts of their lives. It shows how self-esteem can improve general mental health and happiness (Baumeister et al., 2003). Several basic wants are important for a person's mental health and affect how they feel about themselves. These needs include feeling capable, being accepted and loved, having a sense of connection, liberty and freedom, recognizing successes, keeping a positive self-image, controlling emotions, taking feedback in a productive way, setting limits, and seeking personal growth. These things have a big effect on a person's sense of self-worth and mental health as a whole (Branden, 1994). The importance of self-esteem in adolescence has been studied a lot and is well-known in the area of psychology. During puberty, a person's self-esteem can affect academic success, social interactions, mental health, and general health and well-being (Harter, 1999). A good sense of self-worth can build trust in one's skills, encourage active participation in educational activities, and lessen the negative effects of discrimination and being left out (Quinn et al, 2009). A high level of psychological well-being can result in enhanced focus, motivation, and resiliency, resulting in improved academic performance and educational outcomes. Additionally, it promotes emotional stability and mental health by enhancing their resilience to stress and adversity (Miller et al, 2018). Self-esteem is also related to the adolescent period to enhance students' mental health and improvement themselves. Self-esteem requirements for adolescents are comparable to those of individuals of other age groups but are especially crucial at this stage of development. Significant physical, emotional, and social changes occur during adolescence, and meeting these demands contributes to the development of a healthy sense of self-worth. Therefore, the researcher has chosen self-esteem and made an attempt to understand the present status of self-esteem among school-going adolescents in relation to various demographic factors in Murshidabad district, West Bengal.

Objectives of the study

Pertaining to the purpose of the study, the following objectives have been identified-

- i. To understand the present status of self-esteem among school-going adolescents in Murshidabad district of West Bengal.
- ii. To observe whether the gender of students cause differences in their self-esteem.
- iii. To observe whether the social caste of students cause differences in their self-esteem.
- iv. To observe whether the family type of students cause differences in their self-esteem.

A Study on Self-esteem among School-going Adolescents in Murshidabad District

Delimitation of the study

The researchers limited the scope of the study and restricted the present study on some grounds that the researchers willingly described as shortfalls in undertaking all the aspects of the problem. The following are the delimitations of the study-

- i. Only one district i.e., Murshidabad in West Bengal was surveyed only.
- ii. Only rural area students in the Murshidabad district were taken.
- iii. Only 418 school-going adolescents were considered as a sample.
- iv. The study was delimited to only one skill amongst all core life skills as self-esteem.
- v. The study was delimited to only three independent or demographic variables like-gender, social caste and family type.
- vi. Only descriptive and parametric tests were used to show the real nature of the data and the research process.

Hypotheses of the study

Keeping the objectives in mind, the following hypotheses were formulated-

H₀1: Gender does not cause any significant variation in the mean score of self-esteem among the students.

H₀2: Social caste does not cause any significant variation in the mean score of self-esteem among the students.

H₀3: Family type is not a significant cause of variation in the mean score of self-esteem among the students.

Study design

To achieve the objective of this study, a cross-sectional survey design was employed. The population of the study consisted of school-going adolescents in Murshidabad, West Bengal, and only 418 samples of school-going adolescents were randomly selected from secondary and higher secondary institutions in the Murshidabad district of West Bengal. In this study, self-esteem was regarded as the dependent variable, which was hypothesized to be related to demographic or independent variables such as gender, social caste, and family type.

Instrument for data collection

To access an especially key dependent variable, namely self-esteem, highly reliable and standardized bilingual measuring instruments were used. The Rosenberg Self-Esteem Scale by Morris Rosenberg (RSE, 1995) was used to investigate the current state of self-esteem among rural school-going adolescents. This scale consists of ten (10) items. These ten items were both positive and negative, serving as a global self-esteem assessment. Each of these ten statements was measured on a four-point Likert scale ranging from strongly agree to strongly disagree.

RESULTS

Descriptive statistics

Table 1: Descriptive statistics regarding Self-esteem of students.

