

Effect of Self-Esteem Enhancement Programme (SEP) Among Adolescents with Low Self-Esteem in the Rural High Schools at Bankura, West Bengal

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ABSTRACT

A quasi-experimental study was adopted on effect of self-esteem enhancement programme (SEP) among adolescents with low self-esteem in the rural High Schools at Bankura, West Bengal. The objectives of the study were to assess the self-esteem of adolescents of rural Schools at Bankura, West Bengal, to evaluate the effect of self-esteem enhancement programme on adolescents with low self-esteem by comparing the pre-test and post-test self-esteem score and to determine the association between pretest self-esteem score of the adolescents with selected demographic variables. The conceptual framework adopted for the study was based on Karl Ludwig von Bertalanffy General System Theory 1968. One group pre-test post-test research design was selected. Nonprobability purposive sampling technique was adopted to select the setting and non-probability consecutive sampling technique was used to select 92 low self-esteem adolescent students. Semi-structured demographic proforma and Rosenberg self-esteem scale were administered to collect data. The study findings revealed that self-esteem enhancement programme was effective to increase the self-esteem score of low self-esteem adolescents as evidenced from paired 't' value between pre-test and post-test self-esteem score ($t=23.10$, $p=0.05$). The chi-square value computed between pre-test self-esteem scores with selected demographic variables like monthly family income of low self-esteem adolescents were found to be significantly associated with df (1) at 0.01 level of significance. The study has implication for nursing practice, education, administration, research. The similar study can be conducted with a large sample in different settings for wider generalization.

Keyword: self-esteem, self-esteem enhancement programme, adolescents, low self-esteem

INTRODUCTION

All humans have self-esteem and need to be respected. Esteem presents the normal human desire to be accepted and valued by others (Abraham Maslow, 1943- Hierarchy of human needs). Person's personal judgment of self-worth is self-esteem. The most fundamental task for one's mental, emotional and social health is the construction of positive self-esteem. According to Rosenberg self-esteem is one's positive or negative attitude towards oneself and one's evaluation of one's own thoughts and feelings.[1] The beliefs and evaluations people hold about themselves determine who they are, what they can do and what they can become. [2]

Over the last 15 years empirical studies suggest that an important psychological factor contributing to health and quality of life is self-esteem. Recently several studies have shown that subjective wellbeing significantly correlates with high self-esteem and that self-esteem shares significant variance in both mental wellbeing and happiness. Self-esteem has been shown to be the most dominant and powerful predictor of happiness. Indeed, while low self-esteem leads to maladjustment, positive self-esteem, internal standards and aspirations actively

seem to contribute to wellbeing. Self-concept, identity and self-esteem are among key elements of mental health. [3]

Adolescence is a critical period of life which is associated with extensive changes in cognition and structure. Adolescence is the last step of growing up during which parents and educators can actively help them to find their life path. Self-esteem plays a very important role for development during this period. When adolescents have a strong self-concept, they are able to better position themselves for learning and this in turn can facilitate a strong academic self-concept. [4]

With 253 million adolescent populations in India considered as young India with every fifth person is between 10 to 19 years. India stands to benefit socially, politically and economically to support the country's continued development if these large numbers of adolescents are safe, healthy, educated and equipped with information and life skills. [5, 6].

Adolescents with low self-esteem tend to be more depressed by the times they reach their mid-thirties. Having low self-esteem can affect our ability to perform and achieve in different aspects of our lives. There is a strong relationship between academic stress, depression, anxiety, low self-esteem and suicidal ideation among students in secondary or high school and young adults. Adolescents may have a varied level of self-esteem.

Students with high self-esteem, usually feel good about themselves and better able to solve their conflicts with other students and are resistant to deal with the problems. Self-esteem has become a household word. Students, teachers, parents, therapists, and others have provided efforts on boosting self-esteem, on the assumption that high self-esteem will cause many positive effects and benefits. Many people with high self-esteem exaggerate their successes and good traits; we emphasize objective measures of outcomes. [7]

Low self-esteem may subscribe to externalizing behavior and delinquency, although some studies have revealed that there are no effects or that the effect of self-esteem disappears when other variables are controlled. Many children express anger and frustration because they do not complete certain tasks easily or efficiently. They reinforce feelings of low self-esteem when these feelings are turned inward. Low level of self-esteem among children may have the impact on their day today activities which will affect the overall performance of the children. [8]

Low self-esteem can create anxiety, stress, loneliness, depression, and seriously impair academic and job performance. Negative self-esteem person has fear of being fooled as a cause of committing mistakes. Fear of failure is another thing that is common to a person with negative self-esteem [9]. Self-esteem is a fundamental part of personal and professional identity and is very important for promoting both mental and physical health to prevent behavioural and emotional problems [10].

