A STATISTICAL STUDY ON SELF-ESTEEM AMONG YOUTH

PROJECT REPORT 2023

A project work submitted to the University of Kerala in partial fulfilment of the requirements for the award of Degree of Bachelor of Science in Statistics

Govt. College for Women

Thiruvananthapuram

DEPARTMENT OF STATISTICS
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CERTIFICATE

I hereby certify that the work "A STATISTICAL STUDY ON SELF-ESTEEM AMONG YOUTH" is a bonafide project work carried out by FATHIMA S RAHIM, NAMRITHA A R, AMRITHA P S, NANDANA KRISHNAN S and VAISHNAVI A in the Department of Statistics, University of Kerala during 2020-2023 under my supervision and guidance, in partial fulfilment of the requirements for B.Sc degree in Statistics, University of Kerala.

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EXTERNAL EXAMINERS

1.

2.

DECLARATION

We hereby declare that the entitled "A STATISTICAL STUDY ON SELF-ESTEEM AMONG YOUTH" submitted to the Kerala University for the partial fulfilment of the degree of Statistics is an original project work done by us under the guidance of Dr. Sheeja SS, Assistant Professor, Department of Statistics, Government College for Women, Thiruvananthapuram.

We further declare that this project report has not been submitted to any other universities, institutions, or Boards for the award of any degree or diploma before.

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INTRODUCTION

1.1 SELF-ESTEEM

Self-esteem is an essential aspect of an individual's personality. It is a person's evaluation of their worth and value. Self-esteem is crucial among youth because it shapes their personality, behavior, and overall well-being. It is vital to have a positive self-esteem to have a fulfilling life. Each person has different emotional capacities and levels of sensitivities. Mere words have the power to change a person's own worth in their eyes. The more you appreciate, the more they think of themselves. The more you find faults, the more they try to hide from their true selves. As humans, we often don't pay much heed to how our words and actions affect other people, positively or negatively. However, it's true how some mere words can change the course of a person's day, week, or even month.

In 2007, Smith and Mackie defined self-esteem as the positive and negative evaluations of the self, as in how we feel about ourselves. Outcomes such as happiness, criminal behaviour, mental states, satisfaction in marriage and other relationships can be predicted from self-esteem, making it an important psychological concept. There is no doubt that self-esteem and its abundance or lack play a crucial role in how a person experiences all walks of life.

Even though self-esteem affects life regardless of the age group, in our project, the spotlight is on how youth perceives itself. Being exposed to different ways of interacting with other people, including family, friendships, workplace, social media, etc. and competition in careers, academics, standard of living, etc., people aged 15 to 30 are more likely to have their self-esteem unconsciously influencing their decisions in life. The differences that every factor makes in a person's self-esteem directly affect who they become later in life.

1.2 SELF-ESTEEM AMONG YOUTH

Self-esteem among youth refers to the level of confidence, self-worth, and self-respect that young people have in themselves. It is an important aspect of overall mental health and well-being, as it affects how young people perceive themselves and their abilities, and how they interact with others. The four components of self-esteem are self-confidence, identity, a feeling of belonging, and a feeling of competence.

Nowadays, youth expect more for the betterment of their lives, and they work hard to achieve their goals. However, sometimes they may not be able to attain the expected results, leading to a loss of self-esteem. This, in turn, can affect their mental health, as they may view themselves as useless and have suicidal thoughts. To improve their self-esteem and mental health, young people should maintain healthy relationships with family, friends, teachers, and loved ones. They should prioritize self-respect and teach themselves that they can overcome any situation.

Low self-esteem among youth can lead to negative outcomes, such as depression, anxiety, poor academic performance, social isolation, and risky behaviors like substance abuse or self-harm. Risk factors for low self-esteem include being female, having a low family income, having a low educational level, and experiencing negative life events. On the other hand, high self-esteem can promote positive outcomes, such as better academic performance, healthier relationships, and greater resilience in the face of challenges.

1.3 FACTORS INFLUENCING SELF-ESTEEM

Various factors can impact self-esteem among youth, such as family dynamics, peer relationships, experiences of discrimination or bullying, academic achievement, and personal beliefs and values. Positive role models, supportive

relationships, and opportunities for personal growth and achievement can contribute to healthy self-esteem among youth.

Environments affect how a person perceives themselves in more ways than we may realize. Acceptance and encouragement start from home, but not every child receives the same treatment from their household. A child growing up among abusive parents may lack attention and support. This could lead to commitment issues later in life, even if not visible during their academic years.

Body image and self-esteem are interrelated. When someone has a healthy body image, they feel comfortable with their body and know how to care for it. Conversely, if someone dislikes their body, they may not feel good about themselves or take care of themselves. A positive environment where friends and family are supportive of each other and accept each other's appearance is essential for healthy self-esteem and body image.

Favouritism by teachers can impact the self-esteem of different students in different ways. Not receiving adequate appreciation could be a factor in a student's exam failures. Not having good peers to confide in can lead to bottling up of feelings, which may be difficult to overcome. Fear of failure, rejection, and insults can cause someone to doubt their abilities and hide their true self.

Academic achievements and educational qualifications can be significant factors for some people. Failure to achieve certain accomplishments or qualifications can negatively impact self-esteem, leading to depression and anxiety. This can also result in unhelpful habits, such as smoking and excessive drinking, as a way of coping.

Unemployment can also impact self-esteem. Some studies suggest that unemployment can lead to lower self-esteem, which, in turn, affects happiness.

1.3.1 EFFECT OF SOCIAL MEDIA ON SELF-ESTEEM

The modern world is complex, and young people face numerous challenges that can affect their self-esteem. Social media has become an integral part of their lives, and it can have a significant impact on their self-esteem. Social media platforms often create a false reality, and young people may compare themselves to others, leading to feelings of inadequacy and low self-esteem.

In today's world, youth are involved in social media in some way or another, no matter how much some of us seem to loathe using it. It has exposed us to a world that is figuratively a single click away but so far out of our reach. We have been exposed to different cultures, people, and lifestyles through various platforms, and we love it. We have seen how life could be, and now we don't want to back out.

However, like any other good thing, social media and its pleasures come with a price. It has a dark side. We should be careful not to slip into it, but there wouldn't be a single person who hasn't at least once wished some aspect of their life to be better by comparing it to what they see on the screen, whether it be our body, wealth, talents, etc. A study published in 2017 in the journal "Clinical Psychological Science" looked at social media/smartphone usage, depression, and suicide death rates in more than 500,000 US students in years 8 to 12. Between 2010 and 2015, they found a 33 percent increase in the number of adolescents with high levels of depressive symptoms, and 31 percent more died by suicide. The increase was driven almost exclusively by females.

Furthermore, social media can contribute immensely to these behavioral aspects:

• Narcissism - It is a perfect example of how it’s not only low self-esteem that affects your life negatively. High self-esteem, in unnecessary amounts, can lead to self-obsession, which, in turn, causes people to look down upon their peers and seek attention without paying attention to time and place.

• Lying - People behind keyboards and screens have no hesitation in blatantly lying about their appearances, wealth, education, etc., just to impress people and trick themselves into believing they are superior.

• Bullying - Since the start of social media, cyberbullying has been treated as a major crime. People with low self-esteem and insecurities project their own to others just to live in ignorance.