Self-Esteem				
Variables	Category	N (Frequency)	Mean	SD
Gender	Male	127	28.26	4.527
	Female	291	30.01	3.980
Social Caste	General	46	30.28	3.551
	SC	163	29.01	4.120
	ST	123	29.13	3.759
	OBC	86	30.44	5.142
Family type	Joint family	271	29.92	4.240
	Nuclear family	147	28.67	4.092

Figure 1: Showing independent variable-wise mean difference on Self-esteem.

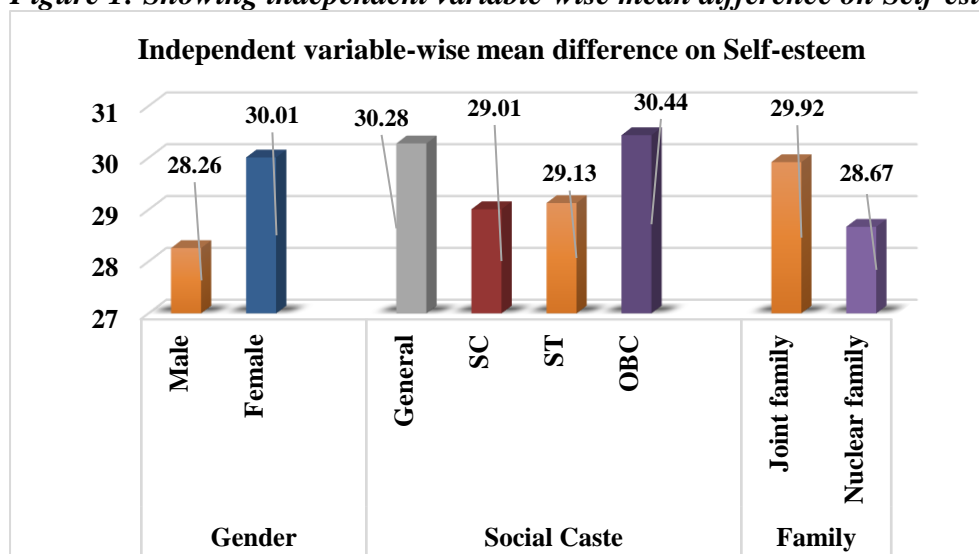


Figure 1 shows three independent variables-wise mean differences in the self-esteem of school-going adolescents in the Murshidabad district, West Bengal. Gender wise male students scored 28.26 and female students scored 30.01. Social caste-wise general caste student's mean score was 30.28; SC caste student's mean score was 29.01; ST caste student's mean scored was 29.13; and OBC caste student's mean score was 30.44. Family type wise joint family student's mean score was 29.92 and the nuclear family student's mean score was 28.67.

Hypothesis testing:

Table 2: Inferential statistics based on H₀₁ to H₀₃.

Independent samples T-Test							
Dependent Variables	Independent Variables	t	df	Sig. (2-tailed)	Mean Difference	Remarks (0.05 level)	Hypotheses Testing (95%)
Self-esteem	Gender	-3.971	416	0.000	-1.754	Significant	Rejected
	Family type	2.927	416	0.004	1.256	Significant	Rejected
One-way ANOVA							
Dependent Variables	Independent Variables	F	df	Sig. (2-tailed)	Mean square	Remarks (0.05 level)	Hypotheses Testing (95%)
Self-esteem	Social caste	3.028	3,414	0.029	53.306	Significant	Rejected

Results of H₀₁: It can be observed from Table 2 that the computed t-value of self-esteem based on gender is $t_{(418)} = -3.971$; **p-value=0.000**. The difference in the mean is statistically significant at 0.05 level ($p < 0.05$). Therefore, the aforesaid H₀₁ is rejected and found differences can be attributed to any chance factor.

Results of H₀₂: **Results of H₀₁:** It can be observed from Table 2 that the computed t-value of self-esteem based on family type is $t_{(418)} = 2.927$; **p-value=0.004**. The difference in the mean is statistically significant at 0.05 level ($p < 0.05$). Therefore, the H₀₂ mentioned above is rejected and found differences can be attributed to any chance factor.

Results of H₀₃: It can be observed from Table 2 that the computed F-value of self-esteem based on social caste is $F_{(3,414)} = 3.028$; **p-value=0.029**. The difference in the mean is statistically significant at 0.05 level ($p < 0.05$). Therefore, the aforesaid H₀₃ is rejected and found differences cannot be attributed to any chance factor.

