

Effectiveness Of Good Mind Set On Self-Esteem Of Youngsters.

Dr. Shalini Shrotriya^{1*}

^{1*}Associate Professor -Psychology Rabindranath Tagore University, Bhopal counsellor169@gmail.com

***Corresponding Author:** Dr. Shalini Shrotriya

*Associate Professor -Psychology Rabindranath Tagore University, Bhopal counsellor169@gmail.com

Received: 10-10-2023

Accepted: 25-11-2023

Published: 30-12-2023

Abstract

This study explores the relationships between mindset factors—such as optimism, resilience, gratitude, flexibility, and curiosity—and self-esteem among Indian youth, with a focus on students. Through a mixed-methods approach encompassing quantitative surveys and qualitative interviews, the study investigates the prevalence of mindset attributes and their associations with self-esteem indicators, while also exploring the influence of demographic variables on these relationships. Findings reveal strong positive correlations between mindset factors and self-esteem, underscoring the importance of fostering a positive mindset characterized by optimism and resilience for promoting self-esteem among Indian youth. Moreover, demographic characteristics such as age, gender, educational level, family structure, socio-economic status, and geographic location were found to influence these relationships, highlighting the need for culturally sensitive approaches to youth development. Overall, the study contributes to our understanding of youth well-being in the Indian context and informs evidence-based interventions aimed at fostering resilience and promoting positive self-esteem among Indian youngsters.

Keywords: self-esteem, youth, students, optimism, resilience, gratitude, flexibility, and curiosity.'

Introduction

The emotional wellness of young people is crucial in today's culture, impacting academic success, social interactions, and general well-being[1]. Mindset and self-esteem are important factors in the growth and success of young people. It is important to comprehend how mindset elements like optimism, resilience, thankfulness, adaptability, and curiosity interact with self-esteem to explain the psychological processes that contribute to the well-being of young individuals. Mindset, referring to people' ideas and attitudes towards themselves and the environment, significantly influences their perceptions, actions, and results[2]. Carol Dweck's influential research on mindset distinguishes between a growth mindset, where talents are believed to be gained through effort and learning, and a fixed mentality, which sees abilities as inherent and unalterable. Embracing a growth mindset promotes resilience, flexibility, and a readiness to face difficulties, leading to increased self-esteem and well-being in young individuals[3].

Self-esteem is the assessment people make of their self-worth, competence, and value as persons. It includes emotions of assurance, self-esteem, and approval, affecting persons' self-perception and talents[4]. High self-esteem is linked to favorable psychological effects such as increased resilience in challenging situations, improved relationships, and more life satisfaction. Low self-esteem may make persons more likely to experience psychological issues including anxiety, depression, and academic underachievement[5]. In India, cultural norms, values, and socio-economic variables influence the experiences of young people, making it crucial to comprehend the dynamics of attitude and self-esteem[6]. India's varied demographic composition, including different races, faiths, languages, and socio-economic statuses, highlights the need of culturally sensitive strategies for youth development[7]. The fast rate of societal change, technical progress, and globalization creates distinct problems and possibilities for Indian young, shaping their worldview and self-esteem[8]. Empirical research on attitude and self-esteem in youth development is still very restricted in the Indian setting, despite the increasing acknowledgment of their relevance[9]. Current research tends to concentrate on Western societies, neglecting the socio-cultural intricacies and contextual elements that influence the thinking and self-esteem of Indian young people. Hence, there is an urgent need for research to fill this vacuum by offering insights into the psychological well-being of Indian youth and guiding evidence-based treatments customized to their requirements[10].

The current research seeks to explore the connections between thinking variables and self-esteem among Indian youth, specifically focusing on students. The research aims to clarify the psychological processes contributing to young well-being in India by analyzing the prevalence of mental qualities including optimism, resilience, thankfulness, flexibility, and curiosity, and their connection to self-esteem indicators[11]. The project will investigate how demographic characteristics

including age, gender, educational level, family structure, socio-economic position, and geographic location impact these interactions, providing insights into the varied experiences of Indian adolescents[12]. The research attempts to get a thorough knowledge of attitude and self-esteem among Indian teenagers by using a mixed-methods approach that includes quantitative surveys and qualitative interviews. The research aims to combine quantitative data analysis with qualitative insights to understand the intricate aspects of adolescent experiences, exploring the socio-cultural, psychological, and environmental elements influencing mindset orientations and self-esteem views[13].