A study was designed to examine the relationship between self-esteem deficits and suicidal tendencies in 254 adolescent psychiatric inpatients and 288 high school students. By assessing suicidal ideation and history of suicide attempts direct relationship between self-esteem and suicidal tendencies was examined and indirect relationship by assessing depression and hopelessness. Males have higher self-esteem than females and high school students score higher in self-esteem than psychiatric inpatients. It was shown that low self-esteem was related to higher levels of depression, hopelessness, suicidal ideation, and an increased likelihood of having previously attempted suicide. [11]

From the Study findings, one-third to one-half of adolescents struggle with low self-esteem, especially in early adolescence. Result of low self-esteem may be temporary, but lead to various problems like depression, anorexia nervosa, delinquency, self-inflicted injuries and even suicide. Adolescents with low self-esteem are more likely to do poorly in school, to become pregnant, or to impregnate a partner. [12]

In many studies, low self-esteem is actually a thinking disorder in which an individual views himself as inadequate, unworthy, unlovable, and/or incompetent. Formation of this negative view of self permeates every thought, produced faulty assumptions and on-going self-defeating behaviour. [13]

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A descriptive study was conducted to find out the level of Self Esteem among School children and to associate the self-esteem among school children with their selected demographic variables at Raipur. Data were collected by using Rosenberg self-esteem scale from 60 School children studying 8th class selected by purposive Sampling technique. The study findings showed that the majority 55% of school children have moderate levels of self-esteem, 8.33% of school children have high levels of self-esteem and 36.67 % of the children have low levels of self-esteem. School children's level of self-esteem associated with extracurricular activities at the level of $p < 0.05$. [14]

The study was conducted at selected private and government schools at Vellore town. 200 adolescent girls studying in 9th class were selected randomly were given Tai Chi exercise practice for an hour each day for three days a week in each school and a structured training program also carried out as six sessions (two sessions a month) discussing in detail about self-esteem, signs of low self-esteem, strategies to build self-esteem and self-esteem building activity. Each session was for 30 to 40 minutes. Post-test was done using the same standardized tool after 4 weeks of last intervention to assess the levels of self-esteem among adolescent girls. The pre-test results depicted that the majority 176 (88%) of the adolescents had low self-esteem, whereas around 24 (12%) had moderate levels of self-esteem. The post-test results revealed that 160 (80%) adolescent girls had high self-esteem and 40 (20%) had moderate self-esteem and no one had low self-esteem. So, the majority of adolescents had low self-esteem, high-stress level, and inadequate coping strategies. [15]

The investigator understood that low self-esteem was one of the major problems among adolescents as per today which may lead the adolescents to adapt bad habits and behaviors when going through journals and articles related to self-esteem. For this reason, the investigator initiates the study to assess the self-esteem enhancement programme (SEP) among adolescents with low self-esteem in the rural High Schools at Bankura, West Bengal. Thus, the study has been selected by the investigator.

REVIEW OF LITERATURE:

Literature related to the self-esteem of adolescents of rural Schools

Dr. J BD (2023) conducted a study to assess the level of self-esteem among adolescents at a selected village in Chennai. Data were collected by using Modified Rosenberg self-esteem scale from 40 adolescents selected by non-probability purposive sampling techniques. The finding revealed that the 26 adolescents (65%) had moderate levels of self-esteem and the 14 adolescents (35%) had high levels of self-esteem. The mean value was 20.025 with the standard deviation 5.62. The study concluded that the majority of the adolescents had moderate and high levels of self-esteem. [16]

