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## “Study To Assess The Effectiveness Of Self Enhancement Programme On Self-Esteem Among Adolescents At Selected Schools.”..

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### ABSTRACT

Self-esteem is a vital component of adolescent mental health and personality development. During adolescence, individuals undergo significant physical, emotional, and social changes that can influence their self-esteem. Low self-esteem has been associated with poor academic performance, anxiety, depression, and maladaptive behaviors. Self-enhancement programmes have been identified as effective interventions for promoting positive self-perception and psychological well-being among adolescents. The present study was conducted to determine the effectiveness of a self-enhancement programme on self-esteem among adolescents in selected schools.

A quantitative research approach with a quasi-experimental one-group pre-test and posttest design was adopted for the study. The study was conducted among 82 adolescents studying in selected schools. Participants were selected using a non-probability purposive sampling technique. Data were collected using a structured demographic questionnaire and the Rosenberg Self-Esteem Scale, which consists of 10 items rated on a four-point Likert scale. Following the pre-test assessment, a self-enhancement programme comprising information on self-esteem, strategies for enhancing self-esteem, and the impact of high and low self-esteem was administered. Post-test assessment was conducted after the intervention to evaluate changes in self-esteem levels.

The findings revealed a significant improvement in self-esteem scores following the implementation of the self-enhancement programme. The mean pre-test self-esteem score was 9.42 (SD = 2.57), whereas the mean post-test score increased to 20.96 (SD = 4.84). The paired t-test value was 17.69 with a p-value < 0.05, indicating a statistically significant difference between pre-test and post-test scores. Post-test analysis showed that 13.41% of adolescents had low self-esteem, 59.76% had normal self-esteem, and 26.83% had high self-esteem, demonstrating a positive shift in self-esteem levels after the intervention.

The study concluded that the self-enhancement programme was effective in improving self-esteem among adolescents. The intervention significantly enhanced participants' self-worth, confidence, and positive self-perception. These findings highlight the importance of incorporating structured self-esteem enhancement activities within school settings to promote adolescents' psychological well-being and overall development. Regular implementation of such programmes may contribute to improved academic performance, emotional resilience, and healthy social adjustment among adolescents.

### INTRODUCTION

Self-esteem is an essential component of Adolescence period. It occupies a key place in the structure of adolescent individual because it is related to mental health and definition of life goals. We are told that we can accomplish anything if we believe in ourselves. However, we know that believing in yourself and accepting yourself for who you are is an important factor in success, relationships, and happiness and that self-esteem plays an important role in living a flourishing life. It provides us with belief in our abilities and the motivation to carry them out, ultimately reaching fulfilment as we navigate life with a positive outlook. Various studies have confirmed that self-esteem has a direct relationship with our overall wellbeing.

According to Maslow, without the fulfilment of the self-esteem need, individuals will be driven to seek it and unable to grow and obtain self-actualization. Maslow also states that the healthiest expression of self-esteem "is the one which manifests in the respect we deserve for others, more than renown, fame, and flattery". Modern theories of self-esteem explore the reasons humans are motivated to maintain a high regard for themselves.

Sociometry theory maintains that self-esteem evolved to check one's level of status and acceptance in one's social group. According to Terror Management theory, self-esteem serves a protective function and reduces anxiety about life and death.

### **NEED OF THE STUDY**

There are more adolescents in the world than ever before: 1.2 billion, totalling one sixth of the global population. This number is expected to rise through 2050, particularly in low- and middle-income countries where close to 90% of 10- to 19-year-old live. Students with low self-esteem were detected at a prevalence of 19.4%. High educational stress and physical and emotional abuse by parents or other adults in the household were major risk factors correlated to low self-esteem, while a protective factor for low self-esteem was attending supplementary classes. An association among lower self-esteem and increased anxiety, depression, and suicidal ideation was detected

Self-esteem is a central concept that is related to academic achievement, social functioning and psychopathology of children and adolescents. Low self-esteem in adolescents is related to poor health and deviant social behaviours such as smoking, substance abuse, poor academic achievement, depression, suicide and pregnancy. Self-esteem refers to the degree of regard or respect that individuals have for them and is a measure of worth that they place on their abilities and judgments. Baron and Byrne explained Self-esteem as a Self-evaluation reflecting a person's overall appraisal of one's own worth. It is one's attitude towards oneself along a positive negative dimension resulting in either high or low self-esteem.

