RELATIONSHIP BETWEEN SELF-ESTEEM AND ACADEMIC ACHIEVEMENT AMONG THE STUDENTS AT HIGHER EDUCATION LEVEL IN PASCHIM MEDINIPUR DISTRICT

A Dissertation Submitted in Partial Fulfillment of the

Requirements for the Degree of

Master of Philosophy in Education

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2019

This dissertation thesis is dedicated to.......

My respected grandfather

Late Satyakinkar Khanra

Approved & to Retation in next F.C.Acr Meeting Sd 12/4/19.

To all HODs Sd 12/4/19

Certified that the thesis entitled, "...Relationship Between Self-Esteem and Academic Achievement Among the students at Higher Education Level in Paschim Medinipur District...", submitted by me towards the partial fulfilment of the degree of Master of Philosophy (Arts) in Education ....of Jadavpur University, is based upon my own original work and there is no plagiarism. This is also to certify that the work has not been submitted by me for the award of any other degree/diploma of the same Institution where the work is carried out, or to any other Institution. A paper out of this dissertation has also been presented by me at a seminar/conference at "Education in 21st century: Issues & Challenges" (Belda College) thereby fulfilling the criteria for submission, as per the M.Phil Regulation (2017) of Jadavpur University.

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I further certified that, any part of this dissertation has not been submitted before for any other degree or diploma at any university or other educational institution or anywhere.

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And any part of this dissertation has not been submitted before for any other degree or diploma at any university or other educational institution or anywhere.

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List of Abbreviations

LOC	**:**	Locus of Control
VIP	**:**	Very Important Person
GPA	**:**	Grade Point Average
CGPA	**:**	Cumulative Grade Point Average
ESSA	**:**	Every Students Succeeds Act
HS	**:**	Higher Secondary
RSES	**:**	Rosenberg Self-Esteem Scale
SD	**:**	Standard Deviation
ANOVA	**:**	Analysis of Variance
PSS	**:**	Perceived Stress Scale
BASS	**:**	Body Area Satisfaction Scale
BA	**:**	Bachelor of Arts
SC	**:**	Scheduled Caste
ST	**:**	Scheduled Tribe
OBC	**:**	Other Backward Class
Rs.	**:**	Rupees
V	**:**	Value
SPSS	**:**	Statistical Package for Social Science
χ^2	**:**	Chi-square
N	**:**	Number
H_0	**:**	Null Hypothesis
df	**:**	Degree of Freedom
NS	**:**	Not Significant
S	**:**	Significant

CHAPTER-I : THE CONTENT OF THE STUDY

CHAPTER – I

THE CONTEXT OF THE STUDY

1.1: Introduction:

"To be yourself in a world that is constantly trying to make you something else is the greatest accomplishment".

-Ralph Waldo Emerson

Self-Esteem encompasses beliefs about oneself, as well as emotional states, such as triumph, despair, pride, and shame. Self-Esteem refers to a person's overall sense of his/her value or worth. According to Self-Esteem expert Morris Rosenberg, Self-Esteem is quite simply one's attitude toward oneself (1965). He described it as a "favorable or unfavorable attitude toward the self".

Self-Esteem is one of the important research areas in psychology. It has been studied by researchers in relation to many different variables such as violence, drug abuse, bullying, relationships and academic achievement (Jonsson, 2006). In addition, research had documented the important role of high Self-Esteem plays in academic achievement, social and personal responsibility (Naderi, Abdullah, Aizan, Sharir & Kumar, 2009).

Self-Esteem refers to a person's overall sense of his/her value or worth. It can be considered a sort of measure of how much a person "values, approves of, appreciates, prizes, or likes him or herself" (Adler & Stewart, 2004).

Self-Esteem is also popular in academic circles. In the fields of personality and social psychology, it has been implicated in models of conformity (Brockner, 1984).

Self-Esteem means confidence in one's own worth or abilities. In psychology, the term Self-Esteem is used to describe a person's overall sense of self-worth or personal value. In other words, how much you appreciate and like yourself. Self-Esteem is often seen as a personality trait, which means that it tends to be stable and enduring.

Self-Esteem is a positive or negative orientation toward oneself; an overall evaluation of one's worth or value..... Self-Esteem is only one component of the self-concept,

which Rosenberg defines as, "totality of the individual's thoughts and feelings with reference to himself as an object."

The researcher observed from various journals, papers and reports that the topic about Self-Esteem is very important and relevant in Higher Education level especially undergraduate level. Because, of this stage, students are more conscious about Self-Esteem than any other previous educational stage. Researcher have some arguments for selecting this topic; these are – to evaluate others reflexion, to justify his concept and speculation, analyzing and solving problems systematically, developing students' qualities.

1.2:   Abstraction about the Self-Esteem:

The *'self'* is the part of self-explanatory, referring to you, *'yourself'*. The *'esteem'* part of *'Self-Esteem'* comes from the Latin word *'aestimare'*, that mean – *'value'*. So it can say that, *Self-Esteem* as how you value on yourself.

Self-Esteem is a somewhat abstract idea; it is very difficult for someone to know what it will be like. One way for community who has low level of Self-Esteem is to appreciate to understand what it would be like to whom has high level of Self-Esteem; it's considered how they may feel about their values and worth. Self-Esteem is such, except it is yourself that you love, care for and feel proud of. When children believe that; they are expensive, considerable and important, at that time they may take care of themselves. They take better decisions about themselves as well, which increased their value and worth instead of spoiling it.

Self-Esteem is a widely used concept both in popular language and in psychology. It refers to an individual's sense of his or her value or worth, or the extent to which a person values, approves of, appreciates, prizes, or likes him or herself (Blascovich & Tomaka, 1991).

According to Cooper Smith (1967), "Self-Esteem defined as felling defined meaningful and worthy as human, have something inside, feel the pride, how we appreciate ourselves, the weakness and strength".

Children with low level of Self-Esteem have a difficult time to dealing with different problems; can become passive, withdrawn and depressed. They may scruple to try new things, they may talk negative about themselves and easily becomes frustrated, and as a

result, temporal problems in them become permanent problems. Gradually they become pessimistic about their life.

1.2.1: Self-Esteem as a Basic human need:

In 1954, Abraham Maslow proposed that, a motional behavior may satisfy many needs at the same time, thus implying that an act is multi-motivated (Mangal, S. K, 2016). According to Maslow, human needs are arranged in hierarchy of prepotency. In other words it can be said that, the appearance of one need usually depends on the satisfaction of the previous need. So, they are closely related to each other and they may be arranged from the lowest to the highest development order of the human personality. Maslow introduced five basic needs that can be arranged in definite hierarchical order for understanding the human motivation. The hierarchical structure of needs is shown in Figure no. 1.1.

Figure no. 1.1: Showing the Maslow's hierarchical structure of needs
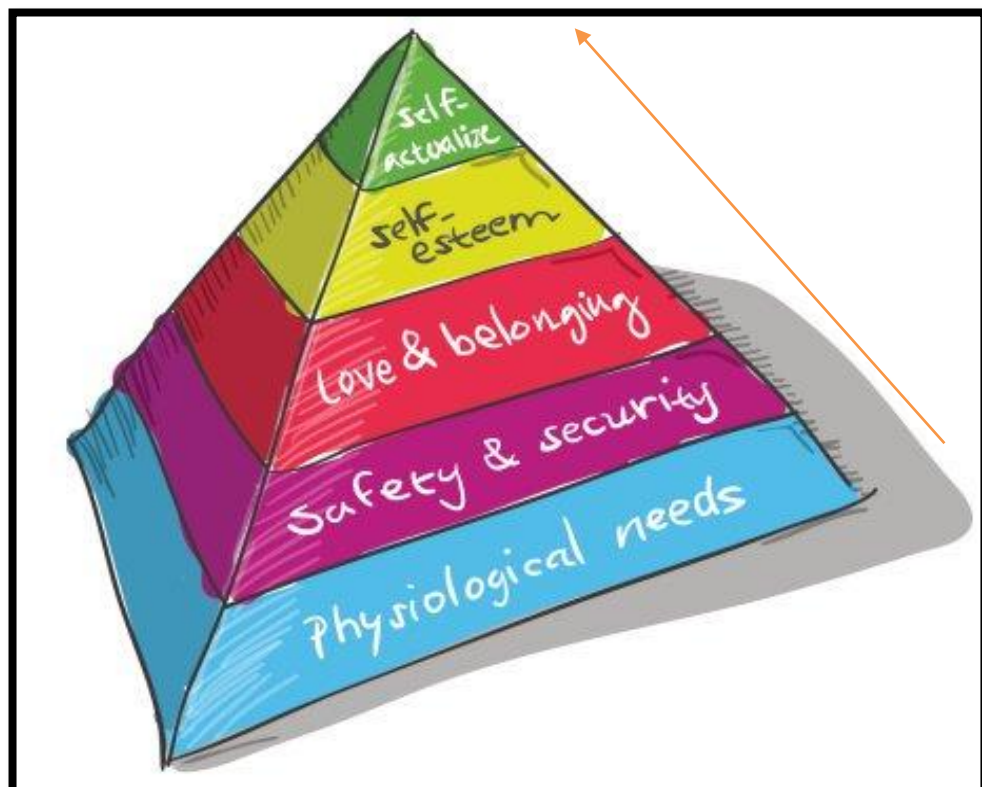
Many early researches and theories are suggested that, Self-Esteem is a basic human need or motivation. American psychologist Maslow included Self-Esteem in his hierarchy of human needs. He stated two different forms of 'esteem'. First one is the need for respect from

others in the form of recognition, success & admiration, and the need for self-respect in the form of self-love, self-confidence, skill & aptitude. Second one is respect from others was believed to be more flexible and easily lost than inner Self-Esteem. According to Maslow, without the fulfillment the Self-Esteem need, individuals will unable to grow and obtain the self-actualization, which is desirable to everyone. Maslow also stated that, the expression of Self-Esteem "is the one which manifests in respect we deserve for others, more than renowned, fame and flattery". Numerous modern theories of Self-Esteem explore the arguments; humans are always motivated to maintain a high level of consideration for them. Self-Esteem is very important in present day context because, it shows how someone views the way they are and the sense of their personal value and worth. It is important to note that Self-Esteem such a concept that separate from self-efficacy, which involves how well someone believe he/she will handle future actions, performance and abilities.

1.2.2: How to build the Self-Esteem – "The Six Pillars of Self-Esteem":

In 1994, Dr. Nathaniel Branden was wrote a psychological book that is – "The Six Pillars of Self-Esteem". He is known as the 'father' of the Self-Esteem movement and this book is the most popular work by him. In this book he described the key elements which are raise or reduce the Self-Esteem level of an individual. These are: --

➢ **The practice of living consciously:**
  Be aware of own daily activities and relationship with others, insecure reflections and also personal priorities.

➢ **The practice of self-acceptance:**
  This includes becoming aware and accepting the best and the worst parts of people and also the disowned parts of them.

➢ **The practice of self-responsibility:**
  This implies realizing that people are responsible for their choices and actions.

➢ **The practice of self-assertiveness:**
  Act through people's real convictions and feelings as much as possible.

> **The practice of living purposefully:**
>
> Achieve personal goals that energize own existence.

> **The practice of personal integrity:**
>
> Don't compensate own ideals, beliefs, and behaviors for a result that leads to incongruence. When someone's behaviors are congruent with their ideals and integrity will appear.

1.2.3: Ways of improving the Self-Esteem:

In one sentence it can be said that, Self-Esteem is people's opinion about own and their abilities. It can be high, low or somewhere in-between that is adequate. While everyone has doubts about themselves, low Self-Esteem leads to people becoming insecure and unmotivated. People might be able to identify few things that are affecting his/her opinion of himself/herself or it could be a mysterious. Either way, there are heaps of things you can do to improve your Self-Esteem.

> **Be nice to yourself:**
>
> That little voice that tells you, you're killin' it (or not) is way more powerful than you might think. Make an effort to be kind to yourself and, if you do slip up, try to challenge any negative thoughts. A good rule of thumb is to speak to yourself in the same way that you would speak to your mates. This can be really hard at first, but practice makes perfect.

> **You do you:**
>
> Comparing yourself to any other people is a sure-fire way to start feeling good-for-nothing. Try to focus on your own goals and achievements, rather than measuring them against someone else's. Nobody needs that kind of pressure!

> **Get moving:**
>
> Exercise is a great way to enhancing the motivation, practicing the goals and building the confidence. Breaking a sweat also cues the body to release endorphins, the feel-good hormones.

➢ **Nobody's perfect:**

Always strive to be the best version of yourself, but it is also important to accept that perfection is a not realistic goal.

➢ **Remember that everyone makes mistakes:**

You have got to make many mistakes in order to learn and grow, so try not to beat yourself up if you forget to hit CTRL+S on a super-important assignment. Everyone's been there.

➢ **Focus on what you can change:**

It is very easy to get hung up on all the things those are out of your control, but it will not achieve much. Instead, try to focus your energy on identifying the things those are within your control and seeing what you can do about the particular things.

➢ **Do what makes you happy:**

If you spend time doing the things you enjoy, you are more likely to think positively. Every day you try to set a little time. Whether that is time spent for reading, cooking or just conking out on the couch for a bit, if it makes you happy, then makes time for it.

➢ **Celebrate the small stuff:**

Celebrating the small victories; is a dignified way to build confidence and start feeling better about yourself.

➢ **Be a pal:**

Being helpful and considerate to other people will surely encourage their mood, it will also make you feel much better about yourself.

➢ **Surround yourself with a supportive squad:**

Find people who make you happy and avoid those who develop negative thoughts among you.

1.2.4: Characteristics of Self-Esteem:

Following are the most important characteristics of Self-Esteem: --

- **Builds strong convictions:**
  Self-Esteem helps to create high convictions among humans.

- **Creates willingness to accept responsibility:**
  When people have the adequate or high level of Self-Esteem, they always have the desire to take responsibility.

- **Builds optimistic attitudes:**
  Every person in the world family is optimistic. But, sometimes people lose hope for some reason. Self-Esteem helps in creating this optimistic attitude.

- **Leads to better relationship:**
  People are social organisms. To survive in society, it is only to keep a good relation with each other. Self-Esteem plays a special role in creating any kind of relationship.

- **Makes a person self motivated:**
  Many times people have lost motivation for themselves due to various reasons. As a result, they become frustrated and they are seen to be inferiority complex. Self-Esteem helps in the formation of self motivation by eliminating this deficiency.

- **Improves performance and risk taking ability:**
  It is generally seen that in some cases, risks are to be taken in order to do any new work. But in many cases they do not want to take that risk, as a result their performance is affected. Self-Esteem increases risk taking ability among humans and also increases their performance.

- **Goal-oriented:**
  They are very focused on self-improvement, success, often good at planning and setting goal as well as achieving them. They have a sense of purpose and direction, that's why they were confidently go for it.

1.2.5: Various types of Self-Esteem:

a. **Inflated Self-Esteem:**

People with inflated Self-Esteem think they are better than others and have no doubts about underestimating everyone else. This is a very negative Self-Esteem, as it holds them back from establishing affectionate and healthy relationships. Their competitiveness is always present and they always want to come out on top. For this people, happiness is found in achieving success, but the reality of the matter is that they do not attain happiness with this attitude.

People with inflated Self-Esteem are characterizing by their inability to listen to others and to critique themselves. They are not capable of correcting their own errors and, as such, they are constantly blaming others. Furthermore, they tend to undervalue others, adopting hostile behaviors towards them.

It is very difficult for these people to establish healthy relationship with others. They always see everyone else as competition.

b. **High Self-Esteem:**

People with this type of self-esteem accept and value themselves. It is a self-esteem that is known to be positive, as it manages to make the person satisfied with their life. Does this imply that there will not be barriers or walls to be scaled? Absolutely not, but the confidence in oneself and the courage to face any problems that may arise make everything much easier.

Person of high Self-Esteem are not driven to make them superior to others; they do not seek to prove their value by measuring themselves against a comparative standard. Their joy is being who they are, not in being than someone else (Nathaniel Branden).

Believing in yourself and trusting in who you are is what characterizes people who possess this type of Self-Esteem. However, this does not make them arrogant, nor do they feel better than anyone else. The just have the security necessary to avoid letting negative circumstances and events throw them off balance.

But even among those with high Self-Esteem, there are people who can indeed be seen off-balance. That is to say, they are not able to constantly maintain this high Self-Esteem.

Signs of high Self-Esteem:

- Confidence
- Ability to say no
- Positive outlook
- Ability to see overall strengths and weaknesses and accept them
- Negative experiences don't impact overall perspective
- Ability to express your needs

c. **Low Self-Esteem:**

People who have low self-esteem are the opposite of those with high self-esteem. They do not value themselves, they do not trust in their possibilities, and insecurity that they may be feeling is carried over into almost every situation. Fear of failure is something that torments them and holds people with low self-esteem back. They are the model of unhappy people.

Needing to talk badly about others indicates low Self-Esteem. That means, 'I feel so low that instead of picking myself up, I have to cut others down (Pope Francis).

People with low Self-Esteem have moments of euphoria everything is going right for them, but when things start to go bad, their Self-Esteem drops very quickly. They are sensitive people who are easily influenced and who tend to show their opinion, but without defending it.

There are some people who have low Self-Esteem that are not as unstable; their problem rather is indecision. They have very little trust in themselves, they undervalue themselves and they have such a great fear of messing up that they constantly believe that do not measure up to the circumstances.

Signs of Low Self-Esteem:

- Negative outlook
- Lack of confidence
- Inability to express your needs
- Focus on your weaknesses
- Feelings of shame, depression, or anxiety

- Belief that others are better than you
- Trouble accepting positive feedback
- Fear of failure

1.2.6: Importance of Self-Esteem:

Following are the importance of Self-Esteem: --

➢ **Productive behavior:**

When people feel good for themselves, their performance is good.

➢ **Work performance:**

Only one thing is considered in any workplace: that is building the Self-Esteem among employees, which affects their work performance.

➢ **Interpersonal relations:**

People should use the same treat with others, which they do with themselves.

➢ **Psychological wellbeing:**

In the major cases, people despise themselves, regarding themselves as worthless and unlovable. Self-Esteem removes them and plays an important role in the development of psychological wellbeing among humans.

1.3: Operational Definitions:

- **Self-Esteem:**

Self-Esteem could be defined in such a way that, what someone's unconscious believes is to be true about their worth, value, love and capability.

Self-Esteem is very dependent on factors within the environment. It is formed by someone's years of experiences. It could be said that, someone recorded the messages from another person with his/her eyes and ears, especially which are most important to them. Because, an unconscious person accepts all the words and emotions as true,

in fact it has no real based, one's Self-Esteem is being continuously constructed and reconstructed on how the verbal and non-verbal messages of others are reflected.

In the nature of Self-Esteem there are three factors those are strongly correlated with Self-Esteem. Each of the factors is separately outlined but they are interrelated.

- ✓ **Internal locus of control**: This factor is defined, someone's sense of internal causality and orientation towards personal responsibility. The more internal our LOC, the more we feel that, our destiny is in our own hands. It could be contrasted to seeing life as a series of accidents or things that happen to us. It comes from: recognizing that our actions result in consequences, seeing cause and effect relationships related to success and failure, being given power and control with an expectation of using them responsibly (Shindler, J; 2010).

- ✓ **Sense of belonging and acceptance:** This factor reflects how much one feels wanted and a part of the group, and how much one likes and accepts themselves as they are. The more one feels accepted and acceptable, the more they are able to express themselves, act authentically and be fully present to others. Self- acceptance could be contrasted to self-aggrandizement or a compulsion to please. It comes from: accepting messages from VIPs (including self-talk), practicing a positive approach and attitude, experiencing emotional safety, and the ability to separate our performance from who we are (Shindler, J; 2010).

- ✓ **Sense of competence**: This factor relates to one's self-efficacy or how good at things one thinks they are. Our unconscious is getting continuous data related to our relative level of competence. If we interpret our experience as progress and/or success we become more confident and more inclined to take risks in the future. Success breeds success. This sense of competence could be contrasted to a defeatist attitude or the need to brag/show off. It comes from: achievement, taking risks that pay off, having special talents, recognition of those talents from others, and others constructive feedback (Shindler, J; 2010).

- **Academic achievement:**

Academic performance is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. Cumulative GPA and completion of educational benchmarks such as secondary school diplomas and bachelor's degrees represent academic achievement.

Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important—procedural knowledge such as skills or declarative knowledge such as facts (Ward, A. et al; 1996).

It is generally accepted that the quality of family interactions has important associations with children's and adolescents' academic motivation and achievement, and with young adults' eventual educational and occupational attainments. Thomas Kellaghan and his colleagues (1993) claim, for example, that the family environment is the most powerful influence in determining students' school achievement, academic motivation, and the number of years of schooling they will receive.

In a general sense, academic achievement is the current level of a student's learning. More specifically, for the purposes of ESSA accountability, academic achievement refers to the percentage of students at a school whose learning currently meets or exceeds their grade-level standards. This achievement is measured using statewide tests in math and reading. Achievement is also measured using state assessments in science, but the science assessments will not be used for accountability under ESSA.

Student confidence is an important factor in educational success. When a child loses student Self-Esteem, they may lose motivation in learning. By building confidence in students, parent and educators can safeguard the most important ingredient to success: motivation.

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CHAPTER-II : THE PROBLEM OF THE STUDY

CHAPTER-II

THE PROBLEM OF THE STUDY

2.1: Review of Related Literature

Literature review makes a valuable contribution to every operational step when a researcher conducts any research thesis. It is an integral part of any research work. The Review of Related Literature takes an important role to know the relationship between any research problem and the structure of knowledge in the particular area. "The literature review can play an extremely important role in shaping your research problem because of process of reviewing the literature helps you to understand the subject area better and thus helps you to conceptualize your research problem clearly and precisely and make it more relevant and pertinent to your field of enquire." (Kumar, R; 2011)

For this purpose, contemporary studies on Self-Esteem and academic achievement among the students at Higher Education level in India, the state of West Bengal and other countries. The review of related literature includes different sources like Books, Journals, Reports, Articles, Published and Unpublished theses; current reviews periodicals and internet were reviewed to specify the present research problem. Related studies are as follows:-

2.1.1: Studies conducted in India:

- **Studies conducted in West Bengal:**

Biswas, S. (2018) conducted a research entitled as, *"A Study on Self Esteem among the Students of Higher Secondary School Level"*. In this study the researchers wanted to find out the Self Esteem among the students of Higher Secondary schools by taking 100 participants of four Higher Secondary Schools from based on rural and urban areas in Bangaon Towns, State of West Bengal. The researcher standardized the tool according to his study sample. The tool provided to the experts (Dr. Santosh Dhar and Dr. Upinder Dhar) in the Education Department, University of Kalyani, State of West Bengal, to establish content validity. The collected raw data were analyzed with descriptive and inferential statistics i.e.

Mean, Standard Deviation and t-test. In this study the researcher found that there was no any significant difference in Self-Esteem among the students at H.S. School based on their gender and location.

Rana, MD. S. et al. (2018) conducted a research entitled as, *"Self-Esteem of Muslim girl students"*. In this study the researchers wanted to investigate the differences in the Muslim girl students' Self-Esteem due to their locality and levels of academic achievement by taking 265 Muslim girl students of class IX as sample of the study from eight Secondary Schools at Murshidabad district. The researcher's adopted and applied the Self-Esteem Inventory developed by Sharma and Hossain (2015) to collect the primary data. The primary data were analyzed through Mean, Median, Standard Deviation, Skewness, Kurtosis and Histogram. From this study the researcher found a significant difference in Self-Esteem of Muslim girl students of class IX on the basis of locality of the schools and levels of academic achievement of the students.

Khatun, A. (Unpublished Research Thesis, 2018) conducted a research entitled as, *"A Study on Present Status of Self-Esteem among the Higher Secondary level girl students in West Bengal"*. In this study the researcher asserted the rate of prevalence of Self-Esteem, difference in Self-Esteem among the Muslim and Non-Muslim students and to compare the Self-Esteem among the girl students on the basis of different variables by taking 500 students at Higher Secondary level from both rural and urban area of Nadia district in West Bengal. Rosenberg Self-Esteem (RSE) Scale was used to collect the primary data from the students. Collected primary raw data were analyzed through descriptive and inferential statistics like; Mean, SD and Chi-Square test. In this study the researcher found that No. of siblings and Stream of study were not significant in comparison of Self-Esteem. On the other hand habitat, religion, Caste and marks of previous exam were significant in comparison of Self-Esteem; also found that most of the students have high level of Self-Esteem.

