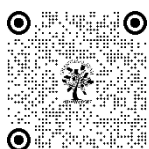# SELF-ESTEEM AMONG ADOLESCENTS BASED ON GENDER, EDUCATION AND CASTE

Nidhi Rathaur [1], Dr. Manoj Kumar [2]

[1] B.R.A. Bihar University
[2] Principal, Nitishwar Mahavidyalaya, Muzaffarpur Bihar, India

ABSTRACT

Self-esteem is the perspective that a person has of themselves, regardless of whether it is positive or negative (Rosenberg 1979). The most popular self-esteem measure, the Rosenberg Self-Esteem Scale (RSES; Rosenberg 1979), may capture people's overall feelings of acceptance and respect to a significant degree (Rosenberg et al. 1995). The study of self-esteem has continued for at least forty years since many individuals are convinced that low self-esteem is the root of societal and personal problems and high self-esteem promotes positive outcomes. This is due to the numerous research that have validated this notion. While scholars have presented a negative image of individuals with low self-esteem (Baumeister 1993; Leary and MacDonald 2003; Rosenberg and Owens 2001), it is crucial to remember that strong self- esteem is linked to a number of advantageous outcomes. As demonstrated by violent tendencies (Baumeister, Smart, and Boden 1996) and narcissism (Campbell, Rudich, and Sedikides 2002), high self-esteem may have drawbacks. Evidence suggests that individuals value themselves highly everywhere, which may be a manifestation of a broader global propensity to uphold and strengthen good self-perceptions relative to negative ones (Sedikides, Gaertner, and Vevea 2005). This is true even if having a high sense of self-worth may not always be advantageous.

1. INTRODUCTION

Self-esteem is the perspective that a person has of themselves, regardless of whether it is positive or negative (Rosenberg 1979). The most popular self-esteem measure, the Rosenberg Self-Esteem Scale (RSES; Rosenberg 1979), may capture people's overall feelings of acceptance and respect to a significant degree (Rosenberg et al. 1995). The study of self-esteem has continued for at least forty years since many individuals are convinced that low self-esteem is the root of societal and personal problems and high self-esteem promotes positive outcomes. This is due to the numerous research that have validated this notion. While scholars have presented a negative image of individuals with low self-esteem (Baumeister 1993; Leary and MacDonald 2003; Rosenberg and Owens 2001), it is crucial to remember that strong self- esteem is linked to a number of advantageous outcomes. As demonstrated by violent tendencies (Baumeister, Smart, and Boden 1996) and narcissism (Campbell, Rudich, and Sedikides 2002), high self-esteem may have drawbacks. Evidence suggests that individuals value themselves highly everywhere, which may be a manifestation of a broader global propensity to uphold and strengthen good self-perceptions relative to negative ones (Sedikides, Gaertner, and Vevea 2005). This is true even if having a high sense of self-worth may not always be advantageous.

Self-esteem is not only relationship with oneself not just your overall well-being but also your mental health, decision-making skills, and quality of relationships. Furthermore, it affects motivation since people who have a healthy and good self-perception are aware of their potential and may feel inspired to take on new challenges. Individuals with low self-esteem frequently lack confidence in their skills and abilities, including their decision-making abilities. It might be that they lack the motivation to do new things since they don't think they can accomplish their goals. Individuals with low self-esteem may find it challenging to express their demands and preserve wholesome relationships. They could also feel unworthy and unlovable, as well as having low levels of confidence in themselves. Overly high self-esteem can result in exaggerated talent evaluations and a sense of entitlement to success, even in cases when the person lacks the necessary skills to back up their self-belief. They may struggle in their relationships and may stop themselves from moving forward in their own personal growth because they are so consumed with the concept that they are perfect. Self-worth as an individual may be a significant psychological asset and, overall, a highly positive aspect of life; it is linked to success, fulfilling relationships, and a sense of contentment. People who don't think well of themselves are more likely to tolerate abusive relationships and circumstances, suffer from despair, and never reach their full potential. Conversely, an unhealthy sense of entitlement and a refusal to accept responsibility for one's faults can result from having too much love for oneself. Another option is that it's a sign of clinical narcissism, a disorder that causes people to act in a manipulative, conceited, and self-centered manner. Maybe no other self-help topic has produced as many theories and recommendations, some of which are in conflict with one another.