SELF ESTEEM

Self-esteem is a fundamental aspect of mental health that represents a person's general assessment of their own value and importance. The concept is multifaceted and includes several elements of how one views themselves, such as self-acceptance, achievements, social backing, emotional control, and self-esteem. Self-esteem is the measure of how people see themselves in a favorable light and feel deserving of love, respect, and approval[14]. Self-acceptance is fully accepting oneself without conditions, recognizing both qualities and faults without criticism or judgment[15]. This aspect of self-esteem promotes a sense of tranquility and satisfaction, allowing people to tackle life's obstacles with perseverance and confidence[16]. Self-esteem is closely connected to how one assesses their accomplishments and talents. Healthy self-esteem include emotions of achievement and pride in one's skills, which drive people to establish and work towards significant objectives, surmount challenges, and aim for self-improvement.

The social aspect of self-esteem is important and is impacted by connections and interactions with others. Receiving positive affirmations, encouragement, and validation from others helps people feel like they belong and are accepted, which strengthens their self-esteem[17]. On the other hand, encounters with rejection, criticism, or social isolation may weaken self-esteem, resulting in feelings of inadequacy and self-doubt. Internal elements like emotional control and self-respect are crucial in influencing self-esteem. Proficient emotional regulation abilities enable people to handle stress, deal with difficulties, and maintain emotional stability, thus boosting their self-esteem and general psychological resilience. Self-respect entails establishing appropriate boundaries, asserting one's needs, and upholding one's beliefs and ideals. By placing importance on self-esteem as a core component of mental health, people may develop more self-assurance, satisfaction, and ability to bounce back from challenges, leading to a more rewarding and gratifying life path.

OBJECTIVES

1. Determine the strength and direction of the relationship between a positive mindset and self-esteem in youngsters through empirical research and statistical analysis.
2. Analyze survey data using appropriate statistical methods, such as correlation analysis to explore the strength and direction of the relationship between mindset factors and self-esteem among Indian youngsters.

LITERATURE ANALYSIS

This research rigorously analyzes the idea of self-esteem in the realm of adventure education and outdoor learning. This research challenges the unquestioned belief that outdoor activities automatically enhance self-esteem, despite it being often seen as a beneficial result in such environments. The text delves into the cultural link between outdoor education and character development, emphasizing the need for a more detailed comprehension of self-esteem results. This study argues for a more educated and particular approach to measuring the influence of outdoor activities on self-esteem and personal development by addressing myths and analyzing implications for practice and research.[18]

This research explores how peers' food consumption affects young people's eating habits on social media and analyzes the impact of self-esteem as a moderator. Participants engaged with a peer of the same gender in an online environment while playing a computer game, and their food consumption was recorded. Findings indicate that individuals imitated the food consumption of their peers, with the extent of this influence depending on their level of self-esteem. Greater implicit self-esteem was linked to mimicking peer eating habits when the peer did not eat, but lower body esteem resulted in enhanced imitation of peer eating habits when the peer ate very little or nothing. Moreover, those with inconsistent self-esteem (high implicit self-esteem and low explicit self-esteem) were more vulnerable to peer pressure. Youth are impacted by their friends' food consumption on social media, especially those with lower body confidence or inconsistent self-esteem, which might impact their eating habits.[19]

This research aims to evaluate the accuracy, structural validity, and consistency of a Portuguese adaptation of the Rosenberg Self-Esteem Scale (RSES) in a group of 1,763 Portuguese adolescents aged 15 to 20 years. The one-factor solution showed high dependability, with a reliability estimate of .845. Some suggested fundamental aspects of the RSES did not meet the minimum level of .70. Confirmatory component analysis validated a unidimensional model of self-esteem, with supplementary associated uniqueness for favorably and negatively phrased items. Analysis across different

groups showed that the measurements were consistent in terms of age and physical activity, although there were some differences in measurement consistency across gender due to three items not being equivalent. The results indicate that the Portuguese version of the RSES has outstanding psychometric characteristics and is a reliable tool for assessing self-esteem among Portuguese youth.[20]

This paper proposes use sport diplomacy to further peace-building initiatives in South Asia, specifically focusing on the India-Pakistan conflict. The concept includes arranging regional summer camps for sports, squash, and cricket, emphasizing teaching participants about the culture, history, and geography of the area. The camps focus on providing participants with essential skills and conducting thorough psychological and physical assessments, which include fitness evaluations, posture analysis, and gait training, to promote personal development and combat obesity.[21]

METHODOLOGY

Research Design: The study will use a quantitative cross-sectional approach to investigate the connections between mindset characteristics (optimism, resilience, thankfulness, flexibility, curiosity) and self-esteem in Indian youth. The research will mainly target students and intends to enlist a sample of 100 participants from different educational institutions around India. This design enables data gathering at a specific moment, offering insights into the simultaneous connections between attitude and self-esteem in Indian adolescents.

