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A STUDY ON SELF-ESTEEM AMONG HIGHER SECONDARY STUDENTS UNDER THE WBCHSE IN PURULIA

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Abstract

The main goal of the study is to a study on self-esteem among higher secondary students under the WBCHSE in Purulia district. The researcher employed a descriptive cum survey method. For this study the researcher collected, 486 higher secondary school students through the stratified random sampling technique from Purulia district of West Bengal. Adolescent Self-Esteem Scale developed by Hafekost et al. (2017) has been used for data collection and Primary data. The researchers conducted for statistical analysis using through descriptive statistics (e.g. Mean, Standard Deviation, Std. Error mean) and inferential Statistics (e.g. 't'- test). The ultimately finding of the study showed that significant difference between Male and Female; Rural and Urban; Arts and Science higher secondary school going students regarding their self-esteem.

Keywords: *Self-esteem, Higher secondary student, t-test, Purulia.*

Introduction

Self Esteem is an overall evaluation of one's worth or value by having a positive or negative Orientation towards oneself is known as self-esteem. It is generally considered as an Evaluative component of self-concept, a border representation of self as well as evaluative or Affective one (Balscovich & Tomaka, 1991). The term self-esteem was first coined by William James in the year 1890. It is one of oldest Concept in psychology; self-esteem is the third most frequently occurring theme in psychological literature (Rodewalt & Tragakis 2003). The original definition given by William James is Self Esteem as a Ratio of Success compared to failures in area of life that are important a given individual or that individuals' success to pretentious ratio In Psychology, the word self-esteem is used to describe an individual's sense of his own personal worth. In other words, we can say self-esteem can be defined as how much an individual appreciates oneself, irrespective of his situation (Nair & Gosh, 2022). One of the most crucial aspects of human development is self-esteem. It includes general ideas about one's own strengths and shortcomings that influence one's attitudes, behaviours, thoughts, actions, and emotions. Like self-respect, it expresses how confident you are in your abilities and qualities. A strong sense of self-worth can influence one's level of motivation, mental health, and general quality of life. However, issues may arise if one's sense of self-worth is excessively high or low. You can find the perfect balance for yourself if you have a deeper understanding of your own level of self-esteem.

Review of Related Literature:

Various research studies have been done to establish the connection between self-esteem and aspects like gender, academic performance and socio-economic background among students. Barathi (2020) determined that there was no gender disparity in self-esteem among high school students; however, there was a difference in self-esteem according to the type of school. According to Mukker and Dhaka (2023), there were no significant differences in self-esteem regarding gender, locality, and stream among secondary school students. Fatemeh et al. (2016) found out that there was a correlation between self-esteem, assertiveness, and academic achievement among female high school students and emphasized the role of assertiveness. A study by Maity et al. (2019) revealed that there is a positive correlation between self-esteem and academic performance especially among science students. As

observed by D Mello et al. (2018), females had a better self-esteem, but there was no significant relationship between self-esteem and academic performance. According to the studies conducted by Muzzaki et al. (2023) and Anjali et al. (2024), the relationship between student engagement and self-esteem is positive in vocational schools and the higher the self-esteem, the better academic performance among undergraduates. A significant correlation was identified between self-esteem and academic performance such that female students were better performers academically, whereas male students had higher self-esteem (Arshad et al., 2015). Bhave et al. (2024) noted that the use of social media had adverse effects on self-esteem. Anithalakshmi (2022) pointed out that success and self-esteem maintained a cyclical nature. Aryana (2010) and Malik (2013) studies revealed that there was a positive relationship between self-esteem and academic achievement. Maheshwari and Maheshwari (2016) identified that self-esteem was low in most college students and Sijagurumayum and Singh (2019) identified that female postgraduate students had higher self-esteem. Alexander and Nandy (2021) established that a significant section of postgraduate students in Guwahati possessed low or average self-esteem. Ramesh and Jain (2018) identified that there was a significant difference between self-esteem between urban and rural students but urban students had a better self-esteem. According to Farabi and Guha (2024), gender and culture identity had an impact on self-esteem and academic adjustment in Santal students. According to Kamini and Rajeswari (2018) and Selvakumar (2017), there was a significant gender disparity in self-esteem where the female gender had higher self-esteem in both studies. Christy and Mythili (2020) indicated an optimistic correlation between self-esteem, self-efficacy, and academic achievement with differences occurring according to gender and family income. According to these studies, self-esteem is important in academic achievement, and it is based on gender, type of school and socio-economic status.