The three elements that together comprise self-esteem are authenticity, self-efficacy, and self- worth. Two important theoretical developments in the field of social psychology may serve as the basis for this structure. First of all, three aspects of the self-have been recognized by specialists in the domains of psychology and sociology as sources of motivation. When these elements are met, the person feels good about themselves and has a sense of direction. These attributes include the need to find meaning, validity, and coherence in one's life; to feel that

one's existence is meaningful and acceptable; and to see oneself as effective or agentic (Gecas 1986, 1991; Swann and Bosson 2010). These motives are correlated with the three distinct components of self-esteem that we have found.

Males in India have more authority, status, and independence than females, starting with the world of politics and sports and extending all the way down to domestic affairs, claimed by Riaz, Imran, Khanam, and Riaz (2013). It is often acknowledged that women are more emotionally sensitive and culturally sophisticated than men, according to Bhardwaj and Agrawal (2013). This idea is corroborated by more research. High levels of social comparison occur throughout a person's most sensitive life stage, which encompasses adolescence and the early years of adulthood. This has a big impact on the person's feeling of self-worth. A person in this age range is in their pivotal years and is experiencing a range of highs and lows in various areas of their lives, according to Jain and Dixit (2014).

This study is aimed at studying the level of self-esteem and difference in it with respect to gender, education and caste among adolescents of Muzaffarpur district of Bihar.

2. REVIEW OF LITERATURE

There is a direct correlation between low self-esteem and poor mental and physical health. The clinical research indicates that depressive and hopeless sentiments, together with suicidal thoughts and feelings, are associated with low self-esteem and may eventually lead to a suicide attempt (Michal et al, 2004). Baumeister, Campbell, Krueger, and Vohs (2003) found that those with high self-esteem are happier and less likely to experience depression. This is not the case for those who lack self-worth. Research showing the connection between physical illness and stress makes it abundantly evident that self-esteem has a protective function, shielding the person from dread and resistance. Studies on individuals with long-term diseases have demonstrated that a high sense of self-worth and close relationships shield them against the symptoms of depression. A positive feeling of self-worth can also help with sickness management and post-operative survival, according to Michal et al. (2004). Males have higher levels of self-esteem than females, according to the results of other studies (Srivastava and Agarwal, 2013; Sherina et al., 2008; Adenekan et al., 1990; Tsai, Ying, and Lee 2001; Mehmood et al., 2011; Bcahman et al., 2012). Few studies show that early adulthood is associated with an increase in self-esteem, according to Erol and Orth (2011). These investigations might be longitudinal or cross-sectional. Children from low-income homes typically exhibit lower levels of self-esteem than pupils from other social backgrounds, according to Mehmood et al. (2011). Bcahman et al. (2012) state that there is a good correlation between the respondents' and mother's educational attainment and that these factors have a substantial impact on the individuals'

self-esteem. Research undertaken in the past has indicated that individuals belonging to different caste classifications exhibit significantly varying levels of self-esteem. Research by Yadav et al. revealed that students from upper castes had higher levels of self-esteem than students from indigenous populations (2013). This study aims to provide a deeper understanding of the relationship between young people's self-esteem and gender.

The fact that society and cultural norms in India are built on certain gender-based themes or gender role stereotypes may be the reason for the existence of gender disparities in the country. The presumption that men and women should behave, believe, and think differently is the product of these standards. The feedback that people receive from one another during their interactions or relationships shapes the self-views and attitudes of a society. Higher levels of self-esteem are linked to positive connections, while lower levels are linked to negative

interactions that are marked by judgment, according to Gentile et al. (2009). Women are assigned a lesser degree of positive evaluation than males. Women are generally expected to take on a range of traits, including lexibility, tolerance, and socially assigned subordinate gender roles (Brown and Gilligan, 2010), which eventually lowers their self-esteem.