Self Esteem at the higher secondary school stage of student's life takes a vital role for developed their personality. Self-esteem is your opinion about yourself. Its levels at the extreme high low ends of the spectrum can be harmful. Therefore, ideally it is best to strike a balance somewhere in the middle. So, if the development of the self-esteem has not developed properly, then the development of life has not fulfilled. A person who cannot properly develop a positive response to self-esteem he/she cannot consider as a perfect man. In such a situation, self-esteem has needed to adapt to the norms of feelings for develop a good human being.

Self-esteem plays an important role in the whole development and well-being of individuals, particularly during adolescence. During this phase of life, students face numerous challenges and transitions, such as adapting to new educational environments, dealing with academic pressures, and forming social relationships. Understanding the influence of self-esteem on educational adjustment can provide valuable insights for educators, parents and policymakers to support students effectively academic performance, emotional well-being, social relations, educational adjustment. The value we attach ourselves to our activities are determined by selfesteem. Sometimes other opinion (reality) may not match with our self-esteem. It will create an internal conflict in our mind. Even after much criticism we perpetuate with new self-confidence and self-esteem to motivate ourselves. Self-esteem means self-evaluation about their own achieving and social recognition. High school students are in preadolescence period. Their self-esteem helps to choose their vocation path in their educational life.

The aim of the study is to investigate adolescents self-esteem and to find the effectiveness of SEP in enhancing the self-esteem thereby improving their psychological wellbeing. Objectives of the study were to find the effectiveness of SEP in terms of gain in mean self-esteem scores.

### **STATEMENT**

“A study to assess the effectiveness of self enhancement programme on self-esteem among adolescents at selected schools.”

### **HYPOTHESIS**

H<sub>1</sub> - There will be significant difference between pretest and post test scores of self-esteem among adolescents.  
H<sub>2</sub>-There will be significant association between pretest score of self-esteem with their selected demographic variables among adolescents.

### **OBJECTIVES**

1. To assess the pretest score of self-esteem among the adolescents at selected schools.
2. To determine the effectiveness of self enhancement programme on self-esteem among adolescents at selected schools.
3. To find out association between pretest score of self-esteem at their selected demographical variables at selected schools

Review of literature is a collective body of works done by earlier scientists and published in the form of books or in the form of articles in journals or published as monograph etc. Every scientific investigation starts with a review

of literature. In fact, working with the literature is an essential part of the research process which help generate ideas, helps in developing significant questions and is regarded as instrumental in the process of research design. It provides considerable information on the topic being researched and the various works that had gone on in the field over the years.

In the present study, the literature review has been organized in categories under following headings:

#### **A. Review of Literature Related to Self-Esteem Among Adolescents.**

**Xian Chen et.all (2023)**, Research has shown that self-esteem is shaped by multiple factors, including parental care, family education, school environment, companionship, and social status. Unlike adulthood, where self-esteem is often linked to career success and personal achievements, adolescent self-esteem is significantly affected by school performance, physical attractiveness, and peer relationships. Studies reviewed in this article, sourced from databases like Google Scholar, Web of Science, and Wiley, focused on self-esteem as a dependent variable and examined factors influencing its development. The findings highlight that strong parental support, a positive school environment, and healthy peer interactions contribute to higher self-esteem, whereas negative experiences like school bullying and lack of social support can lower it. The review emphasizes the importance of self-education, family awareness, and societal involvement in fostering positive self-esteem among adolescents.

**Javaid Ahmad Mir (2021)**, This study was endeavour to find out the self-esteem among adolescents of higher secondary school. The descriptive survey method of research was used in the study. The purposive sampling was applied and a sample of 150 adolescents' students of higher secondary school were taken in which 75 study sample were female adolescents and 75 study sample were male adolescents. A standardized rating scale on "self -esteem" constructed by Rosenberg was used as a tool. The findings of the study reveal that majority of study subjects 99(66%) had low self-esteem level, 29 (19.3%) study subjects had high self-esteem level and 22(14.7%) had average self-esteem level.