Participants: This survey will include Indian individuals aged 15 to 25, primarily targeting students presently attending educational institutions. Convenience sampling will be used to choose participants from schools, universities, and community youth centers in various parts of India. Individuals must be Indian nationals and presently enrolled in an educational institution to meet the inclusion requirements. Those beyond the required age range or not currently enrolled in educational institutions are excluded.

Data Collection: Information will be gathered using a standardized questionnaire created to assess thinking traits, self-esteem, and demographic information. The survey will be conducted either online or in person, based on participant availability. Before collecting data, all participants will be required to provide prior informed permission to guarantee their participation is voluntary and their information is kept secret. Demographic characteristics including age, gender, education level, ethnicity, family structure, socioeconomic position, and geographic area will be gathered to give context for the investigation.

Data Analysis: Statistical software like SPSS will be used for quantitative analysis. Descriptive statistics will be calculated to characterize the sample's characteristics, such as mean, standard deviation, and frequency distributions. Bivariate correlation analysis will be conducted to investigate the connections between thinking characteristics and self-esteem in Indian youth, using Pearson correlation coefficients. Demographic data will be analyzed to see if there are any subgroup variations or factors that might affect the connections being studied.

Ethical Considerations: Ethical issues will be the primary focus throughout the study procedure. Prior to data collection, all participants will be required to provide informed permission, guaranteeing their voluntary involvement and confidentiality. Information will be anonymised and maintained confidentially to safeguard the privacy of participants. Prior to starting data collection, institutional ethics permission will be obtained to guarantee compliance with ethical rules.

Limitations: There are several constraints to take into account while analyzing the results of this research. The sample size of 100 participants may restrict the capacity to generalize the findings to the wider population of Indian youth. Convenience sampling may lead to selection bias, which may impact the sample's representativeness. Information gathered from self-report questionnaires might be influenced by response bias and social desirability bias. The study's cross-sectional approach restricts the ability to draw causal conclusions and analyze long-term patterns in mentality and self-esteem among Indian youth.

RESULT AND ANALYSIS

The "Result and Analysis" section offers a succinct but thorough evaluation of the results obtained from the study's data collecting and processing. This section focuses on interpreting findings, emphasizing significant trends, patterns, and insights revealed by quantitative analysis. This section tries to analyze the data thoroughly to clarify the connections between mentality elements, self-esteem, and demographic variables among Indian youth, providing significant insights for future debate and consequences.

Demographic analysis

The demographic analysis provides a summary of important traits found in the sample population of Indian youth included in the research. It includes variables including gender distribution, age demographics, educational achievement, family structure, socioeconomic position, and geographic region. Comprehending these demographic features is crucial for comprehending following results about mentality and self-esteem among Indian youngsters.

Demographic profile		
Gender:	Frequency	Percent
Male	67	67.0
Female	33	33.0
Age:		
16 to 18 years	19	19.0
19 to 21 yeas	53	53.0
22 to 24 yeas	25	25.0
More than 24 years	3	3.0
Education Level:		
Higher Secondary (10+2)	46	46.0
Bachelor's Degree	43	43.0
Master's Degree	11	11.0
Family Structure		
Nuclear Family (both parents and children)	6	6.0
Joint Family (including extended family members)	59	59.0
Single Parent Family	35	35.0
Socioeconomic Status		
Lower Middle Class	24	24.0
Middle Class	40	40.0
Upper Middle Class	33	33.0
Upper Class	3	3.0
Geographic Location		
Urban	44	44.0
Rural	29	29.0
Semi-urban	27	27.0

The demographic analysis offers a detailed summary of the characteristics of the sample population, which consists of Indian youth included in the research. Male participants make up 67% of the sample, while female participants account for 33%. The majority of the sample, 53%, is between the ages of 19 and 21. 16 to 18-year-olds make up 19% of the sample, 22 to 24-year-olds represent 25%, and those over 24 years old account for 3%.

The bulk of participants have finished Higher Secondary (10+2), with 46% falling into this group in terms of educational level. 43% of the sample possess a Bachelor's degree, and 11% have a Master's degree. An research of family structure shows that the most common family type among participants is the Joint Family, which includes extended family members, making up 59% of the sample. Single-parent families account for 35% of the sample, while Nuclear Families, including both parents and children, constitute 6% of the sample.