• Stalking and spying - Invasion of other people's privacy is not a joke. Being jealous of other people could definitely be an after-effect of low self-esteem.

1.4 CONSEQUENCES OF LOW SELF-ESTEEM

Extensive research has explored the risk and protective factors related to the development of low self-esteem during adolescence. Reported risk factors include being female, low family socioeconomic status, parents' education level, family eligibility for public assistance, eligibility for free or reduced-cost school meals, parents' employment status, school performance and grades, and obesity. There is an association between low self-esteem and negative outcomes for young people's behavioral and mental health problems, including health-compromising behaviors such as substance abuse, early sexual activity, and eating problems.

Reports during the past few years indicate that there is a strong relationship between academic pressure and stress, depression, anxiety, low self-esteem, and suicidal ideation among students in secondary or high school and young adults.

Research suggests that there are differences in self-esteem levels between genders. Generally, men tend to have higher self-esteem than women. Most women do not consider themselves good enough in some way compared to others. This may be attributed to a lower evaluation of the stereotypic female role by society and the greater cultural pressure on female physical appearance.

As young people, the major problems youth face regarding low self-esteem may not always be visible to the naked eye. It indirectly affects different aspects of life. Some of them are listed below:

- Lack of motivation
- Dependency
- Abuse
- Eating disorders
- Commitment problems
- Lack of future plans
- Difficulty expressing feelings
- Academic problems
- Internal conflicts that can cause major mental health issues like anxiety and depression
- Rebellion

1.5 METHODS TO FOSTER GOOD SELF-ESTEEM

Good self-esteem makes people convinced they deserve happiness. Understanding this is fundamental and universally beneficial since the development of positive self-esteem increases the capacity to treat other people with respect, benevolence, and goodwill, thus favoring rich interpersonal relationships and avoiding destructive ones. For Erich Fromm, the love of others and love of ourselves are not alternatives. On the contrary, an attitude of love toward themselves will be found in all those who are capable of loving others. Self-esteem allows creativity at the workplace and is an especially critical condition for teaching professions.

Low self-esteem can have adverse effects on young people. They may be unable to make decisions and may be susceptible to peer pressure. They may also have difficulty expressing themselves and may be prone to anxiety and depression. Low self-esteem can also affect their academic performance and their

relationships with others. When someone has low self-esteem, they tend to avoid situations where they think there's a risk of failure, embarrassment, or making mistakes. These can involve school work, making friends, and trying new activities.

On the other hand, high self-esteem can have a positive impact on young people. They are more confident, resilient, and able to handle challenges. They are also better equipped to make decisions and take risks. They feel liked and accepted, are proud of what they do, and believe in themselves. High self-esteem allows young people to have positive relationships with others and to succeed in their academic and personal lives. People with high self-esteem generally have more success at school and work, better social relationships, improved mental and physical health, and less anti-social behavior. These benefits persist from adolescence to adulthood and into old age.

Parents, teachers, and other adults in young people's lives play a crucial role in promoting positive self-esteem. They can encourage young people to develop their strengths and talents, provide positive feedback, and help them set achievable goals. They can also promote a positive body image and encourage young people to appreciate their unique qualities. Amidst all the factors negatively impacting self-esteem, we can definitely point out elements that influence it positively. Schools, families, and universities could keep these in mind as to improve the self-value of their youth, thus encouraging them to show their true potential.

Ways you can help foster self-esteem in children include:

- Kind words
- Encouragement
- Telling them the good you see in them
- Noticing when they try new things or learn to do something
- Helping them build a positive and healthy "inner voice"
- Being patient
- Listening to them
- Speaking to them respectfully

• Giving them appropriate attention and affection
• Acknowledging and accepting their mistakes or failures

There are ways for a person to improve their self-esteem themselves. Some of those are listed below:
• Spend time with people who treat you well.
• Talk to yourself the same way you would talk to a good friend (be kind!)
• Do your best but accept when you're not perfect.
• Make realistic goals and work toward them
• Focus on the things that go well
• Help others
• Challenge the negative messages from your unfairly harsh inner critic
• Treat yourself with compassion
• Forgive yourself when you make mistakes
• Ask for help when you need it.

In conclusion, self-esteem is an essential aspect of young people's lives. It shapes their personality, behavior, and overall well-being.

1.6 ESTIMATION OF SELF-ESTEEM

There is no exact mathematical formula or equation to calculate how people perceive themselves due to its obvious qualitative nature. However, one of the most important scales used in the mental health community is the Rosenberg Self-Esteem Scale (RSES). The RSES was developed in 1965 by Morris Rosenberg and consists of 10 statements (five positives and five negatives), each typically paired with four response choices ranging from "strongly disagree" to "strongly agree." The RSES is in the public domain, so it can be adapted for specific uses, and several versions of the scale exist. Psychological researchers frequently use the RSES because it is straightforward, short, and convenient.

The reliability of the RSES is supported by research, though different studies debate how best to use and interpret it. It is recommended that the scale not be used alone or as the sole measure of self-esteem, but rather as part of an overall analysis. The RSES is widely used and has been translated into at least 28 languages and studied in at least 53 countries. As of February 2020, it has been cited over 40,000 times (according to Google Scholar) and used in almost 50% of empirical studies on self-esteem published in major scientific journals.

In our project, we used the Rosenberg Self-Esteem Scale to study the self-esteem among youth aged 15-25. The RSES is a self-esteem measure widely used in social science research. It uses a scale of 0–30, where a score less than 15 may indicate problematic low self-esteem. The RSES is designed similar to social-survey questionnaires. Five of the items have positively worded statements, and five have negatively worded ones. It is a self-report measure originally developed to gather information about adolescent feelings of self-esteem and self-worth but has since become one of the most widely used measures of self-esteem for adult populations. Research evidence shows that this scale is useful for getting a global sense of how a person feels about themselves and is a good predictor of other measures of mental health, such as depression and anxiety.

In our project, we used a total of 20 questions to evaluate self-esteem among the 15-25 age group. Out of 20, 10 questions are from the Rosenberg Self-Esteem Scale, and we managed to touch on all aspects that shape self-esteem through our questionnaire. We made use of books and various reliable internet resources to formulate our questions.

1.7 OBJECTIVES OF THIS STUDY

The aim of this study is to assess the level of self-esteem among youths and analyze the factors that influence it.

Objectives:

1. To assess the level of self-esteem among youths aged 15 to 30.
2. To differentiate between the levels of self-esteem of different genders.
3. To determine how the level of self-esteem varies across different age groups.
4. To measure and compare the self-esteem of employed and unemployed individuals.
5. To investigate the impact of various qualitative factors, such as public opinion, social media, and financial status, on self-esteem.

CHAPTER 2

LITERATURE REVIEW

Arslan Gokmen in their study "Mediating role of the self- esteem and resilience in the association between social exclusion and life satisfaction among adolescents" (page 151) which is published in 2019, explores the mediation role of resilience and self-esteem in the relationship between social exclusion and life satisfaction of high school adolescents.

The sample comprised 1172 students enrolling in grades 9-12 in four public schools. Of these 52 percent are females and 48 percent are male. Results of the analysis showed a negative and significant relationship between social exclusion and life satisfaction, self-esteem, and resilience. Moreover, there is a positive and significant relationship between resilience, life satisfaction, and self-esteem.