**Ganesan S et al. (2018)**, conducted study on body image issues affecting our adolescents. The objective of the study is to find out the proportion of girls dissatisfied about body image, and the association of various factors with body image dissatisfaction and to ascertain the weight control behaviours adopted by adolescent college girls. A cross-sectional study was done among 1200 college girls in Coimbatore. A semi-structured questionnaire was used to collect data on various factors associated with body image dissatisfaction. Body mass index (BMI) of the participants was calculated. This study establishes the fact that body image dissatisfaction is no longer a western concept and affects Indian adolescent girls to a great extent. Hence, effective interventions have to be planned to increase awareness on ideal body weight and protect our young generation from pressures of negative body image.

#### **B. Review of Literature based on effectiveness of Self-Enhancement Programme.**

**Sir Elif et.al (2024)**, This randomized controlled trial examined the impact of a Self-Esteem Development Programme on self-esteem and peer bullying among 66 secondary school students. The intervention group (33 students) received 8 weekly sessions of 45-60 minutes, while the control group continued their regular curriculum. Results showed a significant increase in self-esteem and a decrease in peer bullying for the intervention group ( $p < 0.05$ ). The study concluded that the Self-Esteem Programme is an effective intervention for enhancing self-esteem and reducing peer bullying.

**Salunkhe RB (2024)**, This review explores the relationship between self-concept and emotional intelligence in adolescents. Emotional intelligence, which involves recognizing, understanding, and managing emotions, plays a key role in adolescent development. Self-concept, the cognitive and emotional representation of oneself, influences behaviour, emotions, and interpersonal relationships. The review synthesizes 19 studies, examining how emotional intelligence impacts self-concept, social competence, academic achievement, and well-being. It also discusses studies aimed at enhancing both self-concept and emotional intelligence in adolescents. By integrating theoretical and empirical findings, the review offers insights into the complex interplay between these factors and their implications for research, practice, and intervention strategies.

**Rajendra kumar et. al (2023)**, The study assesses the impact of a Self-Enhancement Programme (SEP) on improving self-esteem among adolescents in Bharatpur, Rajasthan. Using a quasi-experimental design, 60 students were divided into control and experimental groups, with the latter undergoing a four-day intervention. Self-esteem levels were measured using the Rosenberg Self-Esteem Scale. The study highlights the importance of self-esteem in adolescent development and evaluates the SEP's effectiveness.

#### **RESEARCH METHODOLOGY**

Research methodology is the science dealing with the principles of procedure in research study. It is the section of research proposal in which the methods like the research design the population to be studied, and the research instruments, or tools are to be described. Research methodology refers to the researcher's overall plan for obtaining answers to research question and for testing the research hypothesis.

### **Research Approach**

In this study, a quantitative research approach was used.

### **Research Design**

The research design selected for this study is a quasi-experimental research design, one group pre-test and post-test design.

In this study, a pre-test will be conducted to assess the baseline level of self-esteem. After the pre-test, self-enhancement programme is to be delivered as intervention. Following the intervention, a post-test will be conducted to measure the level of self-esteem increased. The comparison of pre-test and post-test results will help determine whether self-enhancement programme is effective for increasing the self-esteem of adolescents.

### **VARIABLES**

Variables are also concepts, at different levels of abstraction that are cautiously defined to promote their measurements or manipulations within the study.

#### **Independent variable:**

Independent variables are the variables that are purposefully manipulated or changed by the researcher, also called manipulated variables.

In this study, independent variable is self enhancement programme to enhance the self-esteem. **Dependent variable:**

Dependent variables are the variables that change as the independent variable is manipulated by the researcher, sometimes called the criterion variables.

In this study, dependent variable is self-esteem of adolescents at selected schools.

### **POPULATION**

The population for the present study is adolescents in selected schools.

#### **Target Population**

In this study, target population is adolescents (8<sup>th</sup>,9<sup>th</sup>,10<sup>th</sup> class) of selected school.