The Descriptive Survey method of research study was done in Rajasthan by Balakrishnan P, Abraham D (2021) to find out the level of Self Esteem among 60 School children studying in 8th class selected by purposive Sampling technique. The Rosenberg self-esteem scale was used to collect data. The result of the study depicted that the majority 33 (55%) of school children have moderate levels of self-esteem, 5 (8.33%) of school children have high levels of self-esteem and 22 (36.67 %) of the children have low levels of self-esteem. School children's level of self-esteem associated with extracurricular activities at the level of $p < 0.05$. [17]

Sumathy S, Dr. Bhuvaneswari GM (2017) conducted a study to assess the level of self-esteem of adolescents studying in Higher Secondary School. Data was collected from 300 adolescents by using Dr. S. Karunanidhi's Self Esteem Questionnaire. The findings of this study reveal that more than half of the respondents have an overall low level of self- esteem. [18]

Study by Nagar S, Sharma S, Chopra G (2017) conducted a study to assess the self-esteem of adolescent girls and the factors affecting in Kangra District of Himachal Pradesh among 112 school going girls in the age range of 14 to 19 years selected from five villages of Kangra District. Self-esteem was measured through the self-esteem scale. The study findings depicted that the majority of the girls had average scores of self-esteem. Self-esteem scores were positively correlated with the educational status of the girls. The result also revealed that the family type of girls affected the scores of self-esteem. [19]

Literature related to the effect of self-esteem enhancement programme on adolescents with low self-esteem

A quasi experimental study to assess the effectiveness of Self Enhancement Programme [SEP] on raising Self-Esteem among Low Self-Esteemed Students in Selected School Bharatpur, Rajasthan was conducted by Kumar R, Dr. Raj P (2023) with 60 samples by adopting purposive sampling technique. Result found that the mean score of self-esteem in the experimental group was 12.63 ± 1.967 and in the control group the mean score was 12.03 ± 1.862 . The post test result revealed that, in the experimental group the post-test mean score was 18.53 ± 1.857 and in the control group the post-test mean score was 12.06 ± 1.842 . It revealed that there is a significant difference between the pre and post tested level of self-esteem in an experimental group. The 't' test value was 17.3, df (29) and $p < 0.05$. Therefore, the effectiveness of self-esteem enhancement programme done for the low self-esteemed adolescents. [20]

A true experimental study was done by Rani JS, Jyothi BN, Venkateswarlu C (2023) to assess the effectiveness of an interventional package on the level of self-esteem among adolescents in selected junior colleges of Guntur district, Andhra Pradesh. Data were collected from 120 junior college students selected by simple random sampling technique by using a structured questionnaire, Rosenberg's self-esteem scale (RSES). According to the study pre-test mean score was 24.3 ± 3.10 of experimental group and 24.3 ± 3.11 of control group whereas post-test mean score was 31.7 ± 1.92 of experimental group and 24 ± 4.1 of control group. The pre-test mean knowledge score was 3.4 ± 1.5 of the experimental group and 5.1 ± 1.7 of the control group whereas the post-test mean knowledge score was 9.45 ± 2.46 of the experimental group and 3.1 ± 1.57 of the control group. Chi-square suggested that the pre-test level of knowledge of adolescents was associated with residency of students during the academic year ($\chi^2 = 6.61$). The study concluded that the level of self-esteem improved after administration of the Interventional package. [21]

An experimental study was conducted by Mattom J (2023) to assess the effect of self-esteem enhancement programmes on the self-esteem of school going adolescents in selected schools of Kottayam district among 8th standard Malayalam medium students. Data were collected by using a self report questionnaire- Socio demographic data and Self-esteem inventory (Thomas 1984) from 62 students, recruited using purposive sampling and structured intervention programme of 10 sessions and each session was done for 45 minutes. The study findings revealed that the majority of the study group were having average self – esteem, there was significant improvement in the mean self- esteem of sample in the post assessment. The study concluded that it is important to focus on primary prevention, and programmes to enhance self-esteem of adolescents should be formulated and implemented. [22]

Dat NT et al (2022) conducted a systematic review and meta-analysis to investigate the effectiveness of self-esteem-related interventions on suicidal behaviors. A randomized controlled trial (RCTs) including a self-esteem component was conducted on 29 May 2021 and updated on 4 April 2022. among 12 studies included in the systematic review and five studies included in the meta-analysis. Small effect sizes were found for suicidal ideation at post intervention and a 3-month follow. It concluded that future intervention studies should incorporate self-esteem enhancement in the treatment of suicidal behaviors, especially for suicidal ideation. [23]

Problem statement

Effect of self-esteem enhancement programme (SEP) among adolescents with low self-esteem in the rural High Schools at Bankura, West Bengal

Purpose of the study

The purpose of the study is to find out the effect of self-esteem enhancement programmes on self-esteem among low self-esteem adolescents in selected High Schools.