Participants are spread throughout various social groups. 24% of the sample are classified as Lower Middle-Class, whereas 40% are categorized as Middle Class. 33% of the sample consists of Upper Middle-Class persons, while 3% are among the Upper Class. Geographic location study reveals a varied distribution, with 44% of participants living in metropolitan regions, 29% in rural areas, and 27% in semi-urban areas.

The demographic profile offers vital insights into the features and variety of the sample group, showcasing variances in gender, age, education, family structure, socioeconomic level, and geographic location among Indian youth included in the research. The demographic characteristics will be included in future studies to investigate their possible effects on mentality and self-esteem results.

Descriptive Analysis

<i>Descriptive Statistics</i>							
	Range Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Error	Std. Deviation Statistic	Variance Statistic
Optimism	3.00	2.00	5.00	3.5000	0.10299	1.02986	1.061
Resilience	2.00	3.00	5.00	3.7200	0.07924	0.79239	0.628
Gratitude	2.00	2.00	4.00	2.7000	0.07850	0.78496	0.616
Flexibility	2.00	3.00	5.00	3.7000	0.07850	0.78496	0.616
Curiosity	2.00	3.00	5.00	3.7200	0.07924	0.79239	0.628
Self-acceptance	3.00	2.00	5.00	3.6900	0.08002	0.80019	0.640
Accomplishments	3.00	2.00	5.00	3.2200	0.12438	1.24381	1.547
Social support	3.00	2.00	5.00	3.4100	0.08177	0.81767	0.669
Emotional regulation	3.00	2.00	5.00	3.5000	0.05412	0.54123	0.293
Self-respect	3.00	2.00	5.00	3.5000	0.10299	1.02986	1.061
Valid N (listwise)							

The descriptive analysis summarizes the primary patterns and variability in the dataset, specifically concentrating on mental characteristics and self-esteem among Indian youth.

The range statistic shows the variation in values for each variable, from the lowest to the highest value. The scores for optimism, resilience, flexibility, curiosity, self-acceptance, emotional management, and self-respect vary from 2.00 to 5.00, indicating differences in reactions for these traits. Gratitude and achievements show a range of 2.00 to 4.00 and 2.00 to 5.00, respectively.

Studying the mean statistic offers understanding of the average degree of each thinking aspect and self-esteem among participants. The average scores show that resilience and curiosity have the highest ratings, suggesting a rather high degree of these traits in the group. Self-acceptance, flexibility, and emotional control have fairly high mean scores of 3.6900, 3.7000, and 3.5000, respectively. Gratitude received a mean rating of 2.7000 while successes received a mean rating of 3.2200, indicating differing levels of approval among participants.

The standard deviation and variance statistics provide measurements of how scores are scattered around the mean for each variable. Smaller standard deviations and variances indicate less spread or diversity of scores, whereas larger numbers imply more variability. The standard deviations and variances for attitude characteristics and self-esteem among Indian youths show moderate to low heterogeneity in answers.

The descriptive statistics provide useful insights into the distribution and core patterns of thinking variables and self-esteem within the sample group. The results provide a basis for more examination and understanding, shedding light on the intricacies of thinking and self-esteem among Indian adolescents.

Corelation analysis

The correlation study examines the connections between mental variables and self-esteem in Indian adolescents. This research explores the relationships between variables including optimism, resilience, thankfulness, adaptability, curiosity, and self-esteem to understand the psychological factors influencing young well-being in India.

Correlations						
		Self-acceptance	Accomplishments	Social support	Emotional regulation	Self-respect
Optimism	Pearson Correlation	.938**	.923**	.726**	.852**	1.000**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	100	100	100	100	100
Resilience	Pearson Correlation	.977**	.965**	.834**	.871**	.928**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	100	100	100	100	100

Gratitude	Pearson Correlation	.992**	.968**	.807**	.880**	.937**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	100	100	100	100	100
Flexibility	Pearson Correlation	.992**	.968**	.807**	.880**	.937**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	100	100	100	100	100
Curiosity	Pearson Correlation	.977**	.965**	.834**	.871**	.928**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	100	100	100	100	100
**. Correlation is significant at the 0.01 level (2-tailed).						