#### **Accessible Population**

The accessible population selected in this study was adolescents who are present at the time of data collection.

### **SAMPLING**

#### **Sampling Technique**

Non probability purposive sampling technique used in this study. It means the participants is selected based on their knowledge, relevance, or expertise concerning the research topic.

In this study, adolescents with low self-esteem were selected by purposive sampling technique by the investigator.

#### **Sample**

In the present study, the samples selected are the adolescents who have self-esteem at selected schools.

#### **Sample Size**

The sample size consists of 82 adolescents of selected schools.

#### **Sample Selection Criteria**

The samples were selected based on the following criteria:

#### **Inclusion Criteria**

- Studying in 8th,9th and 10th standard.
- Both boys and girls shall be included.

- Willing to participate in the study.
- Able to read and write in English and Marathi.

#### **Exclusion Criteria**

- Having speech or hearing impairment.
- Not available at the time of data collection.
- Attended any previous self enhancement programme within 6 months.

#### **TOOL PREPARATION**

The preparation of the tool was done using the following methods:

##### **Development of Tool**

Literature Review: -Previous research studies from books, journals, and internet sources were reviewed.

Expert Opinion: -The data collection tool was prepared by the researcher after an extensive review of literature and consultation with experts in nursing, obstetrics, and community health, considering the objectives of the study. The tool was designed to collect information related to demographic variables and the level of self-esteem among adolescents.

##### **Description of Tools**

Tool consists of two sections. First section consists of demographic data of adolescent students.

Second sections consist of Rosenberg self-esteem scale.

##### **Section A: Demographic Variables**

This section includes questions related to the background characteristics of adolescent such as:

Age

Gender

Area of residence

Types of family

Education

Religion

Monthly family income.

##### **Section B: Rosenberg self-esteem scale**

It consists of 10 questions related to self-esteem.

Every question consists of 4 options. The scale ranges from 0-30, each rated on a 4-point Likert scale. Scores between 15 and 25 are within normal range; scores below 15 suggest low self-esteem.

Scoring Method

- Positive Items (1, 2, 4, 6, 7) → Score normally (SA = 3, A = 2, D = 1, SD = 0).
- Negative Items (3, 5, 8, 9, 10) → Reverse score (SA = 0, A = 1, D = 2, SD = 3).

#### **FEASIBILITY OF THE STUDY**

Feasibility refers to a small-scale test conducted to determine the practicality of the larger study. The investigator did not face much difficulty in obtaining subjects because the accessible population was adequate and the sample size was 82.

#### **PILOT STUDY**

Pilot study is a smaller version of a study carried out before a research design is finalized to assist in defining the research question or to test the feasibility, reliability and validity of the proposed study design. Permission was taken from concerned authority.

**RELIABILITY**

Reliability is degree of consistency and accuracy with which an instrument measures the attribute for which it is designed to measure. In this study, the reliability of tool was determined by administering Modified Likert scales to 10 samples. Reliability of instruments and observation was established in RSES by using Test-Retest Form method of reliability, was found to be 0.91 and hence tool was reliable and valid.

**DATA COLLECTION METHOD**

Data collection will be carried out after obtaining ethical clearance from the concerned authority and permission from the selected urban health center or hospital. The researcher will explain the purpose of the study to the postnatal mothers, and informed consent will be obtained from those who are willing to participate.

Data collection procedure was carried out in 4 steps: -

**STEP 1:** Pretest assessment of self-esteem was done among all the adolescents of 13 to 15 years of age studying from 8th to 10th standards in the selected high schools, those who had a selfscore of less than15 were included in the study.

**STEP 2:** 82 adolescents with low self-esteem were selected from the schools.

**STEP 3:** For the selected adolescents, the self-esteem enhancement programme was implemented for consecutive 4 days.

Day 1 - Lecture on self-esteem.

Day 2- Discussion on self-esteem among the participants.

Day 3- Role play

Day 4- Narration by the participants

**STEP 4:** Post assessment of self-esteem was done with same Rosenberg self-esteem scale after a week.

**Plan for Data Analysis**

Data analysis will include descriptive and inferential statistics. The plan of analysis was developed with the opinion of experts and will be carried out based on the objectives and hypotheses of the study.