Objectives of the study

1. To assess the self-esteem of adolescents of rural Schools at Bankura, West Bengal.
2. To evaluate the effect of self-esteem enhancement programme on adolescents with low self-esteem by comparing the pre-test and post-test self-esteem score.
3. To determine the association between pre-test self-esteem score of the adolescents with selected demographic variables.

Operational definition

Self-esteem enhancement programme-

In this study, self-esteem enhancement programme refers to a validated short-term teaching schedule planned and implemented for the selected low self-esteem adolescents guided by the investigator that includes three sessions related to self-esteem in the form of lecture (Introduction, Definition, Importance, Types, Difference between Low and High self-esteem, Tips to improve self-esteem) and role play consecutively for three days with the use of audiovisual aids (charts, posters, handout, flashcard) to increase the level of self-esteem score.

Low Self-esteem-

In the present study low self-esteem refers to low self confidence in adolescent student's own worth or abilities as measured by Rosenberg self- esteem scale.

Hypothesis

H₁ - After administration of self-esteem enhancement programme on low self-esteem adolescents the mean post-test self-esteem score is significantly higher than the mean pretest self-esteem score at 0.05 level of significance.

Materials and Method

In the present study, a quantitative research approach was selected to accomplish the objective of the study with quasi experimental one group pre-test post-test research design.

Independent variable was self-esteem enhancement programme and dependent variable was low Self-esteem. Age in years, Gender, Type of family, Family structure, Monthly Family Income (according to modified B.G. Prasad scale 2023), Educational status of Father, Educational status of Mother, Occupational status of Father, Occupational status of Mother, Number of siblings were demographic variables. Adolescent students studying in Govt. High schools and adolescents who are willing to participate and available during time of data collection were included in the study and adolescents who diagnosed acute physical illness were excluded from the study.

Table 1 Data collection tools and techniques

Variables	Tools	Techniques
Demographic variables	Semi structured demographic proforma	Paper and Pencil test
Self-esteem level of adolescents	Rosenberg's self-esteem scale.	Paper and pencil test

Rosenberg Self-Esteem Scale (RSES, Morris Rosenberg, 1965) used to measure the self-esteem of adolescents in selected rural High schools. The Rosenberg Self-Esteem Scale is a 10-item Likert scale, developed in 1965 by Morris Rosenberg for gathering information about adolescent feelings of self-esteem and self-worth. It is a

four-point Likert scale ranging from Strongly agree to Strongly disagree. Where Strongly Agree=3, Agree=2, Disagree=1, Strongly Disagree=0 for items 1, 2, 4, 6, 7 and for items 3, 5, 8, 9, 10 (which are reversed and marked with an asterisk) Strongly Agree=0, Agree=1, Disagree=2, Strongly Disagree=3. The scale ranges from 0-30.

The permission was taken to use the tool in this study through mail and also this tool is free of cost.

Validity of the tool

For establishing content validity, the demographic proforma and Rosenberg Self-Esteem scale was given to 11 experts from the field of psychiatry community medicine, psychiatric nursing for their suggestion on the basis of criteria checklist.

The experts were requested to give their opinion on accuracy, relevancy and appropriateness for items and some modifications were made in demographic proforma according to their suggestion.

Content Validity was established by 11 experts in various fields of Community Medicine department, Mental Health Department. All experts were given 100% agreement of the content validity for all tools.

Pretesting of the tool

Pretesting of the tool was done on 20 adolescent students of one High School, Bankura to check the simplicity, clarity of language and ambiguity of items included in the tool.

Reliability of the tool

The reliability of tool II (Rosenberg Self-Esteem Scale) was established by Cronbach's alpha by administering the tool with 10 subjects and a calculated 'r' value was found 0.84 which indicates the tool was highly reliable.

