

ASSESSMENT OF SELF-ESTEEM LEVELS AMONG SECONDARY SCHOOL STUDENTS IN MURSHIDABAD DISTRICT, WEST BENGAL

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ABSTRACT

As teenagers negotiate the obstacles of adolescence, self-esteem, which may be described as the subjective judgment of one's own worth, plays a vital role in determining the resilience, motivation, and psychological health of adolescents. In this particular research, the objective is to determine the extent to which kids in secondary school have a healthy sense of self-esteem. The research was conducted on 225 secondary school students from the Murshidabad District in West Bengal using a descriptive approach that did not include any experiments. Collecting data was accomplished via the use of the non-probability purposive sampling approach. Self-esteem was evaluated with the use of Rosenberg's self-esteem scale, which consists of ten items. A combination of descriptive and inferential statistical methods were used in order to gather and evaluate the data in accordance with the goals. A total of 84.28% of students have a normal level of self-esteem, whereas 7.01% of students have a high level of self-esteem, and 8.71% of students have a low level of self-esteem.

Keywords: Self-esteem, Adolescents, Level, Social, Students

I. INTRODUCTION

The majority of individuals place a high value on their own self-esteem. When individuals are told things that have an effect on their self-esteem, such as that they are inept, beautiful, untrustworthy, or beloved, it is difficult, if not impossible, for them to remain indifferent to the information that has implications for their own self-esteem. Generally speaking, both increases and reductions in self-esteem are accompanied with intense emotional responses. In addition, these shifts often correspond with significant achievements and setbacks in one's life. Subjective experience gives the idea that one's self-esteem increases on the occasion of winning a competition, receiving an award, finding a solution to a problem, or being accepted into a social group, and that it decreases on the occasion of failures that correspond to those accomplishments. This widespread association may very well increase the idea that an individual's level of self-esteem is not just the result of life's significant achievements and failures, but that it is also the cause of those failures and accomplishments.

Because of this, self-esteem is more of a perception than a reality. For instance, it relates to a person's perception of whether or not they are intellectual and beautiful, but it does not necessarily include any information regarding whether or not the individual in question truly has these qualities. Therefore, in order to establish that self-esteem is significant in and of itself, research would need to demonstrate that the ideas that individuals have about themselves have significant repercussions, independent of the reality that lay under the surface. To put it another way, there would have to be favorable outcomes that result from the belief that one is intelligent, regardless of whether or not the individual in question truly has intelligence. Just because this is the case does not mean that self-esteem is unimportant. The ideas that individuals hold have a significant impact on the actions that they do, and these acts, in turn, have an effect on the social reality that they experience as well as the social reality of the people around them.

The concept of self-esteem is characterized by the fragile equilibrium that exists between self-acceptance and self-criticism. This equilibrium allows people to negotiate a complex maze of internal dialogues that are influenced by society standards, personal experiences, and interpersonal interactions. The formation of self-esteem is a complicated process that involves a complex interaction of external factors and internal processes. This process begins in early infancy and continues through adolescence and well into adulthood. When a person is in their formative years, the

foundation upon which self-esteem is built is shaped by the relationships between peers, the dynamics of the family, and the educational experiences that they have. Instilling a feeling of self-worth and competence, as well as a sense of resilience in the face of adversity, may be accomplished via the use of positive reinforcement, encouragement, and validation. Neglect, criticism, and rejection, on the other hand, may plant the seeds of uncertainty and insecurity, which have the potential to erode the fundamental foundation of self-esteem.

The path of developing self-esteem, on the other hand, is not limited to the bounds of infancy; rather, it develops in reaction to the many trials and victories that life presents. Adolescence, which is marked by the investigation of one's identity and the performance of social comparisons, functions as a crucible in which one's self-esteem is often challenged and changed. As a result of the turbulent nature of adolescence, which is characterized by bodily changes, the influence of peers, and the development of a growing sense of autonomy, the relevance of self-esteem as a compass that guides individual choices and goals is amplified. Teenagers are always battling with the unrelenting scrutiny of social norms, while also teetering on the brink of self-discovery. They are torn between the need for approval and the search of authenticity that they are constantly experiencing. Individuals continue to experience a transformation in the contours of their self-esteem as they move into adulthood. This transformation is impacted by personal accomplishments, the dynamics of relationships, and existential thoughts. In the process of forming views of competence, lovability, and importance, career paths, romantic relationships, and social roles all interact to either strengthen or weaken an individual's sense of self-esteem respectively. As people negotiate professional problems, seek affirmation, and strive for recognition, the workplace, in particular, emerges as a crucible where self-esteem is both tried and strengthened. This is because an individual's self-esteem is both challenged and strengthened. The ups and downs of success and failure, as well as praise and criticism, leave an everlasting mark on the terrain of self-esteem, which in turn shapes professional identities and trajectories.