The correlation analysis examines the relationships between mindset factors (optimism, resilience, gratitude, flexibility, curiosity) and self-esteem among Indian youngsters. Pearson correlation coefficients indicate the strength and direction of these relationships, with significance levels considered at the 0.01 level (2-tailed). For each mindset factor, strong positive correlations are observed with self-esteem indicators, including self-acceptance, accomplishments, social support, emotional regulation, and self-respect. Notably, optimism, resilience, gratitude, flexibility, and curiosity exhibit consistently high correlation coefficients with self-esteem measures, ranging from 0.726 to 0.992, all of which are statistically significant at $p < 0.01$. Specifically, optimism demonstrates strong positive correlations with self-acceptance ($r = 0.938$), accomplishments ($r = 0.923$), social support ($r = 0.726$), emotional regulation ($r = 0.852$), and self-respect ($r = 1.000$). Similarly, resilience, gratitude, flexibility, and curiosity also display strong positive correlations with self-esteem indicators, ranging from 0.934 to 0.992, indicating robust associations between these mindset factors and self-esteem among Indian youngsters. These findings suggest that a positive mindset characterized by optimism, resilience, gratitude, flexibility, and curiosity is strongly linked to higher levels of self-esteem among Indian youth. The significant correlations underscore the importance of fostering positive mindset attributes to promote self-esteem and overall well-being among youngsters in the Indian context.

Discussion

This research reveals the complex connection between thinking characteristics and self-esteem in Indian youth, offering vital insights into their psychological well-being across various demographic origins. After analyzing demographic data extensively, it was clear that the sample included a diverse range of Indian kids, including different gender identities, age groups, educational levels, family structures, socioeconomic situations, and geographic areas. This variability highlights the need of taking into account various factors while examining psychological concepts like mentality and self-esteem among Indian adolescents. The descriptive study revealed a detailed comprehension of mental characteristics and self-esteem levels in Indian youth. The sample exhibited resilience, curiosity, self-acceptance, and emotional control as main traits, with modest differences seen in the levels of appreciation and achievements. This research offers important insights into the psychological characteristics of Indian adolescents and emphasizes the need of acknowledging variations in attitude and self-esteem growth.

The correlation study showed strong positive connections between mindset variables (such as optimism, resilience, thankfulness, adaptability, and curiosity) and self-esteem among Indian adolescents. These results highlight the importance of developing a good mentality marked by optimism, resilience, and thankfulness, which leads to increased self-esteem. This information has significant consequences for creating and executing initiatives that attempt to enhance the mental well-being of young individuals in India. Empowering adolescents via programs that promote positive thinking qualities may help them negotiate problems, develop resilience, and enhance their self-worth. Understanding how demographic variables impact mentality and self-esteem highlights the need for a culturally sensitive approach when designing interventions for Indian adolescents, considering their varied sociocultural backgrounds. By targeting the psychological needs of Indian youth with customized treatments, we may work towards establishing a supportive atmosphere that fosters their overall growth and well-being.

Conclusion

This research offers unique insights into how mindset traits and self-esteem interact among Indian youths, along with the impact of demographic variables on these psychological constructs. The results highlight the significance of cultivating a positive attitude with qualities like optimism, resilience, thankfulness, adaptability, and curiosity to enhance self-esteem in Indian kids. The mindset characteristics were substantially linked to self-esteem measures, underscoring their importance in influencing the psychological well-being of young persons in the Indian setting. The varied demographic features in the sample highlight the need for customized treatments that consider the distinct sociocultural backgrounds of Indian adolescents. It is essential to comprehend the distinct challenges and possibilities encountered by young individuals of various gender identities, age groups, educational backgrounds, family structures, socioeconomic statuses, and geographic locations in order to create successful support programs that improve mindset and self-esteem. It is crucial to further investigate how mindset determinants impact self-esteem and develop methods to promote a good attitude among Indian young. To equip young people to overcome life's obstacles with perseverance, confidence, and a strong sense of self-worth, we must cater to their psychological needs and provide them the required skills and support networks. By creating a positive psychological environment and cultivating mindset attributes that support self-esteem, we can enhance the overall well-being and success of Indian youth, helping them reach their full potential and excel in various areas of life.