These outcomes indicated that resilience and self-esteem mediated the relationship between social exclusion and life satisfaction in adolescents.

Niyogi, Jagriti, Renjulal Yesodharan, and Rochelle Jane Dsa's "Relationship between emotional intelligence, self-esteem, and assertiveness among South Indian youth: A descriptive, cross-sectional study from Karnataka" published in the Indian journal of public health in 2020 was undertaken to determine the relationship between emotional intelligence, self-esteem, and assertiveness among 432 youth (18–23 years) from selected colleges of Udupi district, Karnataka using Schutte Self-Report Emotional Intelligence Test, Rosenberg self-esteem scale, and Youth Assertiveness Scale. The mean emotional intelligence among youth was 124.99 ± 18.71, whereas the mean self-esteem and assertiveness scores were 18.48 ± 3.33 and 60.706 ± 7.077, respectively. Linear relationships among the key variables were assessed using Karl Pearson's correlation coefficient. Self-esteem and assertiveness showed a weak positive relationship (r = 0.282 and 0.288, P = 0.001 respectively) with emotional intelligence, whereas the relationship between self-esteem and

assertiveness also revealed a positive relationship (r = 0.367, P = 0.001). The significant correlation between these variables indicates a need for regular assessment among the youth. Rising self-esteem and training in assertiveness help the individual to use his emotions wisely and improve emotional intelligence.

The paper published by U K Moksnes and G A Espnes in the year 2013 on Quality of Life Research (page 2921-2928) focuses on the gender differences in self-esteem as well as the association between self-esteem and life satisfaction among Norwegian adolescents aged 13- 18. The potential moderating role of gender and age in the relationship between self-esteem and life satisfaction was also investigated.
The results give support that boys report higher self-esteem and life satisfaction than girls. Self-esteem has a positive role in association with adolescents' life satisfaction, and this relationship is equally strong for both self-esteem and life satisfaction.

The study "Correlates of personality and self-esteem among youth" published in 2014 investigates the correlation of self-esteem with that of the personality type of youth boys and girls who came to attend the one-month Leadership Internship program organized by RGNIYD in June 2012.
An alternate directional hypothesis is framed to be proved i.e. "Self-esteem will be positively correlated with extraversion and negatively with neuroticism". Results show a significant positive correlation between self-esteem and personality.

The study "Predicting Self-esteem during un employment :the effect of gender, financial deprivation, alternative roles, social support" published in the year 2002,on Journal employment counseling (page 171-189) assessed self-esteem, financial deprivation, the number of alternate roles, and the use of social support. In addition, these variables interact with gender to affect self-esteem.

Specifically, financial deprivation had a greater negative association with the self-esteem of men as compared to women. In contrast, alternate roles and social support had a stronger positive relationship with self-esteem in women than in men.

The study “A gender-based comparison and the casual factors reducing it among the Indian youth” published by the International Journal of Humanities and Social science Invention, (page 9-15), in the year 2014 aimed to assess common causal incidents in the lives of Indian youth. Also, a gender difference in self-esteem among the sample was assessed.
The research revealed that among many causes the most common cause for a reduction in self-esteem has been the inability to meet academic expectations of self, parents, and teachers. As a result, it could be seen that expectations and pressure posed by the society to be the best in academics is a matter of concern for the Indian youth today.

The purpose of this study “ The influence of social media on teens self-esteem” conducted by Gallagher, S.M, published in the year 2017 by Rowan University was to conclude if there is a relationship between social media and self- esteem, especially among teenagers. 130 participants from two high schools completed two different surveys: one to assess their social media use and the second to measure their self-esteem.
The conclusion of the current study is that a relationship exists between social media and self-esteem.

CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

This chapter is a theoretical section in which the materials and techniques utilized in the present study are outlined. The first section will discuss the procedures for collecting data, their classifications, and some of the terms used for data representation. The second section will describe the interpretation of self-esteem using the Rosenberg self-esteem scale, as well as tests for the difference using Student's t-test, ANOVA, and correlation tests.

3.2 COLLECTION AND CLASSIFICATION OF DATA

The data collected for this study is primary and was obtained through the use of a questionnaire drafted based on suggestions from friends and teachers. The questionnaire was administered using Google Forms, and a convenient sampling method was used to obtain a sample size of 300. The questionnaire is given in the appendix.

After data collection, the data were analyzed using the Rosenberg self-esteem scale, tests for independence, and comparisons. Additionally, some data will be presented and analyzed using simple bar diagrams and multiple bar diagrams. A simple bar diagram is a graph consisting of fully shaded rectangles that are horizontal or vertical bars with the same width and bases on the same horizontal or vertical lines, with equal gaps in between and lengths proportional to the magnitude of the observations. Multiple bar diagrams are used to represent two or more interrelated data in a single diagram, with each set of variables represented by a set of bars placed close to each other.

3.3 INTERPRETATION OF SELF ESTEEM USING ROSENBERG SELF-ESTEEM TEST

The Rosenberg self-esteem test is a widely used tool for measuring self-esteem levels. It is a unidimensional, 10-item self-report measure of global self-esteem. The test consists of 10 statements related to an individual's overall feelings of self-worth and self-acceptance. Respondents answer the items on a four-point scale ranging from strongly agree to strongly disagree. The total scores range from 0 to 30, with scores below 15 indicating low self-esteem, scores above 25 indicating high self-esteem, and scores between 15 and 25 indicating normal self-esteem. The first five responses are scored as follows:

0 = strongly disagree
1 = disagree
2 = agree
3 = strongly agree

The remaining five items are reverse scored.

3.4 TEST FOR COMPARISON USING T TEST

One of the most commonly used statistical tests is the t-test, which is used to determine whether the means of two groups are equal to each other. The test assumes that both groups are sampled from normal distributions with equal variances. The null hypothesis is that the two means are equal, while the alternative hypothesis is that they are not. Under the null hypothesis, we can calculate a t-statistic, which follows a t-distribution with $n1+n2-2$ degrees of freedom. If the variances are thought to be unequal, then Welch's t-test is a commonly used modification that adjusts the number of degrees of freedom.

There are three types of t-tests:
One-sample t-test, which compares the sample mean with a known value when the variance of the population is unknown

Two-sample t-test, which compares the means of two groups under the assumption that both samples are random, independent, and normally distributed with unknown but equal variances

Paired t-test, which compares the means of two sets of paired samples taken from two populations with unknown variance.

The formula for the two-sample t-test is given below.

$$t = \frac{(\overline{x_1}) - (\overline{x_2})}{\sqrt{s^2\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

Where, $s^2 = \frac{n_1 s_1^2 + n_2 s_2^2}{n_1 + n_2 - 2}$

In this formula, t is the t statistic value, $\overline{x_1}$and $\overline{x_2}$ are the means of the two groups being compared, s_1 and s_2 are the pooled standard error of the two groups, and n1 and n2 are the number of observations in each of the groups.
A larger t value shows that the difference between group means is greater than the pooled standard error, indicating a more significant difference between the groups.
We can compare our calculated t value against the values in a critical value chart (e.g., Student's t table) to determine whether your |t| value is greater than what would be expected by chance. If so, you can reject the null hypothesis and conclude that the two groups are in fact different.