- **Studies conducted outside the West Bengal:**

Maheswari, Ms. R. et al. (2016) conducted a research entitled as, *"A study of Self-Esteem Among the College Students"*. In this study the researcher wanted to observe the level of Self-Esteem among the 61 college students studying at Bharathidasan University Constituent College, Perambalur. A self prepared interview schedule was prepared to collect the personal details and a standardized tool on Self-Esteem was used which comprise of 24 items. For this study the researchers has used descriptive research design and Purposive sampling method. From this study the researchers found that more than half of students had low Self-Esteem.

Priyadharshini, J. et al. (2014) conducted a research entitled as, *"Self-Esteem and Academic Performance of freshmen at Karunya University"*. In this study the researchers wanted to investigate that there was close relationship between Self-Esteem and academic achievements of freshmen students. A cross-sectional survey research was conducted to examine the relationship between Self-Esteem and student's academic achievements among the 50 undergraduates (first year) in Karunya University, Coimbatore by using Rosenberg Self-Esteem scale for collect the primary data. The result was existed that students with positive self-esteem have high academic performance and there was a significant high relationship between Self-Esteem and academic achievement of students.

Vishalakshi, K. K. et al. (2012) conducted a research entitled as, *"Relationship between Self-Esteem and Academic Achievement of Secondary School Students"*. In this study the researchers wanted to explore the relationship between Self-Esteem and academic achievement by taking 321 students of standard IX from government and private schools of Mysore city. The Coopersmith Self-Esteem Inventory was used to collect the primary data and total score on second semester exam was considered to determine the achievement level of the students. The raw data were analyzed using descriptive statistics, t-test and Pearson's coefficient Correlation using SPSS. The result of the study revealed that, there was a positive correlation in between Self-Esteem and academic achievement of the students.

D'Mello, L. et al. (2018) conducted a research entitled as, *"A Study on the Self-Esteem and Academic Performance among the Students"*. In this study the researchers wanted to evaluate the relationship between Self-Esteem and academic achievement, Self-Esteem level of the students and what could be the reason low academic performance in spite of having Self-Esteem by taking 50 students from Government High School at Kannada district of Karnataka. The researcher has concentrated on collecting primary data by questionnaire methods. The secondary data has been collected from the books, magazines, reports, school records and websites. The research design used for the study was descriptive in nature. The result revealed that, the female participants have more Self-Esteem than male participants and also found that, there was not any significant relation between the Self-Esteem and academic achievement of the students.

Joshi, S. et al. (2009) conducted a research entitled as, *"Self-Esteem and Academic Achievement of Adolescents"*. In this study the researcher wanted to examine the Self-Esteem and academic achievement of urban & rural adolescents, and to evaluate the gender difference in Self-Esteem and academic achievement by taking 400 adolescents (200 urban & 200 rural) from Varanasi district. The boys and girls (aged 12 to 14) were equally distributed among the urban and rural areas. Student's Self-Esteem was measured by Rosenberg Self-Esteem Scale and academic achievement was measured by academic school records. In this study the researchers found that there were no significant differences with regard to academic achievement of rural and urban adolescents, there were significant differences with regard to academic achievement of rural and urban adolescents, urban adolescents scored little higher in academic achievement as compare to rural counterpart, boys were score significant little higher on Self-Esteem as compare to girl, significant gender differences were found in academic achievement and girl students were significantly higher on academic achievement as compared to boys.

Arora, A. K. (2017) conducted a research entitled as, ***"A study of Self-Esteem, perceived stress and academic performance among adolescents"***. In this study the researcher wanted to examine the relationship between self-esteem, perceived stress and academic performance among the adolescents by taking 40 participants in the age group of 16-18 years of tri-city of Panchkula, Mohali and Chandigarh. For this purpose, the Rosenberg Self-Esteem Scale (Rosenberg, 1965) and Perceived Stress Scale (Cohen & Williamson, 1988) were administered to the sample group. Last two year's examination's average score was taken as the score for academic performance. Inter-correlation analysis was used for statistical analysis. In this study the researcher found that adolescence was a stage when there were multiple stressors, which lead to low academic achievement in adolescence. Having a high Self-Esteem was important else low Self-Esteem leads to several inferiority complexes in the particular participants.

Chatterjee, D. et al. (2017) conducted a research entitled as, ***"Parents' and Siblings' Influence On One's Self-Esteem"***. In this study the researchers wanted to investigate any significant relationship between students' Self-Esteem and some particular demographic variables as like, parents' expectation, students' academic performance, & students' relation with siblings and age of siblings. However, find out whether the native place of the students and their gender are play any role in the Self-Esteem of the students or not. In this study, data from 112 students were collected through an online survey. Primary raw data were collected through Rosenberg Self-Esteem scale. The analysis was carried out by using IBM SPSS (Version 23) and some statistical tests as like; Histogram analysis, Chi-square test, Bi-variant correlation analysis and Independent sample t-test. The result was revealed that, there was high Self-Esteem of the participants; the parent's reaction to academic performance affects the participants' Self-Esteem; the academic performance has a significant role on influencing one's Self-Esteem; sibling's relationship with the participant does play and significant role in influencing the Self-Esteem of the participant; the age of siblings dose affect the Self-Esteem of the participant; native have a very weak relationship on participant's Self-Esteem; gender plays a significant value in determining one's Self-Esteem.

2.1.2: Studies conducted in Abroad:

Naderi, H. et al. (2009) conducted a research entitled as, ***"Self-Esteem, Gender and Academic Achievement of Undergraduate Students"***. In this study the researchers wanted to examine the relation between Self-Esteem, Gender and Academic achievement and also try to know the gender difference on Self-Esteem by taking 153 Iranian undergraduate students in Malaysian Universities. Students completed the Persian version of the RSE scale. CGPA was used to select the participants and data were analyzed by Multiple Regression and Independent sample t-test. In this study the researchers found that although Self-Esteem indicates a strong significant relationship on Academic achievement when gender was controlled, there was no relationship between Self-Esteem and Academic achievement. And also found that there was significant gender difference on Self-Esteem.

McLaughlin, N. (2015) conducted a research entitled as, ***"An Analysis of the Effect of Relationship Status on Self-Esteem and Academic performance"***. In this study the researcher wanted to find out the present evidence of Self-Esteem in regards to relationship status and Academic performance by taking 100 undergraduate students from a Midwestern University in classroom, computer labs and the university cafe. Their average age was 20 years old, with the range of 18 to 42 years. The statistical analysis was interpreted by completing a One-way analysis of variance with Relationship status as the independent variable and Self-Esteem as the dependent variable. Students' academic performance was measured by their approximate GPA. In this study the researcher found that the results indicated a non-significance difference in Self-Esteem based on relationship status and a significant difference in Academic performance based on relationship status.

Correlating, F. (2018) conducted a research entitled as, ***"Correlating Self-Esteem and Academic Outcome"***. In this study the researcher wanted to investigate the correlation between Self-Esteem and Academic achievement by taking 600 undergraduate students at the University of Swat. The CGPA of last two semesters were to be taken to measure student's recent academic performance. The participants score on the RSE scale was correlated with theirs CGPA by applying Pearson Correlating Coefficient. The CGPA of students was correlated with their score on the RSE scale by applying the Pearson Correlation test. From

this study the researcher found that there was a significant positive correlation between Academic achievement and Self-Esteem of the particular students.

Farhan, S. et al. (2015) conducted a research entitled as, *"Impact of Stress, Self-Esteem and Gender factor on students' Academic achievement"*. In this study the researchers wanted to evaluate the impact of Stress and Self-Esteem and Gender's effect on students' academic performance by using Cluster random sampling technique, taking 300 students from different three Private Universities of Karachi city, Pakistan. The participants were responded on RSE scale and Perceived Stress scale questionnaires. Collected data were analyzed by Factor analysis, Regression analysis, Correlation and t-test. Results of the study were showed that there were significant correlation between Stress level and Self-Esteem of the students, there were not-significant correlation between GPA and Stress of the students. There were no any significant difference of gender, level of self-esteem and GPA of the particular students.

Arshad, M. et al. (2015) conducted a research entitled as, *"Self-Esteem & Academic Performance among University Students"*. In this study the researchers wanted to examine the difference between male and female students on Self-Esteem and Academic performance by taking 80 university students, using Purposive sampling technique from Government College University of Faisalabad, Pakistan. RSE Scale and Academic Performance Rating Scale were used to measure their Self-Esteem and academic performance. The score of male and female students were compared. Pearson's Product Moment and t-test were used for analyzed the collected data. In this study the researchers found that there was a significant relationship between Self-Esteem and academic performance and also found that a significant difference between male and female students on Self-Esteem and academic achievement performance.

Alavijeh, M. M. et al. (2018) conducted a research entitled as, *"Self-Esteem and Academic Achievement among Students of Kermanshah University of Medical Sciences"*. In this study the researchers wanted to find out the status of Self-Esteem and its relationship with academic achievement among the students by taking 300 participants using Probability Proportional-to-size method at Kermanshah University of Medical Science in the west of Iran. Rosenberg Self-Esteem Scale was used to collect data from sample group. Data were analyzed with t-test, One-way ANOVA and Pearson correlation test. From this study the researchers found that MD students had higher Self-Esteem, there was a significant

relationship between mother's education level and Self-Esteem & also found that Self-Esteem was significantly correlated with students' academic achievement.

Rosli, Y. et al. (2011) conducted a research entitled as, ***"Self-Esteem and Academic performance relationship amongst the second year undergraduate students of University Kebangsaan, Malaysia, Kuala Lampur Campus"***. In this study the researchers wanted to evaluate the relationship between Self-Esteem and students' academic performance among the 220 undergraduate students (second year) were selected via Systemic Random Sampling of Faculty of Health Science, University Kebangsaan Malaysia. Students were responded on survey methods regarding their self-esteem, body area satisfaction, stress and demographic data using 3 scales–Rosenberg Self-Esteem Scale (RSES), Perceived Stress Scale (PSS) and Body Area Satisfaction Scale (BASS). Independent T-test, One-way ANOVA test, Pearson's Correlation test, Spearman's Correlation test and Multiple Regression test were used to analyze the collected data. In this study the researchers found that the students with higher Self-Esteem perform better in their academic performance; Self-Esteem and body area satisfaction was significantly related & Self-Esteem and stress was not significantly related to each other.

Ahmat, S. N. et al. (2018) conducted a research entitled as, ***"Self-Esteem Level and its Relationship to Academic Performance among Undergraduate Pharmacy Students in a Malaysian Public University"***. In this study the researchers wanted to examine the level of Self-Esteem among the undergraduate pharmacy students, to determine the demographic variable that could have significantly influenced the self-esteem and to determine the correlation between the level of Self-Esteem and academic performance by taking 239 undergraduate students from University Technology MARA (UiTM) Puncak Alam, Malaysia. To collect the primary data the Rosenberg Self-Esteem Scale (RSES) was administered to all year 1 to year 4 pharmacy students at the Malaysian Public University. Descriptive statistics (i.e. Mean, Median and Standard Deviation) and inferential statistics (i.e. Pearson correlation test, Independent t-test, and One-way ANOVA test) were used to analyze the data. In this study the researchers found that there was negative significant correlation between Self-Esteem level and CGPA in the current study and other demographic variables did not contribute to any significant difference in Self-Esteem level among the particular students.

Jirdehi, M. M. et al. (2018) conducted a research entitled as, ***"Study the relationship between medical science students' Self-Esteem and academic achievement of Guilan University of medical sciences"***. In this study the researchers wanted to find out the relationship between self-esteem and academic achievement in Medical Sciences students by taking 537 university students were selected using the stratified random sampling method from Guilan University of Medical Sciences in 2014-2015. It's a descriptive-correlation study. Primary data were collected by using the standard Self-Esteem questionnaire of Cooper Smith consisting of four elements (General, Social, Familial and Educational) and a demographic questionnaire. Descriptive statistics as like Spearman correlation test and Logistic Regression test were used to analyze the primary data. In this study the researchers found that, the results indicated a significant relation between grade point average and Self-Esteem (Educational Self-Esteem and Global Self-Esteem). There was also a significant relation between Composite Index educational status and general Self-Esteem & academic achievement and global Self-Esteem.

Kustati, M. et al. (2017) conducted a research entitled as, ***"The Contribution of Undergraduate Students' Self-Esteem and Academic Achievement to Their Career Readiness"***. In this study the researchers wanted to investigate the contribution of students' Self-Esteem and academic achievement towards their readiness in the pursuit of their careers by taking 100 students who were study at English Tadris (TBI) Department of IAIN Imam Bonjol Padang, West Sumatra, Indonesia. This study was conducted using the quantitative method which included a cross-sectional survey design. The researchers using Pearson correlation technique and linear regression test were used to analyze the collected data. In this study the researchers found that TBI students had high Self-Esteem, good academic achievement and medium career readiness.

Arbabisarjou, A. et al. (2016) conducted a research entitled as, ***"The Relationship between Self-Esteem and Academic Achievement-Motivation in University Students"***. In this study the researchers wanted to evaluate the relationship between Self-Esteem and academic achievement motivation by taking 200 students at Zahedan University of Medical Science, Iran in 2015. For this descriptive-analytical study primary data were collected by using three-part questionnaire (Demographic characteristics, Cooper Smith Self-Esteem Inventory and Harter's Academic Motivation Questionnaire). The collected data were analyzed through Descriptive statistics, Independent t-test, ANOVA, Pearson correlation test and Chi-square test. In this study the researchers found that there were significant relationship between Self-

Esteem and academic achievement motivation (Intrinsic and Extrinsic motivation), students with higher levels of Self-Esteem were more motivational to achieve academic goals.

Iniama, E. (2004) conducted a research entitled as, *"The Relationship between Self-Esteem and academic performance of freshman at the University of the Virgin Islands"*. In this study the researcher wanted to examine the relationship between Self-Esteem and academic performance of 48 freshman students at the University of the Virgin Islands, St. Thomas campus in 2004. The researcher used SEI (Self-Esteem Index) as an existing Self-Esteem inventory to collect the raw data. Chi-square test and Two-way ANOVA are used to analyze the raw data. In this study the researcher found that there was no significant relationship between high grade point and Self-Esteem and also found that the type of high school attended and gender of participant make no significant impact on college grade point average or on Scholastic Aptitude Test composite score, there was no significant interaction effect of each other.

Chan Huan Zhi, A. (2014) conducted a research entitled as, *"Understanding Our Students: Dose High Self-Esteem Produce Good Academic Achievement among Undergraduate"*. In this study the researcher wanted to find out the student's Self-Esteem across three undergraduate subjects and whether it has any effect on their examination scores of the 358 students (71 students from subject-1; 142 students from subject-2 and 145 students from subject-3) from three different undergraduate subjects at a public university of Malaysia. Rosenberg Self-Esteem Scale (RSES) was used to collect the raw primary data. The result of the study demonstrated that there were no any significant relationship between the scores of examination and Self-Esteem.

Hadinezhad, P. et al. (2018) conducted a research entitled as, *"A study of the relationship between Self-Esteem and achievement in medical students of Sari Medical College"*. In this study the researchers wanted to investigate the relationship between Self-Esteem and academic achievement by taking 244 medical students of Sari medical college. Rosenberg Self-Esteem Scale (RSES) was used to collect the raw primary data. T-test, ANOVA, Chi-square test are used to collect the primary data. In this study the researchers found that there was not any significant relationship between Self-Esteem and the variables of degree, marital status and gender. However, a significant relationship was obtained between the residences of students and Self-Esteem. Therefore, the dorm residents had lower Self-Esteem in

comparison with non-dorm residents. There has been a completely significant relationship between the main variable, academic achievement that has been evaluated based on average, with Self-Esteem.

Aryana, M. (2010) conducted a research entitled as, ***"Relationship between Self-Esteem and Academic Achievement amongst Pre-University Students"***. In this study the researcher wanted to evaluate the relationship between Self-Esteem and academic achievement in the pre-university students. 100 students (50 male & 50 female) are randomly chosen from Qaemshahr schools in 2008-2009 education years. The Coopersmith questionnaires were distributed of the followings students to collect the primary data. Pearson correlation test and independent sample t-test were used to analyze the taw data. The results of the study revealed that there was significant positive relationship between Self-Esteem and academic achievement. Moreover, there was significant difference in academic achievement between boys and girls. However, no significant difference was found in Self-Esteem between male and female. The results suggest that high Self-Esteem is important factor and strengthen the prediction of academic achievement in students.

Saadat, M. et al. (2012) conducted a research entitled as, ***"Self-Esteem in Iranian University students and its relationship with academic achievement"***. In this study the researchers wanted to examine the determinate link between Self-Esteem and academic achievement. Out of 10901 students of Shahid Beheshit University, 370 students (141 male & 229 female) are randomly taken as sample. Pope's test of Self-Esteem scale was used to collect the primary data from the following students. One way ANOVA, t-test, Post-Hoc test and regression analysis were used to analyze the raw collected data. In the analysis of the data SPSS-21 package was used. According to this study results obtained that, there is a significant difference in Self-Esteem among male and female students. Moreover, male students for family Self-Esteem received higher score than female students. However, the students of the faculties showed significant difference in Self-Esteem. Academic Self-Esteem and family Self-Esteem has a positive relationship with the academic achievement of students.

Jain, S. et al. (2014) conducted a research entitled as, *"Self-Esteem: A Gender Based Comparison and the Causal Factors Reducing It among Indian Youth"*. In this study the researchers wanted to find out such common causal incidents in the lives of Indian youth and also the gender difference in Self-Esteem among the students by taking 150 (77 female & 73 male) college going Indian students. For primary data collection, Coopersmith Self-esteem Inventory was applied in order to measure the Self-Esteem level among the following students. Raw data were analyzed by using t-test for independent sample means. The results of the study existed that there was no any significant difference in the Self-Esteem levels of the followings students. However, results revealed that among many cause the most common cause for reduction in Self-Esteem have been inability to meet academic expectation of self, parents and teachers.

Ghourbanpour, A. et al. (2016) conducted a research entitled as, *"Relationship between Self-Esteem and academic progress in physiotherapy students at Babol University of medical science"*. In this study the researchers wanted to evaluate the relationship between Self-Esteem and educational progress in physiotherapy students at Babol University of medical sciences by taking 45 participants. The cooper-smith questionnaire was used to measuring the student's Self-Esteem. The raw data were collected by survey method and analyzed using Pearson's correlation test via SPSS. There was not any correlation between student's Self-Esteem and average, the correlation between paternal education level and student's iterance rank and between age and Self-Esteem are also not significant, but a significant correlation was found between Self-Esteem and marital status.

Davari, A. R. et al. (2013) conducted a research entitled as, *"Association between Self-Esteem and Educational Status of Medical Students of Shahid Sadoughi University of Medical Sciences in Yazd"*. In this study the researchers wanted to examine the relationship between university students' Self-Esteem and educational status at Shahid Sadoughi University of medical science in Yazd by taking 257 students of different faculties. In order to collect the primary data, a questionnaire was applied consisting of Cooper-smith Self-Esteem inventory as well as respondents' demographic information. The collected raw data were analyzes using SPSS software applying ANOVA and t-test. The results of this study showed that, most of the students have high level of Self-Esteem & there was no any significant relationship between Self-Esteem and students' educational status.

Sephai, V. et al. (2015) conducted a research entitled as, *"The Relationship between Self-Esteem and Academic Achievement in Pre-clinical and Clinical Medical students"*. In this study the researchers wanted to find out the relationship between Self-Esteem and academic achievement in pre-clinical medical students in Kermanshah University of Medical Science. 259 pre-clinical and clinical medical students were randomly selected through stratified random sampling method. The raw data were gathering instrument included Cooper-Smith self-esteem inventory. The results were analyzed using descriptive statistics, Spearman correlation of coefficient, Chi-Square test, Independent sample t-test and Mann-Whitney test. Results revealed that, most of the students had high Self-Esteem. There was a significant correlation between the level of Self-Esteem and academic achievement.

2.2:   The Statement of the Problem:

Self-Esteem is an essential component of the self and has its impact on different aspects of human life. In West Bengal a large number of students are involved in Higher Education level. For making a bright future this stage is very crucial to take right decision for them. But in general, they face different type of problems at this stage because of their insufficiently developed self-concept and concept about the reality; especially their 'Self-Esteem'. The school achievement and development as well as college environment has vital roles in shaping individuals and determining their upcoming careers, raising Self-Esteem in pupils' during their growth stages throughout adulthood. Students belonging from different caste, geographical area, stream, family to face problems in giving worth to their judgments due to lack of proper Self-Esteem which affects their academic achievement. So, it is very necessary to find out the problems and prospects of Self-Esteem among these students. Many researchers have conducted studies in this domain. But, there have been conducted a little studies on Self-Esteem and academic achievement among the students at Higher Education level in West Bengal especially in Paschim Medinipur district.

Therefore, the researcher has identified a researchable knowledge gap regarding the concept of Self-Esteem on academic achievement among the students at Higher Education with focus on undergraduate level.

Hence, the researcher focuses his area on estimating levels of Self-Esteem on academic achievement among the undergraduate students by doing critical analysis of the same in term of different socio-economic variables.

On basis of identification of different dimensions of Self-Esteem and keeping in mind the impact of the same on academic achievement, the following research questions has been emerged in researcher's inquisitive mind:-

a) Are there any relation between Self-Esteem and academic achievement among the students at Higher Education level in Paschim Medinipur district of West Bengal?

b) Are there any variations in the level of Self-Esteem among the students at Higher Education level with respect to different socio-economic parameters?

To find out the answers of the above identified research questions, the problem of the present study was specified and stated as, *"Relationship between Self-Esteem and academic achievement among the students at Higher Education level in Paschim Medinipur district"*.

2.3: Delimitations of the Study:

The present study was delimited to the followings:-

a) Only Paschim Medinipur district was selected to the study.

b) The sample group of students was belonging to class B.A. 1st, 2nd and 3rd year of undergraduate level.

c) The tool used for the study was Bengali and English version of Rosenberg Self-Esteem scale.

d) The sample was collected from 4 Rural and 3 Urban Areas College only.

e) The variables of the present study were delimited to demographic variable like; Class, Stream, Gender, Religion, Habitat, Caste, Marks of previous final exam, No of having sibling, Family types, Monthly family income, Father's education, Mother's education, Father's occupation, Mother's occupation.

f) The main focus of the present study was given to find out the relationship between Self-Esteem and academic achievement among the students at Higher Education level.

2.4: Objectives of the study:

In view of the basic research questions and delimitations of the study, to find out the relationship between Self-Esteem and academic achievement among the students at Higher Education level; the researcher was identified following objectives:-

a) To find out the causes behind the variation of Self-Esteem among the students at Higher Education level in Paschim Medinipur district of West Bengal.

b) To find out the relationship between Self-Esteem and academic achievement among the students at Higher Education level in Paschim Medinipur district of West Bengal.

c) To find out the variation of impact caused by Self-Esteem on academic achievement among the students at Higher Education level in respect of different socio-economic parameters.

2.5: Hypotheses of the study:

In view of the basic research questions, delimitations and objectives of the study, following null hypotheses were formulated:-

$^{0}H_{1}$: Class of students and level of Self-Esteem are independent of one another among the students at Higher Education level in Paschim Medinipur district of West Bengal.

$^{0}H_{2}$: There exists no any significant difference between stream of study and level of Self-Esteem among the students at Higher Education level in Paschim Medinipur district of West Bengal.

$^{0}H_{3}$: Gender does not play a significant role in variation of Self-Esteem among the students at Higher Education level in Paschim Medinipur district of West Bengal.

$^{0}H_{4}$: Self-Esteem of Hindu students is same as Self-Esteem of Muslim students at Higher Education level in Paschim Medinipur district of West Bengal.

$^{0}H_{5}$: There is no significant dependency in between type of habitat and level of Self-Esteem among the students at Higher Education level in Paschim Medinipur district of West Bengal.

$^0H_6$: Caste does not seem to be a significant factor for variation of Self-Esteem level among the students at Higher Education level in Paschim Medinipur district of West Bengal.

$^0H_7$: There exists no any significant difference between Marks of previous final exam and level of Self-Esteem among the students at Higher Education level in Paschim Medinipur district of West Bengal.

$^0H_8$: Number of having sibling does not play a significant role in variation of Self-Esteem among the students at Higher Education level in Paschim Medinipur district of West Bengal.

$^0H_9$: Self-Esteem of students from nuclear family is same as Self-Esteem of students from joint family at Higher Education level in Paschim Medinipur district of West Bengal.

$^0H_{10}$: Monthly family income of students and level of Self-Esteem are independent of one another among the students at Higher Education level in Paschim Medinipur district of West Bengal.

$^0H_{11}$: There exists no any significant difference between father's education of the students and level of Self-Esteem among the students at Higher Education level in Paschim Medinipur district of West Bengal.

$^0H_{12}$: There is no significant dependency in between mother's education of the students and level of Self-Esteem among the students at Higher Education level in Paschim Medinipur district of West Bengal.