Research has revealed a clear correlation between the respondent's degree of education and the degree of self-esteem possessed by young individuals. Women in Indian society are often excluded from school and are not given the opportunity to pursue higher education. They are forced to give up their education in order to help with household tasks, educate their younger siblings, engage in activities related to earning money, and meet their family commitments. Further evidence from the study shows that raising the children's feeling of self-worth is significantly influenced by the mother's educational attainment. Bcahman et al. (2012) showed a substantial association between self-esteem and education, as well as the degree of education of the respondents' mothers.

Caste is a complicated sociological and psychological construct that separates people into several groups in Indian culture according on their financial standing and the level of inequity they encounter (Jaspal, 2011). It was shown that respondents from non-tribal (upper caste) backgrounds have greater levels of self-esteem than students from tribal backgrounds. Caste and an individual's self-esteem are correlated (Yadav et al., 2013). The family's financial status has a big influence on how valuable a person feels about themselves when they are young. It appears from the data that those with low family earnings are more likely to be low self-esteem sufferers, whereas people with high family incomes are more likely to be high self-esteem sufferers. Mehmood et al. (2011) state that his findings are corroborated by a number of further studies that involved teens.

3. RESEARCH METHODOLOGY
3.1. RESEARCH OBJECTIVES

- To find the present level of Self-esteem among adolescents of Muzaffarpur district.
- To study the difference in Self-esteem between male and female adolescents of Muzaffarpur district.
- To study the difference in Self-esteem based on education of adolescents of Muzaffarpur district.
- To study the difference in Self-esteem based on caste of adolescents of Muzaffarpur district

3.2. PROPOSED ALTERNATE HYPOTHESES

- Ha1: The present level of Self-esteem practices is above the average among adolescents of Muzaffarpur district.
- Ha2: The present level of dimensions of self-esteem practices is above the average among adolescents of Muzaffarpur district.
- Ha3: There is significant difference in Self-esteem between male and female adolescents of Muzaffarpur district of Bihar.
- Ha4: There is no significant difference in Self-esteem based on education level among adolescents of Muzaffarpur district of Bihar.
- Ha: There is no significant difference in Self-esteem based on caste among adolescents of Muzaffarpur district of Bihar.

4. RESEARCH METHODS

- Research design – Descriptive and Hypotheses testing research design adopted for this study.
- Population – Male and female adolescents studying in different colleges of Muzaffarpur district of Bihar.
- Sample – Data is collected from 50 female and 50 male adolescents of Muzaffarpur district of Bihar.
- Sampling technique – convenient sampling technique is used for data collection.
- Data Analysis – SPSS will be used for data analysis and interpretations.
- Statistical tests – Reliability analysis, One sample t-test, Independent Sample t-test and One way Anova are used for this study.

5. DATA ANALYSIS AND INTERPRETATION
5.1. SAMPLE DESCRIPTIONS

Sample is described in terms of gender, education level and caste of adolescent and results are presented in Table1, 2 and 3.

Table 1 Sample Description on Gender of Adolescents

Type	Frequency	Percent	Cumulative Percent
Male	50	50.0	50.0
Female	50	50.0	100.0
Total	100	100.0	

From table 1, it is reported that equal number of male and female adolescents are taken for this study.

Table 2 Sample Description on Education Level of Adolescents

Education	Frequency	Percent	Valid Percent	Cumulative Percent
Under Graduation	28	28.0	28.0	28.0
Graduation	48	48.0	48.0	76.0
Post Graduation	24	24.0	24.0	100.0
Total	100	100.0	100.0	

From table 2, it is reported that maximum number of adolescents are graduation students followed by undergraduate then postgraduates.

Table 3 Sample Description on Education Level of Adolescents

Caste	Frequency	Percent	Valid Percent	Cumulative Percent
General	36	36.0	36.0	36.0
OBC	38	38.0	38.0	74.0
SC	26	26.0	26.0	100.0
Total	100	100.0	100.0	

(Note: OBC- Other Backward Castes and SC- Schedule Caste)

From table 3, it is reported that maximum number of adolescents are OBC students followed by General then SC.