T test function in statistical software

The majority of statistical software programs, such as R and SPSS, provide a built-in t-test function. This function allows you to input your raw data and automatically calculates the t-value. It then compares this value to the critical value and calculates a p-value, enabling you to quickly determine if your groups are statistically different.

3.5 TEST FOR VARIABILITY USING ANOVA

The Analysis of Variance test (ANOVA) is a statistical tool used to analyse the means between groups of data and identify whether there are any statistically significant differences. The test involves dividing the observed variability in a data set into two parts: systematic factors and random factors. Systematic factors have a statistical influence on the data set, while random factors do not. ANOVA is useful for determining the influence of different independent variables on the dependent variable in a regression study. Most statistical software (R, SPSS, etc.) includes an ANOVA function, which calculates the F-value and p-value to determine if there are any significant differences between the means of the groups being compared.

CALCULATION

F=ANOVA Coefficient
F=MST/MSE
MST=Mean sum of squares due to Treatment
MSE=Mean sum of squares of Error

3.5.1 ONE WAY ANOVA

The one-way ANOVA test is used to determine whether there is any difference between the means of three or more groups. A one-way ANOVA will have only one independent variable. The hypothesis for a one-way ANOVA test can be set up as follows:

Null Hypothesis, H_0: $\mu_1 = \mu_2 = \mu_3 = \ldots = \mu_k$

$$v/s$$

Alternative Hypothesis, H_1: At least one of the means are not equal

Decision Rule: If the test statistic $|f|$ > $F_{(\alpha, df1. df2)}$ critical value then rejects the null hypothesis and conclude that the means of at least two groups are statistically significant.

The steps to perform the one-way ANOVA test are given below:

- Step 1: Calculate the mean for each group.
- Step 2: Calculate the total mean. This is done by adding all the means and dividing it by the total number of means.
- Step 3: Calculate the SSB.
- Step 4: Calculate the between-groups degrees of freedom.
- Step 5: Calculate the SSE.
- Step 6: Calculate the degrees of freedom of errors.
- Step 7: Determine the MSB and the MSE.
- Step 8: Find the f test statistic.
- Step 9: Using the f table for the specified level of significance, α, find the critical value. This is given by $F_{(\alpha, df1. df2)}$.
- Step 10: If $|f|$ > F then reject the null hypothesis.

3.6 TEST USING CORRELATION

Correlation is a statistical measure that expresses the extent to which two variables are linearly related, meaning that they change together at a constant rate. It is a common tool for describing simple relationships without making a statement about cause and effect. Correlations are described using a unit-free measure called the correlation coefficient, which ranges from -1 to +1 and is denoted by r. Statistical significance is indicated by a p-value.

The closer r is to zero, the weaker the linear relationship. Positive r values indicate a positive correlation, where the values of both variables tend to increase together. Negative r values indicate a negative correlation, where the values of one variable tend to increase when the values of the other variable decrease. The p-value gives us evidence that we can conclude that the

population correlation coefficient is likely different from zero, based on what we observe from the sample.

Once we compute the correlation coefficient, we determine the probability that the observed correlation occurred by chance. To do this, we conduct a significance test. In significance testing, we are mostly interested in determining the probability that the correlation is real and not a chance occurrence. To do this, we form two types of hypotheses:

Null hypothesis: We assume that there is no correlation between the two variables.
Alternative hypothesis: We assume that there is a correlation between variables.

Before testing the hypothesis, we must determine the significance level, which is usually assumed to be 0.05 or 0.01. At a 5% level of significance, it means that we are conducting a test where the odds are the correlation is a chance occurrence of no more than 5 out of 100. After determining the significance level, we calculate the correlation coefficient value, which is determined by the sign of 'r'.

3.6.1 p value

A p-value is a statistical measure of probability used in hypothesis testing to determine the likelihood of observing data if there is no effect present, i.e., under the null hypothesis. P value is a measure of how much evidence we have against the null hypothesis.

When the p-value falls below a predetermined threshold (e.g., $p < 0.05$ or $p < 0.01$), the result is considered statistically significant, and the null hypothesis is rejected in favor of an alternative hypothesis.

After obtaining a significant correlation, we can examine its strength using the correlation coefficient, which ranges from -1 (perfect negative correlation) to +1 (perfect positive correlation). The number of observations (N) in the sample also provides valuable information about its representativeness and strength.

If the p-value is less than 0.05 (the level of significance), the null hypothesis is rejected, indicating that the correlation is significant. Conversely, if p > 0.05, we accept the null hypothesis.

3.6.2 SPEARMAN RANK CORRELATION

The Spearman rank correlation is a non-parametric test used to measure the degree of association between two variables. Unlike other correlation tests, the Spearman rank correlation test does not make any assumptions about the distribution of the data. This test is appropriate when the variables are measured on at least an ordinal scale.

The hypothesis for a Spearman correlation can be stated as follows:

H_0: There is no [monotonic] association between the two variables [in the population].

v/s

H_1: There is a monotonic association between the two variables.

The Spearman correlation coefficient, denoted by r_s, ranges from +1 to -1. A value of +1 indicates a perfect positive association of ranks, a value of zero indicates no association between ranks, and a value of -1 indicates a perfect negative association of ranks. The closer r_s is to zero, the weaker the association between the ranks.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 INTERPRETATION OF SELF-ESTEEM USING THE ROSENBERG SELF-ESTEEM SCALE

4.1.1 Interpretation of Self-Esteem in Females and Males

GENDER	NORMAL	HIGH	LOW
FEMALE	98	7	45
MALE	82	15	53

Table 4.1.1 Self-esteem level in males and females

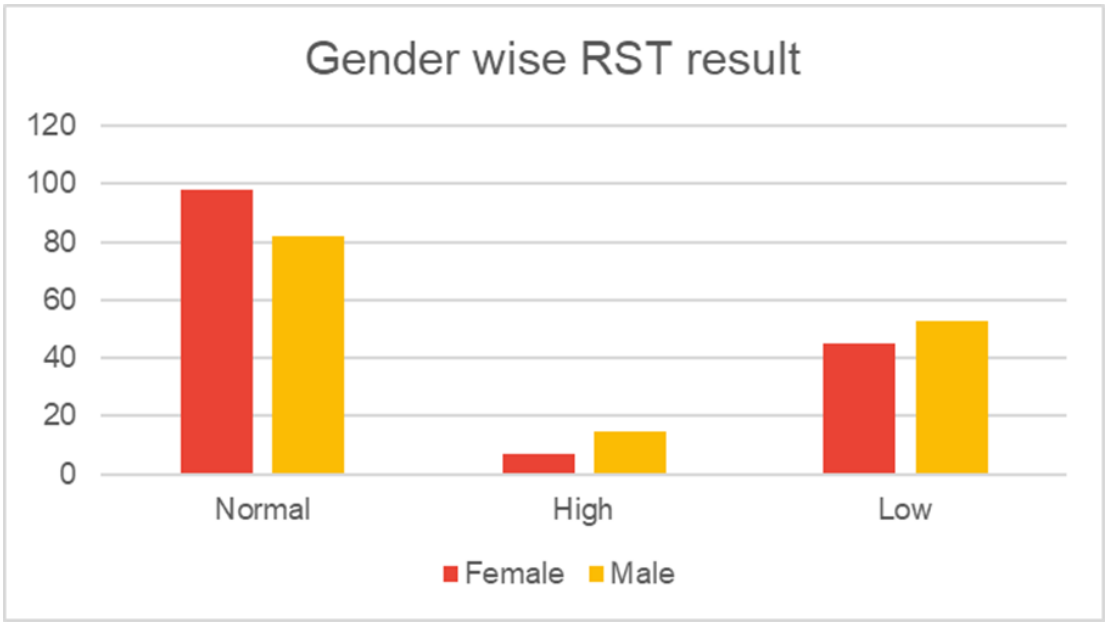

Chart 4.1.1 Diagrammatic representation of self-esteem level in gender wise

Based on the graph above, we can infer that out of 150 female respondents, 7 (4.667%) showed high self-esteem, while 45 (30%) showed low self-esteem. The remaining 98 female respondents (65.33%) were found to have normal