$^0H_{13}$: Father's occupation does not seem to be a significant factor for variation of Self-Esteem level among the students at Higher Education level in Paschim Medinipur district of West Bengal.

$^0H_{14}$: Mother's occupation does not seem to be a significant factor for variation of Self-Esteem level among the students at Higher Education level in Paschim Medinipur district of West Bengal.

$^0H_{15}$: There is no significant relationship in between Marks of previous final exam and level of Self-Esteem among the students at Higher Education level in Paschim Medinipur district of West Bengal.

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CHAPTER-III : METHOD AND PROCEDURE OF STUDY

CHAPTER-III

METHOD AND PROCEDURE OF THE STUDY

This chapter includes an overview of the rationale for utilizing quantitative along with qualitative methods, which is dividing into two sections. The first section of this chapter deals with Methodology, Overviews of the study design, Population, Sample, Variables and Tools for data collection. On the other hand the final section describes the general procedure of data collection.

3.1: Methodology:

The present study was conducted mainly to find out the relationship between Self-Esteem and academic achievement among the students at Higher Education level in Paschim Medinipur district. Using stratified random sampling method, 512 undergraduate students were selected from seven general degree colleges of Paschim Medinipur district, which was selected randomly by an intrinsic survey out of the whole population for this present study. The chosen sample was thought to be effective in finding out and compare the Self-Esteem in terms of different socio-economic variables as well as to find out any relationship between Self-Esteem and academic achievement.

3.1.1: Study design:

The present study followed quantitative research design. It was conducted based on cross-sectional survey research framework.

"The survey method gathers data from a relatively large number of cases at a particular time. It is not concerned with characteristics of individuals *as* individuals. It is concerned with the statistics that result when data are abstracted from a number of individual cases. It is essentially cross-sectional. The survey is an important type of study. It must not be confused with the mere clerical routine of gathering and tabulating figures. It involves a clearly defined problem and defined objectives. It requires expert and imaginative planning, careful analysis

and interpretation of the data gathered, and logical and skillful reporting of the findings." (Best & Kahn, 2014)

Survey type of study were generally conducted to collect details illustration of existing phenomena with the intention of employing data to justify present-day situation and practices or to make more and more relevant design for improving them. Therefore, a survey research design was used for this study because it is realized that, survey method is a most suitable technique for collecting raw information in form of qualitative and quantitative data about respective area, here as like; Self-Esteem and academic achievement among the students from Higher Education level of Paschim Medinipur district and it is also a practice from large population involving respondents of different types of background.

In the above mentioned framework, study designs attempt to find the answers to the following questions: ----

a) Are there any relation between Self-Esteem and academic achievement among the students at Higher Education level in Paschim Medinipur district of West Bengal?
b) Are there any variations in the level of Self-Esteem among the students at Higher Education level with respect to different socio-economic parameters?

3.1.2: Population and Sample:

The Population: Students at undergraduate level (B.A. 1st, 2nd & 3rd year) in general degree colleges of Paschim Medinipur district in the present year were considered as population of the study.

The Study Sample: As the survey research requires a good number of participants which represent the whole population to collect relevant information from the target group. The present study was conducted on total participants of 512 undergraduate students who were randomly selected from seven general degree colleges (Randomly selected) of Paschim Medinipur district in West Bengal.

The map of population area drawn for the present study and the location area of primary sample was given in figure no. 3.1.

Figure no. 3.1: Map showing the Population area and the location area of Primary sample
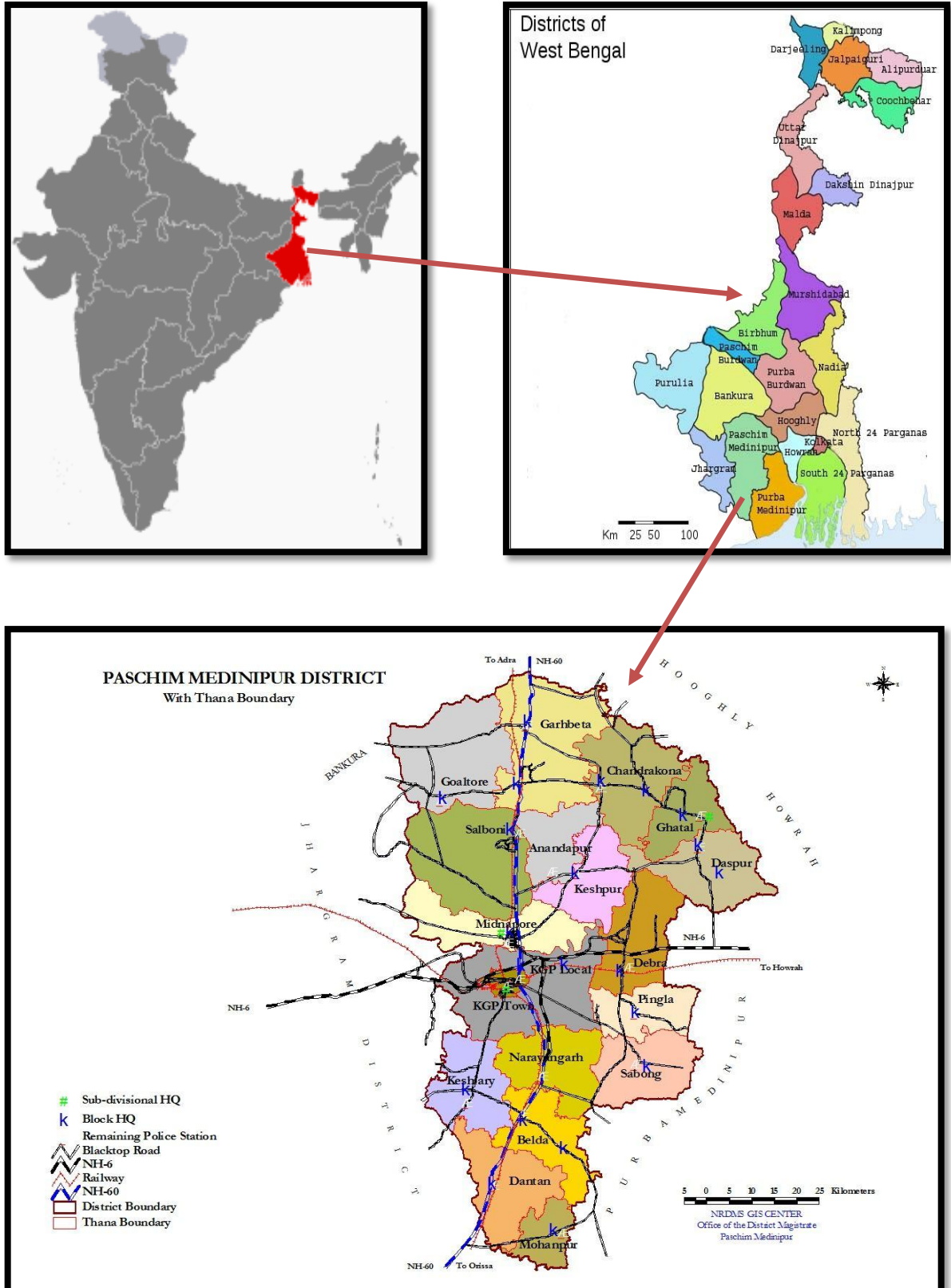
Distribution of Primary Sample: The researcher selected seven particular general degree colleges by consideration of their accessibility, time frame and financial cost that had to convenient for him. The primary study sample was drawn from Paschim Medinipur district, by taking 512 undergraduate students from these seven colleges. The participants were categorized accordingly based on demographic data like; Class, Stream, Gender, Religion, Habitat, Caste, Marks of previous final exam, No. of having sibling, Family types, Monthly family income, Father's education, Mother's education, Father's occupation, Mother's occupation.

Table no. 3.1: Showing the Institution wise sample collection details of the study.

Sl. No.	Name of the Institution	No. of Samples		Total no. of Sample
		Male	**Female**	
1.	Gourav Guin Memorial College	32	56	88
2.	Chandrakona Vidyasagar Mahavidyalaya	21	41	62
3.	Garhbeta College	25	48	73
4.	Midnapore College (Autonomous)	35	50	85
5.	Pingla Thana Mahavidyalaya	29	40	69
6.	Belda College	24	48	72
7.	Egra Sarada Sashi Bhusan College	27	36	63
	Total	**193**	**319**	**512**

In this study, out of 512 undergraduate students were included, 213 students were from B.A. 1st year, 126 students were from B.A. 2nd year and 173 students were from B.A. 3rd year. The distribution was shown in table no. 3.2.

Table no. 3.2: Distribution of sample according to Class

Variable		Total number of students
Class	**B.A. 1st Year**	213
	B.A. 2nd Year	126
	B.A. 3rd Year	173

In this study, out of 512 undergraduate students were included, 454 students were from arts stream and 58 students were from science stream. The distribution was shown in table no. 3.3.

Table no. 3.3: Distribution of sample according to Stream of study

Variable		Total number of students
Stream of study	**Arts**	454
	Science	58

In this study, out of 512 undergraduate students were included, 193 students were male and 319 students were female. The distribution was shown in table no. 3.4.

Table no. 3.4: Distribution of sample according to Gender

Variable		Total number of students
Gender	**Male**	193
	Female	319

In this study, out of 512 undergraduate students were included, 356 students were belongs to Hindu religion and 156 students were belongs to Muslim religion. The distribution was shown in table no. 3.5.

Table no. 3.5: Distribution of sample according to Religion

Variable		Total number of students
Religion	**Hindu**	356
	Muslim	156

In this study, out of 512 undergraduate students were included, 251 students were from Rural area, 152 students were from Semi-Urban area and 109 students were from Urban area. The distribution was shown in table no. 3.6.

Table no. 3.6: Distribution of sample according to Habitat

Variable		Total number of students
Habitat	**Rural**	251
	Semi-Urban	152
	Urban	109

In this study, out of 512 undergraduate students were included, 318 students were from General category, 89 students were from Schedule Caste category, 27 students were from Schedule Tribe category, 51 students were from Other Backward Class-A category and 27 students were from Other Backward Class-B category . The distribution was shown in table no. 3.7.

Table no. 3.7: Distribution of sample according to Caste

Variable		Total number of students
Caste	**General**	318
	SC	89
	ST	27
	OBC-A	51
	OBC-B	27

In this study, out of 512 undergraduate students were included, 275 students were gets 60% & above 60% marks, 180 students were gets 45%-59.99% marks and 57 students were gets below 45% marks in their previous final exam. The distribution was shown in table no. 3.8.

Table no. 3.8: Distribution of sample according to Marks of Previous final exam

Variable		Total number of students
Marks of Previous final exam	**60% & >60%**	275
	45%-59.99%	180
	<45%	57

In this study, out of 512 undergraduate students were included, 65 students have no sibling, 261 students have one sibling and 186 students have more than one sibling. The distribution was shown in table no. 3.9.

Table no. 3.9: Distribution of sample according to No. of having sibling

Variable		Total number of students
Siblings	**No**	65
	One	261
	More than one	186

In this study, out of 512 undergraduate students were included, 260 students were belongs to nuclear family and 252 students were belongs to joint family. The distribution was shown in table no. 3.10.

Table no. 3.10: Distribution of sample according to Family type

Variable		Total number of students
Family type	**Nuclear**	260
	Joint	252

In this study, out of 512 undergraduate students were included, the monthly family income of 198 students were below 5000 Rs., the monthly family income of 144 students were 5000-9999 Rs., the monthly family income of 88 students were 10000-15000 Rs. and the monthly family income of 82 students were more than 15000 Rs. The distribution was shown in table no. 3.11.

Table no. 3.11: Distribution of sample according to Monthly family income (Rs.)

Variable		Total number of students
Monthly family income (Rs.)	**<5000**	198
	5000-9999	144
	10000-15000	88
	>15000	82

In this study, out of 512 undergraduate students were included, 13 student's father are illiterate, 310 student's father are qualified of up to secondary level, 110 student's father are qualified of up to higher secondary level and 79 student's father are highly educated. The distribution was shown in table no. 3.12.

Table no. 3.12: Distribution of sample according to Father's education

Variable		Total number of students
Father's education	**Illiterate**	13
	Up to Secondary Level	310
	Up to H.S. level	110
	Highly educated	79

In this study, out of 512 undergraduate students were included, 18 student's mother are illiterate, 384 student's mother are qualified of up to secondary level, 83 student's mother are qualified of up to higher secondary level and 27 student's mother are highly educated. The distribution was shown in table no. 3.13.

Table no. 3.13: Distribution of sample according to Mother's education

Variable		Total number of students
Mother's education	Illiterate	18
	Up to Secondary level	384
	Up to H.S. level	83
	Highly educated	27

In this study, out of 512 undergraduate students were included, 327 student's father are farmer, 93 student's father are businessman, 66 student's father are serviceman and 26 student's father are engage with other profession. The distribution was shown in table no. 3.14.

Table no. 3.14: Distribution of sample according to Father's occupation

Variable		Total number of students
Father's occupation	Farmer	327
	Businessman	93
	Serviceman	66
	Engage with other profession	26

In this study, out of 512 undergraduate students were included, 488 student's mother are house wife and 24 student's mother are engage with work. The distribution was shown in table no. 3.15.

Table no. 3.15: Distribution of sample according to Mother's occupation

Variable		Total number of students
Mother's occupation	House wife	488
	Engage with work	24

The summary of sample distribution was shown in table no. 3.16 and the illustration was shown in figure no. 3.2.

Table no. 3.16: Distribution of sample according to different socio-economic variables

Sl. No.	Variables		Total number of students	Percentage
1.	Class	B.A. 1st year (V-I)	213	41.60%
		B.A. 2nd year (V-II)	126	24.61%
		B.A. 3rd year (V-III)	173	33.79%
2.	Stream	Arts (V-I)	454	88.67%
		Science (V-II)	58	11.33%
3.	Gender	Male (V-I)	193	37.70%
		Female (V-II)	319	62.30%
4.	Religion	Hindu (V-I)	356	69.53%
		Muslim (V-II)	156	30.47%
5.	Habitat	Rural (V-I)	251	49.02%
		Semi-Urban (V-II)	152	29.69%
		Urban (V-III)	109	21.29%
6.	Caste	General (V-I)	318	62.11%
		SC (V-II)	89	17.39%
		ST (V-III)	27	5.27%
		OBC-A (V-IV)	51	9.96%
		OBC-B (V-V)	27	5.27%
7.	Marks of Previous final exam	60% & >60% (V-I)	275	53.71%
		45%-59.99% (V-II)	180	35.16%
		<45% (V-III)	57	11.13%
8.	No. of having sibling	No (V-I)	65	12.69%
		One (V-II)	261	50.98%
		More than one (V-III)	186	36.33%
9.	Family type	Nuclear (V-I)	260	50.78%
		Joint (V-II)	252	49.22%

Sl. No.	Variables		Total number of students	Percentage
10.	Monthly family income (Rs.)	<5000 (V-I)	198	38.67%
		5000-9999 (V-II)	144	28.13%
		10000-15000 (V-III)	88	17.19%
		>15000 (V-IV)	82	16.01%
11.	Father's education	Illiterate (V-I)	13	2.54%
		Up to Secondary level (V-II)	310	60.55%
		Up to H.S. level (V-III)	110	21.48%
		Highly educated (V-IV)	79	15.43%
12.	Mother's education	Illiterate (V-I)	18	3.52%
		Up to Secondary level (V-II)	384	75%
		Up to H.S. level (V-III)	83	16.21%
		Highly educated (V-IV)	27	5.27%
13.	Father's occupation	Farmer (V-I)	327	63.87%
		Businessman (V-II)	93	18.16%
		Serviceman (V-III)	66	12.89%
		Engage with other profession (V-IV)	26	5.08%
14.	Mother's occupation	Housewife (V-I)	488	95.31%
		Engage with work (V-II)	24	4.69%

** (V-I = Value 1, V-II = Value 2, V-III = Value 3, V-IV = Value 4, V-V = Value 5)

Figure no. 3.2: Graph showing the different types of socio-economic variable wise distribution of the sample.

DIFFERENT TYPES OF SOCIO-ECONOMIC VARIABLE WISE SAMPLE DISTRIBUTION IN PERCENTAGE

	Class	Stream	Gender	Religion	Habitat	Caste	Marks	Sibling	Family Types	Family Income	Father's Education	Mother's Education	Father's occupation	Mother's occupation
V-I	41.60%	88.79%	37.70%	69.53%	49.02%	62.11%	53.71%	12.69%	50.78%	38.67%	2.54%	3.52%	63.87%	95.31%
V-II	24.61%	11.33%	62.30%	30.47%	29.69%	17.39%	35.16%	50.98%	49.22%	28.13%	60.55%	75%	18.16%	4.69%
V-III	33.79%				21.29%	5.27%	11.13%	36.33%		17.19%	21.48%	16.21%	12.89%	
V-IV						9.96%				16.01%	15.43%	5.27%	5.08%	
V-V						5.27%								

3.1.3: Variables:

In research, a variable is a value of that can change, depending on conditions or information passed to the research. In practice the term variable is used as a synonym for construct or the property being studied. In this context, a variable is a symbol to which numerals or values are assigned. A variable is a measurable characteristics or a logical set of attributes of the subjects of the research that can vary. In the present study the following variables were identified and used:

1. **Independent Variable:** An independent variable is defines as the variable that is changed or controlled in a scientific way. In the present study, following the related studies, the independent variables have been identified. Those are given below: ---

❖ **Class:** Class was a classificatory independent variable of the study. The three dimensions; B.A. 1st year, B.A. 2nd year and B.A. 3rd year were considered as class variable.

❖ **Stream of study:** In this study the researcher considered stream of study as an independent variable which have some impact on dependent variable. So, in this present study Arts and Science were considered as two dimensions of stream variable.

❖ **Gender:** Gender was one of the main classificatory independent variable of the study, the two dimensions those were male and female considered as gender variable.

❖ **Religion:** The researcher included religion as an independent variable in the present study. The two dimensions those were Hindu and Muslim considered as religion variable.

❖ **Habitat:** Nature of habitat might have some influence on dependent variable. Rural, Semi-Urban and Urban were identified as dimension of the habitat variable.

❖ **Caste:** Different types of caste were selected to might have impact on dependent variable. In this study five dimensions those were General, SC, ST, OBC-A and OBC-B were included as caste variable.

❖ **Marks of Previous final exam:** In this study the researcher included marks of previous final exam as an independent variable which have an impact on Self-Esteem which was the dependent variable. So, in this present study marks of 60% & above 60%, 45%-59.99% and below 45% were considered as three dimensions of marks of previous final exam variable.

❖ **No. of having sibling:** Number of having sibling was one of the classificatory independent variable of the study. The three dimensions those having no sibling, one sibling and more than one sibling were considered here as no. of having sibling variable.

❖ **Types of family:** The researcher included family types as an independent variable in the present study. The two dimensions those were nuclear and joint considered as types of family variable.

❖ **Monthly family income (Rs.):** Different types of monthly family income were selected to might have impact on dependent variable. In this study four dimensions those were below 5000 Rs, 5000-9999 Rs, 10000-15000 Rs. and above 15000 Rs. were included as monthly family income variable.

❖ **Father's education:** Father's education was a classificatory independent variable of the study. The four dimensions; illiterate, up to secondary level, up to higher secondary level and highly educated were considered as father's education variable.

❖ **Mother's education:** Mother's education was a classificatory independent variable of the study. The four dimensions; illiterate, up to secondary level, up to higher secondary level and highly educated were considered as mother's education variable.

❖ **Father's occupation:** Different types of father's occupation were selected to might have impact on dependent variable. In this study four dimensions those were farmer, businessman, serviceman and engage with others profession were included as father's occupation variable.

❖ **Mother's occupation:** The researcher included mother's occupation as an independent variable in the present study. The two dimensions those were housewife and engage with work considered as mother's occupation variable.

2. **Dependent variable:** A dependent variable is a variable whose value depends upon independent variable. The dependent variable is sometimes called "the outcome variable". In the present study, Self-Esteem of Higher Education level student as outcome was the dependent variables. The aim of study was to measuring the influence of independent variable on the status of dependent variable. A dependent variable is what you measure in the experiment and what is affected during the experiment. The dependent variable responds to the independent variable. It is called dependent because it 'depends' on the independent variable. In a scientific experiment, you cannot have a dependent variable without an independent variable.

Figure no. 3.3: Showing schematic diagram of the influencing variable under study.

CLASS

STREAM

GENDER

RELIGION

HABITAT

CASTE

MARKS OF PREVIOUS FINAL EXAM

NO. OF HAVING SIBLING

FAMILY TYPE

MONTHLY FAMILY INCOME

FATHER'S EDUCATION

MOTHER'S EDUCATION

FATHER'S OCCUPATION

MOTHER'S OCCUPATION

STUDENTS AT HIGHER EDUCATION LEVEL

SELF ESTEEM

DEPENDENT VARIABLE

INDEPENDENT VARIABLES
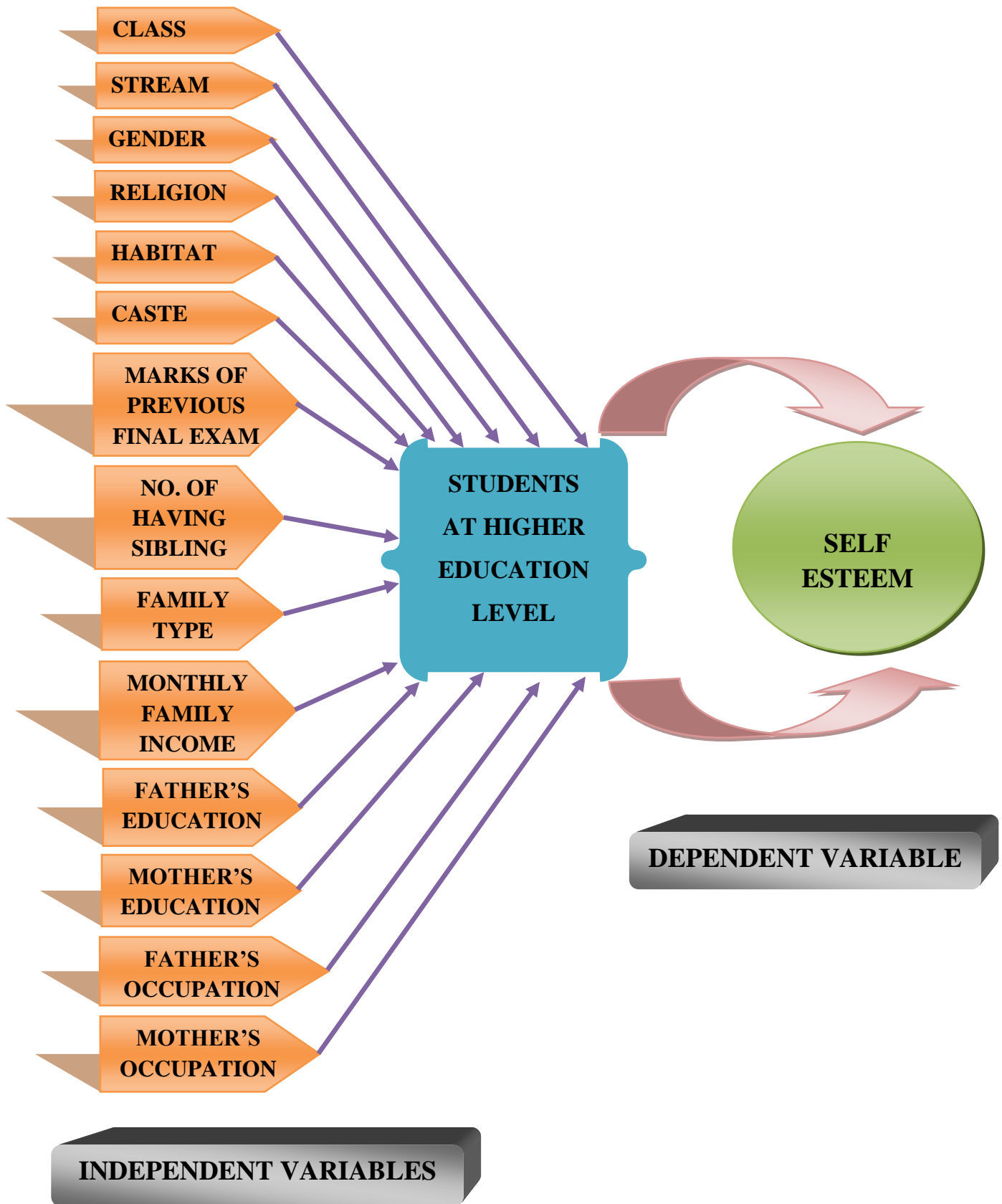
It was assumed that there might be some other extraneous variable which could influence the dependent variable. Randomization technique in selection of Higher Education Institutions and sample was used to control these intervening variables. It was expected that this randomization might neutralize the effect of intervening to a maximum extent.

