A Comparative Study of Self-esteem among Native and Migrant Adolescents in Sultanpur District

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Abstract

Background: Adolescence is the age from childhood to adulthood; it is a period of physical and psychological growth and development. Self-esteem tends to be lowest in childhood and increases with age. Self-esteem affects the decision-making process, relationships, and emotional and mental well-being. People with low self-esteem may not feel motivated to try some new things, and they may also have problems with their relationships and expressing themselves. **Aim**: The purpose of this comparative study is to investigate the self-esteem development among native and migrant adolescents. **Materials and Methods:** For the study, 120 subjects were selected randomly from different areas of Sultanpur District. A self-structured interview schedule and the Rosenberg Self Esteem Scale were used for data collection and analysis. **Results:** The study clearly revealed that native and migrant adolescents exhibited differences while trying new things, taking new challenges, and having an overall opinion about themselves. **Conclusion:** Adolescents have varying levels of self-esteem, which appears to be influenced by such factors as age, gender, social class, and residential status. The results of the present study reveal that the self-esteem of native adolescents is higher than that of migrant adolescents. This may be due to the fact that native adolescents are more secure than migrant adolescents.

Keywords: Childhood, Migrant adolescent, Native adolescent, Self-esteem

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Introduction

The term self-esteem was introduced by Rosenberg (1965). He said that self-esteem refers to an individual's overall positive evaluation of self. In other words, self-esteem may be defined as how much you appreciate and love yourself regardless of any circumstances.

Adolescence is the most important age for self-esteem development. Adolescents' attitudes and behaviors are reflected in their level of self-esteem, both at home and at school.[1] Self-esteem is a perception of yourself or self-evaluation of your work or goodness and how good you feel while working in certain areas of your life.[2] Adolescence is the critical age for the growth of self-esteem and self-identity, and low self-esteem is dangerous for an adolescent's emotional balance.[3] On the other hand, high self-esteem serves as a role of flexibility or positive adaptation and belief in your capability.[4] Those with higher self-esteem have a stronger sense of believing in themselves, while those with low self-esteem may sometimes feel worthless, lack confidence, and even hate themselves.[5]

Self-esteem has been negatively affected by racism and discrimination.[6] Self-esteem increases with age; it tends to be lowest in childhood, increases during adolescence to adulthood, and reaches a fairly stable and enduring level.[7] Street children have low self-esteem due to a lack of family ties and basic human needs, and they also face physical and sexual abuse that can be very damaging to them. Their self-esteem increases with age. It is also found that boys have higher self-esteem than girls.[8] Child labor deprives children of their childhood, which hampers their physical and mental development. The main reason for the child's work is the poor economic status of the family. Various issues related to work, like hard work, dangerous working conditions, etc., also impact the development of self-esteem of children.[9]

Low self-esteem can lead to a variety of health and mental issues, including mental health disorders, anxiety disorders, and depression disorders. It impacts your quality of life and may

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increase your suicidal tendency due to a lack of confidence.[10] Very high self-esteem is often mislabeled as narcissism. It can lead to various problems in life, such as relationship problems, difficulty in handling social situations, and an inability to accept criticism.[11] Low self-esteem has been connected with depression, aggression, lack of confidence, incompetence, and a decreased level of well-being in adolescents.[12] Self-esteem is a psychological layer that protects us from failure; those with higher self-esteem have more psychological strength and, as a result, feel less inferior to those with lower self-esteem.[13] Meditation plays a significant role in the development of self-esteem in college-going students. To enhance the mental health and to avoid the multifaceted stress of college, meditation techniques work positively.[14]

Materials and Methods

Sample

Different areas of Sultanpur district were identified for sample collection to perform this study. The sample included

a group of native and migrant adolescents and they were selected using a random sampling technique. A multistage random sampling technique was used to select native children. For the sample collection, some schools were also identified from the selected areas. The information of students from the schools was obtained, with the consent of the school authorities, and the Google forms were forwarded to all the selected students, totaling 120, comprising of both male and female students. Responses were obtained from 85 students, and after sorting, 75 were found to be accurate, and the same were analyzed.
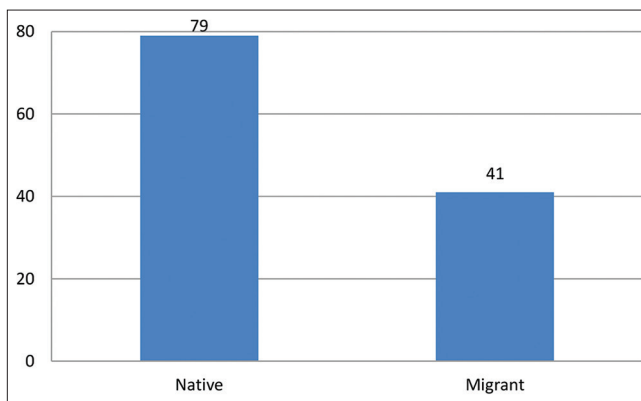
Tools Used

To carry out the present study, a self-structured interview schedule comprising specific information related to this study was used. To assess the self-esteem among native and migrant adolescents, Rosenberg Self-Esteem Scale (RSS) was used. RSS scales had 10 statements with *five* positive and *five* negative responses. The score of RSS ranges from 0 to 30. Qualitative interpretation of self-esteem scales is shown in Table 1.