levels of self-esteem. On the other hand, out of 150 male respondents, 15 (10%) had high levels of self-esteem, 53 individuals (35.33%) had low levels of self-esteem, and 82 people (54.667%) scored within a range that reflected normal levels of self-esteem. Since there were more males than females on the extreme ends of the self-esteem scale, and 10.663% more females than males had normal levels of self-esteem.

Hence it is safer to suggest that females are more likely to have normal levels of self-esteem than males.

4.1.2 Interpretation of Self-Esteem in Different Age Groups

Age	**Normal**		**High**		**Low**	
	No. of Individuals	**Percentage (%)**	**No. of Individuals**	**Percentage (%)**	**No. of Individuals**	**Percentage (%)**
15-20	62	54.39	2	1.75	50	43.86
21-25	81	62.31	10	7.69	39	30
26-30	37	66.07	10	17.86	9	16.07

Table 4.1.2 Self-esteem level in different age groups

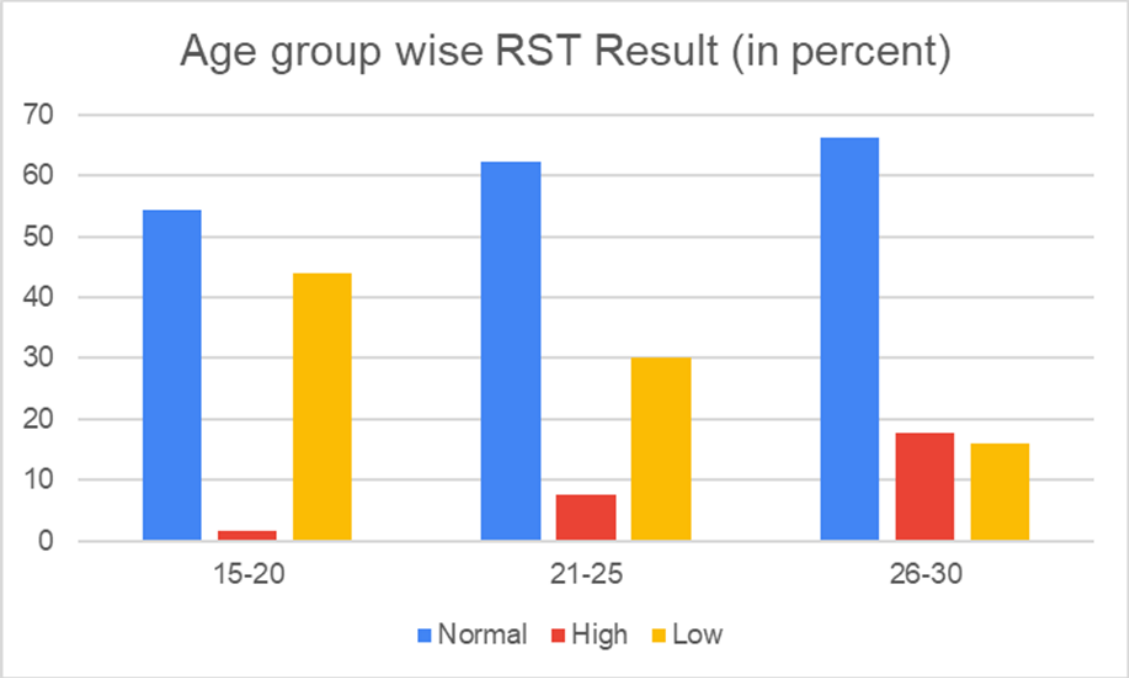

Chart 4.1.2 Diagrammatic representation of age-wise self-esteem level (in percentage)

Based on the data and the chart, we can infer that individuals above the age of 21 have a better self-esteem level than those below the age of 21. The majority of individuals in the age categories of 21-25 and 26-30 exhibit normal levels of self-esteem, with only a small percentage in the extreme levels.

However, for individuals below the age of 21, there is a peak in the number of individuals with low self-esteem levels, which is almost equal to the number of individuals with normal self-esteem levels.

Hence, we can say that the self-esteem differs with age and has a huge impact especially among the individuals of age 15-20. A drastic improvement in self-esteem can be noted as age increases.

4.1.3 Interpretation Of Self-Esteem Based On The Highest Educational Qualification

Educational Qualification	Normal		High		Low	
	No. of Individuals	Percentage (%)	No. of Individuals	Percentage (%)	No. of Individuals	Percentage (%)
High school	10	45.45	1	4.55	11	50
Higher Secondary	65	58.04	4	3.57	43	38.39
UG	70	61.95	9	7.96	34	30.09
PG	32	65.31	7	14.28	10	20.41
Ph.D./others	3	75	1	25	0	0