3.1.4: Research Instruments:

The instruments are used to measure or collect primary raw data on variety of variables ranging from physical functioning to psychosocial wellbeing. Types of measurement tools include scales or questionnaire, indexes, surveys, interviews, and informal observations.

Tools as a research instrument was used to collect primary information and raw data according to the study design in the present study. This tools where used to assess quantitative measure of sample group on the basis of different variable.

It is very much important for any research to gather relevant and appropriate data from the concerned sample to test the research hypothesis. The researcher has used a set of questions in a statement form to collect the required socio-economic information and data. In the present study the researcher has used Rosenberg Self-Esteem (RSE) Scale which was developed by sociologist *Dr. Morris Rosenberg (The faculty at the University of Maryland, Department of Sociology, 2112 Parren Mitchell Art-Sociology Building (Bldg. 146), 3834 Campus Drive, College Park, MD 20742-1315)* to collect the required relevant data as it is regarded to be a popular and very user friendly questionnaire.

Rosenberg Self-Esteem Scale: The Rosenberg Self-Esteem Scale was developed by Dr. Morris Rosenberg in 1965. It is a 10-items measurement scale that measure global Self-worth by measuring both positive and negative feelings about self. Dr. Rosenberg scored his 10 question range that was presented with four response choice. Subject had to place a tick in the appropriate box to say whether he/she 'Strongly agree'; 'Agree'; 'Disagree' or 'Strongly disagree'. The purpose of the 10 items RSE scale is to measure Self-Esteem. Originally the measure was designed to measure the Self-Esteem of high school students. However, since its Development, the scale has been used with a variety of groups including adults, with norms available for many of those groups. The RSE Scale has been translated and adapted to various languages (Total 28 languages). The scale was extensively used in cross-cultural studies in up

to 53 different countries. The original sample for which the scale was developed consisted of 5,024 High School students of both juniors and seniors from 10 schools which were selected randomly in New York State.

- **Scoring:** As the RSE is a Guttman scale, scoring can be a little complicated. Scoring involves a method of combined ratings. To determining Self-Esteem score, at first scoring the items as, for the five positive items (1, 3, 4, 7 and 10) the scoring system is, 'Strongly agree' = 3, 'Agree' = 2, 'Disagree' = 1 and 'Strongly disagree' = 0 but, reverse the scoring for the five negatively worded items (2, 5, 6, 8, and 9) as follows: 0 = 3, 1 = 2, 2 = 1, 3 = 0. Then, add up the scores across the 10 items. The total score should fall in between 0 to 30. Scores in between 0 to 14; indicate low level of Self-Esteem, scores in between 15 to 25; indicate adequate Self-Esteem and scores in between 26 to 30; indicate high level of Self-Esteem.

- **Reliability:** The RSE demonstrates a Guttman scale coefficient of reproducibility of 0.92, indicating excellent internal consistency. Test-retest reliability over a period of 2 weeks reveals correlations of 0.85 and 0.88, indicating excellent stability.

- **Validity:** Demonstrates concurrent, predictive and construct validity using known groups. The RSE correlates significantly with other measures of self-esteem, including the Coopersmith Self-Esteem Inventory. In addition, the RSE correlates in the predicted direction with measures of depression and anxiety.

The questionnaire was translated in Bengali version to make it more authentic and handy for the Samples under study. The whole process of adoption, modification and translation of employed questionnaire was executed by Dr. Muktipada Sinha (Associate Professor, Department of Education, Jadavpur University). (Rosenberg Self-Esteem Scale in Both Bengali and English version were given in Appendix-I and Appendix-II)

3.2: Procedure:

This phase included the description of different steps followed in collecting all qualitative and quantitative data from the primary sample group under the study.

3.2.1: Collection of Data:

In the present study, as indicate earlier 512 students were randomly selected from seven general degree colleges in Paschim Medinipur district of West Bengal. It is always important to establish good report with the subject, whether tested individually or in the groups. At first, the researcher took formerly permission from each head of the institutions to collect the required relevant information from the students. Then he personally visited of these students at Higher Education level on a regular basis from 2nd January, 2019 to 13th February, 2019. The schedule of data collection with date was shown in table no. 3.17.

Table no. 3.17: Showing the Schedule of Data Collection.

Sl. No.	Name of the Colleges	Address	No. of Data	Date
1.	Gourav Guin Memorial College	Chandrakona Road, Satbankura, Paschim Medinipur, 721253	88	02.01.19
2.	Chandrakona Vidyasagar Mahavidyalaya	Chandrakona Town, Paschim Medinipur, 721201	62	03.01.19
3.	Garhbeta College	Garhbeta-Hoomgarh Rd, Garhbeta, Paschim Medinipur, 721127	73	04.02.19
4.	Midnapore College (Autonomous)	Raja Bazar Main Road, Medinipur, Paschim Medinipur, 721101	85	05.02.19
5.	Pingla Thana Mahavidyalaya	Maligram, Pingla, Paschim Medinipur, 721140	69	07.02.19
6.	Belda College	Belda, Paschim Medinipur, 721424	72	11.02.19
7.	Egra Sarada Sashi Bhusan College	Aklabad, Egra, Paschim Medinipur, 721429	63	13.02.19

On the scheduled date during the regular class hours, the questionnaire was administered by the researcher himself following the observation method to all students present on that during date in the class. The researcher was also present in classrooms to observe the students and the samples were randomly chosen from those classes. After that, the researcher instructed to

them read the questionnaire and explained how to attempt it. The researcher also gave necessary instruction about Rosenberg Self-Esteem (RSE) Scale for fill up these tools to collected data from the concern sample group. The medium of instruction in these colleges was both Bengali and English. Then the researcher asked to fill the Rosenberg Self-Esteem (RSE) Scale and Personal Information sheet with their response. It was ensure that the students respond to the questionnaire freely and spontaneously and also ensure that, the privacy of the responses made by them was maintained. Distributed questionnaires were collected from them after 20 minutes.

3.2.2: Data Quality:

The researcher and supervisor were very much careful to ascertain the quality of the data and several steps were taken to maintain it. The comparison of enumerated and post enumerated data was selected thereafter, the comparison was found to be good as most of the indicators matched in at about more than 99% of cases which ensure the quality of the data.

3.2.3: Tabulation of Data

Each of the ten responses of individual questionnaire was marked with scoring values; a scoring potted was prepared of the bottom of the each individual sheet. The whole data set were drawn systematically and sequentially tabulated for further analysis and to draw inference based on the objectives of the present study.

3.2.4: Statistical analysis

Raw data of 512 students were individually tabulated in excel sheet. Data were analyzed using Statistical Package for Social Sciences (SPSS), version 20.0 because it accommodates a large number of variables at the same time and reduces tedious effort of calculations by hand and thereby minimized the chance of error.

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CHAPTER–IV : ANALYSIS AND INTERPRETATION OF DATA

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

Statistical analysis involves the collection and scrutiny of data and the reporting of trends. Every single data sample in a population is evaluated by statistical analysis. It is the system of evaluating data by using analytical and logical reasoning. Statistical analysis is one of the important steps that must be completed when conducting a research work.

Data Analysis is the process of systematically applying statistical techniques to describe, illustrate and evaluate the raw data. Various analytic procedures provide a way of drawing inductive inferences from data and distinguishing the signal (the variable of interest) from the noise (statistical fluctuations) present in the data. There was a number of issues that researcher should be aware of with respect to data analysis. He was selecting data collection methods, applying appropriate analysis, drawing unbiased inferences, determining statistical significance, providing honest and accurate analysis etc. For the analysis of the present study, level of Self-Esteem of the students at Higher Education level has been considered as dependent variable and some socio-economic variables have been selected as independent variable.

This present chapter has been separated into two sections. The first section presented the statistical analysis and interpretation by means of descriptive statistics with percentage analysis and graphical representation. On the other hand, the second section deals with non-parametric inferential statistics, viz. Chi-square test (χ^2) predicting the status of Self-Esteem among the students at Higher Education level on the basis of different socio-economic variables. Pearson Correlation test also used to evaluate the relationship between Self-Esteem and Academic achievement through Student's Self-Esteem score and their marks of previous final exam. Hence, it is very important part of any research work. So, it can say that without this portion the research works were always incomplete.

4.1: Analysis using Descriptive Statistics:

It is the first part of this chapter. This section deals with analysis of present status of Self-Esteem among the students at Higher Education level on the basis of different socio-economic variables using descriptive statistics.

Self-Esteem score of the students which was calculated through their response on Rosenberg Self-Esteem Scale were categorized in three types. First one was whose score 0-14; that means they have Low level of Self-Esteem, another one was whose score 15-25; that means they have Adequate Self-Esteem and last one was whose score 26-30; that means they have High level of Self-Esteem.

❖ **Analysis of Self-Esteem level among the students at Higher Education level based on different socio-economic variables using Descriptive Statistics:**

4.1.1: Assessment the overall Self-Esteem level among the students at Higher Education level:

The study was conducted on total 512 undergraduate students at seven general degree colleges of Paschim Medinipur district. The data were analyzed on the basis of different socio-economic variables. The overall Self-Esteem level among the students at Higher Education level was given table no. 4.1.

Table no. 4.1: Representing the overall Self-Esteem level among the students at Higher Education level

Overall Score			Total
Self-Esteem	**Low Self-Esteem**	Count	42
		% of total	8.20%
	Adequate Self-Esteem	Count	409
		% of total	79.90%
	High Self-Esteem	Count	61
		% of total	11.90%
Total		Count	512
		% of total	100%

From the above table it has been seen that, out of the total 512 students at Higher Education level, 42 students i.e. 8.20% showed Low level of Self-Esteem, 409 students i.e. 79.90% showed Adequate Self-Esteem and 61 students i.e. 11.90% showed High level of Self-Esteem. This indicates that maximum students at Higher Education level have Adequate Self-Esteem. The illustration was given in figure no. 4.1.

Figure no. 4.1: Overall Self-Esteem level among the students at Higher Education level

Overall Self-Esteem level among the Students at Higher Education level

11.90% 8.20%

79.90%

■ Low Self-Esteem

■ Adequate Self-Esteem
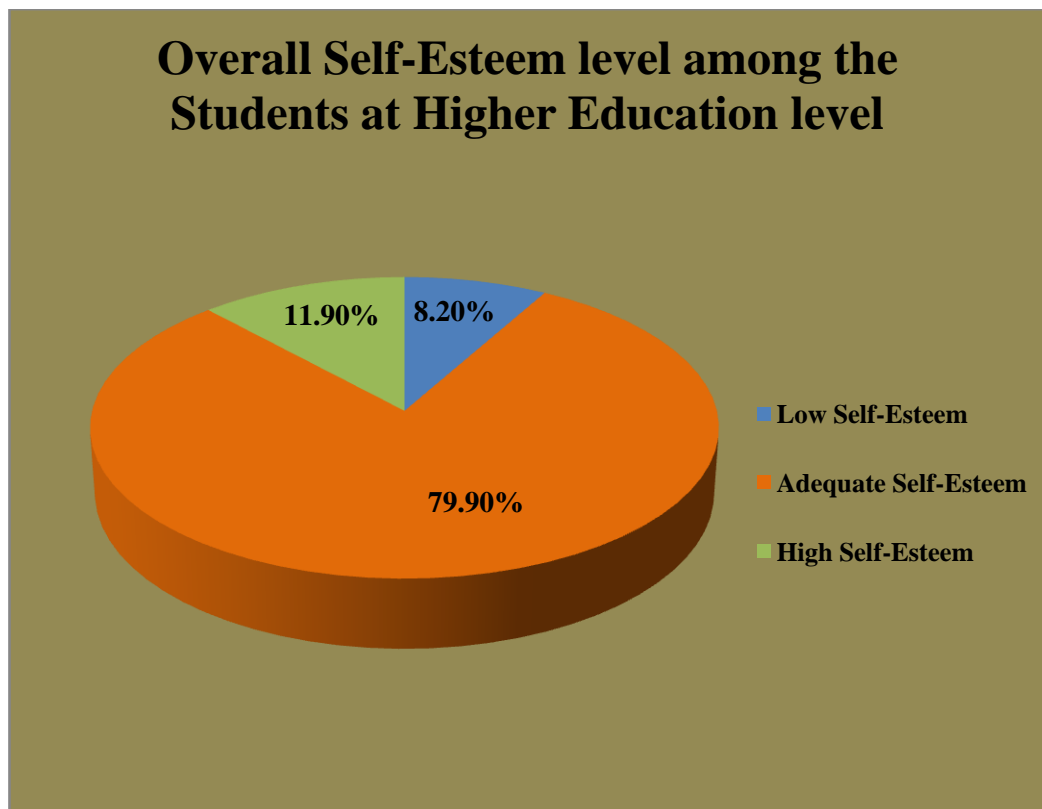
■ High Self-Esteem

4.1.2: Class wise assessment of Self-Esteem level among the students at Higher Education level:

Class wise analysis of Self-Esteem level among the students at Higher Education level; scoring was given in the following table no. 4.2.

Table no. 4.2: Conditional distribution of Self-Esteem level by Class among the students at Higher Education:

Class			BA 1st	BA 2nd	BA 3rd	Total
Self-Esteem	Low Self-Esteem	Count	17	9	16	42
		% within Class	8%	7.14%	9.25%	8.20%
	Adequate Self-Esteem	Count	169	104	136	409
		% within Class	79.30%	82.54%	78.61%	79.90%
	High Self-Esteem	Count	27	13	21	61
		% within Class	12.70%	10.32%	12.14%	11.90%
Total		Count	213	126	173	512
		% within Class	100%	100%	100%	100%

Here it was found from the above table that, out of 213 undergraduate students who were belongs to B.A. 1st year; 17 students i.e. 8% showed low level of Self-Esteem, 169 students i.e. 79.30% showed adequate Self-Esteem and 27 students i.e. 12.70% showed high level of Self-Esteem. That means most of the B.A. 1st year undergraduate students showed adequate Self-Esteem.

It was also found from the above table that, out of 126 undergraduate students who were belongs to B.A. 2nd year; 9 students i.e. 7.14% showed low level of Self-Esteem, 104 students i.e. 82.54% showed adequate Self-Esteem and 13 students i.e. 10.32% showed high level of Self-Esteem. That means most of the B.A. 2nd year undergraduate students showed adequate Self-Esteem.

While analysis out of 173 B.A. 3rd year undergraduate students it has been observed that, 16 students i.e. 9.25% showed low level of Self-Esteem, 136 students i.e. 78.61% showed adequate Self-Esteem, whereas 21 students i.e.12.14% showed high level of Self-Esteem. It indicates that most of the B.A. 3rd year undergraduate students showed adequate Self-Esteem.

Through the B.A. 1st year undergraduate students were found comparatively high level of Self-Esteem than B.A. 2nd and B.A. 3rd year undergraduate students. Figure no. 4.2 illustrated the Class wise distribution of Self-Esteem level among the students at Higher Education level.

Figure no. 4.2: Class wise percentage distribution of Self-Esteem level
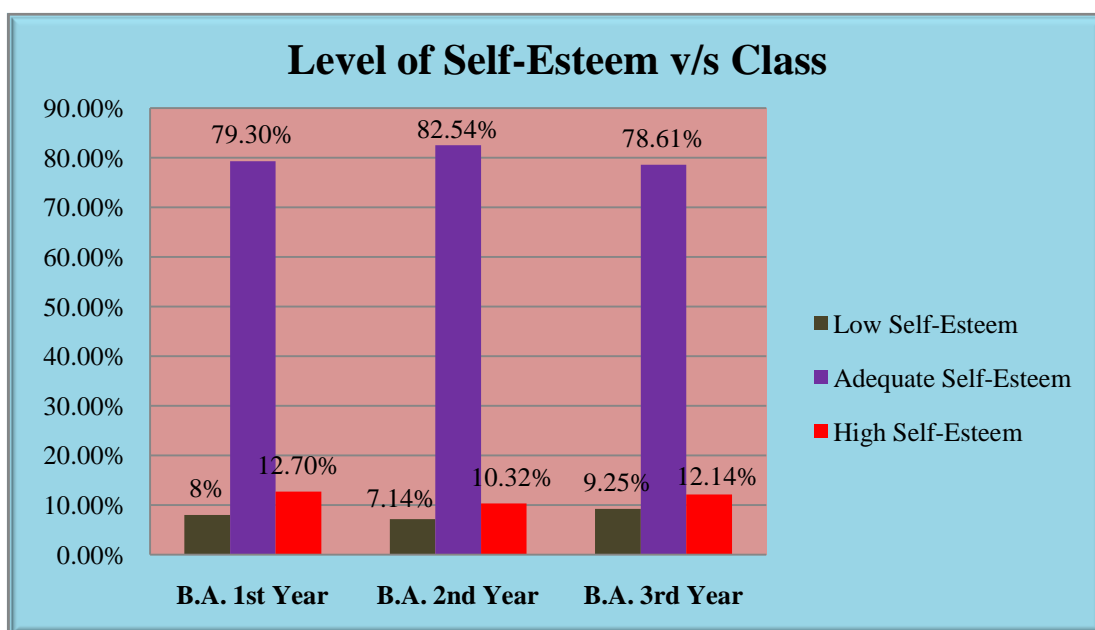
4.1.3: Stream of study wise assessment of Self-Esteem level among the students at Higher Education level:

Stream of study wise analysis of Self-Esteem level among the students at Higher Education level; scoring was given in the following table no. 4.3.

Table no. 4.3: Conditional distribution of Self-Esteem level by Stream of study among the students at Higher Education:

Stream			Stream of study		Total
			Arts	Science	
Self-Esteem	Low Self-Esteem	Count	33	9	42
		% within Stream	7.30%	15.52%	8.20%
	Adequate Self-Esteem	Count	362	47	409
		% within Stream	79.70%	81.03%	79.90%
	High Self-Esteem	Count	59	2	61
		% within Stream	13%	3.45%	11.90%
Total		Count	454	58	512
		% within Stream	100%	100%	100%

Here it was found from the above table that, out of 454 students from Arts stream, 33 students i.e. 7.30% showed low level of Self-Esteem, 362 students i.e. 79.70% showed adequate Self-Esteem and 59 students i.e. 13% showed high level of Self-Esteem. That means most of Arts stream student showed adequate Self-Esteem at undergraduate level.

Again, 58 students from Science stream it has been observed that, 9 students i.e. 15.52% showed low level of Self-Esteem, 47 students i.e. 81.03% showed adequate Self-Esteem and 2 students i.e. 3.45% showed high level of Self-Esteem at undergraduate level. It indicates that the most of Science stream students showed adequate Self-Esteem.

Through the Arts stream undergraduate students were found comparatively high level of Self-Esteem than the Science stream undergraduate students. Figure no. 4.3 illustrated the stream wise distribution of Self-Esteem level among the students at Higher Education level.

Figure no. 4.3: Stream of study wise percentage distribution of Self-Esteem level

4.1.4: Gender wise assessment of Self-Esteem level among the students at Higher Education level:

Gender wise analysis of Self-Esteem level among the students at Higher Education level; scoring was given in the following table no. 4.4.

Table no. 4.4: Conditional distribution of Self-Esteem level by Gender among the students at Higher Education:

Gender			Gender of students		Total
			Male	**Female**	
Self-Esteem	**Low Self-Esteem**	Count	23	19	42
		% within Gender	11.90%	6%	8.20%
	Adequate Self-Esteem	Count	155	254	409
		% within Gender	80.30%	79.60%	79.90%
	High Self-Esteem	Count	15	46	61
		% within Gender	7.80%	14.40%	11.90%
Total		Count	193	319	512
		% within Gender	100%	100%	100%

Here it was found from the above table that, out of 193 male students, 23 students i.e. 11.90% showed low level of Self-Esteem, 155 students i.e. 80.30% showed adequate Self-Esteem and 15 students i.e. 7.80% showed high level of Self-Esteem. That means most of the male students showed adequate Self-Esteem at undergraduate level.

On the other hand, out of 319 female students it has been observed that, 19 students i.e. 6% showed low level of Self-Esteem, 254 students i.e. 79.60% showed adequate Self-Esteem and 46 students i.e. 14.40% showed high level of Self-Esteem. It indicates that most of the female students showed adequate Self-Esteem at undergraduate level.

Through the female undergraduate students were found comparatively high level of Self-Esteem than the male undergraduate students. Figure no. 4.4 illustrated that Gender wise distribution of Self-Esteem level among the students at Higher Education level.

Figure no. 4.4: Gender wise percentage distribution of Self-Esteem level

4.1.5: **Religion wise assessment of Self-Esteem level among the students at Higher Education level:**

Religion wise analysis of Self-Esteem level among the students at Higher Education level; scoring was given in the following table no. 4.5.

Table no. 4.5: Conditional distribution of Self-Esteem level by Religion among the students at Higher Education:

Religion			Religion of students		Total
			Hindu	Muslim	
Self-Esteem	Low Self-Esteem	Count	30	12	42
		% within Religion	8.40%	7.70%	8.20%
	Adequate Self-Esteem	Count	289	120	409
		% within Religion	81.20%	76.90%	79.90%
	High Self-Esteem	Count	37	24	61
		% within Religion	10.40%	15.40%	11.90%
Total		Count	356	156	512
		% within Religion	100%	100%	100%

Here it was found from the above table that, out of 356 students from Hindu religion, 30 students i.e. 8.40% showed low level of Self-Esteem, 289 students i.e. 81.20% showed adequate Self-Esteem and 37 students i.e. 10.40% showed high level of Self-Esteem. That means most of the Hindu students showed adequate Self-Esteem at undergraduate level.

On the other hand, out of 156 Muslim students it has been observed that, 12 students i.e. 7.70% showed low level of Self-Esteem, 120 students i.e. 76.90% showed adequate Self-Esteem and 24 students i.e. 15.40% showed high level of Self-Esteem. It indicates that most of the Muslim students showed adequate Self-Esteem at undergraduate level.

Through the Muslim undergraduate students were found comparatively high level of Self-Esteem than the Hindu undergraduate students. Figure no. 4.5 illustrated that Religion wise distribution of Self-Esteem level among the students at Higher Education level.

Figure no. 4.5: Religion wise percentage distribution of Self-Esteem level
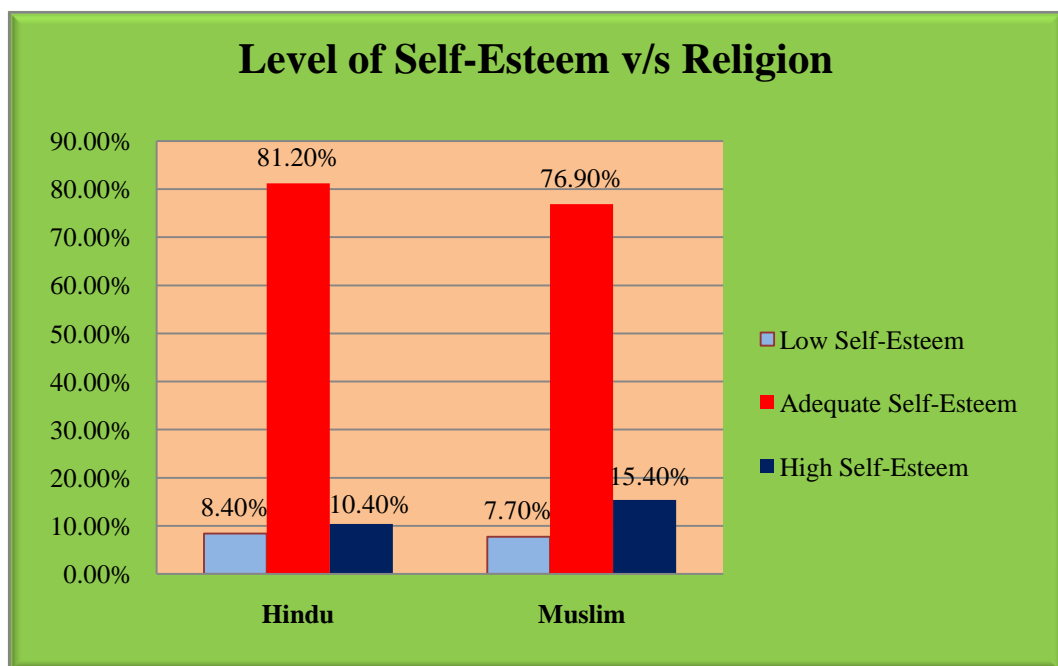
4.1.6: Habitat wise assessment of Self-Esteem level among the students at Higher Education level:

Habitat wise analysis of Self-Esteem level among the students at Higher Education level; scoring was given in the following table no. 4.6.