Data Collection

The general information about the subjects and the RSS was converted into Google forms and the same were used to collect information from native adolescents. An interview method was used to collect information from the migrant adolescents using the same tools. Migrant children are selected using a purposive sampling technique from the identified areas in Sultanpur District. A total of 41 adolescents agreed to participate and were chosen as samples under migrant children. While collecting the data, government guidelines of COVID-19 were followed without causing any loss of information from respondents. The sample was identified and permission was sought from their parents or legal guardians to collect the data, as the respondents were adolescents. Efforts were made to maintain the accuracy and relevance of the answers.

Statistical Analysis

The data were coded and analyzed using IBM SPSS 20.0 Version. The data were expressed as the mean and standard deviation, and

Table 1: Qualitative interpretation of self-esteem scale

Score of self-esteem scale	Interpretation
<20	Low Self-esteem
20–25	Moderate Self-esteem
26–30	High Self-esteem

Table 2: Distribution of respondents according to the residential status

S. No.	Residential status	Frequency (%)
1	Native	79 (65.8)
2	Migrant	41 (34.2)

Table 3: Distribution of gender according to the residential status

S. No.	Residential status	Gender of respondents	
		Boys	Girls
1	Native	64 (81.0)	15 (19.0)
2	Migrant	20 (48.8)	21 (51.2)

Figure 1: Distribution of respondents according to the residential status
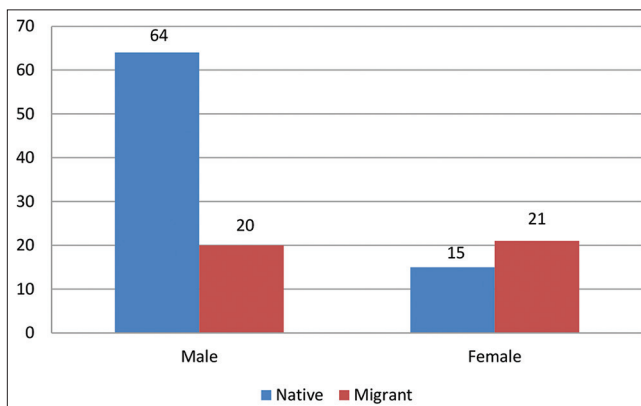
Figure 2: Distribution of gender according to the residential status.
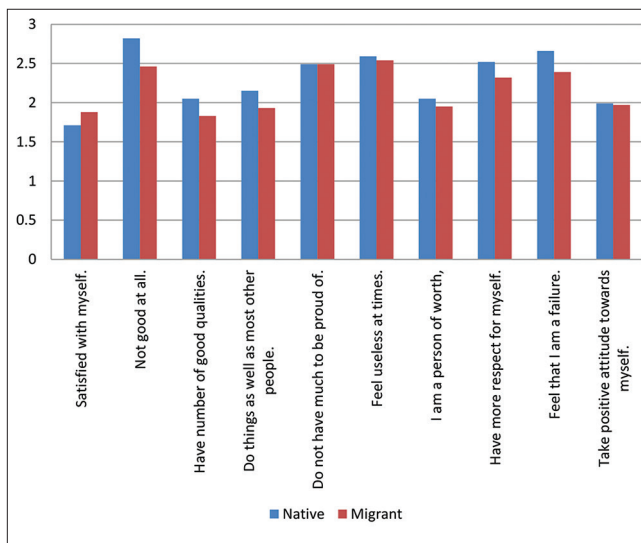
Figure 3: Independent sample analysis of self-esteem of migrant and native respondents.

an independent *t*-test was used to assess the relationship between self-esteem and residential status. Through correlation statistics, the relationship among the variables was assessed. In addition, a specific linear bivariate correlation test was administered to determine the relationship between self-esteem and residential status.