Tool was prepared in the English language then converted to local Bengali language. Language of the tool was validated by a Bengali language expert then reverse translation of the tool was established by an English expert.

Ethical permission

Formal ethical permission was taken from Chairman, Institutional Ethics Committee of Bankura Sammilani Medical College, Bankura. Written informed consent and assent from the parents for adolescents was taken from all respondents. Throughout the study period the confidentiality and anonymity of the participants was maintained. Formal administrative permission was taken from the respective administrative head.

At first, 372 adolescent students of 8th and 9th standards from rural high Schools of Bankura, were selected as sample by non-probability consecutive sampling technique to select the low self-esteem adolescents. After taking a pre-test to assess the self-esteem of the adolescents, finally 92 adolescents were the study participants. The data collection period was 02/01/2024-27/01/2025. The collected data were arranged and tabulated to interpret the findings of the study. To analyze the data both descriptive and inferential statistics were used.

After obtaining administrative approval from the respective authorities, pilot study was conducted in one High School, Joypur Block, Bankura, West Bengal. Data were collected from 13.12.2023 to 20.12.2023

RESULT AND DISCUSSION

Findings related to self-esteem score of adolescent students.

Table 2 Frequency and percentage distribution of study subjects according to pre-test self-esteem score

Self-esteem level	Range	n=372	
		Pre-test	
		Frequency (f)	Percentage(%)
High	>25	52	13.97
Average	15-25	228	61.3
Low	<15	92	24.73

Data presented in table 2 showed that 24.73% adolescent students had low self-esteem.

Table 3 Frequency and percentage distribution of study subjects according to post-test self-esteem score

Self-esteem level	Range	n=92	
		Post-test	
		Frequency (f)	Percentage(%)
High	>25	29	31.52
Average	15-25	63	68.48
Low	<15	0	0

Data presented in table 3 revealed that 31.52 % had high self-esteem, 68.48% had average self-esteem and none of the adolescent students had low self-esteem.

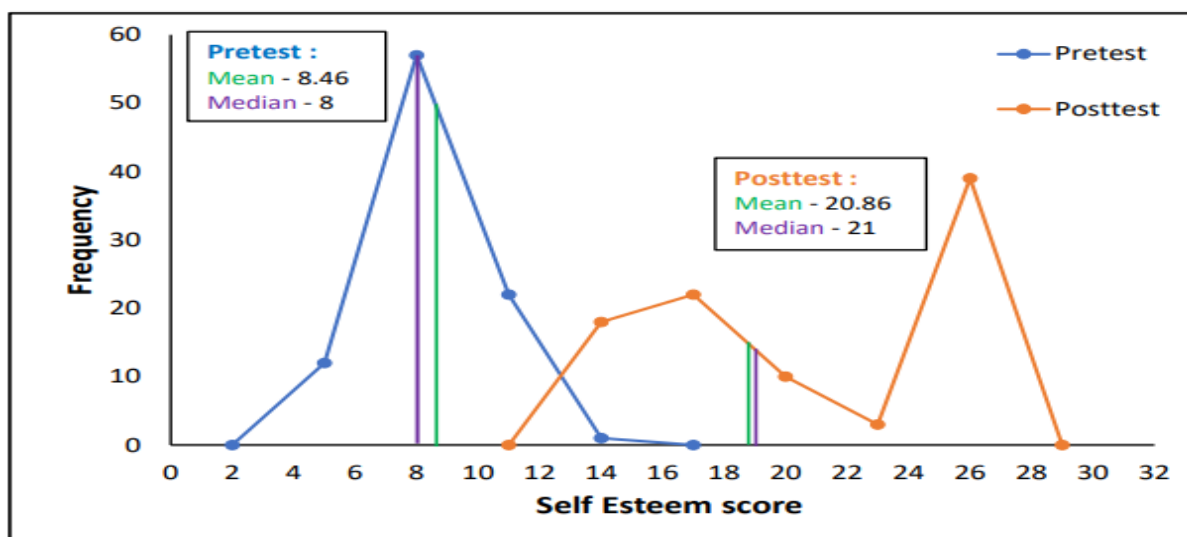


Figure 1 Frequency polygon for comparison between pre-test and post-test self-esteem score of adolescents.