In addition, the effects of self-esteem on society are not limited to the well-being of individuals; rather, they permeate the fabric of communities and cultures in general. As a result of disadvantaged groups internalizing social signals of inferiority and inadequacy, societies that are characterized by persistent inequality, discrimination, and marginalization often foster collective low self-esteem. On the other hand, societies that place a high priority on inclusiveness, empathy, and social justice are creating the foundation for collective self-esteem. This is a state in which people have the sense that they are appreciated, respected, and empowered to make important contributions to society. Consequently, the pursuit of social well-being requires not only the introspection of individuals but also the implementation of systemic changes with the objective of removing obstacles to self-esteem and cultivating conditions that are favorable to thriving.

Self-esteem, in its most fundamental form, emerges as a cornerstone of the human experience, influencing the course of individual lives as well as the fabric of society as a whole. Personal experiences, cultural conventions, and psychological processes all have a role in its growth, which is intricately woven into the fabric of human life. This development unfolds via a complex interaction of many factors. Self-esteem acts as a guiding light, lighting the route towards self-actualization and social flourishing from the formative years of infancy to the existential reflections of maturity. This is true from the beginning of life till the present day. Let us explore the contours of self-esteem with empathy, curiosity, and an unrelenting dedication to cultivating a world in which every person understands that they are valuable, competent, and deserving of love as we start on our examination of self-esteem.

II. REVIEW OF LITERATURE

Mandal, Chiranjit et al., (2023) In the Murshidabad district of West Bengal, the major purpose of the current inquiry is to investigate the level of self-esteem that is present among teenagers who are now enrolled in school. For the purpose of conducting a research framework, a cross-sectional survey was carried out in the Murshidabad district of West Bengal. The participants consisted of 418 teenagers who were attending school and were living in rural regions. For the purpose of collecting the samples, a simple random sampling method was used. The Rosenberg Self-Esteem Scale (RSE, 1995) was used

to gather the data, and it was administered using a questionnaire that was personally prepared by Morris Rosenberg. Based on the fundamental findings of the research, it was discovered that the current state of self-esteem score among teenagers who were attending school in Murshidabad was 29.48. When compared to their male counterparts, the outcomes of the research reveal that female students demonstrated a higher degree of self-esteem than their male counterparts. When compared to students who came from nuclear families, students who came from mixed families had better levels of self-esteem throughout their academic careers. In addition, it was observed that pupils who belonged to the category of Other Backward Classes (OBC) had greater levels of self-esteem in compared to students who belonged to the categories of General, Scheduled Caste (SC), and Scheduled Tribe (ST). The statistical significance of gender, family type, and social caste was shown to be significant ($p < 0.05$) in all of these characteristics.

Mondal, Sumit et al., (2023) The primary objective of this research is to demonstrate the current state of self-awareness skills used by students in upper secondary education. Higher secondary education was offered at four different schools in the Paschim Medinipur and Kolkata districts of West Bengal. These districts are located in Uttar Pradesh. This research was carried out on a total of 153 students who were enrolled in the West Bengal Council of Higher Secondary Education and were between the ages of 17 and 19 years old. For the purpose of determining whether or not their self-awareness score was considerably impacted, fundamental demographic factors such as gender, social caste, and the number of siblings were taken into consideration. The current investigation was carried out by using a research methodology known as cross-sectional survey research. Based on the data, it was determined that there was a sufficient degree of self-awareness abilities, and that gender was connected with a statistically significant variance in mean scores. The findings also demonstrated that there was a gender discrepancy in terms of the abilities required for self-awareness.

Perumal, Bagdha. (2020) This research was conducted with the intention of determining the self-esteem of potential teachers at the secondary level based on factors such as their gender, the year they were studying, the topic they were studying, and the generation of their students. The research was conducted using a descriptive survey approach, and the sample size consisted of 182 potential teachers at the secondary level who were chosen using the convenience sampling methodology by the researchers. In order to gather the necessary information, the investigator decided to use a self-esteem scale that was designed by Rosenberg (1979) and consisted of four sets of points. On the scale, there were a total of ten different items. There are five statements that are favorable and five ones that are bad. When doing an analysis of the data, the statistical processes that are used include the arithmetic mean, the standard deviation, and the t-test. Those who were interested in teaching at the secondary level had a high degree of self-esteem, according to the findings. It should also be noted that factors such as gender, subject background, and the generation of learners did not have any impact on the self-esteem of secondary participants.