Table 4.1.3 Self-esteem level in different highest educational qualifications

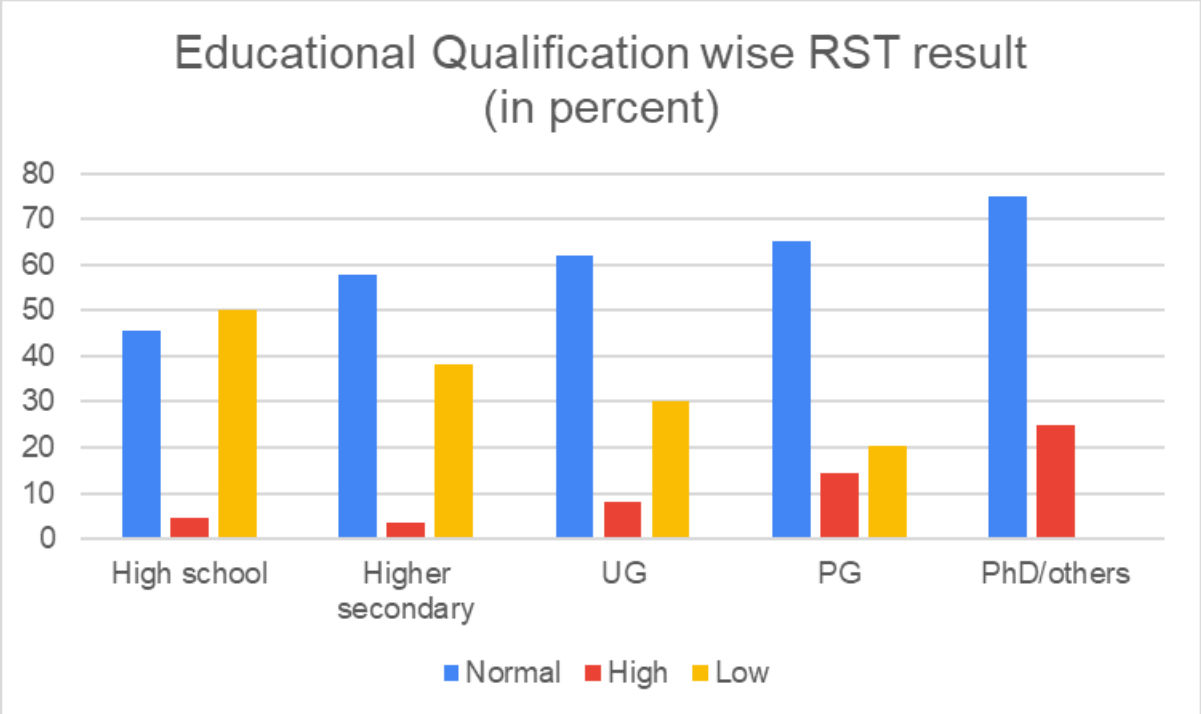

Chart 4.1.3 Diagrammatic representation of self-esteem level in different highest educational qualifications

Respondents who hold a PG qualification had a relatively higher level of self-esteem, with approximately 14.29% of them on the positive extreme side of the scale. Those with a high school qualification had a significant number of respondents with normal levels of self-esteem, but it is worth noting that approximately 50% of them had lower levels of self-esteem.

Additionally, all of our respondents who had a high school and higher secondary qualification were students, with approximately 38.39% of higher secondary qualified respondents having lower levels of self-esteem.
Around 61.95% of undergraduates had normal levels of self-esteem, while 30.09% of them had lower levels of self-esteem. Only approximately 7.96% had high self-esteem according to Rosenberg's Self-Esteem Scale Test.
Out of the 4 respondents with a PhD qualification, 3 had normal levels of self-esteem, and 1 had high self-esteem.

Hence, from the test result as well as the graph it is clear that, as the educational qualification level increases there is also an increase in self-esteem level.

4.1.4 Interpretation Of Self-Esteem Based On Employment Status

Occupation	**Normal**		**High**		**Low**	
	No. of Individuals	**Percentage (%)**	**No. of Individuals**	**Percentage (%)**	**No. of Individuals**	**Percentage (%)**
Student	125	60.39	5	2.42	77	37.20
Employed	42	63.64	13	19.70	11	16.67
Unemployed	13	48.15	4	14.82	10	37.04

Table 4.1.4 Self-esteem levels in different employment status

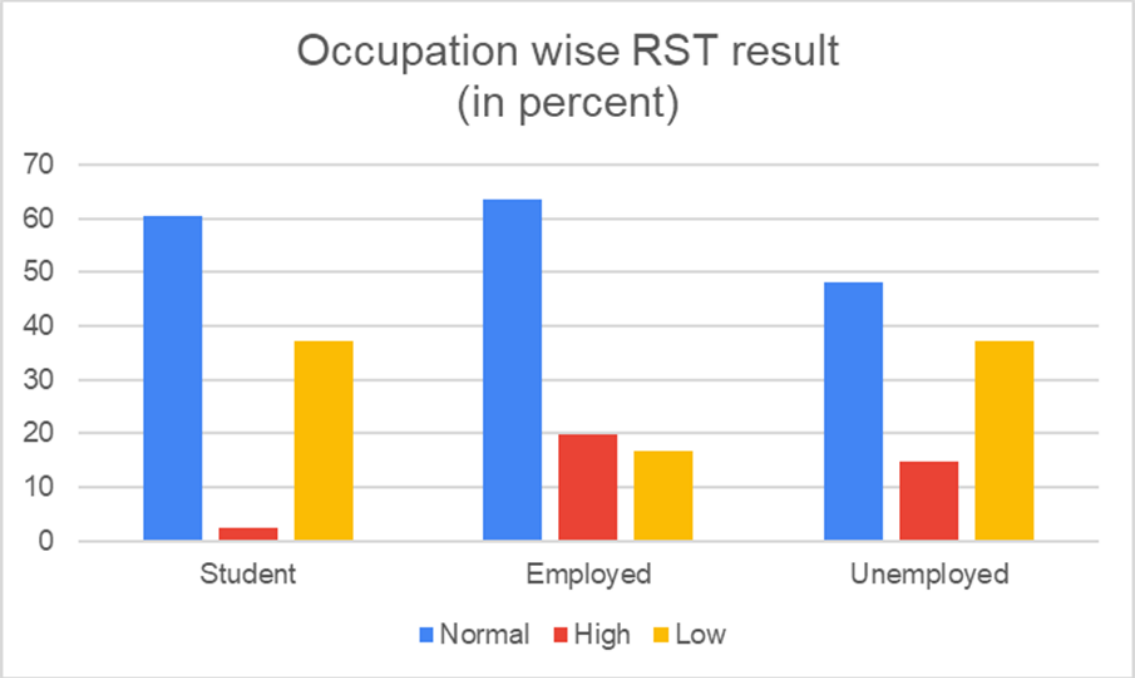

Chart 4.1.4 Diagrammatic representation of self-esteem level in different employment status

Many of our survey respondents were students (207 in number), and it was found that 37.2% of them had low self-esteem, while about 60.39% of them had normal levels of self-esteem. Only 2.42% of them had high self-esteem.

About 22% of our respondents were employed, among whom 19.7% had high levels of self-esteem and 63.64% had normal self-esteem. Around 16.67% of them had low self-esteem.

The remaining 27 respondents, which constituted about 9% of the total sample, were unemployed. Among them, 14.81% had high self-esteem, and 48.15% had normal levels of self-esteem, while 37.04% of them had low self-esteem.

It is visible that employed people have relatively higher levels of self-esteem followed by unemployed people

4.2 TEST OF DIFFERENCE IN SELF-ESTEEM AMONG FEMALES AND MALES

In this section, our main intention is to compare the self-esteem levels of males and females and draw a conclusion using Student's t-test. To accomplish this, we take the self-esteem values collected for the study and calculate their statistics separately for males and females.

Gender	N (size)	Mean	Std. Deviation	Std. Error Mean
Female	150	29.293	7.309	0.597
Male	150	31.160	7.369	0.602

Table 4.2.1 Group statistics

The hypothesis to be tested here are,

H_0: self-esteem levels of both males and females are equal

v/s

H_1: Self-esteem of males and females are not equal (two-tailed)

Test Statistic (t)	Degrees of freedom(df)	Two-tailed p value
-2.203	298	.028

Table 4.2.2 t test

Since the p-value we got here is less than 0.05 we can reject the null hypothesis at a 5% level of significance. Thus, conclude that there exists a significant difference between the self-esteem of females and males.

4.3 TEST OF DIFFERENCE IN SELF-ESTEEM AMONG DIFFERENT AGE GROUPS

Here our intention is to check whether the self-esteem of people in various age groups differs significantly or not. In this study, we have considered three age groups, 15-20, 21-25 & 26-30.