The investigator plans to analyze the data in the following manner:

- Demographic data will be analyzed using frequency, percentage, unpaired t-test, and oneway analysis of variance (ANOVA) and will be presented in the form of tables and graphs.
- Data collected before and after the intervention will be analyzed using frequency, percentage, and paired t-test, and will be presented in the form of tables and graphs.

**RESULTS**

**SECTION I**

Deals with analysis of demographic data of the adolescents at selected schools in terms of frequency and percentage.

**Table no 1: Frequency & percentage distribution of the adolescents from selected school**

n=82

Sr. No.	Variable	Groups	Frequency	Percentage
1	Age (in years)	13-14	9	10.98
		14-15	23	28.05
		15-16	23	28.05

		above 16	27	32.93
2	Gender	Male	43	52.44
		Female	39	47.56
3	Area of residence	Urban	37	45.12
		Rural	45	54.88
4	Type of family	Nuclear	32	39.02
		Joint	16	19.51
		Extended	11	13.41
		Other	23	28.05
5	Education	8th standard	21	25.61
		9th standard	39	47.56
		10th standard	23	28.05
6	Religion	Hindu	7	8.54
		Muslim	18	21.95
		Christian	38	46.34
		Other	19	23.17
7	Monthly family income	Less than 10,000	39	47.56
		11,000-20,000	14	17.07
		21,000-30,000	9	10.98
		More than 31,000	20	24.39

**SECTION II**

Deals with analysis of data related to assessment of the pre & posttest self-esteem in terms of frequency and percentage.

Table no 2: General assessments of self-esteem - PRE & POST test n=82

Variable	Groups	Score	Pre Test		Post Test	
			Frequency	Percentage	Frequency	Percentage
SELF-ESTEEM	Low level	0-15	82	100	11	13.41
	Normal level	16-25	0	0	49	59.76
	High level	26-30	0	0	22	26.83
SELF-ESTEEM	Minimum		3		10	
	Maximum		15		30	
	Average (SD)		9.42 (2.57)		20.96 (4.84)	