The frequency polygon in figure 3 showed the distribution of pre-test and post-test self-esteem scores of the adolescents. The pre-test self-esteem score ranges from 4-13 with mean of (8.46 ± 1.89) and median 8. The post-test self-esteem score range was 15-27 with mean (20.86 ± 4.72) and median 21. The post-test self-esteem score apparently increased than pre-test self-esteem score.

In pre-test, self-esteem scores lie to the right side of the median, so the distribution was positively skewed and the skewness is 0.73. In post-test, self-esteem scores lie to the left side of the median, so the distribution was negatively skewed and the skewness was -0.09. The values of skewness were negligible indicating almost normal distribution of scores. The figure also indicated that the mean post-test self-esteem score was apparently higher than the mean pre-test self-esteem score of adolescent students.

Findings related to the effectiveness of self-esteem enhancement programmes among low self-esteem adolescent students by comparing pre-test and post-test self-esteem scores.

To determine the significant mean difference between the pre-test and post-test self-esteem score of adolescents regarding low self-esteem, following hypothesis was stated:

H₀ After administration of self-esteem enhancement programme, there is no significant difference between the mean pre-test self-esteem score and the mean post-test self-esteem score of low self-esteem adolescents at 0.05 level of significance.

H₁ After administration of self-esteem enhancement programme of low self-esteem adolescents regarding self-esteem the mean post-test self-esteem score is significantly higher than mean pre-test self-esteem score at 0.05 level of significance.

Table 4 Mean, Median, Mean difference, Standard deviation, and paired 't' test of pre-test and post-test self-esteem score of the adolescents with low self-esteem.

n=92

Self-esteem score	Mean	Median	Mean difference	Standard deviation	't'
Pre-test	8.46	8	12.40	1.89	23.10
Post-test	20.86	21		4.72	

t (df 91) = 1.986, p=0.05

Data presented in table 4 revealed that mean post-test self-esteem score (20.86 ± 4.72) of low self-esteem adolescents was apparently higher than mean pre-test self-esteem score (8.46 ± 1.89) with mean difference 12.40.

Paired 't' value was computed from the above data which was found to be statistically significant as evident from corresponding 't' value 23.10 indicating that the mean difference 12.40 was true difference and not by chance.

Hence null Hypothesis (H₀) was rejected and research Hypothesis (H₁) was accepted. So, it could be concluded that the self-esteem enhancement programme on self-esteem among low self-esteem adolescents was effective in increasing self-esteem of the adolescents.

Data also showed that there was no significant association of pre-test self-esteem score with age (in years), gender, type of family and family structure, birth order, educational status of father, educational status of mother, occupational status of father and occupational status of mother of low self-esteem adolescents. But monthly family income of low self-esteem adolescents was significantly associated with pre-test self-esteem score. So, it can be concluded that self-esteem score of adolescents depend on their monthly family income.

Discussion in relation to other studies

On the basis of findings and objectives of the present study a discussion is held. The present study supported by the following other study given below:

Discussion related to the self-esteem of adolescents according to self-esteem score

The present study results revealed that 24.73% adolescent students had low self-esteem during pre-test, whereas no one had low self-esteem during post-test.

The present study indicated that the mean post-test self-esteem score (20.86 \pm 4.72) of low self-esteem adolescents was apparently higher than the mean pre-test self-esteem score (8.46 \pm 1.89).

The present study is partially supported by a true experimental, pre-test and post-test – only design was done by Rani JS, Jyothi BN, Venkateswarlu C (2023) to assess the effectiveness of an interventional package on level of self-esteem among adolescents. The results found that in experimental group the pre-test mean score was 24.3 \pm 3.10 and in control group it was 24.3 \pm 3.11 whereas in experimental group post-test mean score was 31.7 \pm 1.92 and in control group it was 24 \pm 4.1 of control group. The pre-test mean knowledge score was 3.4 \pm 1.5 of the experimental group and 5.1 \pm 1.7 of the control group whereas the post-test mean knowledge score was 9.45 \pm 2.46 of the experimental group and 3.1 \pm 1.57 of the control group. [21]

Discussion related to the effect of self-esteem enhancement programme on adolescents with low self-esteem by comparing the pre-test and post-test self-esteem score

The Present study results revealed that the mean post-test self-esteem score (20.86 \pm 4.72) of low self-esteem adolescents was apparently higher than mean pre-test self-esteem score (8.46 \pm 1.89) with mean difference 12.40. Paired ‘t’ value was computed from the above data which was found to be statistically significant as evident from corresponding ‘t’ value 23.10 indicating that the mean difference 12.40 was true difference and not by chance.