The self-esteem of people belonging to each of these categories is noted and the Analysis of Variance (ANOVA) test is applied to it, taking age as the factor affecting self-esteem.

The hypothesis to be tested here are,

H_0: Self-esteem of all age groups is same

v/s

H_1: Self-esteem of at least one of the three age groups is different

The ANOVA table formed from the collected data is as follows:

Source of variation	Sum of squares	Degrees of freedom	Mean sum of squares	F statistic
Between groups	856.056	2	428.028	8.225
Error (within groups)	15456.531	297	52.042	
Total	16312.587	299		

Table 4.3 ANOVA table

Based on the calculated F-statistic of 8.225 and a critical value of 2.99 (for α=0.05) obtained from the statistical table, we reject the null hypothesis H0 at a 5% level of significance. This indicates that the self-esteem levels of at least one of the three age groups differ significantly from the others. Hence, we can

conclude that there is a significant difference in self-esteem levels across different age groups, suggesting that self-esteem levels change with age.

4.4 TEST OF DIFFERENCE OF SELF-ESTEEM AMONG VARIOUS HIGHEST EDUCATIONAL QUALIFICATION

In this case, our intention is to determine if there is a significant difference in self-esteem levels among individuals with different levels of education. We have considered five educational categories, namely High School, Higher Secondary, Undergraduate, Post Graduate, and Ph.D./Others. The self-esteem levels of individuals in each category are recorded, and an Analysis of Variance (ANOVA) test is conducted, taking the highest educational qualification as the factor affecting self-esteem.

The hypotheses to be tested are:

H_0: The self-esteem levels of individuals in all educational categories are the same.

$$v/s$$

H_1: The self-esteem levels of individuals in at least one of the five educational categories are different.

The ANOVA table resulting from the collected data is presented below.

Source of variation	Sum of squares	Degrees of freedom	Mean sum of squares	F statistic
Between groups	1216.529	4	304.132	5.943
Error (within groups)	15096.058	295	51.173	
Total	16312.587	299		

Table 4.4 ANOVA table

Since the value of F = 5.943 > F_α =2.37 (from the statistical tables) at a 5% level of significance, we reject the null hypothesis H_0 and conclude that the self-esteem of people in at least one of the five educational categories is different from the others.

That is educational qualification is a factor that affects one's self-esteem.

4.5 TEST OF DIFFERENCE IN SELF-ESTEEM AMONG DIFFERENT EMPLOYMENT STATUSES

The aim of this analysis is to determine whether there is a significant difference in the self-esteem levels of individuals in different employment statuses, namely students, employed, and unemployed. Self-esteem scores of individuals in each of these categories are recorded and an Analysis of Variance (ANOVA) test is applied, taking employment status as the factor influencing self-esteem.

The hypotheses being tested are:

H_0: The self-esteem of individuals in all employment statuses is the same.

$$v/s$$

H_1: The self-esteem of individuals in at least one of the three employment statuses is different.

The ANOVA table formed from the collected data is as follows

Source of variation	Sum of squares	Degrees of freedom	Mean sum of squares	F statistic
Between groups	836.955	2	418.478	8.031
Error (within groups)	15475.631	297	52.107	
Total	16312.587	299		

Table 4.5 ANOVA table

Since $F=8.031 > F_{\alpha} = 2.99$ (which we get from the statistical table for $\alpha=0.05$) we reject the null hypothesis H_0 at a 5% level of significance and conclude that the self-esteem of at least one of the three employment statuses differs from the others and hence there exists a significant difference between the self-esteem of different employment statuses.

Therefore, we can say that employment status is a factor affecting one's self-esteem.

4.6 TEST OF THE RELATIONSHIP BETWEEN FINANCIAL STATUS AND PUBLIC APPROVAL IN AFFECTING SELF- ESTEEM

In this section, our aim is to investigate whether there is a correlation between the influence of financial status and public approval on an individual's self-esteem. Humans tend to seek approval from the people around them, and having a good image in society is important for many individuals. Similarly, financial status can also contribute to an individual's self-esteem, as having a good financial background may lead to increased societal approval and power.

We make use of Pearson's correlation for this purpose.

The hypothesis to be tested here are,

H_0: There is no correlation between financial status and public approval on self-esteem.

$$v/s$$

H_1: There is a significant correlation between financial status and public approval on self-esteem.

The following table is obtained by performing Pearson's correlation.

X: financial stability affects one's self-esteem

Y: society's approval affects one's self-esteem

Pearson's correlation	0.116 **
p-value	0.045
Total N	300

Table 4.6 Correlation

**-Correlation is significant at 0.05 level (two-tailed).

From the table, it is clear that the two variables X and Y are weak positively correlated. But as the p-value 0.045 is less than 0.05 we shall reject H_0 and conclude that the correlation is significant and hence the two variables are positively correlated. So self-esteem is affected by the financial status in the same way as societies approval affects self-esteem.

4.7 TEST OF THE RELATIONSHIP BETWEEN THE IMPORTANCE OF EDUCATION AND ACING A CAREER IN AFFECTING SELF-ESTEEM

In this section, we aim to test whether the importance of education and having a successful career are related to self-esteem. We will use a correlation test to determine if there is a significant relationship between these variables.

Our hypothesis to be tested is:

H_0: There is no significant correlation between the importance of education and acing a career in affecting self-esteem.

$$v/s$$

H_1: There is a significant correlation between the importance of education and acing a career in affecting self-esteem.

The following table is obtained by performing Pearson's correlation.

X: Social acceptance based on educational qualification affects self-esteem

Y: Rewards and promotions in career affect self-esteem

Pearson's coefficient	0.169**
p-value	0.003
Total N	300

Table 4.7 Correlation

**-Correlation is significant at 0.01 level (two-tailed).

From the table, it is visible that the two variables X and Y are weak positively correlated. As the p value 0.003 is less than 0.01 we shall reject H_0 and conclude that the correlation is significant and the two variables are positively correlated. Hence, self-esteem is affected by the societal approval of educational qualifications as it is by the progress in career.

4.8 TEST OF THE RELATIONSHIP BETWEEN THE INFLUENCE OF SELF-DOUBT AND SUPPRESSION OF TALENTS IN AFFECTING SELF-ESTEEM

Self-doubt can prevent people from realizing their full potential and leave them paralyzed when making decisions due to the fear of making the wrong choice. When individuals care too much about the opinions of others, they may become stuck in situations that do not align with their true desires, hindering their ability to reach their potential. In this section, we aim to investigate whether the influence of self-doubt and suppression of talents are correlated in affecting self-esteem.

The hypothesis to be tested are,

H_0: There is no significant correlation between the influence of self-doubt and suppression of talents in affecting self-esteem.

$$v/s$$

H_1: There is a significant correlation between the influence of self-doubt and suppression of talents in affecting self-esteem.

The following table is obtained by performing Pearson's correlation.

X: Self-doubt affects self-esteem

Y: Suppression of talents affects self-esteem

Pearson's coefficient	0.414**
p-value	0.001
Total N	300

Table 4.8 Correlation

**-Correlation is significant at 0.01 level(two-tailed)

From the table, it can be seen that the two variables X and Y are moderately positively correlated. As the p-value 0.001 is less than 0.01 we shall reject H_0 and conclude that the correlation is significant and the two variables are positively correlated. So, self-esteem is influenced by self-doubt as much as it is affected by how each person hides their talents due to fear of embarrassment.