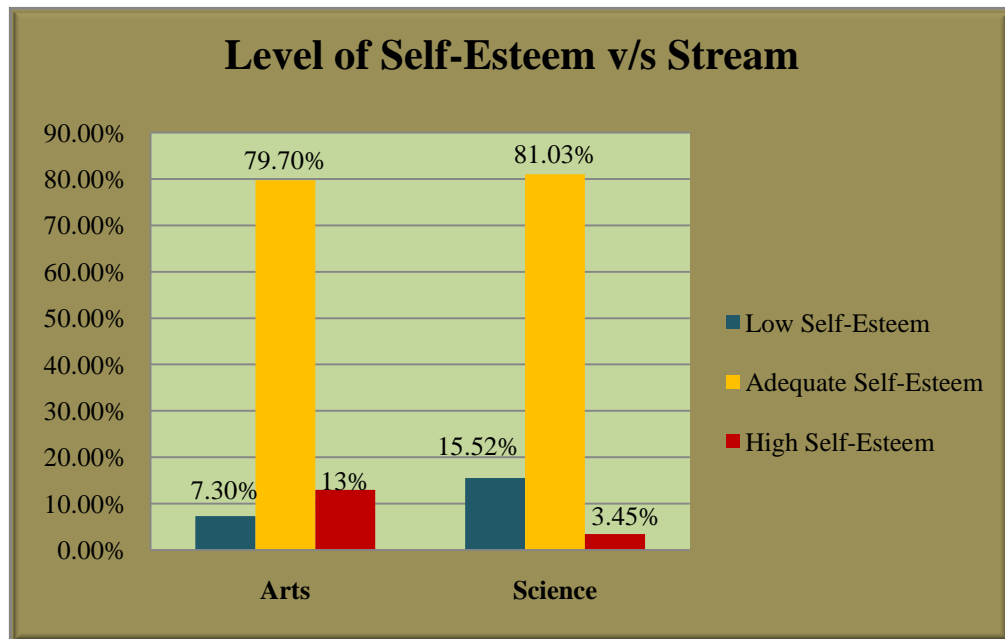**Table no. 4.6: Conditional distribution of Self-Esteem level by Habitat among the students at Higher Education:**

Habitat			Rural	Semi-Urban	Urban	Total
Self-Esteem	Low Self-Esteem	Count	18	14	10	42
		% within Habitat	7.17%	9.20%	9.20%	8.20%
	Adequate Self-Esteem	Count	209	117	83	409
		% within Habitat	83.27%	77%	76.10%	79.90%
	High Self-Esteem	Count	24	21	16	61
		% within Habitat	9.56%	13.80%	14.70%	11.90%
Total		Count	251	152	109	512
		% within Habitat	100%	100%	100%	100%

Here it was found from the above table that, out of 251 students who were belongs to rural area; 18 students i.e. 7.17% showed low level of Self-Esteem, 209 students i.e. 83.27% showed adequate Self-Esteem and 24 students i.e. 9.56% showed high level of Self-Esteem. That means most of the rural area's students showed adequate Self-Esteem at undergraduate level.

Again it was found that, out of 152 students who were belongs to semi-urban area; 14 students i.e. 9.20% showed low level of Self-Esteem, 117 students i.e. 77% showed adequate Self-Esteem and 21 students i.e. 13.80% showed high level of Self-Esteem. That means most of the semi-urban area's students showed adequate Self-Esteem at undergraduate level.

While analysis out of 109 students who were belongs to urban area; it has been observed that, 10 students i.e. 9.20% showed low level of Self-Esteem, 83 students i.e. 76.10% showed adequate Self-Esteem whereas, 16 students i.e. 14.70% showed high level of Self-Esteem. It indicates that most of the urban area's students showed adequate Self-Esteem at undergraduate level.

Through the rural area's students were found comparatively high level of Self-Esteem than semi-urban and urban area's students. Figure no. 4.6 illustrated the Habitat wise distribution of Self-Esteem level among the students at Higher Education level.

Figure no. 4.6: Habitat wise percentage distribution of Self-Esteem level
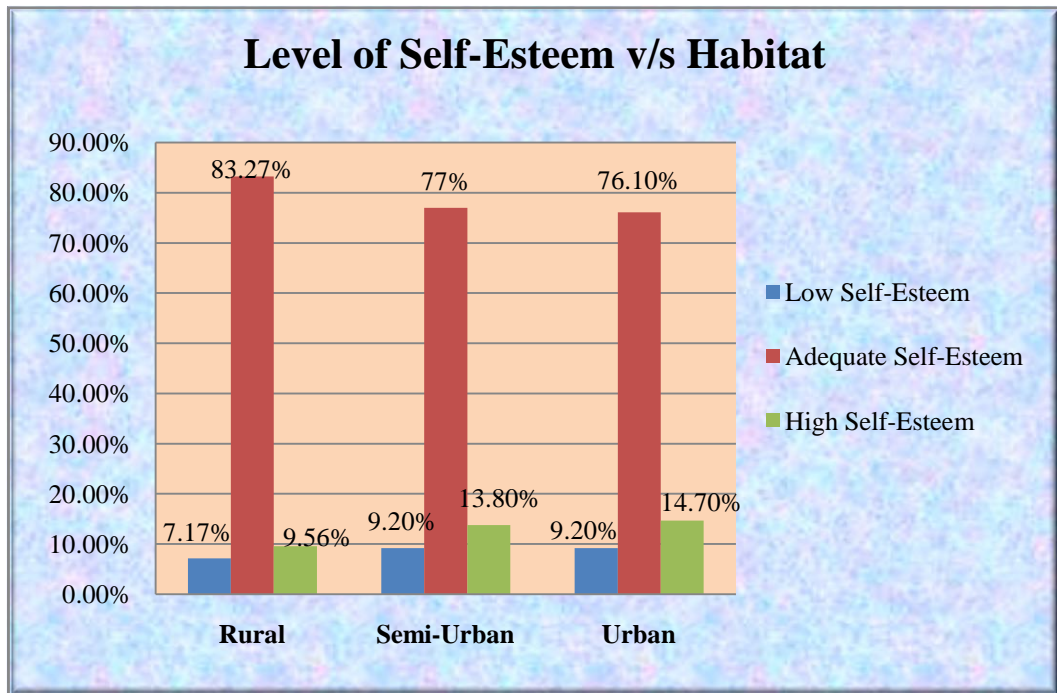
4.1.7: Caste wise assessment of Self-Esteem level among the students at Higher Education level:

Caste wise analysis of Self-Esteem level among the students at Higher Education level; scoring is given in the following table no. 4.7.

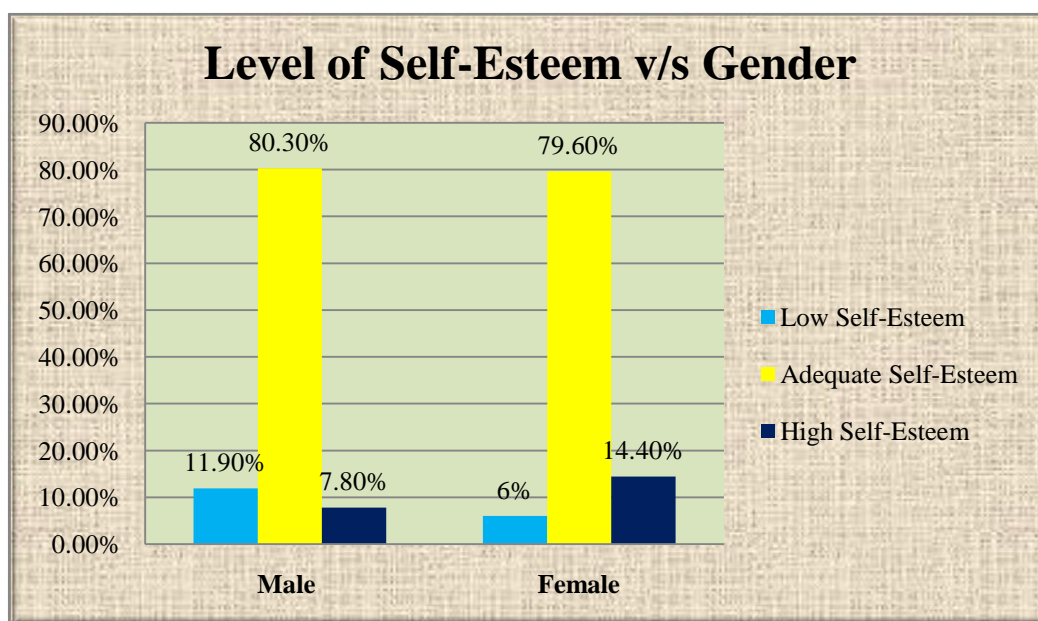**Table no. 4.7: Conditional distribution of Self-Esteem level by Caste among the students at Higher Education:**

Caste			GEN.	SC	ST	OBC-A	OBC- B	Total
			Caste of students					**Total**
Self-Esteem	**Low Self-Esteem**	Count	27	7	2	1	5	42
		% within Caste	8.50%	7.87%	7.40%	2%	18.50%	8.20%
	Adequate Self-Esteem	Count	255	71	23	41	19	409
		% within Caste	80.20%	79.77%	85.20%	80.40%	70.40%	79.90%
	High Self-Esteem	Count	36	11	2	9	3	61
		% within Caste	11.30%	12.36%	7.40%	17.60%	11.10%	11.90%
Total		Count	318	89	27	51	27	512
		% within Caste	100%	100%	100%	100%	100%	100%

Here it was found from the above table that, out of 318 students from General caste category, 27 students i.e. 8.50% showed low level of Self-Esteem, 255 students i.e. 80.20% showed adequate Self-Esteem and 36 students i.e. 11.30% showed high level of Self-Esteem. That means most of the students from General caste category were showed adequate Self-Esteem at undergraduate level.

For the Scheduled Caste category out of 89 students it has been observed that, 7 students i.e. 7.87% showed low level of Self-Esteem, 71 students i.e. 79.77% showed adequate Self-Esteem and 11 students i.e. 12.36% showed high level of Self-Esteem. It indicates that most of the students from Scheduled Caste category were showed adequate Self-Esteem at undergraduate level.

Again it was found that, out of 27 students from Scheduled Tribe category, 2 students i.e. 7.40% showed low level of Self-Esteem, 23 students i.e. 85.20% showed adequate Self-Esteem and 2 students i.e. 7.40% showed high level of Self-Esteem. That means most of the students from Scheduled Tribe category were showed adequate Self-Esteem at undergraduate level.

It was also found from the above table that, out of 51 students who were belongs to Other Backward Class-A category; only 1 student i.e. 2% showed low level of Self-Esteem, 41 students i.e. 80.40% showed adequate Self-Esteem and 9 students i.e. 17.60% showed high level of Self-Esteem. That means most of the Other Backward Class-A category students were showed adequate Self-Esteem at undergraduate level.

While analysis out of 27 students who were belongs to Other Backward Class-B category; it has been observed that, 5 students i.e. 18.50% showed low level of Self-Esteem, 19 students i.e. 70.40% showed adequate Self-Esteem and 3 students i.e. 11.10% showed high level of Self-Esteem. It indicates that most of the Other Backward Class-B category students were showed adequate Self-Esteem.

Through the students who were belongs to Other Backward Class-A category; found comparatively high level of Self-Esteem than the students from the rest four categories. Figure no. 4.7 illustrated that Caste wise distribution of Self-Esteem level among the students at Higher Education level.

Figure no. 4.7: Caste wise percentage distribution of Self-Esteem level
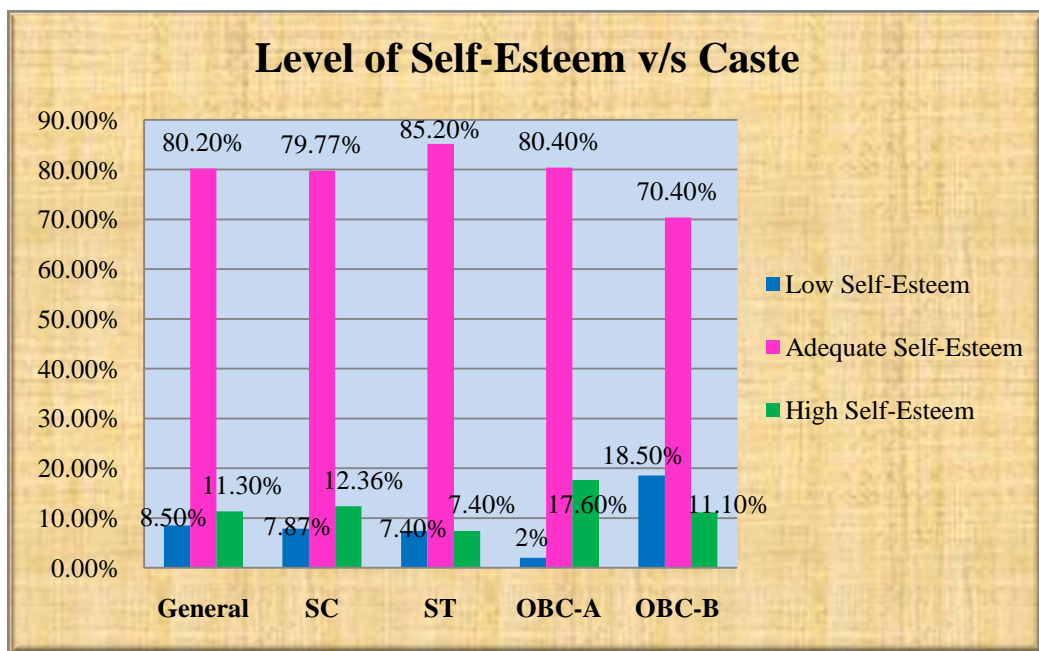
4.1.8: Marks of Previous final exam wise assessment of Self-Esteem level among the students at Higher Education level:

Marks of Previous final exam wise analysis of Self-Esteem level among the students at Higher Education level; scoring is given in the following table no. 4.8.

Table no. 4.8: Conditional distribution of Self-Esteem level by Marks of Previous final exam among the students at Higher Education:

Marks			Marks of Previous final exam			Total
			60% & >60%	45%-59.99%	<45%	
Self-Esteem	Low Self-Esteem	Count	21	16	5	42
		% within Marks	7.60%	8.90%	8.80%	8.20%
	Adequate Self-Esteem	Count	219	146	44	409
		% within Marks	79.60%	81.10%	77.20%	79.90%
	High Self-Esteem	Count	35	18	8	61
		% within Marks	12.70%	10%	14%	11.90%
Total		Count	275	180	57	512
		% within Marks	100%	100%	100%	100%

Here it was found from the above table that, out of 275 students who get 60% and above 60% marks in his/her previous final exam; 21 students i.e. 7.60% showed low level of Self-Esteem, 219 students i.e. 79.60% showed adequate Self-Esteem and 35 students i.e. 12.70% showed high level of Self-Esteem. That means most of the students who get 60% and above 60% marks in his/her previous final exam; showed adequate Self-Esteem at undergraduate level.

Again it was found that, out of 180 students who get 45%-59.99% marks in his/her previous final exam; 16 students i.e. 8.90% showed low level of Self-Esteem, 146 students i.e. 81.10% showed adequate Self-Esteem and 18 students i.e. 10% showed high level of Self-Esteem. That means most of the students who get 45%-59.99% marks in his/her previous final exam; showed adequate Self-Esteem at undergraduate level.

While analysis out of 57 students who get below 45% marks in his/her previous final exam; it has been observed that, 5 students i.e. 8.80% showed low level of Self-Esteem, 44 students i.e. 77.20% showed adequate Self-Esteem whereas, 8 students i.e. 14% showed high level of Self-Esteem. It indicates that most of the students who get below 45 marks in his/her previous final exam; showed adequate Self-Esteem at undergraduate level.

Through the students who get below 45% marks in his/her previous final exam; found comparatively high level of Self-Esteem than the rest two. Figure no. 4.8 illustrated the Marks of previous final exam wise distribution of Self-Esteem level among the students at Higher Education level.

Figure no. 4.8: Marks of Previous final exam wise percentage distribution of Self-Esteem level
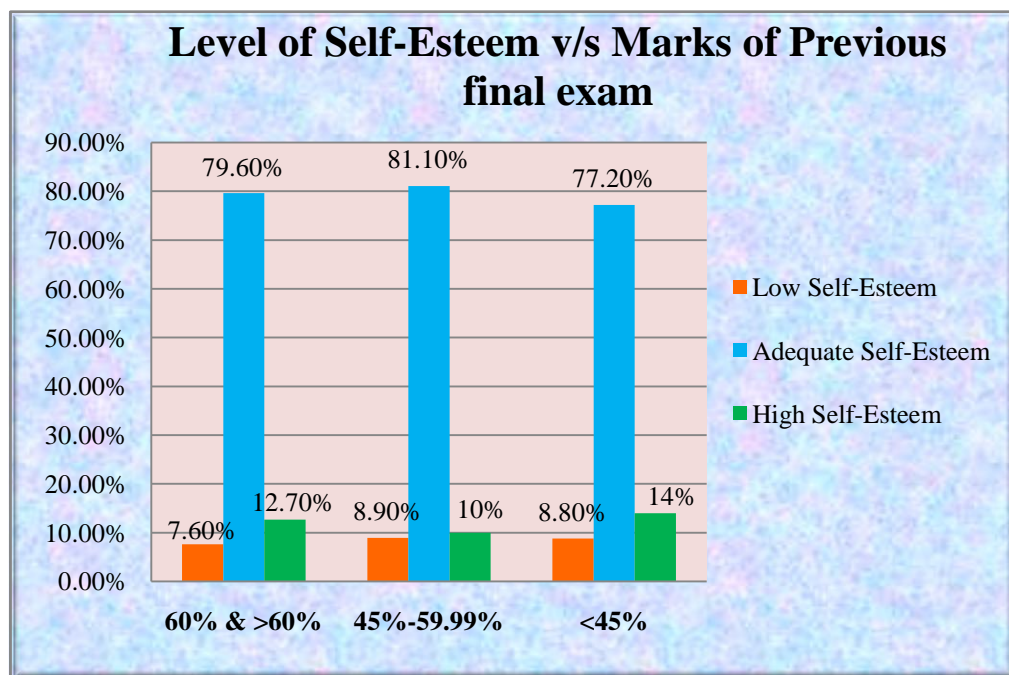
4.1.9: No. of having Sibling wise assessment of Self-Esteem level among the students at Higher Education level:

No. of having sibling wise analysis of Self-Esteem level among the students at Higher Education level; scoring is given in the following table no. 4.9.

Table no. 4.9: Conditional distribution of Self-Esteem level by No. of having sibling among the students at Higher Education:

Sibling			No. of having sibling			Total
			No Sibling	One Sibling	More than one Sibling	
Self-Esteem	Low Self-Esteem	Count	7	25	10	42
		% within Sibling	10.80%	9.60%	5.40%	8.20%
	Adequate Self-Esteem	Count	53	206	150	409
		% within Sibling	81.50%	78.90%	80.60%	79.90%
	High Self-Esteem	Count	5	30	26	61
		% within Sibling	7.70%	11.50%	14%	11.90%
Total		Count	65	261	186	512
		% within Sibling	100%	100%	100%	100%

From the above table it has been observed that, out of 65 students who belong to No sibling category; 7 students i.e. 10.80% showed low level of Self-Esteem, 53 students i.e. 81.50% showed adequate Self-Esteem and 5 students i.e. 7.70% showed high level of Self-Esteem. That means most of the students who belongs to No sibling category were showed adequate Self-Esteem at undergraduate level.

Again it was found that, out of 261 students from one sibling category, 25 students i.e. 9.60% showed low level of Self-Esteem, 206 students i.e. 78.90% showed adequate Self-Esteem and 30 students i.e. 11.50% showed high level of Self-Esteem. That means most of the students from one sibling category were showed adequate Self-Esteem at undergraduate level.

It was also found from the above table that, out of 186 students who were belongs to More than one sibling category; 10 students i.e. 5.40% showed low level of Self-Esteem, 150 students i.e. 80.60% showed adequate Self-Esteem and 26 students i.e. 14% showed high level of Self-Esteem. That means most of the students from More than one sibling category were showed adequate Self-Esteem at undergraduate level.

Through the students who were belongs to More than one sibling category; found comparatively high level of Self-Esteem than the rest two category. Figure no. 4.9 illustrated the No. of having sibling wise distribution of Self-Esteem level among the students at Higher Education level.

Figure no. 4.9: No. of having sibling wise percentage distribution of Self-Esteem level
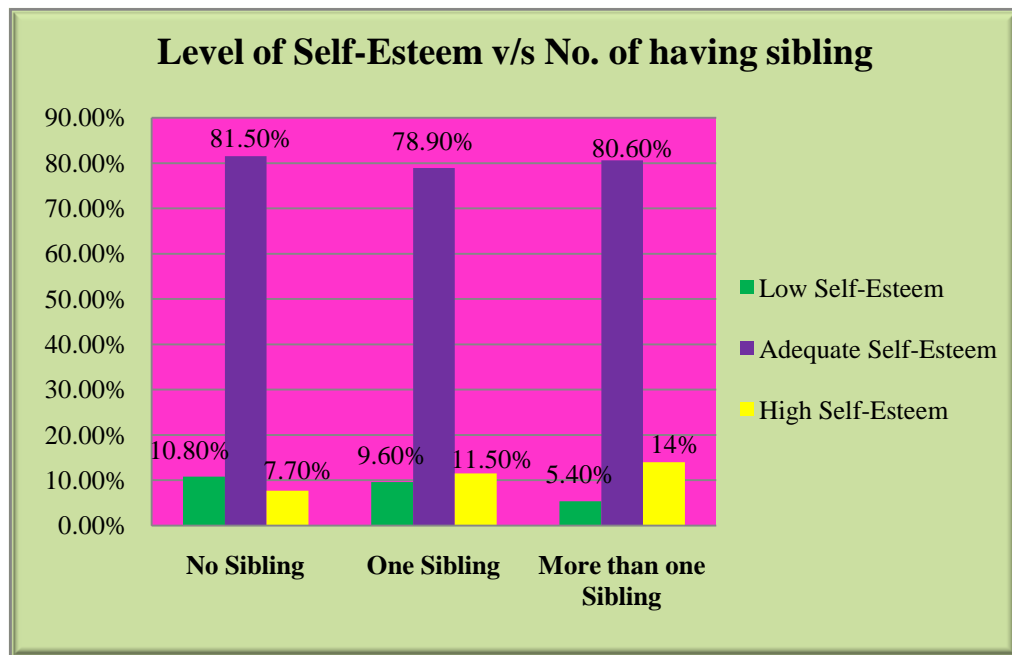
4.1.10: Family type wise assessment of Self-Esteem level among the students at Higher Education level:

Family type wise analysis of Self-Esteem level among the students at Higher Education level; scoring is given in the following table no. 4.10.

Table no. 4.10: Conditional distribution of Self-Esteem level by Family type among the students at Higher Education:

Family type			Types of Family		Total
			Nuclear	**Joint**	
Self-Esteem	**Low Self-Esteem**	Count	26	16	42
		% within Family type	10%	6.30%	8.20%
	Adequate Self-Esteem	Count	210	199	409
		% within Family type	80.80%	79%	79.90%
	High Self-Esteem	Count	24	37	61
		% within Family type	9.20%	14.70%	11.90%
Total		Count	260	252	512
		% within Family type	100%	100%	100%

From the above table it has been observed that, out of 260 students who belong to Nuclear family; 26 students i.e. 10% showed low level of Self-Esteem, 210 students i.e. 80.80% showed adequate Self-Esteem and 24 students i.e. 9.20% showed high level of Self-Esteem. That means most of the students who belongs to Nuclear family; showed adequate Self-Esteem at undergraduate level.

Again it was found that, out of 252 students who belongs to Joint family; 16 students i.e. 6.30% showed low level of Self-Esteem, 199 students i.e. 79% showed adequate Self-Esteem and 37 students i.e. 14.70% showed high level of Self-Esteem. That means most of the students who belongs to Joint family; showed adequate Self-Esteem at undergraduate level.

Through the students who were belongs to Joint family; found comparatively high level of Self-Esteem than the students from Nuclear family. Figure no. 4.10 illustrated the types of family wise distribution of Self-Esteem level among the students at Higher Education level.