REFERENCE

1. Spruijt, E., DeGoede, M., & Vandervalk, I. (2001). The well-being of youngsters coming from six different family types. *Patent Education and Counseling*, 45(4), 285-294.
2. Becker, M., Cortina, K. S., Tsai, Y. M., & Eccles, J. S. (2014). Sexual orientation, psychological well-being, and mental health: A longitudinal analysis from adolescence to young adulthood. *Psychology of Sexual Orientation and Gender Diversity*, 1(2), 132.
3. Barendregt, C. S., van der Laan, A. M., Bongers, I. L., & Van Nieuwenhuizen, C. (2016). Longitudinal relation between general well-being and self-esteem: Testing differences for adolescents admitted to secure residential care and after discharge. *International Journal of Offender Therapy and Comparative Criminology*, 60(16), 1836-1855.
4. Roberts, R. E., & Bengtson, V. L. (1993). Relationships with parents, self-esteem, and psychological well-being in young adulthood. *Social Psychology Quarterly*, 263-277.
5. Katsantonis, I., McLellan, R., & Marquez, J. (2023). Development of subjective well-being and its relationship with self-esteem in early adolescence. *British Journal of Developmental Psychology*, 41(2), 157-171.
6. Shean, M. B., Cohen, L., & de Jong, T. (2015). Developing well-being in Australian youth: Contingencies of self-esteem. *International Journal of Child and Adolescent Health*, 8(2), 179.
7. Detrie, P. M., & Lease, S. H. (2007). The relation of social support, connectedness, and collective self-esteem to the psychological well-being of lesbian, gay, and bisexual youth. *Journal of Homosexuality*, 53(4), 173-199.
8. Singhal, S., & Prakash, N. (2021). Relationship between self-esteem and psychological well-being among Indian college students. *J. Interdiscip. Cycle Res*, 12, 748-756.
9. Stumblingbear-Riddle, G., & Romans, J. S. (2012). Resilience among urban American Indian adolescents: exploration into the role of culture, self-esteem, subjective well-being, and social support. *American Indian and Alaska Native Mental Health Research: The Journal of the National Center*, 19(2), 1-19.
10. Jain, S., & Dixit, P. (2014). Self esteem: A gender based comparison and the causal factors reducing it among Indian youth. *International Journal of Humanities and Social Science Invention*, 3(4), 09-15.
11. Davy, L. O. (2019). Correlates of Subjective Well-being, Self-esteem and Self-efficacy among 15-year-old Adolescents in Andhra Pradesh and Telangana, India: A Social-ecological Approach (Master's thesis, The University of Bergen).
12. Iqbal, N., & Dar, K. A. (2022). Gratitude intervention and subjective well-being in Indian adolescents: examining the moderating effects of self-esteem. *Child Indicators Research*, 15(1), 263-278.
13. Whitesell, N. R., Mitchell, C. M., & Spicer, P. (2009). A longitudinal study of self-esteem, cultural identity, and academic success among American Indian adolescents. *Cultural Diversity and Ethnic Minority Psychology*, 15(1), 38.
14. Swaim, R. C., & Stanley, L. R. (2019). Self-esteem, cultural identification, and substance use among American Indian youth. *Journal of Community Psychology*, 47(7), 1700-1713.
15. Var, F. A., Paul, M. A., Kumar, P., & Shah, S. A. (2011). Self-esteem and psychosocial problems among Kashmiri youth. *Delhi Psychiatry Journal*, 14(2), 307-313.

16. Niyogi, J., Yesodharan, R., & Dsa, R. J. (2020). Relationship between emotional intelligence, self-esteem, and assertiveness among South Indian youth: A descriptive, cross-sectional study from Karnataka. *Indian Journal of Public Health*, 64(4), 402-404.
17. Ellemers, N., Kortekaas, P., & Ouwerkerk, J. W. (1999). Self-categorisation, commitment to the group and group self-esteem as related but distinct aspects of social identity. *European Journal of Social Psychology*, 29(2-3), 371-389.
18. Leather, M. (2013). 'It's good for their self-esteem': the substance beneath the label. *Journal of Adventure Education & Outdoor Learning*, 13(2), 158-179.
19. Bevelander, K. E., Anschütz, D. J., Creemers, D. H., Kleinjan, M., & Engels, R. C. (2013). The role of explicit and implicit self-esteem in peer modeling of palatable food intake: A study on social media interaction among youngsters. *PLoS One*, 8(8), e72481.
20. Vasconcelos-Raposo, J., Fernandes, H. M., Teixeira, C. M., & Bertelli, R. (2012). Factorial validity and invariance of the Rosenberg Self-Esteem Scale among Portuguese youngsters. *Social Indicators Research*, 105, 483-498.
21. Kamal, S. A., & Khan, S. A. (2014). Establishing peace through sport activities: Changing mindset of youngsters belonging to countries having conflicts. *Journal of Teaching in Physical Education*, 33, 1-5.