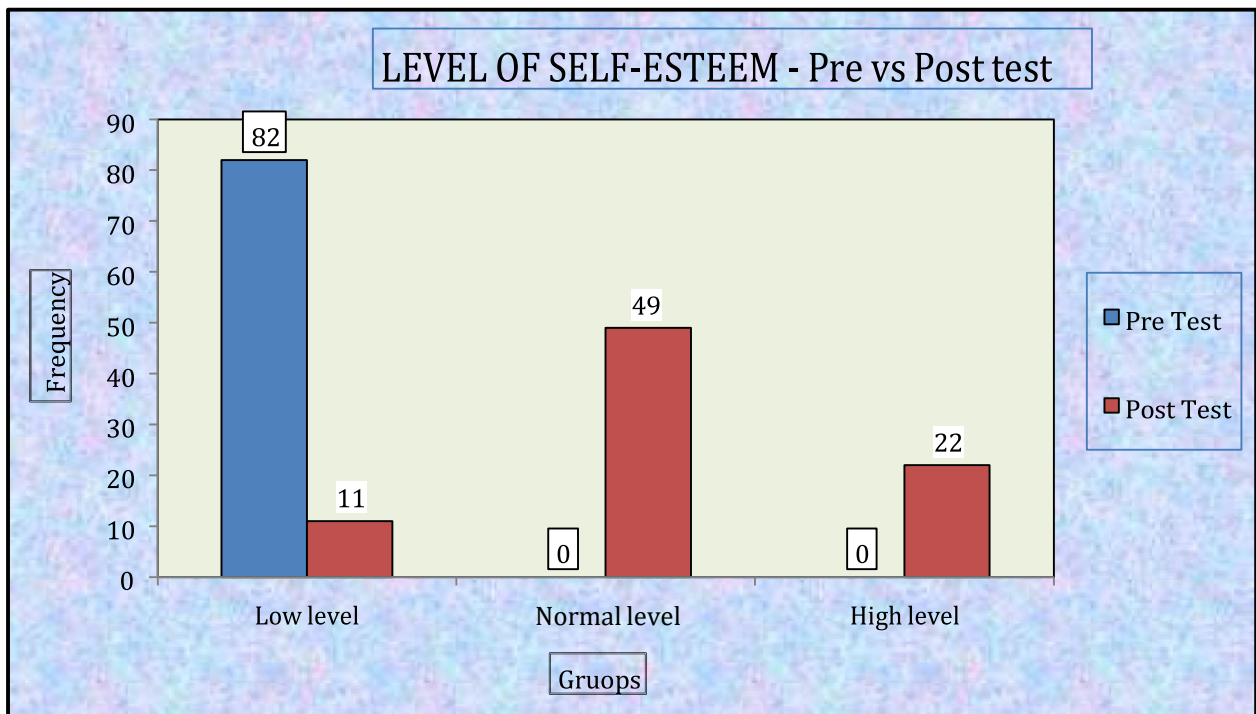


Figure no-1: General assessments of self-esteem - PRE & POST

### GENERAL ASSESSMENTS OF SELF ESTEEM - PRE & POST TEST

For assessment purpose the total score of self-esteem was divided in to three groups like low level (0-15 score), normal level (16-25 score) and high level (26-30 score).

Pre Test:

At the time of pretest, assessment of self-esteem among adolescents at selected schools shows that, all 100% of them had low level, no one had normal level and no one of adolescents had high level of self-esteem.

Average self-esteem score at the time of pretest was 9.42 with standard deviation of 2.57. The minimum score of self-esteem was 3 with maximum score of 15.

Post Test:

At the time of posttest, assessment of self-esteem among adolescents at selected schools shows that, 13.41% of them had low level, 59.76% had normal level and 26.83% of adolescents had high level of self-esteem. Average self-esteem score at the time of posttest was 20.96 with standard deviation of 4.84. The minimum score of self-esteem was 10 with maximum score of 30.

**SECTION III**

Deals with analysis of data related to the effectiveness of self enhancement programme on selfesteem among adolescents at selected schools.

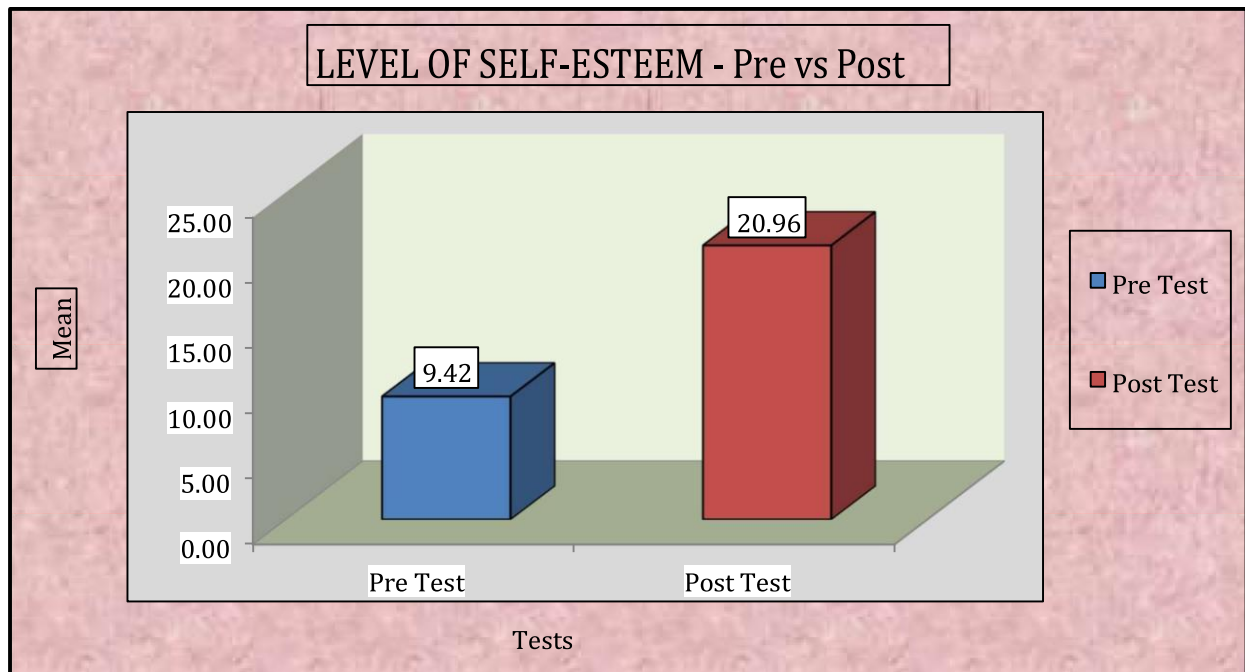
**Table no 3: Comparison of the pre and posttest self-esteem (paired t test) n=82**