Figure no. 4.10: Family type wise percentage distribution of Self-Esteem level
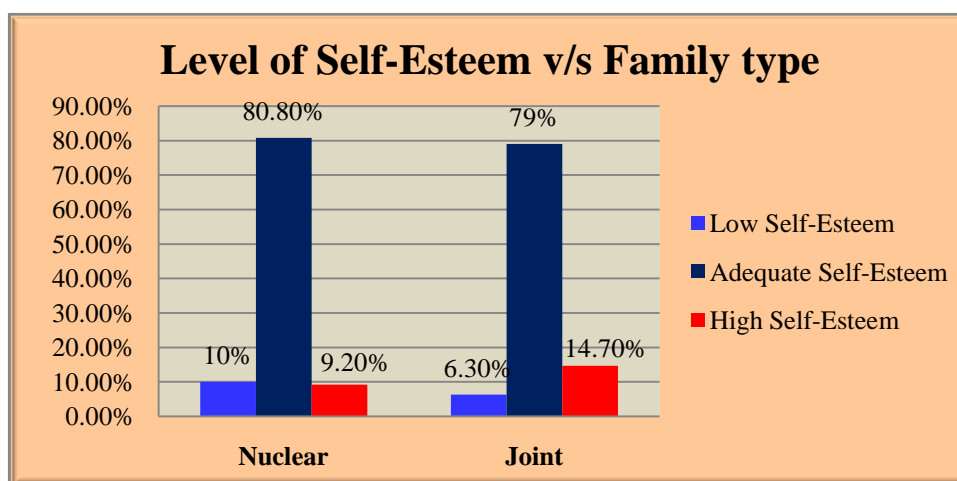
4.1.11: Monthly family income wise assessment of Self-Esteem level among the students at Higher Education level:

Monthly family income wise analysis of Self-Esteem level among the students at Higher Education level; scoring is given in the following table no. 4.11.

Table no. 4.11: Conditional distribution of Self-Esteem level by Monthly family income among the students at Higher Education:

Monthly family income (Rs.)			Monthly income of Family (Rs.)				Total
			<5000	5000-9999	10000-15000	>15000	
Self-Esteem	Low Self-Esteem	Count	13	10	8	11	42
		% within Family income	6.57`%	6.90%	9.10%	13.40%	8.20%
	Adequate Self-Esteem	Count	171	116	64	58	409
		% within Family income	86.36%	80.60%	72.70%	70.70%	79.90%
	High Self-Esteem	Count	14	18	16	13	61
		% within Family income	7.07%	12.50%	18.20%	15.90%	11.90%
Total		Count	198	144	88	82	512
		% within Family income	100%	100%	100%	100%	100%

Here it was found from the above table that, out of 198 students whose monthly family income was below 5000 Rs; 13 students i.e. 6.57% showed low level of Self-Esteem, 171 students i.e. 86.36% showed adequate Self-Esteem and 14 students i.e. 7.07% showed high level of Self-Esteem. That means most of the students whose monthly family income was below 5000 Rs; showed adequate Self-Esteem at undergraduate level.

Again it was found that, out of 144 students whose monthly family income was 5000-9999 Rs; 10 students i.e. 6.90% showed low level of Self-Esteem, 116 students i.e. 80.60% showed adequate Self-Esteem and 18 students i.e. 12.50% showed high level of Self-Esteem. That means most of the students whose monthly family income was 5000-9999 Rs; showed adequate Self-Esteem at undergraduate level.

It was also found that, out of 88 students whose monthly family income was 10000-15000 Rs; 8 students i.e. 9.10% showed low level of Self-Esteem, 64 students i.e. 72.70% showed adequate Self-Esteem and 16 students i.e. 18.20% showed high level of Self-Esteem. That means most of the students whose monthly family income was 10000-15000 Rs; showed adequate Self-Esteem at undergraduate level.

While analysis out of 82 students whose monthly family income was above 15000 Rs; it has been observed that 11 students i.e. 13.40% showed low level of Self-Esteem, 58 students i.e. 70.70% showed adequate Self-Esteem whereas, 13 students i.e. 15.90% showed high level of Self-Esteem. It indicates that most of the students whose monthly family income was above 15000 Rs; showed adequate Self-Esteem at undergraduate level.

Through the students whose monthly family income was 10000-15000 Rs; found comparatively high level of Self-Esteem than the rest three. Figure no. 4.11 illustrated that monthly family income (Rs.) wise distribution of Self-Esteem level among the students at Higher Education level.

Figure no. 4.11: Monthly family income (Rs.) wise percentage distribution of Self-Esteem level
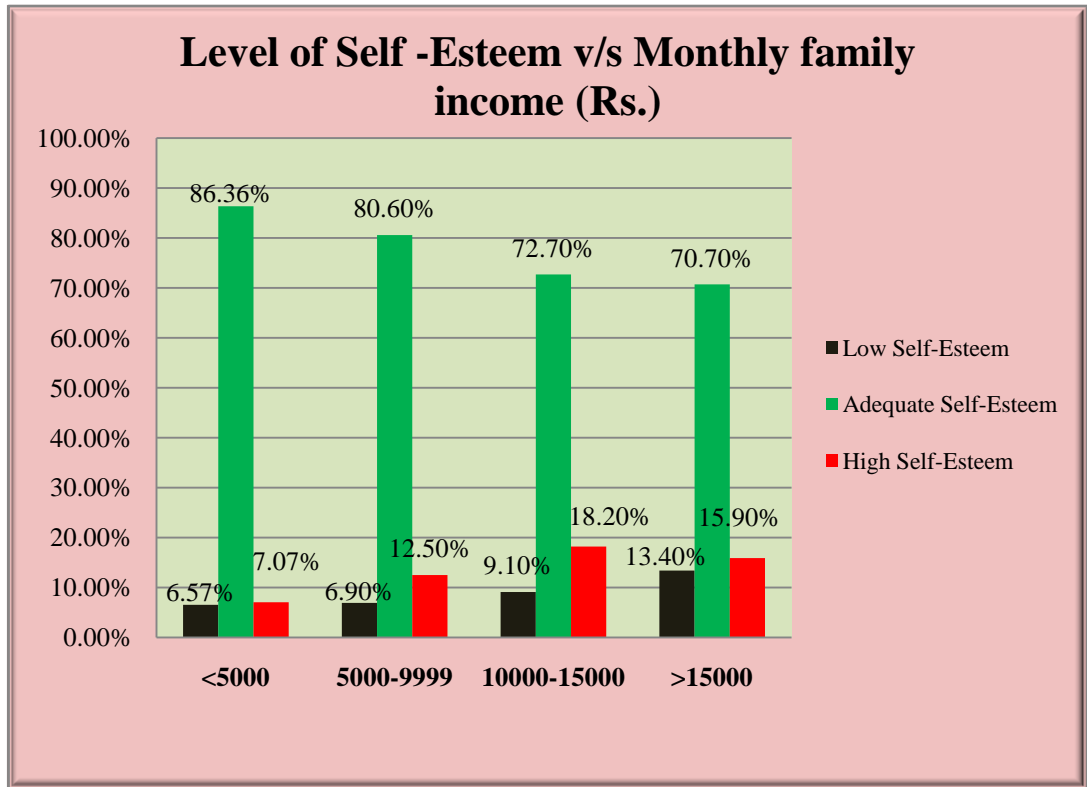
4.1.12: Father's education wise assessment of Self-Esteem level among the students at Higher Education level:

Father's education wise analysis of Self-Esteem level among the students at Higher Education level; scoring was given in the following table no. 4.12.

Table no. 4.12: Conditional distribution of Self-Esteem level by Father's education among the students at Higher Education:

Father's education			Father's education of student				Total
			Illiterate	Up to Secondary level	Up to HS level	Highly Educated	
Self-Esteem	Low Self-Esteem	Count	1	25	6	10	42
		% within Father's education	7.70%	8.07%	5.45%	12.66%	8.20%
	Adequate Self-Esteem	Count	12	256	87	54	409
		% within Father's education	92.30%	82.58%	79.09%	68.35%	79.90%
	High Self-Esteem	Count	0	29	17	15	61
		% within Father's education	0%	9.35%	15.46%	18.99%	11.90%
Total		Count	13	310	110	79	512
		% within Father's education	100%	100%	100%	100%	100%

Here it was found from the above table that, out of 13 students whose fathers' has no education; only 1 student i.e. 7.70% showed low level of Self-Esteem, 12 students i.e. 92.30% showed adequate Self-Esteem but, no high level of Self-Esteem student could be found. That means most of the students whose fathers' has no education; showed adequate Self-Esteem at undergraduate level.

Again it was found that, out of 310 students whose fathers' education up to Secondary level; 25 students i.e. 8.07% showed low level of Self-Esteem, 256 students i.e. 82.58% showed adequate Self-Esteem and 29 students i.e. 9.35% showed high level of Self-Esteem. That means most of the students whose fathers' education up to Secondary level; showed adequate Self-Esteem at undergraduate level.

It was also found that, out of 110 students whose fathers' education up to Higher Secondary level; 6 students i.e. 5.45% showed low level of Self-Esteem, 87 students i.e. 79.09% showed adequate Self-Esteem and 17 students i.e. 15.46% showed high level of Self-Esteem. That means most of the students whose fathers' education up to Higher Secondary level; showed adequate Self-Esteem at undergraduate level.

While analysis out of 79 students whose father was highly educated; 10 students i.e. 12.66% showed low level of Self-Esteem, 54 students i.e. 68.35% showed adequate Self-Esteem and 15 students i.e. 18.99% showed high level of Self-Esteem. That means most of the students whose father was highly educated; showed adequate Self-Esteem at undergraduate level.

Through the students whose father were highly educated; found comparatively high level of Self-Esteem than the rest three. Figure no. 4.12 illustrated that Fathers' education wise distribution of Self-Esteem level among the students at Higher Education level.

Figure no. 4.12: Father's education wise percentage distribution of Self-Esteem level
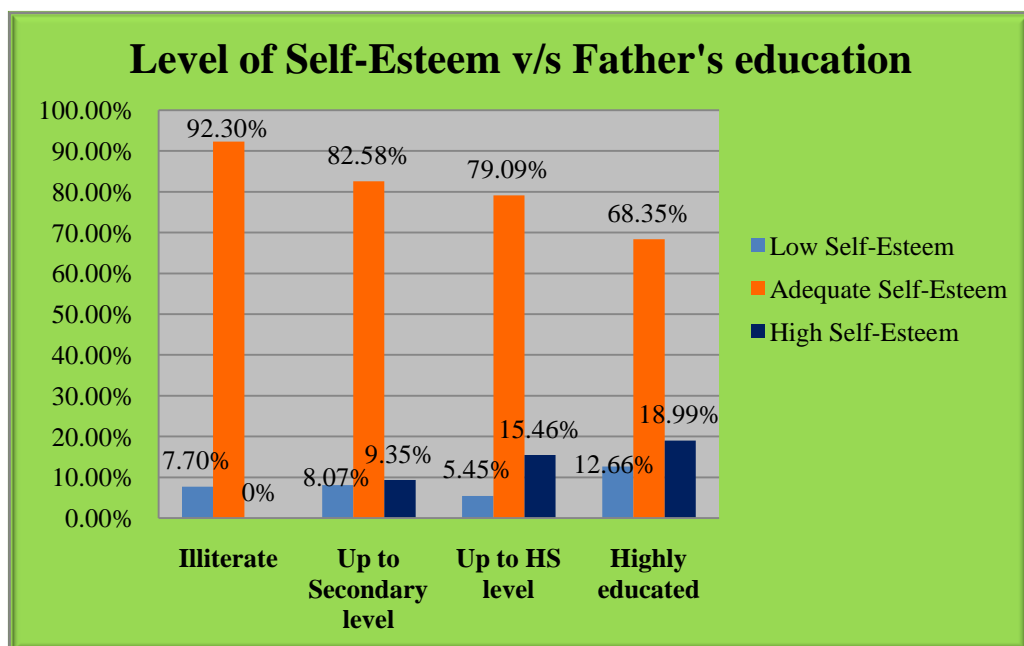
4.1.13: Mother's education wise assessment of Self-Esteem level among the students at Higher Education level:

Mother's education wise analysis of Self-Esteem level among the students at Higher Education level; scoring is given in the following table no. 4.13.

Table no. 4.13: Conditional distribution of Self-Esteem level by Mother's education among the students at Higher Education:

Mother's education			Mother's education of students				Total
			Illiterate	Up to Secondary level	Up to HS level	Highly Educated	
Self-Esteem	Low Self-Esteem	Count	2	22	13	5	42
		% within Mother's education	11.10%	5.70%	15.66%	18.50%	8.20%
	Adequate Self-Esteem	Count	16	314	57	22	409
		% within Mother's education	88.90%	81.80%	68.68%	81.50%	79.90%
	High Self-Esteem	Count	0	48	13	0	61
		% within Mother's education	0%	12.50%	15.66%	0%	11.90%
Total		Count	18	384	83	27	512
		% within Mother's education	100%	100%	100%	100%	100%

Here it was found from the above table that, out of 18 students whose mothers' has no education; 2 students i.e. 11.10% showed low level of Self-Esteem, 16 students i.e. 88.90% showed adequate Self-Esteem but, no high level of Self-Esteem student could be found. That means most of the students whose mothers' has no education; showed adequate Self-Esteem at undergraduate level.

It was also found that, out of 384 students whose mothers' education up to Secondary level; 22 students i.e. 5.70% showed low level of Self-Esteem, 314 students i.e. 81.80% showed adequate Self-Esteem and 48 students i.e. 12.50% showed high level of Self-Esteem. That means most of the students whose mothers' education up to Secondary level; showed adequate Self-Esteem at undergraduate level.

Again it was found that, out of 83 students whose mothers' education up to Higher Secondary level; 13 students i.e. 15.66% showed low level of Self-Esteem, 57 students i.e. 68.68% showed adequate Self-Esteem and 13 students i.e. 15.66% showed high level of Self-Esteem. That means most of the students whose mothers' education up to Higher Secondary level; showed adequate Self-Esteem at undergraduate level.

While analysis out of 27 students whose mother was highly educated; 5 students i.e. 18.50% showed low level of Self-Esteem, 22 students i.e. 81.50% showed adequate Self-Esteem but, no high level of Self-Esteem student could be found. That means most of the students whose mother was highly educated; showed adequate Self-Esteem at undergraduate level.

Through the students whose mothers' education up to Higher Secondary level; found comparatively high level of Self-Esteem than the rest three. Figure no. 4.13 illustrated that mothers' education wise distribution of Self-Esteem level among the students at Higher Education level.

Figure no. 4.13: Mother's education wise percentage distribution of Self-Esteem level
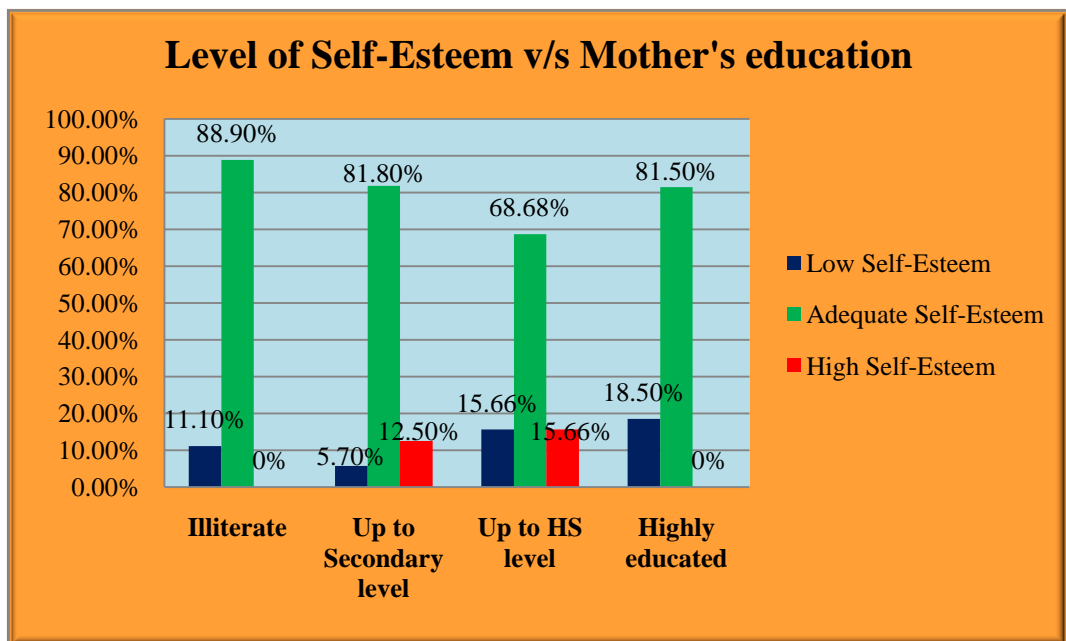
4.1.14: Father's occupation wise assessment of Self-Esteem level among the students at Higher Education level:

Father's occupation wise analysis of Self-Esteem level among the students at Higher Education level; scoring is given in the following table no. 4.14.

Table no. 4.14: Conditional distribution of Self-Esteem level by Father's occupation among the students at Higher Education:

Father's occupation			Father's occupation of students				Total
			Farmer	Business	Service	Other	
Self-Esteem	Low Self-Esteem	Count	26	6	7	3	42
		% within Father's occupation	7.95%	6.50%	10.60%	11.54%	8.20%
	Adequate Self-Esteem	Count	270	71	46	22	409
		% within Father's occupation	82.57%	76.30%	69.70%	84.62%	79.90%
	High Self-Esteem	Count	31	16	13	1	61
		% within Father's occupation	9.48%	17.20%	19.70%	3.84%	11.90%
Total		Count	327	93	66	26	512
		% within Father's occupation	100%	100%	100%	100%	100%

Here it was found from the above table that, out of 327 students whose father was Farmer; 26 students i.e. 7.95% showed low level of Self-Esteem, 270 students i.e. 82.57% showed adequate Self-Esteem and 31 students i.e. 9.48% showed high level of Self-Esteem. That means most of the students whose father was Farmer; showed adequate Self-Esteem at undergraduate level.

It was also found from the above table that, out of 93 students whose father was Businessman; 6 students i.e. 6.50% showed low level of Self-Esteem, 71 students i.e. 76.30%

showed adequate Self-Esteem and 16 students i.e. 17.20% showed high level of Self-Esteem. That means most of the students whose father was Businessman; showed adequate Self-Esteem at undergraduate level.

Again it was found from the above table that, out of 66 students whose father was Serviceman; 7 students i.e. 10.60% showed low level of Self-Esteem, 46 students i.e. 69.70% showed adequate Self-Esteem and 13 students i.e. 19.70% showed high level of Self-Esteem. That means most of the students whose father was Serviceman; showed adequate Self-Esteem at undergraduate level.

While analysis out of 26 students whose father was engage with other profession; 3 students i.e. 11.54% showed low level of Self-Esteem, 22 students i.e. 84.62% showed adequate Self-Esteem and only 1 student i.e. 3.84% showed high level of Self-Esteem. That means most of the students whose father was engage with other profession; showed adequate Self-Esteem at undergraduate level.

Through the students whose father was Serviceman; found comparatively high level of Self-Esteem than the rest three. Figure no. 4.14 illustrated that Father's occupation wise distribution of Self-Esteem level among the students at Higher Education level.

Figure no. 4.14: Father's occupation wise percentage distribution of Self-Esteem level
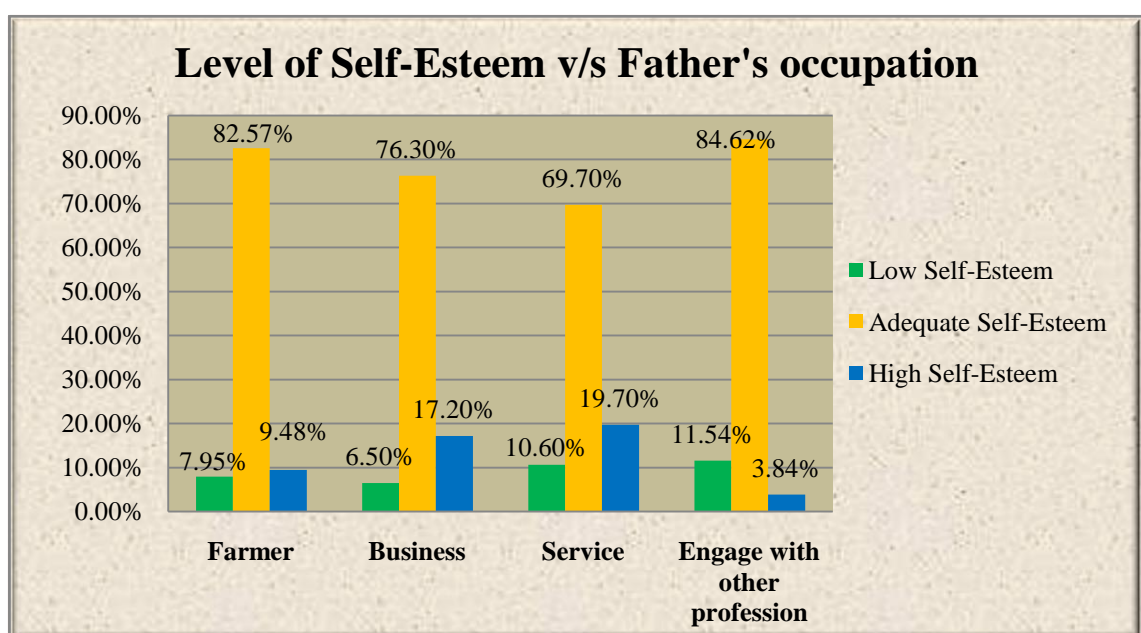
4.1.15: Mother's occupation wise assessment of Self-Esteem level among the students at Higher Education level:

Mother's occupation wise analysis of Self-Esteem level among the students at Higher Education level scoring is given in the following table no. 4.15.

Table no. 4.15: Conditional distribution of Self-Esteem level by Mother's occupation among the students at Higher Education:

Mother's occupation			Mother's occupation of students		Total
			Housewife	Working	
Self-Esteem	Low Self-Esteem	Count	40	2	42
		% within Mother's occupation	8.20%	8.30%	8.20%
	Adequate Self-Esteem	Count	388	21	409
		% within Mother's occupation	79.50%	87.50%	79.90%
	High Self-Esteem	Count	60	1	61
		% within Mother's occupation	12.30%	4.20%	11.90%
Total		Count	488	24	512
		% within Mother's occupation	100%	100%	100%

Here it was found from the above table that, out of 488 students whose mother was housewife; 40 students i.e. 8.20% showed low level of Self-Esteem, 388 students i.e. 79.50% showed adequate Self-Esteem and 60 students i.e. 12.30% showed high level of Self-Esteem. That means most of the students whose mother was housewife; showed adequate Self-Esteem at undergraduate level.

While analysis out of 24 students whose mother was engage with work; 2 students i.e. 8.30% showed low level of Self-Esteem, 21 students i.e. 87.50% showed adequate Self-Esteem and only 1 student i.e. 4.20% showed high level of Self-Esteem. That means most of the students whose mother was engage with work; showed adequate Self-Esteem at undergraduate level.

Through the students whose mother was housewife; found comparatively high level of Self-Esteem than whose mother was engage with work. Figure no. 4.15 illustrated that Mother's occupation wise distribution of Self-Esteem level among the students at Higher Education level.

Figure no. 4.15: Mother's occupation wise percentage distribution of Self-Esteem level
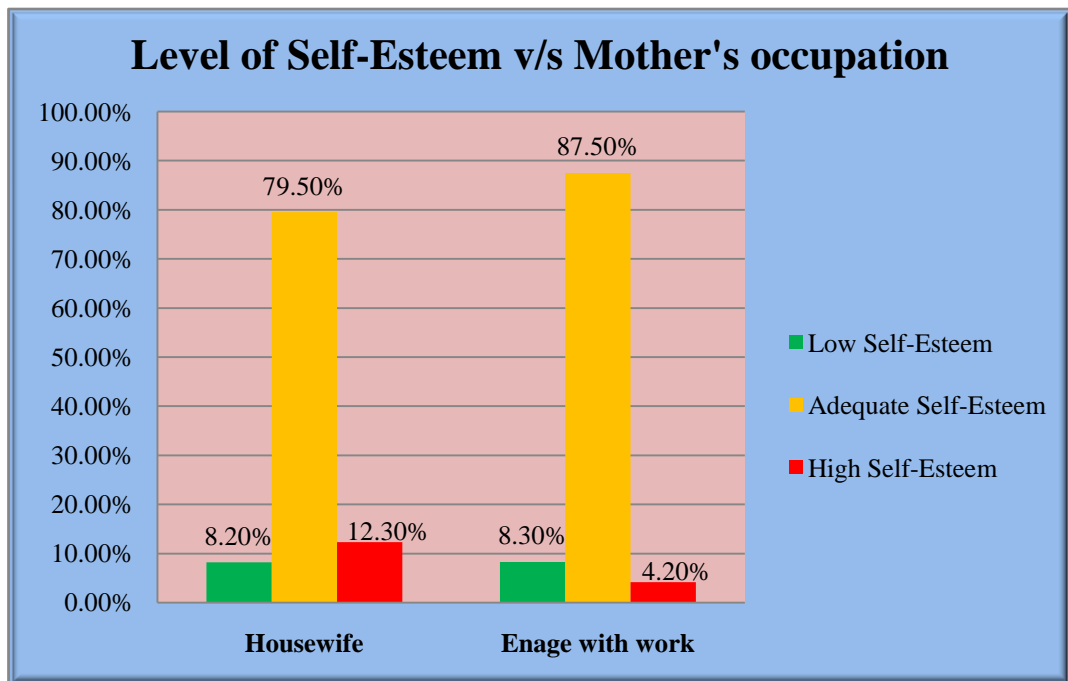
4.2: Analysis using Inferential Statistics:

This part of the chapter deals with inferential statistics. In the present study, the nature of population from which sample have been chosen were not known to be normal. The different types of socio-economic variables were in normal form which is classified in categories and represented by frequency counts. So, it was decided to analysis the collected data by non-parametric test, more especially Chi-square test (χ^2). For evaluate the relationship between Self-Esteem and Academic achievement; Pearson Correlation Test was used.