5.2. RELIABILITY ANALYSIS

Reliability analysis is conducted to test the internal consistency of instrument used for variable Self-esteem and its three dimensions and result is presented in table 4.

Table 4 Reliability Results

S.N.	Variable	No of items	Cronbach's Alpha
1	Self esteem	0.803	21
1a	Worth-Based Esteem	0.734	7
1b	Efficacy-Based Esteem	0.719	7
1fc	Authenticity-Based Esteem	0.729	7

According to Cronbach (1951), a Cronbach's alpha value between.5 and.7 is regarded satisfactory, while a value above.7 is classified as indicative of strong internal consistency or dependability of the instrument. The Cronbach's alpha value in table 4 exceeded.7, indicating that the instruments employed for data collection are dependable.

5.3. ONE SAMPLE T-TEST
5.3.1. ONE SAMPLE T-TEST OF SELF ESTEEM

One sample t-test is conducted to study the present of Self-esteem in adolescents of Muzaffarpur district of Bihar with test value of '3' and results are presented in table 3 and 4.

Table 5 Descriptive Results of Self Esteem

	N	Mean	Std. Deviation	Std. Error Mean
Self esteem	100	3.041	.4500	.0450

The overall mean of Self-esteem is reported 3.041 in table 5.

Table 6 One Sample T-Test Results of Self Esteem

Variable	Test Value = 3					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Self esteem	.912	99	.364	.04104	-.0483	.1303

From table 6, it is reported that p (.364) is more than .05, it means the overall mean of Self- esteem is not significantly above the test value. Thereby, the proposed alternate Ha1 hypothesis is rejected and null H01 is accepted.

5.3.2. ONE SAMPLE T-TEST WITH DIMENSIONS OF SELF ESTEEM

One sample t-test is conducted to study the present level of dimensions of Self-esteem in adolescents of Muzaffarpur district of Bihar with test value of '3' and results are presented in table 7 and 8.

Table 7 Descriptive Results of Dimensions of Self Esteem

Variable/ Dimensions	N	Min	Max	Mean	Std. Deviation
Worth-Based Esteem	100	2.22	4.22	3.148	.454
Efficacy-Based Esteem	100	1.43	4.29	2.692	.659
Authenticity-Based Esteem	100	1.71	4.29	2.797	.718

[Min- Minimum, Max- Maximum]

From table 7, it is reported that highest mean is reported for worth-based esteem (3.148) followed by efficacy-based esteem (2.692) then authenticity-based esteem (2.797).

Table 8 One Sample T-Test Results of Dimensions of Self Esteem

	Test Value = 3					
					95%	

Dimensions of Self esteem	t	df	Sig. (2-tailed)	Mean Difference	Confidence Interval of the Difference	
					Lower	Upper
Anxiety due to Study Habits	3.276	99	.001	.14889	.0587	.2391
Examination Anxiety	-2.823	99	.006	-.20286	-.3454	-.0603
Symptoms of Self esteem	-4.658	99	.000	-.30714	-.4380	-.1763

The value of p in table 8 is less than 0.05 for all dimensions but worth based esteem and its mean difference is positive while efficacy based and authenticity-based esteem are having negative mean differences with the test value of '3'. It means the present level of first mentioned dimension is above the average value of 3 significantly. While for two dimensions – efficacy and authenticity-based esteem; the means are the means are significantly below the test value of '3'. Therefore, proposed alternate hypothesis Ha2 is partially accepted.

5.4. INDEPENDENT SAMPLE T-TEST

Independent sample t-test is conducted for testing significant difference in self-esteem based gender of adolescents.

Independent sample t-test is conducted to study the significant difference in Self-esteem between male and female.

Table 9 Group Statistics of Self Esteem

Gender		N	Mean	Std. Deviation	Std. Error Mean
Self esteem	Male	50	2.7477	.31248	.04419
	Female	50	3.3344	.36867	.05214

From table 9, it is reported that slightly high mean for female as compared with male.