4.9 TEST OF RELATIONSHIP BETWEEN THE INFLUENCE OF SELF-DOUBT AND FOCUS ON WEAKNESSES IN AFFECTING SELF-ESTEEM

One of the most common consequences self-doubt can have on people is making them focus on their weaknesses rather than their strengths. When other people make fun of or scrutinize one's actions too much, one starts questioning their own capabilities and potential. Focusing on weaknesses will have a negative impact on self-esteem for sure.

Here, let's see if the impact of self-doubt on self-esteem is correlated with that of weaknesses on the same.

The hypothesis to be tested are,

H_0: The level of self-doubt and focus on weaknesses does not have a significant correlation in affecting self-esteem.

v/s

H_1: The level of self-doubt and focus on weaknesses has a significant correlation in affecting self-esteem.

The following table is obtained by performing Pearson's correlation.

X: Self-doubt affecting self-esteem

Y: Weaknesses affecting self-esteem

Pearson's coefficient	0.284**
p-value	0.001
Total N	300

Table 4.9 Correlation

**-Correlation is significant at 0.01 level (two-tailed)

From the table, we can infer that the two variables X and Y are weak positively correlated. As the p-value 0.001 is less than 0.01 we shall reject H_0 and conclude that the correlation is significant and the two variables are positively correlated. Therefore, self-esteem is affected by self-doubt the same way a person's weaknesses affect their self-esteem.

4.10 TEST OF RELATIONSHIP BETWEEN THE INFLUENCE OF SOCIAL MEDIA AND PUBLIC OPINION ON SELF-ESTEEM

In the present times social media is well known for affecting the confidence and self-esteem of its users, especially among youth. Apart from the comments we receive through online platforms, real life comments and opinion of public are also a factor which has the capability to degrade an individuals self-esteem.

In this part, we aimed to investigate the impact of social media and public opinion on the self-esteem levels of youth and if they are correlated. Pearson's correlation is used for this purpose.

The hypothesis are,

H_0: Impact of social media and public opinion on the self-esteem levels of youth are not correlated

$$v/s$$

H_1: Impact of social media and public opinion on the self-esteem levels of youth are correlated.

X: Social media affects self-esteem

Y: Public opinion affects self-esteem

Pearson's coefficient	0.119**
p-value	0.040
Total N	300

Table 4.10 Correlation

** Correlation is significant at 0.05 level (two-tailed)

From the table, we can infer that the two variables X and Y are weak positively correlated. As the p-value 0.04 is less than 0.05 we shall reject H_0 and conclude that the correlation is significant and the two variables are positively correlated.

Impact of social media and public opinion on the self-esteem levels of youth are correlated

CHAPTER 5

CONCLUSION

In this era of the 21st century, where absence of social media is uncommon even at an individual's very young age, and where the competition and pressure is very high, self-esteem has become a major characteristic that young individuals are assumed to lack.

In this study we focussed on studying the self-esteem levels of youth between the age of 15-30 years. The questionnaire was prepared keeping in mind what is usually assumed to cause low self-esteem; like social media influence, financial status, public opinion, educational qualification and employment status. The survey consisted of 20 questions out of which the first 10 questions were of a pre-defined scale called Rosenberg scale of self-esteem. This scale included questions formulated by an American social psychologist, Morris Rosenberg. It is a 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self. The scale is believed to be uni-dimensional. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree. The results of RST suggest that the extreme sides of the scale have more males than females, while 19.5% more females than males had normal levels of self-esteem. It is also noteworthy that non-earning groups (students and unemployed) had lesser self-esteem than employed respondents. The remaining 10 questions were purely based on the assumed factors that affect self-esteem. We concluded that it is true that social media influence, public opinion, financial status and social image in general has effect on self-esteem among youth.

Although self-esteem can have a significant impact on youth, it is not necessarily affected by public opinion or external validation for this demography; Rather they are mostly dependent on self-worth. Through this study we have concluded that educational qualification and employment status have a significant effect on one's self-esteem. It was seen that employed people have relatively higher levels of self-esteem followed by unemployed

people. Students mostly showed normal and low levels of self-esteem according to the Rosenberg scale. Among students, almost 50% of highschoolers had low levels of self-esteem and 45.45% of them had high levels of self-esteem. We concluded that educational qualification was directly proportional to self-esteem. We saw a significant difference between the self-esteem of females and males. Although very few people showed high levels of self-esteem from both the genders, male individuals with high self-esteem were more than double in numbers than the female counterpart. Also, there was a significant difference in the self-esteem of people of different age categories.

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APPENDIX

A STATISTICAL STUDY ON SELF-ESTEEM AMONG YOUTH

1. Gender:
    - Male
    - Female
    - Others
2. Age group:
    - 15-20
    - 21-25
    - 26-30
3. Highest Educational Qualification:
    - High school (SSLC/10th)
    - Higher Secondary(12th)
    - Undergraduate
    - Postgraduate
    - PhD / others
4. Currently, I am:
    - Student
    - Employed
    - Unemployed

✓ Choose the appropriate option

- Strongly disagree
- Disagree
- Agree
- Strongly agree

- ROSENBERG'S SELF-ESTEEM SCALE

STATEMENT		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I feel that I am a person of worth, at least on an equal plane with others.	○	○	○	○
2.	I feel that I have a number of good qualities.	○	○	○	○
3.	All in all, I am inclined to feel that I am a failure.	○	○	○	○
4.	I am able to do things as well as most other people.	○	○	○	○
5.	I feel I do not have much to be proud of.	○	○	○	○
6.	I take a positive attitude toward myself.	○	○	○	○
7.	On the whole, I am satisfied with myself.	○	○	○	○
8.	I wish I could have more respect for myself.	○	○	○	○
9.	I certainly feel useless at times.	○	○	○	○
10.	At times I think I am no good at all.	○	○	○	○

1. I feel less confident when someone comments on my appearance/ body features.

Strongly agree ○ ○ ○ ○ ○ Strongly disagree

2. I feel like having a perfect image in front of my family, friends & society matters to me.

Strongly agree ○ ○ ○ ○ ○ Strongly disagree

3. I feel like a proper education and a successful career is very important to get others' approval.

Strongly agree ○ ○ ○ ○ ○ Strongly disagree

4. I feel like my bank balance determines my value in this society.

Strongly agree ○ ○ ○ ○ ○ Strongly disagree

5. I tend to question myself when someone starts to doubt my actions.

Strongly agree ○ ○ ○ ○ ○ Strongly disagree

6. I feel disappointed in myself when I don't ace a test or when not offered any promotion/ rise in my workplace.

Strongly agree ○ ○ ○ ○ ○ Strongly disagree

7. I have more weaknesses than strengths.

Strongly agree ○ ○ ○ ○ ○ Strongly disagree

8. I tend to suppress my talents because I fear that people will make fun of me.

Strongly agree ○ ○ ○ ○ ○ Strongly disagree

9. I tend to be a People pleaser.

Strongly agree ○ ○ ○ ○ ○ Strongly disagree

10. The number of likes, comments, and followers I get on social media matters to me.

Strongly agree ○ ○ ○ ○ ○ Strongly disagree