This study findings were supported by-

A Study to Assess the Effectiveness of Self Enhancement Programme [SEP] on Raising Self-Esteem among Low Self-Esteemed Students in Selected School Bharatpur, Rajasthan was conducted by Kumar R, Dr. Raj P (2023) a two group pretest posttest quasi experimental design with 60 samples by adopting purposive sampling technique. . Result found that the mean score of self-esteem in the experimental group was 12.63 \pm 1.967 and in the control group the mean score was 12.03 \pm 1.862. The post test result revealed that, in the experimental group the post test mean score was 18.53 \pm 1.857 and in the control group the post test mean score was 12.06 \pm 1.842. It revealed that there is a significant difference between the pre and post tested level of self-esteem in an experimental group. The ‘t’ test value was 17.3, df (29) and p<0.05 This indicates the effectiveness of self-esteem enhancement programmes done for the low self-esteem adolescents. [20]

Study by Iwahori M, Oshiyama C, Matsuzaki H (2022) was done to test the effectiveness of the Treasure File Programme for improving primary school children’s self-esteem. Subjects were 794 primary school students in the intervention group and 592 in the control group. The study was a quasi-experimental study. Results revealed that the intervention group indicated significant improvement in the self-esteem domain compared to the control group. [24]

A randomized controlled trial with pre-test post-test control group design study was conducted by Meti PR, Shriharsha C, Natekar DS (2022) to assess the effectiveness of a Tailored Psychosocial Intervention on self-esteem of adolescents. A Simple Random sample of 60 adolescents was selected. Result indicates that the majority of the adolescents of both experimental group (60%) and control group (53.33%) had high self-esteem. A statistically significant difference was found between post-test self-esteem scores of experimental group and control group subjects [t=5.84, p< 0.01). [25]

An experimental study was done by Bari S et al (2021) to find the effect of intervention on levels of self-esteem during the COVID-19 pandemic. Subjects were 60 rural adolescent girls. The results revealed that,

majority of the adolescent girls' self-esteem have significantly increased after post-test as the paired t-test value was 26.23 at 0.01 level of significance. Therefore, it was concluded from the results of the study that the intervention on self-esteem levels was effective during the COVID-19 pandemic. [26]

Porter, Kennetha A (2019) conducted a group-based intervention study to improve self-esteem at-risk adolescent girls. A pretest posttest design was used. Results found that a significant increase ($p=.037$) in self-esteem was found. [27]

A Quasi experimental pretest post-test control group design study about effect of self-enhancement programs on self-esteem among adolescents was done by Bhuvaneshwari et al (2018). The findings revealed that self-enhancement programme is effective in increasing self-esteem ($t =14.37$, with $p < 0.01$ and hence the study concluded that SEP is effective method for enhancing self-esteem in adolescents. [28]

CONCLUSIONS

To improve the self-esteem among adolescents' self enhancement programme is a very effective method. From the above study it can be concluded that self-esteem of adolescents had increased after administration of the Self-esteem Enhance Programme.

It is the emotional response of the person which is related to skills, abilities, social relationships, and future outcomes about the self. It helps to overcome our life's challenges.

In conclusion, self-esteem enhancement training plays a vital role in enhancing self-esteem, communication and self-assurance among adolescents. The findings of this study serve as a guiding light, urging the integration of such training programs into nursing education. The evidence presented clearly indicates that more comprehensive training interventions have the potential to cultivate assertive, competent, and confident future adults, thereby elevating the growth of a nation. Developing self-esteem skills is essential in every sphere of life.

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The author indebted to respected Morris Rosenberg (1965) for using the standardized Rosenberg Self-Esteem Scale to measure the self-esteem of adolescents in selected rural High schools.

Conflict of interest

1. Both authors have contributed for the study from starting to end of the study.
2. 1st author collects the data and analyzes the data and writes the research report with the guidance of 2nd author.
3. Manuscript is written by 2nd author.
4. The authors have no conflict of interests related to this publication.

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