Major Findings

- **Overall**
Present status of self-esteem among rural school-going adolescents was found to be 29.48.
- **Based on Gender**
Female students showed higher self-esteem than male students and the difference was statistically significant.
- **Based on Family type**
Joint family students showed higher self-esteem than nuclear family students and the difference was statistically significant.
- **Based on Social caste**
OBC social category students showed higher self-esteem than General, SC and ST category students and the difference was statistically significant.

DISCUSSION AND CONCLUSION

Through trade, society, and technology, countries are more connected than ever in the modern world. This is a result of a process called "globalization." It has made it easier for people to move and move around, and it has helped bring the world's economies together through foreign trade and business. Some of the problems that globalization has caused are economic inequality and conflicts between cultures. People need skills to get ahead and do well in many areas of life in this age of globalization. These skills include being able to adapt to changing job markets, being able to work with people from different countries and cultures, being good with technology, imagination, problem-solving, business, constant learning, cultural understanding, and handling global problems. In today's connected and quickly changing world, it's important to learn and improve these skills for both personal and career growth. Self-worth or self-esteem is very important in this age of globalization because it affects a person's ability to achieve and change. People with high self-esteem are more confident in their ability to learn new skills, more adaptable when faced with problems, better able to talk and work together in different situations, and more willing to try new things. It also helps people understand other cultures, be tolerant, and have a growth mindset, which helps them deal with global problems and contributes to their own and the world's progress in a world where everything is connected.

The findings of the study appeared with some vital evidence that the female students showed higher self-esteem than male students, similar findings found in other research that females possessed better self-esteem than males (Jenaabadi, 1990; Arshad et al., 2015). The study revealed that gender was a significant indicator of self-esteem and a few studies found the same acquaintance (Hale et al., 2015; Swanson & Lease 1990; Pritchard, 2010). Also, results found that a joint family was higher than a nuclear family and family type was a statistically significant indicator of their self-esteem and a few studies found the same results (Veselska et al., 2010; 1990; Sok, & Shin 2010; Rezaei-Dehaghani et al., 2015). Again, the current study that self-esteem varied by social caste and found results were a significant indicator. Researchers reviewed some research works done under similar circumstances and found similar kinds of results in some overseas studies (Phinney et al., 1997; Demo & Savin-Williams, 1983).

In conclusion, the study highlighted the significance of self-esteem in the era of globalization, as it influences adaptability, problem-solving, cultural awareness, and personal and professional development. It highlighted the need for targeted interventions to

A Study on Self-esteem among School-going Adolescents in Murshidabad District

support and enhance adolescents' self-esteem, thereby promoting their overall well-being and growth. Researchers further concluded that the main focus of the study was to investigate the prevalence of self-esteem among school-going adolescents in Murshidabad district, West Bengal. According to the objectives, the found findings were adequate and satisfactory in all cases.