Table 4: Independent sample analysis of self-esteem of migrant and native respondents

S. No.	Statements	Residential Status				t	P
		Native		Migrant			
		Mean	SD	Mean	SD		
1	Satisfied with myself	1.71	0.68	1.88	0.64	1.34	0.18
2	Not good at all	2.82	0.86	2.46	0.84	2.20	0.03*
3	Have number of good qualities	2.05	0.83	1.83	0.77	1.45	0.15
4	Do things as well as most other people	2.15	0.85	1.93	0.93	1.29	0.20
5	Do not have much to be proud of	2.49	1.02	2.49	0.87	0.03	0.97
6	Feel useless at times	2.59	0.83	2.54	0.98	0.33	0.74
7	I am a person of worth	2.05	0.78	1.95	0.74	0.68	0.49
8	Have more respect for myself	2.52	0.93	2.32	1.01	1.06	0.29
9	Feel that I am a failure	2.66	1.03	2.39	0.83	1.53	0.13
10	Take positive attitude toward myself	1.99	0.85	1.97	0.79	0.55	0.58

SD: Standard deviation, *Significant $P<0.05$

Table 5: Correlation between self-esteem and residential status of adolescents

Residential Status	Rosenberg Self-esteem	
	R	P
	0.19*	0.03

r: Correlation coefficients, Significant ($P<0.05$)

Table 6: Association between self-esteem and residential status of adolescents

S. No.	Residential Status	Self-Esteem of adolescents			Chi-square	Cramer's V
		Low	Moderate	High		
1	Native	10.1	73.4	16.5	4.01	0.13*
2	Migrant	17.1	78.0	4.9		

RESULTS AND DISCUSSION

Demographic Profile of the Respondents

Table 2 describes the residential status of the respondents. A total of 120 respondents, of which 65.8% were native and 34.2% were migrants, were surveyed [Figure 1].

Table 3 shows the crosstab distribution between gender and residential status. That means how many boys and girls were native or migrant adolescents.

Out of the 41 migrant adolescents, 48.8% were boys and 51.2% were girls, and similarly, out of 79 native adolescents, 81.0% were boys and 19.0% were girls [Figure 2].

The self-esteem of native and migrant adolescents was assessed using *10 RSS questionnaires related to overall* feelings of self-worth or self-acceptance, and the data from the same *are* presented in Table 4. It is observed from the data that the overall mean value of native adolescents is greater than the respective mean value of migrant adolescents. This is because the overall development of native children occurs in a healthy environment under their parents' *guidance with better* education than migrant children. For example, *the* mean value of native adolescents for the statement *"Have a number of* good qualities" (μ = 2.05), which is greater than the mean value of migrant adolescents, may be due to native adolescents' *living in a* comfortable zone with their families and availing a better environment for their development. Similarly, the mean value of native adolescents for the statement *"Do things as well* as most other people" *(μ = 2.15),* which is more than the mean value of migrant adolescents, because native adolescents

are motivated to do new things by their guardians and provide good conditions for doing that. The only statement *"satisfied with myself" has the mean* value of migrant adolescents higher than the native one since the migrant adolescents while in their migration faced many problems *such as* sexual abuse, unemployment, *lack of access to* decent work, exploitative working conditions, inadequate access to skills and vocational training, social marginalization and exclusion, etc., and they had to earn their livelihood with difficulty, so they felt satisfied with their small achievements [Figure 3].

Hence, it can be concluded from the analysis of the above table that the self-esteem of native adolescents is higher than that of migrant adolescents, because migrant adolescents are prone to various kinds of exploitation, abuses, lack of family ties, and proper guidance that impact their self-esteem.

As shown in Table 5, the correlation value was between the residential status of native and migrant adolescents and their self-esteem. It can be noted from the table data that there is a close relationship between the self-esteem and residential status among native and migrant adolescents, that is, self-esteem of native and migrant adolescents increases in the same way.

The correlation value (r = 0.19) describes the strength and direction of the relationship between them, which was statistically significant (*P* = 0.03), indicating that the self-esteem among native adolescents is higher than that of migrant adolescents.

The data in Table 6 represent the association between the residential status of native and migrant adolescents with their self-esteem scales. Significant differences were found in self-esteem among native and migrant adolescents, with a Chi-square value of 4.20.

It is clearly evident from the data that the majority (17.1%) of migrant adolescents have low self-esteem in comparison to only 10.1% of native adolescents, which was followed by moderate self-esteem scores of 78.0 and 73.4% of migrant and native adolescents, respectively. It can also be seen from the data that 16.5% of native adolescents have high self-esteem, whereas only 4.9% of the migrant respondents have high self-esteem. From the above table data, it is clearly evident that the value of self-esteem increases the self-esteem count of native adolescents while decreasing the self-esteem of migrant adolescents.

CONCLUSION

Self-esteem for adolescents is important as it allows them to try new things, take new healthy challenges, act independently, and solve problems maturely. Adolescents with low self-esteem

avoid situations where they think there is a risk of failure, embarrassment, or making mistakes. Thousands of research papers have been published on the self-esteem subject, and many normal and abnormal variables have been correlated with it. In this study, native and migrant adolescents were selected to compare the self-esteem among them. Taking into consideration the fact that through the investigations done, the hypotheses have been confirmed, we find that self-esteem in adolescents is not much affected by their residential status, but the self-esteem of native adolescents is higher than that of migrants. This may be because the migrants face various kinds of abuses, lack of family support and guidance, and are also influenced by many external factors.

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