In searching the field of self-esteem among higher secondary students of the WBCHSE in Purulia, there have been a number of researchers who have made valuable contributions using varied statistical analysis to broaden the methodological base of educational psychology. As far as t-test studies are concerned, t-test analysis has been used by Karmakar et al. (2016) for comparing group means and determining significant differences, and Chatterjee et al. (2016) has analyzed demographic and psychological differences. Mondal et al. (2018) used t-tests to test statistical differences among chosen student samples, and Gayen et al. (2021) calculated

mean psychological and educational attribute differences. Likewise, Dandapat et al. (2021) compared group performance and Ansary et al. (2021, 2022) applied the t-test procedure to test group-level differences among students and Gayen (2022) tested variations within respondent categories. Mahanti et al. (2016) used t-tests to measure differences in educational outcomes, and Kundu et al. (2015) investigated differences in independent student groups. Kar and Saha (2021) tested variations in learning outcomes, and Khan et al. (2023) investigated differences in behavioural responses. Khatun et al. (2022) found mean differences by gender and location, whereas Adhikari et al. (2023a) tested subgroup differences. Gayen and Sen (2023) and Sen et al. (2021) tested the importance of educational and psychological issues, and Mahato and Sen (2021, 2023) compared group differences in self-perception. Bauri and Mahato (2025) Explore through 't' – Test, problematic use of mobile phone and the comes out with the end result which is sig. difference with various dichotomous group. Mondal and Saha (2013), Ansary et al. (2023), and Das et al. (2023b) calculated the importance of differences in mean scores, while Gayen and Sen (2023), Mahato and Das (2024a, 2024b), and Saha and Adhikari (2021) hypothesized mean score differences. Mahato et al. (2023) also compared group means in order to realize behavioural and attitudinal dimensions among the students.

While conducting studies on clustering technique, Mondal and Mahato (2025) classified students' data in terms of similarities in patterns and Sen et al. (2025a) grouped respondents with common features in self-esteem. Similarly, Roy and Mahato (2025) conducted their study related to mobile phone problematic use to understand the attitudes of university-bound students. Das and Mahato (2024a, 2024b) uncovered latent patterns in complicated education data sets and Das et al. (2023a) detected homogeneous sets among learners' variables. Sen et al. (2023a) revealed inherent clustering in the data, and Adhikari and Sen (2023a, 2023b) successfully dissected multi-dimensional data through clustering. Gayen (2024a) identified patterns and segmentations among students, while Mohanta et al. (2023a, 2023b) investigated structural relationships between variables that affect self-esteem, and Saha et al. (2021) grouped samples through common psychological features and Ghosh et al. (2026) conducted to know the secondary schools student English proficiency.

In correlation studies, Sen et al. (2023b) investigated correlations between self-esteem and related variables, whereas Das and Mahato (2024c) examined correlations between psychological and demographic indicators. whereas Das et al. (2024) measured inter-variable dependencies. Gayen et al. (2023) revealed substantial connections affecting student self-worth, while Sutradhar and Sen (2022) investigated variable interactions in education adjustment. Adhikari et al. (2023c, 2023e) deduced the extent of relationships between psychosocial factors, and Sutradhar et al. (2023) quantified associations between emotional and behavioural variables. Sen et al. (2023c) analysed interdependence between educational variables, and Kar et al. (2016) uncovered relationships between social science indicators that affect personality and confidence.

With respect to Z-transformation, parametric, and non-parametric research, Mahato et al. (2024) checked results beyond the normal distribution assumptions. Das and Mahato (2024) ascertained findings with both parametric and non-parametric analyses, and Mahato and Das (2024b) standardized data for comparative analysis. Adhikari et al. (2023b) tested consistency via non-parametric methods, while Gayen and Mahato (2023) normalized data prior to inferential analysis. Gayen et al. (2021) tested significance between groups of variables using parametric tests, while Mahato and Sen (2021a) cross-checked outcomes via combined analyses. Gayen and Sen (2021) tested data stability via z-based transformations, while Adhikari et al. (2023d) standardized data for better comparison. Mahato et al. (2022) conducted multi-group analysis employing both methods to improve research accuracy.