4.2.1: Hypotheses Testing:

In order to test the null hypothesis $^0H_1$ to $^0H_{14}$; Chi-square test has been used. Table no. 4.16 has shown the Chi-square test.

Table no. 4.16: Chi-square test (χ^2) has showing different variable wise Self-Esteem level among the students at Higher Education level:

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Chi-square Test (Pearson Chi-square)					
Sl. No.	Variables	Value	df	Asymptotic Significant (2-Sided) [p-value]	Remarks
1.	**Class**	0.951[a]	4	0.917	NS* (p>0.05)
2.	**Stream**	8.211[a]	2	0.016	S** (p<0.05)
3.	**Gender**	9.677[a]	2	0.008	S** (p<0.01)
4.	**Religion**	2.586[a]	2	0.275	NS* (p>0.05)
5.	**Habitat**	3.677[a]	4	0.451	NS* (p>0.05)
6.	**Caste**	8.387[a]	8	0.397	NS* (p>0.05)
7.	**Marks of Previous final exam**	1.242[a]	4	0.871	NS* (p>0.05)
8.	**No. of having sibling**	4.678[a]	4	0.322	NS* (p>0.05)
9.	**Family type**	5.324[a]	2	0.070	NS* (p>0.05)
10.	**Monthly family income**	14.108[a]	6	0.028	S** (p<0.05)
11.	**Father's education**	12.520[a]	6	0.051	NS* (p>0.05)
12.	**Mother's education**	20.302[a]	6	0.002	S** (p<0.01)
13.	**Father's occupation**	11.148[a]	6	0.084	NS* (p>0.05)
14.	**Mother's occupation**	1.452[a]	2	0.484	NS* (p>0.05)
N of Valid Cases = 512					

NS*:- Not Significant. S:- Significant.**

⁰H₁: *Class of students and level of Self-Esteem are independent of one another among the students at Higher Education level in Paschim Medinipur district of West Bengal.*

Table no. 4.17: Showing the Chi-square test (χ^2) on the basis of ⁰H₁

Chi-square Test				
	Value	***df***	**Asymptotic Significant (2-Sided) [p-value]**	**Remarks**
Pearson Chi-square	0.951[a]	4	0.917	NS* (p>0.05)
N of Valid Cases = 512			NS*:- Not Significant.	

The result indicated that findings on testing ⁰H₁ that was given below:

The analysis in above table revealed that the value of $\chi^2 = 0.951^a$ and p = 0.917. The critical values of χ^2 at 0.05 and 0.01 level of significant with 4 *df* = 9.488 and 13.277 respectively. It has been observed that the calculate value of χ^2 is far lower than the critical value of χ^2 at both levels. So, the null hypothesis can be accepted as p>0.05. Hence, it can be safely concluded that the found difference in level of Self-Esteem among the students at Higher Education level on the basis of their class is not significant and it can be attributed to any chance factors.

⁰H₂: *There exists no any significant difference between stream of study and level of Self-Esteem among the students at Higher Education level in Paschim Medinipur district of West Bengal.*

Table no. 4.18: Showing the Chi-square test (χ^2) on the basis of ⁰H₂

Chi-square Test				
	Value	***df***	**Asymptotic Significant (2-Sided) [p-value]**	**Remarks**
Pearson Chi-square	8.211[a]	2	0.016	S* (p<0.05)
N of Valid Cases = 512			S*:- Significant.	

The result indicated that findings on testing $^0H_2$ that was given below:

Let us refer Table. No. 4.31 of the χ^2 distribution with $df = 2$. It can find that at the 5% level, the critical value of χ^2 is 5.991. The computed value of χ^2 is 8.211[a] which is larger than 5.991, but less than 9.210, i.e. the critical value of χ^2 at the 1% level of significance. Hence, it is significant at 5% level but not at 1% level. So, the null hypothesis is rejected at 5% level of significance. However, it can be safely concluded that the found difference in level of Self-Esteem among the students at Higher Education level on the basis of their stream of study is significant which means stream of study significantly affects on student's Self-Esteem.

$^0H_3$: *Gender does not play a significant role in variation of Self-Esteem among the students at Higher Education level in Paschim Medinipur district of West Bengal.*

Table no. 4.19: Showing the Chi-square teat (χ^2) on the basis of $^0H_3$

Chi-square Test				
	Value	***df***	**Asymptotic Significant (2-Sided) [p-value]**	**Remarks**
Pearson Chi-square	9.677[a]	2	0.008	S* (p<0.01)
N of Valid Cases = 512			S*:- Significant.	

The result indicated that findings on testing $^0H_3$ that was given below:

Let us refer Table. No. 4.31 of the χ^2 distribution with $df = 2$. It can find that at the 5% level and 1% level, the critical value of χ^2 is 5.991 and 9.210 respectively. The computed value of χ^2 is 9.677[a] which is larger than 5.991 and 9.210. Hence, it is significant at 1% level. So, the null hypothesis is rejected at 5% and 1% level of significance. However, it can be safely concluded that the found difference in level of Self-Esteem among the students at Higher Education level on the basis of their gender is significant which means gender play a significant affective role on student's Self-Esteem.

$^0H_4$: *Self-Esteem of Hindu students is same as Self-Esteem of Muslim students at Higher Education level in Paschim Medinipur district of West Bengal.*

Table no. 4.20: Showing the Chi-square teat (χ^2) on the basis of $^0H_4$

Chi-square Test				
	Value	*df*	**Asymptotic Significant (2-Sided) [p-value]**	**Remarks**
Pearson Chi-square	2.586[a]	2	0.275	NS* (p>0.05)
N of Valid Cases = 512			NS*:- Not Significant.	

The result indicated that findings on testing $^0H_4$ that was given below:

The analysis in above table revealed that the value of χ^2 = 2.586[a] and p = 0.275. The critical values of χ^2 at 0.05 and 0.01 level of significant with 2 *df* = 5.991 and 9.210 respectively. It has been observed that the calculate value of χ^2 is much lower than the critical value of χ^2 at both levels. So, the null hypothesis can be accepted as p>0.05. Hence, it can be safely concluded that the found difference in level of Self-Esteem among the students at Higher Education level on the basis of their religion is not significant and it can be attributed to any chance factors.

$^0H_5$: *There is no significant dependency in between type of habitat and level of Self-Esteem among the students at Higher Education level in Paschim Medinipur district of West Bengal.*

Table no. 4.21: Showing the Chi-square teat (χ^2) on the basis of $^0H_5$

Chi-square Test				
	Value	*df*	**Asymptotic Significant (2-Sided) [p-value]**	**Remarks**
Pearson Chi-square	3.667[a]	4	0.451	NS* (p>0.05)
N of Valid Cases = 512			NS*:- Not Significant.	

The result indicated that findings on testing $^0H_5$ that was given below:

The analysis in above table revealed that the value of $\chi^2 = 3.667^a$ and p = 0.451. The critical values of χ^2 at 0.05 and 0.01 level of significant with 4 df = 9.488 and 13.277 respectively. It has been observed that the calculate value of χ^2 is much lower than the critical value of χ^2 at both levels. So, the null hypothesis can be accepted as p>0.05. Hence, it can be safely concluded that the found difference in level of Self-Esteem among the students at Higher Education level on the basis of their location of residence is not significant and it can be attributed to any chance factors.

$^0H_6$:   *Caste does not seem to be a significant factor for variation of Self-Esteem level among the students at Higher Education level in Paschim Medinipur district of West Bengal.*

Table no. 4.22: Showing the Chi-square teat (χ^2) on the basis of $^0H_6$

Chi-square Test				
	Value	**df**	**Asymptotic Significant (2-Sided) [p-value]**	**Remarks**
Pearson Chi-square	8.387^a	8	0.397	NS* (p>0.05)
N of Valid Cases = 512			NS*:- Not Significant.	

The result indicated that findings on testing $^0H_6$ that was given below:

The analysis in above table revealed that the value of $\chi^2 = 8.387^a$ and p = 0.397. The critical values of χ^2 at 0.05 and 0.01 level of significant with 8 df = 15.507 and 20.090 respectively. It has been observed that the calculate value of χ^2 is much lower than the critical value of χ^2 at both levels. So, the null hypothesis can't be rejected as p>0.05. Hence, it can be safely concluded that the found difference in level of Self-Esteem among the students at Higher Education level on the basis of their caste is not significant and it can be attributed to any chance factors.

⁰H₇: *There exists no any significant difference between Marks of previous final exam and level of Self-Esteem among the students at Higher Education level in Paschim Medinipur district of West Bengal.*

Table no. 4.23: Showing the Chi-square teat (χ^2) on the basis of ⁰H₇

Chi-square Test				
	Value	***df***	**Asymptotic Significant (2-Sided) [p-value]**	**Remarks**
Pearson Chi-square	1.242[a]	4	0.871	NS* (p>0.05)
N of Valid Cases = 512			NS*:- Not Significant.	

The result indicated that findings on testing ⁰H₇ that was given below:

The analysis in above table revealed that the value of $\chi^2 = 1.242$[a] and p = 0.871. The critical values of χ^2 at 0.05 and 0.01 level of significant with 4 *df* = 9.488 and 13.277 respectively. It has been observed that the calculate value of χ^2 is much lower than the critical value of χ^2 at both levels. So, the null hypothesis can't be rejected as p>0.05. Hence, it can be safely concluded that the found difference in level of Self-Esteem among the students at Higher Education level on the basis of their marks of previous final exam is not significant and it can be attributed to any chance factors.

⁰H₈: *Number of having sibling does not play a significant role in variation of Self-Esteem among the students at Higher Education level in Paschim Medinipur district of West Bengal.*

Table no. 4.24: Showing the Chi-square teat (χ^2) on the basis of ⁰H₈

Chi-square Test				
	Value	***df***	**Asymptotic Significant (2-Sided) [p-value]**	**Remarks**
Pearson Chi-square	4.678[a]	4	0.322	NS* (p>0.05)
N of Valid Cases = 512			NS*:- Not Significant.	

The result indicated that findings on testing $^0H_8$ that was given below:

The analysis in above table revealed that the value of $\chi^2 = 4.678^a$ and p = 0.322. The critical values of χ^2 at 0.05 and 0.01 level of significant with 4 df = 9.488 and 13.277 respectively. It has been observed that the calculate value of χ^2 is far lower than the critical value of χ^2 at both levels. So, the null hypothesis can be accepted as p>0.05. Hence, it can be safely concluded that the found difference in level of Self-Esteem among the students at Higher Education level on the basis of their presence of sibling is not significant and it can be attributed to any chance factors.

$^0H_9$: *Self-Esteem of students from nuclear family is same as Self-Esteem of students from joint family at Higher Education level in Paschim Medinipur district of West Bengal.*

Table no. 4.25: Showing the Chi-square teat (χ^2) on the basis of $^0H_9$

Chi-square Test				
	Value	***df***	**Asymptotic Significant (2-Sided) [p-value]**	**Remarks**
Pearson Chi-square	5.324ᵃ	2	0.070	NS* (p>0.05)
N of Valid Cases = 512			NS*:- Not Significant.	

The result indicated that findings on testing $^0H_9$ that was given below:

The analysis in above table revealed that the value of $\chi^2 = 5.324^a$ and p = 0.070. The critical values of χ^2 at 0.05 and 0.01 level of significant with 2 df = 5.991 and 9.210 respectively. It has been observed that the calculate value of χ^2 is lower than the critical value of χ^2 at both levels. So, the null hypothesis can be accepted as p>0.05. Hence, it can be safely concluded that the found difference in level of Self-Esteem among the students at Higher Education level on the basis of their type of family is not significant and it can be attributed to any chance factors.

$^0H_{10}$: *Family income of students and level of Self-Esteem are independent of one another among the students at Higher Education level in Paschim Medinipur district of West Bengal.*

Table no. 4.26: Showing the Chi-square teat (χ^2) on the basis of $^0H_{10}$

Chi-square Test				
	Value	***df***	**Asymptotic Significant (2-Sided) [p-value]**	**Remarks**
Pearson Chi-square	14.108[a]	6	0.028	S* (p<0.05)
N of Valid Cases = 512			S*:- Significant.	

The result indicated that findings on testing $^0H_{10}$ that was given below:

Let us refer Table. No. 4.31 of the χ^2 distribution with *df* = 6. It can find that at the 5% level, the critical value of χ^2 is 12.592. The computed value of χ^2 is 14.108[a] which is larger than 12.592, but less than 16.812, i.e. the critical value of χ^2 at the 1% level of significance. Hence, it is significant at 5% level but not at 1% level. So, the null hypothesis is rejected at 5% level of significance. However, it can be safely concluded that the found difference in level of Self-Esteem among the students at Higher Education level on the basis of their monthly family income is significant which means students Self-Esteem is significantly dependable on their monthly family income.

$^0H_{11}$: *There exists no any significant difference between father's education of the students and level of Self-Esteem among the students at Higher Education level in Paschim Medinipur district of West Bengal.*

Table no. 4.27: Showing the Chi-square teat (χ^2) on the basis of $^0H_{11}$

Chi-square Test				
	Value	***df***	**Asymptotic Significant (2-Sided) [p-value]**	**Remarks**
Pearson Chi-square	12.520[a]	6	0.051	NS* (p>0.05)
N of Valid Cases = 512			NS*:- Not Significant.	

The result indicated that findings on testing $^{0}H_{11}$ that was given below:

The analysis in above table revealed that the value of $\chi^2 = 12.520^{a}$ and p = 0.051. The critical values of χ^2 at 0.05 and 0.01 level of significant with 6 *df* = 12.592 and 16.812 respectively. It has been observed that the calculate value of χ^2 is lower than the critical value of χ^2 at both levels. So, the null hypothesis can be accepted as p>0.05. Hence, it can be safely concluded that the found difference in level of Self-Esteem among the students at Higher Education level on the basis of their father's education is not significant and it can be attributed to any chance factors.

$^{0}H_{12}$:   *There is no significant dependency in between mother's education of the students and level of Self-Esteem among the students at Higher Education level in Paschim Medinipur district of West Bengal.*

Table no. 4.28: Showing the Chi-square teat (χ^2) on the basis of $^{0}H_{12}$

Chi-square Test				
	Value	*df*	**Asymptotic Significant (2-Sided) [p-value]**	**Remarks**
Pearson Chi-square	20.302^{a}	6	0.002	S* (p<0.01)
N of Valid Cases = 512			S*:- Significant.	

The result indicated that findings on testing $^{0}H_{12}$ that was given below:

Let us refer Table. No. 4.31 of the χ^2 distribution with *df* = 6. It was found that at 5% level and 1% level, the critical value of χ^2 is 12.592 and 16.812 respectively. The computed value of χ^2 is 20.302^{a} which is larger than 12.592 and 16.812. Hence, it is significant at 1% level. So, the null hypothesis is rejected at 5% and 1% level of significance. However, it can be safely concluded that the found difference in level of Self-Esteem among the students at Higher Education level on the basis of their mother's education is significant which mean mother's education significantly affects their child's (student) Self-Esteem.

[0]H[13]: *Father's occupation does not seem to be a significant factor for variation of Self-Esteem level among the students at Higher Education level in Paschim Medinipur district of West Bengal.*

Table no. 4.29: Showing the Chi-square teat (χ^2) on the basis of [0]H[13]

Chi-square Test				
	Value	***df***	**Asymptotic Significant (2-Sided) [p-value]**	**Remarks**
Pearson Chi-square	11.148[a]	6	0.084	NS* (p>0.05)
N of Valid Cases = 512			NS*:- Not Significant.	

The result indicated that findings on testing [0]H[13] that was given below:

The analysis in above table revealed that the value of $\chi^2 = 11.148^a$ and p = 0.084. The critical values of χ^2 at 0.05 and 0.01 level of significant with 6 *df* = 12.592 and 16.812 respectively. It has been observed that the calculate value of χ^2 is much lower than the critical value of χ^2 at both levels. So, the null hypothesis can be accepted as p>0.05. Hence, it can be safely concluded that the found difference in level of Self-Esteem among the students at Higher Education level on the basis of their father's occupation is not significant and it can be attributed to any chance factors.

[0]H[14]: *Mother's occupation does not seem to be a significant factor for variation of Self-Esteem level among the students at Higher Education level in Paschim Medinipur district of West Bengal.*

Table no. 4.30: Showing the Chi-square teat (χ^2) on the basis of [0]H[14]

Chi-square Test				
	Value	***df***	**Asymptotic Significant (2-Sided) [p-value]**	**Remarks**
Pearson Chi-square	1.452[a]	2	0.484	NS* (p>0.05)
N of Valid Cases = 512			NS*:- Not Significant.	

The result indicated that findings on testing $^0H_{14}$ that was given below:

The analysis in above table revealed that the value of $\chi^2 = 1.452^a$ and p = 0.462. The critical values of χ^2 at 0.05 and 0.01 level of significant with 2 *df* = 5.991 and 9.210 respectively. It has been observed that the calculate value of χ^2 is much lower than the critical value of χ^2 at both levels. So, the null hypothesis can't be rejected as p>0.05. Hence, it can be safely concluded that the found difference in level of Self-Esteem among the students at Higher Education level on the basis of their mother's occupation is not significant and it can be attributed to any chance factors.

Table no. 4.31: Showing the Critical value of Chi-square (χ^2).

Degrees of Freedom	Chi-Square (χ^2) Distribution Area to the Right of Critical Value							
	0.99	0.975	0.95	0.90	0.10	0.05	0.025	0.01
1	—	0.001	0.004	0.016	2.706	3.841	5.024	6.635
2	0.020	0.051	0.103	0.211	4.605	5.991	7.378	9.210
3	0.115	0.216	0.352	0.584	6.251	7.815	9.348	11.345
4	0.297	0.484	0.711	1.064	7.779	9.488	11.143	13.277
5	0.554	0.831	1.145	1.610	9.236	11.071	12.833	15.086
6	0.872	1.237	1.635	2.204	10.645	12.592	14.449	16.812
7	1.239	1.690	2.167	2.833	12.017	14.067	16.013	18.475
8	1.646	2.180	2.733	3.490	13.362	15.507	17.535	20.090
9	2.088	2.700	3.325	4.168	14.684	16.919	19.023	21.666
10	2.558	3.247	3.940	4.865	15.987	18.307	20.483	23.209
11	3.053	3.816	4.575	5.578	17.275	19.675	21.920	24.725
12	3.571	4.404	5.226	6.304	18.549	21.026	23.337	26.217
13	4.107	5.009	5.892	7.042	19.812	22.362	24.736	27.688
14	4.660	5.629	6.571	7.790	21.064	23.685	26.119	29.141
15	5.229	6.262	7.261	8.547	22.307	24.996	27.488	30.578
16	5.812	6.908	7.962	9.312	23.542	26.296	28.845	32.000
17	6.408	7.564	8.672	10.085	24.769	27.587	30.191	33.409
18	7.015	8.231	9.390	10.865	25.989	28.869	31.526	34.805
19	7.633	8.907	10.117	11.651	27.204	30.144	32.852	36.191
20	8.260	9.591	10.851	12.443	28.412	31.410	34.170	37.566
21	8.897	10.283	11.591	13.240	29.615	32.671	35.479	38.932
22	9.542	10.982	12.338	14.042	30.813	33.924	36.781	40.289
23	10.196	11.689	13.091	14.848	32.007	35.172	38.076	41.638
24	10.856	12.401	13.848	15.659	33.196	36.415	39.364	42.980
25	11.524	13.120	14.611	16.473	34.382	37.652	40.646	44.314
26	12.198	13.844	15.379	17.292	35.563	38.885	41.923	45.642
27	12.879	14.573	16.151	18.114	36.741	40.113	43.194	46.963
28	13.565	15.308	16.928	18.939	37.916	41.337	44.461	48.278
29	14.257	16.047	17.708	19.768	39.087	42.557	45.722	49.588
30	14.954	16.791	18.493	20.599	40.256	43.773	46.979	50.892

Source: "Statistics in Psychology and Education" by S. K. Mangal (October, 2014), pp: 378.

$^0H_{15}$: *There is no significant relationship in between Marks of previous final exam and level of Self-Esteem among the students at Higher Education level in Paschim Medinipur district of West Bengal.*

Table no. 4.32: Showing the Correlation on the basis of $^0H_{15}$

Pearson Correlation Test		Marks of previous final exam	Self-Esteem
Marks of previous final exam	Pearson Correlation	1	r = 0.027
	Sig. (2-tailed)		p = 0.541
	N	512	512
Self-Esteem	Pearson Correlation	r = 0.027	1
	Sig. (2-tailed)	p = 0.541	
	N	512	512

The result indicated that findings on testing $^0H_{15}$ that was given below:

Pearson Correlation test was computed between score of previous final exam and score of Self-Esteem of all the students to see if there is any significant relation in between two variables. Results indicated {(r = 0.027), (p = 0.541)} a weak positive correlation which is not significant at 0.05 level, because p>0.05. Therefore, it is evident from this study that academic achievement to some extent helps the students to develop better Self-Esteem.

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CHAPTER-V : CONCLUSION AND DISCUSSION

CHAPTER-V

CONCLUSION AND DISCUSSION

In the previous chapter the investigator has presented the analysis and interpretation of the data. This process demands acute observation about the outlook and logical thinking of the research. A researcher has to exercise all the care and caution in reporting the findings, in formulating the conclusions and arriving at generalizations on the basis of the data. Interpretation takes the result of analysis, makes inferences pertinent to the research relation studied and draws conclusions about those relations. Base on the results obtained in Chapter-IV, a discussion of the finding was presented in this chapter. The study was conducted for investigating the relationship between Self-Esteem and academic achievement of the students at Higher Education level. For this study, the sample group was collected from seven degree colleges of Paschim Medinipur district. The sample group comprises of both male and female students studying in class B.A. 1st year, 2nd year and 3rd year belongs to different stream (Arts & Science), Religion (Hindu & Muslim), Location of Residence (Urban, Semi-Urban & Urban), Caste (General, SC, ST, OBC-A & OBC-B) and Family type (Nuclear & Joint). The present study was conducted also to find out the rate of prevalence of Self-Esteem among the students at Higher Education level on the basis of different socio-economic variables. This chapter discussed the major findings of the study, comparing the findings with the other related studies and it's significant and implication for further research.

5.1: Findings with regard to the research questions:

The major findings emerged through the present study would be important contributions for improvement of our understanding about relationship between Self-Esteem and academic achievement of the students at Higher Education level in Paschim Medinipur district. The study investigated the relationship between Self-Esteem and academic achievement with respect to different socio-economic variables.

The study was conducted on total 512 undergraduate students in Paschim Medinipur district. The major findings of the study in respect to the analysis and interpretations of data were given below:

❖ *The rate of prevalence of Self-Esteem among the students at Higher Education level on the basis of their class:*

➤ 8% students from B.A. 1st year, having low level of Self-Esteem, 79.30% students having adequate Self-Esteem and 12.70% students having high level of Self-Esteem.

➤ 7.14% students from B.A. 2nd year, having low level of Self-Esteem, 82.54% students having adequate Self-Esteem and 10.32% students having high level of Self-Esteem.

➤ 9.25% students from B.A. 3rd year, having low level of Self-Esteem, 78.61% students having adequate Self-Esteem and 12.14% students having high level of Self-Esteem.

Through the findings of the study, the rate of prevalence of Self-Esteem was found higher among the students from B.A. 2nd year class as compared to the rest two classes. Inferential statistically the difference was found to be not significant (p>0.05).

❖ *The rate of prevalence of Self-Esteem among the students at Higher Education level on the basis of their stream:*

➤ 7.30% students from Arts stream, having low level of Self-Esteem, 79.70% students having adequate Self-Esteem and 13% students having high level of Self-Esteem.

➤ 15.52% students from Science stream, having low level of Self-Esteem, 81.03% students having adequate Self-Esteem and 3.45% students having high level of Self-Esteem.

Through the findings of the study, the rate of prevalence of Self-Esteem was found higher among the students from Arts stream as compared to Science stream. Inferential statistically the difference was found to be significant (p<0.05).