Table 10 Independent Sample T-Test Results of Self Esteem

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Self esteem									
EVA	1.810	.182	-8.584	98	.000	-.58671	.06835	-.72235	-.45108
EVN A			-8.584	95.437	.000	-.58671	.06835	-.72239	-.45103

[EVA- Equal variances assumed and EVNA - Equal variances not assumed]

The value of p is less than 0.05 in table 10, it means there is significant difference in Self- esteem between male and female adolescents of Muzaffarpur district of Bihar. Therefore, the proposed alternate hypothesis Ha3 is accepted and null is rejected. It is inferred that female are having significantly high Self-esteem as compared to male adolescents.

5.5. ONE-WAY ANOVA
5.5.1. DIFFERENCE IN SELF-ESTEEM AMONG ADOLESCENTS BASED ON EDUCATION LEVEL

This test is conducted to study the difference in self-esteem among adolescents of Muzaffarpur district of Bihar based on education level of respondents and results are presented in table 11, 12 and 13.

Table 11 Descriptive Statistics with Education Level of Adolescents

Education	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Under Graduation	28	2.9829	.44347	.08381	2.8109	3.1548
Graduation	48	3.0967	.46584	.06724	2.9615	3.2320
Post Graduation	24	2.9975	.42998	.08777	2.8159	3.1791
Total	100	3.0410	.45003	.04500	2.9517	3.1303

From table 11, it is reported that highest self-esteem for graduation followed by post-graduation then under graduate adolescents.

Table 12 Anova Results with Education Level of Adolescents

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.289	2	.145	.710	.494
Within Groups	19.761	97	.204		
Total	20.051	99			

From table 12, it is reported that the value of p is more than 0.494. It means there is least possibility of significant difference among adolescents based on education level.

Table 13 Multiple Comparison Results with Education Level of Adolescents

Dependent Variable:	Self-esteem						
(I) Education			Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
LSD	Under Graduation	Graduation	-.11385	.10733	.291	-.3269	.0992
		Post Graduation	-.01461	.12556	.908	-.2638	.2346
	Graduation	Under Graduation	.11385	.10733	.291	-.0992	.3269
		Post Graduation	.09925	.11284	.381	-.1247	.3232
	Post Graduation	Under Graduation	.01461	.12556	.908	-.2346	.2638
		Graduation	-.09925	.11284	.381	-.3232	.1247

From table 13, the value of p is more than 0.05 for all possible pairs of education level. It is inferred that there is no significant difference in self-esteem among adolescents based on education. Thereby, the proposed alternate hypothesis Ha4 is rejected. It is inferred that there is no significant difference in Self-esteem based on education level among adolescents of Muzaffarpur district of Bihar.

5.5.2. DIFFERENCE IN SELF-ESTEEM AMONG ADOLESCENTS BASED ON CASTE

This test is conducted to study the difference in self-esteem based on caste of adolescents and results are presented in table 14, 15 and 16.

Table 14 Descriptive Statistics with Caste of Adolescents

Caste	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
General	36	3.1309	.49130	.08188	2.9646	3.2971
OBC	38	2.9658	.43840	.07112	2.8217	3.1099
SC	26	3.0266	.39901	.07825	2.8654	3.1877
Total	100	3.0410	.45003	.04500	2.9517	3.1303

From table 14, it is reported that general have highest self-esteem followed by SC then OBC.

Table 15 Anova Results with Caste of Adolescents

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.511	2	.255	1.268	.286
Within Groups	19.540	97	.201		
Total	20.051	99			

From table 15, it is reported that the value of p is more than 0.286. It means there is least possibility of significant difference among adolescents based on caste.

Table 16 Multiple Comparison Results with Caste of Adolescents

Dependent Variable:	Self-Esteem						
(I) Caste			Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
LSD	General	OBC	.16504	.10439	.117	-.0421	.3722
		SC	.10432	.11551	.369	-.1249	.3336
	OBC	General	-.16504	.10439	.117	-.3722	.0421
		SC	-.06071	.11423	.596	-.2874	.1660
	SC	General	-.10432	.11551	.369	-.3336	.1249
		OBC	.06071	.11423	.596	-.1660	.2874

From table 16, the value of p is more than 0.05 for all possible pairs of caste. It is inferred that there is no significant difference in self-esteem among adolescents based on caste. Thereby, the proposed alternate hypothesis Ha5 is rejected. It is inferred that there is no significant difference in Self-esteem based on caste among adolescents of Muzaffarpur district of Bihar.