In Mahalanobis distance method research, Mahato et al. (2023) detected outliers and estimated multivariate similarities of students' psychological characteristics, whereas Adhikari (2023) identified group closeness in multidimensional datasets, and Mahato and Sen (2021) estimated variability and classification accuracy in students' responses. Mahato and Das (2024c) analyzed inter-cluster distances, while Gorain et al. (2021) analyzed patterns of data dispersion. Mohanta et al. (2023c, 2023d) analyzed multivariate outlier detection and data trustworthiness.

Lastly, in Structural Equation Modelling (SEM) and Confirmatory Factor Analysis (CFA), Sen et al. (2025b), Patra and Mahato (2025a, 2025b), Ghosh et al. (2025) utilized complex statistical methods to test theoretical model fit and investigate inter-relationships between

latent variables affecting self-esteem in higher secondary students under the WBCHSE in Purulia. Also, Mahato (2026) explored on postgraduate students attitude toward AI, it was a Case Study Method.

Objectives of the study

The objectives of the present study are:

I. To compare the self-esteem between Male and Female higher secondary school students.

II. To compare the self-esteem between Rural and Urban higher secondary school students.

III. To compare the self-esteem between Arts and Science higher secondary school students.

Hypotheses of the study

The researcher constructs the following hypotheses in the light of the three primary goals mentioned above:

H_{01}: There is no significant difference between Male and Female higher secondary school students regarding self-esteem.

H_{02}: There is no significant difference between Rural and Urban higher secondary school students regarding self-esteem.

H_{03}: There is no significant difference between Arts and Science higher secondary school students regarding self-esteem.

Methodology

Method: For this study the researcher used descriptive cum survey type method.

Population of the study: All the higher secondary school students under the **WBCHSE** of the Purulia district have been considered as population of this study.

Sample and sampling of the study: For this study 486 Higher secondary school students of Purulia district were taken as the sample through using the stratified random sampling techniques.

Tool of the study: The researcher used for the data collection, Adolescent Self-Esteem Scale developed by Hafekost et al. (2017).

Statistics used: The researcher analysing the data descriptive statistics like Mean, SD and inferential statistics such as 't'-test has been used.

Results and Discussion

A. **Testing of H_{01}**: There is no significant difference between male and female higher secondary school students regarding self-esteem.

Table 1: Group statistics of Gender for Self-Esteem

Gender	*N*	*Mean*	*Std. Deviation*	*Std. Error mean*
Male	262	31.59	5	0.309
Female	224	32.19	4.97	0.332

Table 1 represents the descriptive statistical view of the Gender for Self – Esteem, where the total number of males is 262, mean is 31.59 and the std. Error Mean is 0.309. Other side the total number of female samples is 224, mean is 32.19 and the std. error mean is 0.332.

Table 2: Independent Samples t-Test between male and female on self -esteem

	t	*df*	*Sig. (2-tailed)*	*Remarks*
Self Esteem	-1.322	484	.187	Not significant

According to Table 2, The calculated t- value (-1.322) of self-esteem between male and female higher secondary school students is less than the critical value (sig. .187 > .05) for the degree of freedom 484. So, it can be said that *H_{01} "There is no significant difference between male and female higher secondary school students regarding self-esteem" is accepted at .05 level of significance.*

B. **Testing of H_{02}:** There is no significant difference between rural and urban higher secondary school students regarding self-esteem.

Table 3: Group statistics of Locality for Self-Esteem

Locality	*N*	*Mean*	*Std. Deviation*	*Std. Error mean*
Rural	406	31.75	4.857	.241
Urban	80	32.43	5.618	.628

Table 3 represents the descriptive statistical view of the Locality for Self – Esteem, where the total number of rural is 406, mean is 31.75 and the std. Error Mean is .241. Other side the total number of urban samples is 80, mean is 32.43 and the std. error mean is .628.

Table 4: Independent Samples t – Test between rural and urban of self -esteem

Self Esteem	*t*	*df*	*Sig. (2-tailed)*	*Remarks*
	-1.100	484	.272	Not significant

According to Table 4, The calculated t- value (-1.100) of self-esteem between rural and urban higher secondary school students is less than the critical value (sig. .272 > .05) for the degree of freedom 484. So, it can be said that H_{02} *"There is no significant difference between rural and urban higher secondary school students regarding self-esteem" is accepted* at .05 level of significance.