Group	Frequency	Mean	S.D.	t value	P value
Pre Test	82	9.42	2.57	17.69	0.000
Post Test	82	20.96	4.84		

The pretest average score was 9.42 with standard deviation of 2.57. The posttest average score was 20.96 with standard deviation of 4.84.

The test statistics value of paired t test was 17.69 with p value 0.00. The p value less than 0.05, hence reject the null hypothesis. That means there is significant difference in pre and posttest level of self-esteem.

Shows that, self enhancement programme on self-esteem among adolescents at selected schools was effective.



**Figure no2: Comparison of the average pre and posttest self-esteem**

**SECTION IV**

Deals with analysis of data related to the association between pretest score of self-esteem among adolescents with their selected demographic variables.

**ASSOCIATION OF SELF-ESTEEM SCORE IN RELATION TO DEMOGRAPHIC**

**VARIABLES**

**Table No 4: Association of self-esteem with demographic variables n=82**

Variable	Groups	SELF-ESTEEM		Chi Square	d.f.	p value	Significance
		below Md	above Md				

Age (in years)	13-14	6	3	3.55	3	0.31	Not Significant
	14-15	8	15				
	15-16	13	10				
	above 16	14	13				
Gender	Male	25	18	2.39	1	0.12	Not Significant
	Female	16	23				
Area of residence	Urban	20	17	0.44	1	0.51	Not Significant
	Rural	21	24				
Type of family	Nuclear	16	16	8.22	3	0.042	Significant
	Joint	7	9				
	Extended	2	9				
	Other	16	7				
Education	8th standard	10	11	0.09	2	0.96	Not Significant
	9th standard	19	19				
	10th standard	12	11				
Religion	Hindu	1	6	10.58	3	0.014	Significant
	Muslim	8	10				
	Christian	17	21				
	Other	15	4				
Monthly family income	Less than 10,000	18	21	0.54	3	0.91	Not Significant
	11,000-20,000	7	7				
	21,000-30,000	5	4				
	More than 31,000	11	9				

#### **ASSOCIATION OF SELF-ESTEEM SCORE IN RELATION TO DEMOGRAPHIC VARIABLES**

The chi square test was used to see association between pretest score of self-esteem among adolescents with their selected demographic variables.

The test was conducted at 5% level of significance.

**Significant Association:**

For the demographic variables types of family and religion, the p value of the association test with pretest level of self-esteem was less than 0.05. That means, the level of self-esteem among adolescents in selected school was associated with these demographic variables.

Concludes that, there was significant association of these demographic variables with the level of self-esteem.

**No Significant Association**

For the demographic variables, age, gender, area of residence etc., the p value of association test with pretest level of self-esteem was more than 0.05. That means, the level of self-esteem among adolescents in selected school was not associated with these demographic variables.

Concludes that, there was no significant association of these demographic variables with the level of self-esteem.

**CONCLUSION**

The study has concluded that the adolescents who had undergone self-esteem enhancement programme showed significant increase in the level of their self-esteem after the post test. This shows that adolescents need some kind of self-esteem enhancement activities during each stage of their development to improve their self-esteem, which may internally enhance their academic, personal performance. This study reinforces the need for targeted self-esteem interventions and supports their role in empowering adolescents to develop a healthier self-perception and resilience in their formative years.

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