6. CONCLUSION AND RECOMMENDATION

The results show that teenagers in the Muzaffarpur area of Bihar who are male and female have significantly different levels of self-esteem. According to the research, female teenagers in the Muzaffarpur area of Bihar have a greater degree of self-esteem than do their male counterparts. According to the study's findings, female teenagers in the Bihar region of Muzaffarpur exhibited higher levels of self-esteem than did their male counterparts.

Based on the results of a one-way analysis of variance, it can be concluded that teens in the Muzaffarpur district of Bihar do not significantly differ in their self-esteem based on the level of education they have obtained. It is also possible to conclude that there is no discernible variation in the self-esteem of teens from the Bihar region of Muzaffarpur based on their caste background.

The patriarchal nature of Indian society results in uneven treatment of men and women. The foundation of inequality is the family, which keeps women from realizing their own worth and from accepting that they are on par with their brothers. She is psychologically susceptible in such an atmosphere, which makes her more dependent on her family and feeds a vicious cycle of helplessness, subordination, and poor self-esteem. In order to treat women who have low self-esteem within the context of their cultural milieu and improve their well-being, it is imperative to recognize the growing prevalence of health issues. Poor self-esteem can be caused by a greater variety of variables, and these issues have effects that go beyond personal and psychological situations. These elements also play a part in the attitude delay

needed to compete in the outside environment. Therefore, in order to strengthen the gender-neutral atmosphere in the home and in society at large, family members' attitudes about female children had to change. In order for women to have higher levels of self-esteem, they must learn to value who they are. People's perceptions of themselves are changing, and awareness and education for women are two of the key drivers of this change. To understand gender within the framework of culturally established roles and responsibilities, a change in perspective is required. Establishing gender ideals firmly at all levels and in all industries requires doing this.

6.1. RECOMMENDATIONS

Teenagers who want to learn more about self-esteem must consult with a vocational counselor who has undergone sufficient training. It was suggested that students develop and exercise personality and behavioral traits, as well as get better supervision from their instructors and college administrations, in order to have a healthy sense of self-esteem. To help pupils realize their own version of themselves, it is suggested that teachers enlist the aid of subject matter specialists and take part in counseling sessions. Four key characteristics of a healthy sense of self-worth are as follows: a thorough understanding of one's own talents, The ability to have appropriate and reasonable expectations for oneself, as well as the awareness of one's own needs and the ability to communicate them, are all necessary for maintaining strong connections with others, which is a direct result of having a healthy relationship with oneself.

One easy way to start would be to list ten things that you are good at and ten things that you are bad at. With the help of this information, you will be able to begin creating an authentic and realistic image of yourself. Setting realistic, controllable goals that fall within your purview is crucial. For example, you will almost likely feel like a failure even if it's not your fault if you have an unrealistic expectation of yourself or that someone else would change the way they behave. It's critical to recognize your accomplishments as well as your shortcomings. Since nobody is perfect, trying to be perfect would only make you feel inadequate. It is closely tied to your capacity to accept both your achievements and your shortcomings that you will be able to keep an optimistic outlook and grow from your errors. One cannot overstate the importance of being truthful with oneself and feeling satisfied with who they are. You should go on this journey with passion and purpose, and you might need to make some mistakes along the way. However, as you move through this process, you will keep learning new things about yourself.

As we age and develop, we all experience changes in ourselves, and in order to set and achieve goals that are important to us, we must be able to adapt to these changes. It is easy to fall into the trap of comparing oneself to others, especially in this day and age when social media and the need to project a polished and flawless appearance are become more and more common. You should only evaluate yourself in relation to yourself.

6.2. LIMITATIONS AND FUTURE SCOPE

This study is limited to 100 adolescents of Muzaffarpur district of Bihar. It is suggested to conduct such study with larger sample with other related variables and factors affecting Self-esteem. It is recommended to conduct such study on rural and urban background of adolescents in future.

CONFLICT OF INTERESTS

None.

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None.

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