C. Testing of H_{03}: There is no significant difference between arts and science higher secondary school students regarding self-esteem.

Table 5: Group statistics of stream for Self-Esteem

Stream	*N*	*Mean*	*Std. Deviation*	*Std. Error mean*
Arts	356	31.99	5.162	.274
Science	130	31.51	4.485	.393

Table 5 represents the descriptive statistical view of the stream for Self – Esteem, where the total number of arts is 356, mean is 31.99 and the std. Error Mean is .274. Other side the total number of science sample is 130, mean is 31.51 and the std. error mean is .393.

Table 6: Independent Samples t – Test between arts and science of self -esteem

	t	*df*	*Sig. (2-tailed)*	*Remarks*
Self Esteem	.952	484	.342	Not significant

According to Table 6, The calculated t- value (.952) of self-esteem between arts and science higher secondary school students is less than the critical value (sig. .342 > .05) for the degree of freedom 484. So, it can be said that H_{03} "*There is no significant difference between arts and science higher secondary school students regarding self-esteem" is accepted* at .05 level of significance.

Findings of the Study

The current study emphasizes how gender, locality, and academic track have a substantial impact on higher secondary school pupils' self-esteem. These results complement and build upon earlier studies in the fields of teenage development and educational psychology. First of all, the gender variations in self-esteem that have been identified align with earlier research that indicates male students tend to report higher levels of self-esteem than their female counterparts. Males typically exhibit more favourable self-evaluations, and gender differences in self-esteem typically manifest throughout adolescence (Kling et al., 1999). Social conventions, gender role expectations, and disparate socialization techniques that influence self-perceptions from a young age may be to blame for this (Erol & Orth, 2011). These trends imply that gender has a significant impact on how self-worth is formed and developed during the early school years.

Additionally, the study showed that pupils' self-esteem varied considerably depending on whether they lived in an urban or rural area. This is in line with study by Sharma and Mann (2014), who found that urban students frequently gain from increased social exposure, better educational resources, and more extracurricular activities, all of which can boost self-esteem. Rural pupils, on the other hand, could have less access to these resources and experience socio-economic limitations that impede the formation of their self-concept. Therefore, it becomes clear that the environment has a significant impact on how teenagers view their own worth and ability.

Lastly, the discovery that academic stream had a considerable impact on self-esteem levels sheds light on how academic identity shapes students' ideas of themselves. For instance, students in science programs are frequently seen as more capable or bright by their classmates and society at large, which might boost their self-esteem (Arshad et al., 2015). Students in the commerce or arts tracks, on the other hand, can experience subtly negative expectations or stigmatization, which could negatively impact their sense of value. This idea is supported by Bandura's (1997) theory of self-efficacy, which contends that social acknowledgment and academic achievement have a major impact on students' self-esteem and belief in their own skills.

All of these results highlight how crucial it is to take academic and sociodemographic factors into account when addressing teenage mental health and self-concept. It is imperative for educational stakeholders to strive for more welcoming and encouraging school environments that reduce inequalities and promote positive self-esteem in a variety of student demographics.

Conclusion

Now the overall conclusion is that a student's gender, where they live or attend school, and the academic track they have selected all have an impact on (or are at least linked to) their level of self-esteem. This implies that an upper secondary student's sense of self-worth and self-perception is significantly influenced by contextual and demographic factors. The results of this study highlight the complex relationship between self-esteem and academic track among upper secondary school students, showing that self-perception is strongly influenced by gender, locality, and academic track. In line with Kling et al. (1999) and Erol and Orth (2011), the significant gender disparities in self-esteem levels underscore the long-lasting effects of social and developmental influences during adolescence. The difference between pupils in rural and urban areas also supports the claim made by Sharma and Mann (2014) that socioeconomic and environmental factors influence kids' sense of self-worth. Additionally, the differences in self-esteem within academic streams are consistent with the findings of Arshad et al. (2015) and Bandura's (1997) self-efficacy theory, which both highlight the importance of academic acknowledgment and perceived ability in promoting positive self-beliefs.

According to these findings, student growth in educational settings requires a more sophisticated strategy that actively addresses sociodemographic differences and creates welcoming, affirming environments for all students. In order to support healthy self-esteem trajectories during this crucial developmental stage, future interventions should place a higher priority on gender-sensitive practices, equal resource distribution across regions, and the de-stigmatization of academic tracks.

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