REFERENCES

- Amirazodi, F., & Amirazodi, M. (2011). Personality traits and Self-esteem. *Procedia - Social and Behavioral Sciences*, 29, 713–716. <https://doi.org/10.1016/j.sbspro.2011.11.296>.
- Arshad, M., Zaidi, S., & Mahmood, K. (2015). Self-Esteem & Academic Performance among University Students. *Journal of Education and Practice*, 6, 156-162.
- Baumeister, R. F., Campbell, J. D., Krueger, J. I., & Vohs, K. D. (2003, May). Does High Self-Esteem Cause Better Performance, Interpersonal Success, Happiness, or Healthier Lifestyles? *Psychological Science in the Public Interest*, 4(1), 1–44. <https://doi.org/10.1111/1529-1006.01431>.
- Bleidorn, W., Arslan, R. C., Denissen, J. J. A., Rentfrow, P. J., Gebauer, J. E., Potter, J., & Gosling, S. D. (2016). Age and Gender Differences in Self-Esteem. *Journal of Personality and Social Psychology*, 11(3):396–410.
- Branden, N. (1994). *The Six Pillars of Self-Esteem*. Bantam.
- Demo, D., & Savin-Williams, R. (1983). Early Adolescent Self-Esteem as a Function of Social Class: Rosenberg and Pearlin Revisited. *American Journal of Sociology*, 88, 763 - 774. <https://doi.org/10.1086/227732>.
- Diener, E., & Diener, M. (1995). Cross-cultural correlates of life satisfaction and self-esteem. *Journal of Personality and Social Psychology*, 68(4), 653–663. <https://doi.org/10.1037/0022-3514.68.4.653>.
- Hale, W., Perrotte, J., Baumann, M., & Garza, R. (2015). Low self-esteem and positive beliefs about smoking: a destructive combination for male college students. *Addictive behaviors*, 46, 94-9. <https://doi.org/10.1016/j.addbeh.2015.03.007>.
- Jenaabadi, H. (2014). Studying the Relation Between Emotional Intelligence and Self Esteem with Academic Achievement. *Procedia - Social and Behavioral Sciences*, 114, 203-206. <https://doi.org/10.1016/J.SBSPRO.2013.12.685>.
- Mann, M. (2004). Self-esteem in a broad-spectrum approach for mental health promotion. *Health Education Research*, 19(4), 357–372. <https://doi.org/10.1093/her/cyg041>.
- Miller, L., Speece, M. W., Wentzel, K. R., & Colmar, S. H. (2018). Social and emotional skills and the relationship to academic performance and wellbeing in children and adolescents: A systematic review. *Applied School Psychology*, 34(1), 28-55.
- Orth, U., Robins, R. W., & Roberts, B. W. (2008). Low self-esteem prospectively predicts depression in adolescence and young adulthood. *Journal of Personality and Social Psychology*, 95(3), 695-708. Doi: 10.1037/0022-3514.95.3.695.
- Phinney, J., Cantu, C., & Kurtz, D. (1997). Ethnic and American Identity as Predictors of Self-Esteem Among African American, Latino, and White Adolescents. *Journal of Youth and Adolescence*, 26, 165-185. <https://doi.org/10.1023/A:1024500514834>.
- Pritchard, M. (2010). Does self-esteem moderate the relation between gender and weight preoccupation in undergraduates. *Personality and Individual Differences*, 48, 224-227. <https://doi.org/10.1016/J.PAID.2009.10.015>.
- Quinn, D. M., & Chaudoir, S. R. (2009). Living with a concealable stigmatized identity: The impact of anticipated stigma, centrality, salience, and cultural stigma on psychological distress and health. *Journal of Personality and Social Psychology*, 97 (4), 634–651.

A Study on Self-esteem among School-going Adolescents in Murshidabad District

- Rezaei-Dehaghani, A., Paki, S., & Keshvari, M. (2015). The relationship between family functioning and self-esteem in female high school students of Isfahan, Iran, in 2013–2014. *Iranian Journal of Nursing and Midwifery Research*, 20, 371 - 377.
- Rosenberg, M. (1965). Self-attitudes and other attitudes. In *Society and the Adolescent Self-Image* (pp. 3–15). Princeton University Press; JSTOR.
- Sok, S., & Shin, S. (2010). Comparison of the factors influencing children's self-esteem between two parent families and single parent families. *Journal of Korean Academy of Nursing*, 40 3, 367-77. <https://doi.org/10.4040/jkan.2010.40.3.367>.
- Swanson, J., & Lease, S. (1990). Gender Differences in Self-Ratings of Abilities and Skills. *Career Development Quarterly*, 38, 347-359. <https://doi.org/10.1002/J.2161-0045.1990.TB00224.X>.
- UNICEF. (2008). *A World Fit for Children*. UNICEF. www.unicef.org.
- Veselska, Z., Gecková, A., Gajdošová, B., Orosova, O., Dijk, J., & Reijneveld, S. (2010). Socio-economic differences in self-esteem of adolescents influenced by personality, mental health and social support. *European journal of public health*, 20 6, 647-52. <https://doi.org/10.1093/eurpub/ckp210>.

Acknowledgment

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Mandal, C., Muzaffar, SK. & Paria, M. (2023). A Study on Self-esteem among School-going Adolescents in Murshidabad District. *International Journal of Indian Psychology*, 11(4), 873-879. DIP:18.01.080.20231104, DOI:10.25215/1104.080