Biswas, Subrata & Deb, Prasenjit. (2020) Throughout the course of this research, efforts have been made to bring to light the disparity that exists between the high and low levels of attitude that parents of Lalgola and Beldanga-II blocks in the Murshidabad District of West Bengal have towards public libraries in terms of their effect on women's empowerment. An investigation was carried out on one hundred parents of kids who had benefitted from the Kanyashree one-time scholarship award of Rs. 25,000. The research was carried out from the blocks that were listed above. Identifying the extent to which public libraries contribute to the empowerment of women is the primary objective of this research. The findings indicate that Kanyashree Prakalpa has a significant and powerful impact on lowering the rates of child marriage and school dropout. This, in turn, lowers the risks of early pregnancies, associated risks of maternal and child mortality, and other debilitating health conditions, including those associated with malnutrition. Adolescent females are believed to be empowered by the use of this program, which promotes financial inclusion and fosters financial inclusion. Additionally, it strives to strengthen the social power and self-esteem of females, as well as the good influence that higher education and delayed marriages have on society. In addition, the research pointed out that the public library plays a vital role in the possibility of acquiring skills and information that may assist young girls in becoming economically, socially, and politically independent.

Rana, Sohel & Halder, Ujjwal. (2018) The researchers planned to construct a study with the purpose of investigating the disparities in the degrees of self-esteem that Muslim female students had owing to

the inequalities in their levels of academic accomplishment and their location. Taking this into consideration, the researchers decided to use the Self-Esteem Inventory that was established by Sharma and Hossain (2015) in order to gather information on the self-esteem of Muslim female students who were enrolled in schools located in the Murshidabad District of West Bengal. The researchers used the method of purposive sampling to acquire the sample for the study, which consisted of 265 Muslim female students who were enrolled in the ninth grade at eight different secondary schools located in the Murshidabad Department. With regard to the vicinity of the schools and the levels of academic accomplishment of the students, it was discovered that there were significant discrepancies in the degrees of self-esteem that the Muslim female students of class IX had.

Leuwerke, Wade et al., (2004) This research hypothesized that the standardized mathematics success score of precollege students, as well as the congruence between their professional interests and engineering tasks, would be able to predict whether or not they would continue their studies in college during their second year and whether or not they would remain in the same major. The predictability of the second-year major status (i.e., continue, transfer major, or dropout) was achieved by the use of binary response models. A high level of mathematical proficiency was shown to be predictive with continued enrollment on campus and within the engineering major. Congruence of interests was a predictor of the chance of remaining on campus. Additionally, a statistically significant trend ($p < .07$) was observed between the interaction effect of Mathematics Achievement and Interest Congruence. When attempting to get a knowledge of the variables that contribute to the retention of engineering majors, these results highlight the need of studying both accomplishment and interest congruence criteria. It is necessary for future research to replicate and expand this model to additional majors and schools in order to get a more comprehensive understanding of the mechanisms involved in major selection and college retention.

III. RESEARCH METHODOLOGY

Researchers used a descriptive, non-experimental approach in their investigation. Two hundred and twenty-five high school pupils from the Murshidabad District in West Bengal participated in the research. The process used was a non-probability purposive one. The chi-square test, a descriptive statistic, was the primary tool for data analysis. We used descriptive and inferential statistics to analyze the data. A self-esteem scale developed by Rosenberg was used in this research.

IV. DATA ANALYSIS AND INTERPRETATION

Table 1: Demographic profile of the students

Particulars	Frequency	Percentage
Age		
12 years	80	35.6
13 to 15 years	115	51.1
15 to 16 years	30	13.3
Total	225	100.0
Gender		
Boys	135	60.00
Girls	90	40.00
Total	225	100.0

Information on a representative sample of the population is included in the table. When broken down by age group, 51.1% of the sample consists of people between the ages of 13 and 15. The second biggest group, with 35.6% of the population, consists of 12-year-olds. Only a tiny fraction, 13.3%, are in the 15–16 age bracket. When looking at the sample by gender, it's clear that boys make up the majority, with 60% of the entire population being boys. Girls, on the other hand, make up 40% of the sample.

Table 2: Level of self-esteem among students

Sr. No	Scoring of level of self esteem	Percentage (%)	Mean	SD
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1.	Low (0-14)	8.71 %	20.32	3.54
2.	Normal (15-25)	84.28%		
3.	High (26-30)	7.01%		

According to the statistics shown in the table, the majority of students at professional institutions have normal self-esteem (84.28%), while 8.71% have low self-esteem and 7.01% have high self-esteem. The pupils' self-esteem levels are 20.31 on average, with a standard deviation of 3.54.

V. CONCLUSION

There are significant personal and pedagogical ramifications to measuring pupils' self-esteem in secondary school. Teens' self-esteem becomes an important factor in their ability to bounce back, stay motivated, and maintain mental health as they deal with the challenging terrain of coming into their own, navigating relationships with peers, and dealing with academic expectations. In order to better understand how students perceive themselves, researchers, counselors, and teachers can use validated measures like the Coopersmith Self-Esteem Inventory or the Rosenberg Self-Esteem Scale. This will allow for more targeted interventions to improve students' self-esteem and reduce psychological distress. We can foster a more caring and fair society and help raise a generation of strong, self-assured people by making it a top priority to measure and improve kids' self-esteem in secondary school.

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