❖ *<u>The rate of prevalence of Self-Esteem among the students at Higher Education level on the basis of their gender:</u>*

  ➢ 11.90% male students having low level of Self-Esteem, 80.30% students having adequate Self-Esteem and 7.80% students having high level of Self-Esteem.
  ➢ 6% female students having low level of Self-Esteem, 79.60% students having adequate Self-Esteem and 14.40% students having high level of Self-Esteem.

Through the findings of the study, the rate of prevalence of Self-Esteem was found higher among the female students as compared to the male students. Inferential statistically the difference was found to be significant (p<0.01).

❖ *<u>The rate of prevalence of Self-Esteem among the students at Higher Education level on the basis of their religion:</u>*

  ➢ 8.40% students from Hindu religion, having low level of Self-Esteem, 81.20% students having adequate Self-Esteem and 10.40% students having high level of Self-Esteem.
  ➢ 7.70% students from Muslim religion, having low level of Self-Esteem, 76.90% students having adequate Self-Esteem and 15.40% students having high level of Self-Esteem.

Through the findings of the study, the rate of prevalence of Self-Esteem was found little higher among the students from Muslim religion as compared to the Hindu religion. Inferential statistically the difference was found to be not significant (p>0.05).

❖ *The rate of prevalence of Self-Esteem among the students at Higher Education level on the basis of their habitat:*

➢ 7.17% students from rural area, having low level of Self-Esteem, 83.27% students having adequate Self-Esteem and 9.56% students having high level of Self-Esteem.

➢ 9.20% students from semi-urban area, having low level of Self-Esteem, 77% students having adequate Self-Esteem and 13.80% students having high level of Self-Esteem.

➢ 9.20% students from urban area, having low level of Self-Esteem, 76.10% students having adequate Self-Esteem and 14.70% students having high level of Self-Esteem.

Through the findings of the study, the rate of prevalence of Self-Esteem was found higher among the students from rural area as compared to the semi-urban and urban areas. Inferential statistically the difference was found to be not significant (p>0.05).

❖ *The rate of prevalence of Self-Esteem among the students at Higher Education level on the basis of their caste:*

➢ 8.50% students from general category, having low level of Self-Esteem, 80.20% students having adequate Self-Esteem and 11.30% students having high level of Self-Esteem.

➢ 7.87% students from SC category, having low level of Self-Esteem, 79.77% students having adequate Self-Esteem and 12.36% students having high level of Self-Esteem.

➢ 7.40% students from ST category, having low level of Self-Esteem, 85.20% students having adequate Self-Esteem and 7.40% students having high level of Self-Esteem.

- 2% students from OBC-A category, having low level of Self-Esteem, 80.40% students having adequate Self-Esteem and 17.60% students having high level of Self-Esteem.
- 18.50% students from OBC-B category, having low level of Self-Esteem, 70.40% students having adequate Self-Esteem and 11.10% students having high level of Self-Esteem.

Through the findings of the study, the rate of prevalence of Self-Esteem was found higher among the students from OBC-A category as compared to the rest four categories. Inferential statistically the difference was found to be not significant (p>0.05).

❖ *The rate of prevalence of Self-Esteem among the students at Higher Education level on the basis of their marks of previous final exam:*

- 7.60% students who get 60% & above 60% marks in their previous final exam, having low level of Self-Esteem, 79.30% students having adequate Self-Esteem and 12.70% students having high level of Self-Esteem.
- 8.90% students who get 45%-59.99% marks in their previous final exam, having low level of Self-Esteem, 81.10% students having adequate Self-Esteem and 10% students having high level of Self-Esteem.
- 8.80% students who get below 45% marks in their previous final exam, having low level of Self-Esteem, 77.20% students having adequate Self-Esteem and 14% students having high level of Self-Esteem.

Through the findings of the study, the rate of prevalence of Self-Esteem was found higher among the students who get 60% & above 60% marks in their previous final exam as compared to the rest two. Inferential statistically the difference was found to be not significant (p>0.05). There was also found a weak positive correlation {(r = 0.027), (p = 0.541)} which was also not significant (p>0.05).

❖ *The rate of prevalence of Self-Esteem among the students at Higher Education level on the basis of their no. of having sibling:*

> 10.80% students from no sibling category, having low level of Self-Esteem, 81.50% students having adequate Self-Esteem and 7.70% students having high level of Self-Esteem.

> 9.60% students from one sibling category, having low level of Self-Esteem, 78.90% students having adequate Self-Esteem and 11.50% students having high level of Self-Esteem.

> 5.40% students from more than one sibling category, having low level of Self-Esteem, 80.60% students having adequate Self-Esteem and 14% students having high level of Self-Esteem.

Through the findings of the study, the rate of prevalence of Self-Esteem was found higher among the students from more than one sibling category as compared to the no sibling category and one sibling category. Inferential statistically the difference was found to be not significant (p>0.05).

❖ *The rate of prevalence of Self-Esteem among the students at Higher Education level on the basis of their family type:*

> 10% students from nuclear family, having low level of Self-Esteem, 80.80% students having adequate Self-Esteem and 9.20% students having high level of Self-Esteem.

> 6.30% students from joint family, having low level of Self-Esteem, 79% students having adequate Self-Esteem and 14.70% students having high level of Self-Esteem.

Through the findings of the study, the rate of prevalence of Self-Esteem was found little higher among the students from joint family as compared to the nuclear family. Inferential statistically the difference was found to be not significant (p>0.05).

❖ *The rate of prevalence of Self-Esteem among the students at Higher Education level on the basis of their monthly family income (Rs.):*

  ➢ 6.57% students whose monthly family income is below 5000 Rs, having low level of Self-Esteem, 86.36% students having adequate Self-Esteem and 7.07% students having high level of Self-Esteem.

  ➢ 6.90% students whose monthly family income is 5000-9999 Rs, having low level of Self-Esteem, 80.60% students having adequate Self-Esteem and 12.50% students having high level of Self-Esteem.

  ➢ 9.10% students whose monthly family income is 10000-15000 Rs, having low level of Self-Esteem, 72.70% students having adequate Self-Esteem and 18.20% students having high level of Self-Esteem.

  ➢ 13.40% students whose monthly family income is over 15000 Rs, having low level of Self-Esteem, 70.70% students having adequate Self-Esteem and 15.90% students having high level of Self-Esteem.

Through the findings of the study, the rate of prevalence of Self-Esteem was found little higher among the students from whose monthly family income is below 5000 Rs, as compared to the rest three. Inferential statistically the difference was found to be significant ($p<0.05$).

❖ *The rate of prevalence of Self-Esteem among the students at Higher Education level on the basis of their father's education:*

  ➢ 7.70% students whose father is illiterate, having low level of Self-Esteem, 92.30% students having adequate Self-Esteem but there were not found any high level of Self-Esteem in the students.

  ➢ 8.07% students whose fathers' education up to Secondary level, having low level of Self-Esteem, 82.58% students having adequate Self-Esteem and 9.35% students having high level of Self-Esteem.

- ➢ 5.45% students whose fathers' education up to Higher Secondary level, having low level of Self-Esteem, 79.09% students having adequate Self-Esteem and 15.46% students having high level of Self-Esteem.
- ➢ 12.66% students whose father is Highly educated, having low level of Self-Esteem, 68.35% students having adequate Self-Esteem and 18.99% students having high level of Self-Esteem.

Through the findings of the study, the rate of prevalence of Self-Esteem was found higher among the students from whose fathers' education up to Higher Secondary level as compared to the rest three. Inferential statistically the difference was found to be not significant ($p>0.05$).

❖ ***The rate of prevalence of Self-Esteem among the students at Higher Education level on the basis of their mother's education:***

- ➢ 11.10% students whose mother is illiterate, having low level of Self-Esteem, 88.90% students having adequate Self-Esteem but there were not found any high level of Self-Esteem in the students.
- ➢ 5.70% students whose mothers' education up to Secondary level, having low level of Self-Esteem, 81.80% students having adequate Self-Esteem and 12.50% students having high level of Self-Esteem.
- ➢ 15.66% students whose mothers' education up to Higher Secondary level, having low level of Self-Esteem, 68.68% students having adequate Self-Esteem and 15.66% students having high level of Self-Esteem.
- ➢ 18.50% students whose mother is Highly educated, having low level of Self-Esteem, 81.50% students having adequate Self-Esteem but there were not found any high level of Self-Esteem in the students.

Through the findings of the study, the rate of prevalence of Self-Esteem was found higher among the students from whose mothers' education up to Secondary level as compared to the rest three. Inferential statistically the difference was found to be significant ($p<0.01$).

❖ *The rate of prevalence of Self-Esteem among the students at Higher Education level on the basis of their father's occupation:*

➢ 7.95% students whose father was farmer, having low level of Self-Esteem, 82.57% students having adequate Self-Esteem and 9.48% students having high level of Self-Esteem.

➢ 6.50% students whose father was businessman, having low level of Self-Esteem, 76.30% students having adequate Self-Esteem and 17.20% students having high level of Self-Esteem.

➢ 10.60% students whose father was serviceman, having low level of Self-Esteem, 69.70% students having adequate Self-Esteem and 19.70% students having high level of Self-Esteem.

➢ 11.54% students whose father was engage with other profession, having low level of Self-Esteem, 84.62% students having adequate Self-Esteem and 3.84% students having high level of Self-Esteem.

Through the findings of the study, the rate of prevalence of Self-Esteem was found higher among the students from whose father was businessman as compared to the rest three. Inferential statistically the difference was found to be not significant (p>0.05).

❖ *The rate of prevalence of Self-Esteem among the students at Higher Education level on the basis of their mother's occupation:*

➢ 8.20% students whose mother was housewife, having low level of Self-Esteem, 79.50% students having adequate Self-Esteem and 12.30% students having high level of Self-Esteem.

➢ 8.30% students whose mother engage with work, having low level of Self-Esteem, 87.50% students having adequate Self-Esteem and 4.20% students having high level of Self-Esteem.

Through the findings of the study, the rate of prevalence of Self-Esteem was found little higher among the students from whose mother engage work as compared to whose mother was housewife. Inferential statistically the difference was found to be not significant (p>0.05).

5.2: Discussion:

Self-Esteem is a global emotional placement of self. It refers to a dimension to any person's beliefs about their worth and values. Self-Esteem is very important because, it heavily influences in people's choices and decisions. By other words it can say that, Self-Esteem serves a motivational function by making it more or less likely that people will take care of themselves and explore their full potential. That's why it's a very important part in psychology and also in everyday life in present day context.

The major findings emerged through the present study would be important contributions for improvement of our understanding about relationship between Self-Esteem and academic achievement of the learner at Higher Education level in Paschim Medinipur district. The study investigated the relationship between Self-Esteem and academic achievement with respect to different socio-economic parameters viz. Class, Stream, Gender, Religion, Habitat, Caste, Marks of previous final exam, No. of siblings, Family types, Monthly family income, Father's education, Mother's education, Father's occupation, Mother's occupation.

In present study the result revealed that, the rate of Self-Esteem was found higher among the students from B.A. 2nd year class as compared to the B.A. 1st year class and B.A. 3rd year class, Inferential statistically it was also not significant (p>0.05). The reason for the outcome of such result was that, students of B.A. 1st year at graduation level are new and they take time to adapt and B.A. 3rd year students feel extra pressure for their final examination but, B.A. 2nd year students got adjusted after one year and they do not have to undergo graduation final examinations.

Arts stream of students showed better proportion of Self-Esteem than Science stream of students at Higher Education level, the results was Inferential statistically significant ($p<0.05$). It is now found that, the students from Arts stream are more likely to have value and worth than the students from Science stream. For this, more than the amount of Self-Esteem among the students from Arts stream.

From the statistical analysis of the present study it revealed that, female students showed better proportion in terms of Self-Esteem as compare of the male students and Inferential result was found to be significant ($p<0.01$). Because of this it can say that, in 21st century, it is seen that girls are no longer backward than boys, girls in the present society are moving forward equally with boys. For this reason, the amount of Self-Esteem in the females is being noticed in excess. The similar result has been seen in the study of Naderi, H et al. (2009) and Arshad, M et al. (2015). They showed that there is a significant difference between gender and Self-Esteem (Both result are $p<0.01$), but Biswas, S (2018) showed that, there is no significant difference in Self-Esteem of higher secondary school students with respect to their gender ($p>0.05$).

It has been noticed that, the prevalence rate of Self-Esteem was more in the students from Muslim religion than the students from Hindu religion. Inferential statistically the difference was found to be not significant ($p>0.05$). The light of education among the present-day Muslim societies has substantially influenced the value and worth of them.

The overall Self-Esteem of undergraduate students with respect to their habitat was statistically not significant ($p>0.05$). The Rural students showed comparatively high rate of Self-Esteem than Semi-Urban and Urban students which may be the result of their hard struggle of daily life. As a result, rural students learned to realize the reality that distinguished them from other two groups. Biswas, S (2018) also showed that, there is no significant difference in Self-Esteem of higher secondary school students with respect to their location ($p>0.05$).

The caste system is a very old system of society, which creates inferiority complex in the lower and reserved category students like; SC, ST, OBC-A and OBC-B. In the present study the result revealed that, students from OBC-A category was showed high rate of Self-Esteem as compare to the rest four category (General, SC, ST OBC-B). Researcher also found a not significant difference in between Self-Esteem and Caste of the students ($p>0.05$). The possible reason for

such results is that although they are grown through different cultures customs and rituals but, they still follow some same specific rules and principles of the society.

From the present study researcher found that, the rate of prevalence of Self-Esteem was higher among the students who get 60% & >60% marks in their previous final exam as compare to the students who get 45%-59.99% and >45% marks in their previous final exam. Inferential statistically the difference between Self-Esteem and marks of previous final exam was not significant (p>0.05) and there was a weak positive relationship between these two variables which was not significant (p>0.05). The reason for this kind of results is that among those who get 60% & >60% marks, the confidence level is high, may be they are more creative and they have enough depth knowledge about their subject. This subjective knowledge helps in energizing the potential of them, thereby creating value among them and they become aware of themselves. Many studies have shown that, academic achievement plays an important role in the growth of Self-Esteem of the students. Naderi, H. (2009) also found a not significant relationship between Self-Esteem and academic achievement (p>0.05) but, Aryana, M. (2010); Vishalakshi, K. K. et al. (2012); Arshad, M et al. (2015) and Arora, A. K. (2017) were showed in their research study that, the relationship between Self-Esteem and academic achievement is positive and significant (p<0.01).

Siblings and type of family plays an important role to increasing Self-Esteem amongst the students. In this study it has been shown that, the prevalence rate of Self-Esteem was found higher among the students from more than one sibling category as compare to the no sibling & one sibling category and difference was found to be not significant (p>0.05). For the type of family variable, the result has been revealed that, Self-Esteem rate was more in the students from joint family as compare to the nuclear family. Inferential statistically the difference was found was found to be not significant (p>0.05). It is generally found that the values are formed very quickly among the students who come from the joint family, as a result of being a joint family; they get the opportunity to stay with many members of the family and interact with them. Therefore trust, faith, value, worth and mutual understanding is very easy to create.

Monthly family income takes an important role in the Self-Esteem of students. In the present study result showed that, the prevalence rate of Self-Esteem was high among the students from whose monthly family income below 5000 Rs. as compare to the rest three (5000-9999 Rs,

10000-15000 Rs. & more than 15000 Rs.) and inferential statistically the result was significant (p<0.05). The reason for such results is to assume that, students who have less monthly family income, they lead to struggling life and they can realize real life from the front. As a result, they can realize what they have the power to do and what they should do which helps in increasing Self-awareness among them.

From the study the researcher found that, the rate of Self-Esteem was higher among the students from whose father's education up to Higher Secondary level as compared to Illiterate, up to Secondary level & highly educated. Inferential statistically the result showed that, the difference was not significant (p>0.05). It is possible to think that, in many cases it is seen that if the father is educated then he always plays an important role in the education of his children. He played a key role in educating his children about practical useful education, social well-being and value education. So it can be said that, the Self-Esteem of the students is dependable on father's education.

Mother is the first teacher of her child. The first education of a student's life began with his mother. The result revealed that, the rate of prevalence of Self-Esteem was high among the students from whose mother's education up to Secondary level as compare to the rest three (Illiterate, Up to Higher Secondary & Highly educated) and the inferential statistically result was significant (p<0.01). The reason for such results is to think that, since the mother is the first teacher of the child, she teaches her child to teach the book as well as family education, social education and values.

It has been showed that, Self-Esteem was higher among the students from whose father was businessman as compared to the students from whose father was farmer, serviceman and engage with other profession. Inferential statistically the difference was found to be not significant (p>0.05). The probable reason for such result may be that, business is a profession where income is more than other professions. Inferiority complex is a barrier to creating Self-Esteem among the students. But, the students whose father is businessman their family is financially well-off, as a result, there is no lack of inferiority among them.

Last one, the researcher was found that, the prevalence rate of Self-Esteem was little high among the students from whose mother was engage work as compare to whose mother was housewife

and statistically the difference was found to be not significant (p>0.05). It is said from such results of this study that, most of the students whose mother are involved in work, their father have passed away. That's way they are struggling in their daily life, which creates a particular kind of value among them.

The educational framers, administrators, teachers, teacher-educators, intellectual persons and educationist may adopt some realistic dimension, strategies and technique about Self-Esteem in the light of present study. Confidently it may say that, all of us have a common determination to enhance the Self-Esteem at Higher Education level especially the students from undergraduate level. It will be our goal to achieve this as early as possible.

5.3:   Suggestions for further research:

Further studies can address the following issues to have more insights on the subject. The present study on *"Relationship between Self-Esteem and academic achievement among the students at Higher Education level in Paschim Medinipur district"* is not an end in itself rather than it is an on-going journey to reveal the scenario of Self-Esteem and academic achievement among the students at Higher Education level. This study opens up new grounds for further researches. Looking to the overall research study it can be observed that, there is still further scope for research in the following areas:

a. The present study is restricted to undergraduate students only. A similar study may be conducted on Secondary or Higher secondary school students and Post-graduate students also.

b. The present study is restricted to only Paschim Medinipur district. A similar research may also be conducted in other districts of West Bengal.

c. The present study is a quantitative research design. It can be studied by applying qualitative research design.

d. The study is restricted to rural, semi-urban and urban areas students. For any similar further studies any one or two areas may be selected.

e. A similar study may be conducted on students with special needs and gifted children.

Therefore, numerous further studies may be conducted by further any researcher, considering with various dimensions of different variables and different more sophisticated tools may be developed to measure the multiple dimensions of Self-Esteem by the help of several statistical analysis. That's way the researcher thinks that, the present study is a very important one in the present day context.

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Appendixes

Appendix-I

<u>ব্যক্তিগত তথ্যের তালিকা</u>

(অণুগ্রহ করে আপনার প্রাসঙ্গিক ব্যক্তিগত তথ্য দিয়ে পূরণ করুন)

নাম: ....।

শিক্ষা প্রতিষ্ঠানের নাম: ....

....।

শ্রেণী: **(বি.এ. ১ম বর্ষ/বি.এ. ২য় বর্ষ/বি.এ. ৩য় বর্ষ),**   বিভাগ: **(কলা/বিজ্ঞান)।**

লিঙ্গ: **(পুরুষ/স্ত্রী),**   ধর্ম: **(হিন্দু/মুসলিম),**   বাসস্থান: **(গ্রাম/মফঃস্বল/শহর)।**

জাতি: **(সাধারন/তপশিলী-জাতি/তপশিলী-উপজাতি/সংখ্যালঘু-ক/সংখ্যালঘু-খ)।**

পূর্ববর্তী চূড়ান্ত পরীক্ষায় প্রাপ্ত নম্বরের শতকরা হার: ....**%**

ভাই-বোনের সংখ্যা: **(নেই/একজন/একজনের বেশি) ।**

পরিবারের ধরন: **(অণু পরিবার/যৌথ পরিবার)।**

পরিবারের মাসিক আয় (টাকা): **(৫০০০-এর কম/৫০০০-৯৯৯৯/১০০০০-১৫০০০/১৫০০০-এর বেশি)।**

অভিবাবকদের শিক্ষা:

      বাবার শিক্ষা: **(নিরক্ষর/মাধ্যমিক স্তর পর্যন্ত/উচ্চ-মাধ্যমিক স্তর পর্যন্ত/উচ্চ শিক্ষিত)।**

      মায়ের শিক্ষা: **(নিরক্ষর/মাধ্যমিক স্তর পর্যন্ত/উচ্চ-মাধ্যমিক স্তর পর্যন্ত/উচ্চ শিক্ষিতা)।**

বাবার পেশা: **(কৃষিকাজ/ব্যবসা/চাকুরিজীবি/অন্যান্য পেশা)।**

মায়ের পেশা: **(গৃহবধূ/কর্মের সাথে নিযুক্ত)।**

Rosenberg Self-Esteem Scale (RSES)

(অনুগ্রহ করে তালিকাটির প্রতিটি পদ সাবধানে পড়ুন এবং আপনার জন্য যেটি প্রাসঙ্গিক তা চিহ্নিত করুন)

সংখ্যা	প্রশ্ন	উত্তর			
		সম্পূর্ণ সহমত	সহমত	অসহমত	সম্পূর্ণ অসহমত
১।	সামগ্রিক ভাবে আমি নিজেকে নিয়ে সন্তুষ্ট।				
২।	মাঝে মাঝে মনে হয় আমি সব দিক থেকে ঠিক নই।				
৩।	আমি মনে করি আমার মধ্যে কিছু ভালো গুন আছে।				
৪।	আমিও অন্যান্য মানুষদের মতো কাজ করতে সক্ষম।				
৫।	আমি মনে করি গর্ব করার মতো আমার মধ্যে কিছু নেই।				
৬।	মাঝে মাঝে মনে হয় আমি অপ্রয়োজনীয়।				
৭।	অন্যদের মতো আমি নিজেকে মূল্যবান ব্যক্তি মনে করি।				
৮।	আমার মনে হয় নিজের প্রতি আর একটু বেশি আত্মসম্মানবোধ থাকলে ভালো হতো।				
৯।	সব সময় আমি মনে করি যে আমি একজন ব্যর্থ ব্যক্তি।				
১০।	আমার নিজের প্রতি আমি ধ্বনাত্মক মনোভাব পোষণ করি।				

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Appendix-II

<u>Personal Information Scheduled</u>

(Please fill up your relevant personal information.)

Name: ....

Name of the Institution: ....

....

Class: (B.A. 1st year/B.A. 2nd year/B.A. 3rd year),   Stream: (Arts/Science).

Sex: (Male/Female),   Religion: (Hindu/Muslim).

Habitat: (Rural/Semi-Urban/Urban),   Caste: (General/SC/ST/OBC-A/OBC-B).

Percentage of marks in previous final exam: ....%

Number of Sibling: (No Sibling/One Sibling/More than one Sibling).

Type of family: (Nuclear family/Joint family).

Monthly family income (Rs.): (Below 5000/5000-9999/10000-15000/More than 15000).

Parental Education:

       Father's Education: (Illiterate/Up to Secondary level/Up to Higher Secondary level/Highly educated).

       Mother's Education: (Illiterate/Up to Secondary level/Up to Higher Secondary level/Highly educated).

Father's Occupation: (Farmer/Business/Service/Engage with other profession).

Mother's Occupation: (Housewife/Engage with work).

Rosenberg Self-Esteem Scale (RSES)

(Please read carefully each item of the list and mark your answer which is relevant for you.)

Sl. No.	Question	Response			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	On the whole, I am satisfied with myself.				
2.	At times I think I am no good at all.				
3.	I feel that I have a number of good qualities.				
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 certainly feel useless at times.				
7.	I feel that I'm a person of worth.				
8.	I wish I could have more respect for myself.				
9.	All in all, I am inclined to think that I am a failure.				
10.	I take a positive attitude toward myself.				

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ONE DAY INTERNATIONAL SEMINAR
ON
EDUCATION IN 21ST CENTURY : ISSUES AND CHALLENGES

Certificate of Participation

Date : 1st April 2019   Venue - Belda College

This is to certify that Mr. / Ms. / Mrs. / Dr. Avishek Khanra

of Jadavpur College / University, Participated / Presented / Participated

& Presented the paper entitled "Relationship between Self-Esteem and Academic Achievement among the Students at Higher Education level"

in the International Seminar on "Education in 21st Century : Issues and Challenges" organized by the Department of Education, Belda College in colaboration with Department of Education, Jadavpur University, on 1st April, 2019 at Belda College.

Dr. Manabendra Mondal
Principal, Belda College
&
President Organizing Committee

Dr. Bishnupada Nanda
Joint Coordinator
Organizing Committee

Mr. Manikanta Paria
Joint Coordinator
Organizing Committee