

“A Study on The Self-Esteem and Factor Effecting of in Education”

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Abstract- The self self-esteem first presented by William James is one of the oldest research topics in psychology. Research on self self-esteem provides a starting point for restoring human nature in modern society where humanity has been lost. The reason why self -esteem is illuminated as a research theme is recognized as a major mechanism for leading to human behavior. According to researches self self-esteem has emotional, cognitive, and evaluative functions, and is divided into two factors: domain and specific. Especially, the specific factors of self self-esteem are related to the moral trait. Thus, a good understanding of the factors of self self-esteem associated with moral traits is an attempt to promote the development of moral education. According to 2015 Moral Education Curriculum (MEC), self self-esteem and positive attitude related to self -esteem were suggested as elements of moral education contents. In order to utilize self self-esteem as an effective moral education content, it is necessary to analyze the characteristics and factors of s self -esteem. Also, this try is to find the grounds that can be applied to moral education. For this purpose, this study analyzed the characteristics of early self self-esteem and recently presented concepts to find applicability to moral education. In addition t o this, some examples of how to link the factors of self self-esteem and the contents presented in 2015 MEC is presented.

Key words- Self-esteem, factor of self self-esteem, moral trait, 2015 Moral Education Curriculum (MEC) , moral education

I. INTRODUCTION

Self-esteem is one of psychology’s most well-known constructs. This term has been defined in several ways. One of the most well-known theorists in the area, Morris Rosenberg, [1] defined self-esteem as a favorable or unfavorable attitude towards the self. Korman [2] states that self-esteem reflects the degree to which the individual —sees himself as a competent, need-satisfying individual and that persons with high self-esteem feel a sense of personal adequacy and believe that they have achieved satisfaction of their needs in the past. Guindon [3] stated that self-esteem refers to the attitudinal and evaluative component of the self. It involves feelings of worth and acceptance which are developed as a result of the awareness of our competencies and feedback from the world around us. Emerging as common across most definitions of self-esteem is the component of self-evaluation. This self-evaluative process is seen to be part of but distinct from one’s self-concept which also includes cognitive and behavioral aspects of the self [4].

Much research has been conducted on self-esteem. This research has identified clear age-related patterns. In a study on

self-esteem across the life span Robins et al [5] found that while self-esteem levels were high in childhood, they dropped during adolescence and rose gradually throughout adulthood, once again declining in old age. This trajectory generally held true across gender, socio-economic status, ethnicity and nationality. Adolescence therefore emerges as a time of reduction in self-esteem. A study by Dhal, Bhatia, Sharma and Gupta [6] in Delhi found that adolescents aged 12-13 years reported lower self-esteem that those aged 10-11 years. The decline in self-esteem that occurs at this time is a result of many changes the adolescent experiences. Bos, Muris, Mulken and Schaalma [7] identify four major changes that take place in adolescence. Firstly, this is a time when boys and girls develop secondary sexual characteristics. In addition, they acquire the capacity of formative thought, enabling them to think about phenomena in far more complex ways than earlier. Socially as well as emotionally this is a period when adolescents start to spend less time with their families and move towards peers. Friendship and romantic relationships often take precedence over family. Difficulty in being accepted by peers and relationship failures can leave adolescents vulnerable to feelings of social inadequacy [8]. Finally, adolescents may experience school transitions, which in itself can be stressful.

Another significant trend is that of gender differences. Robins and Trzesniewski [9] state that boys and girls report similar levels of self-esteem during childhood, but a gender gap emerges by adolescence, such that adolescent boys have higher self-esteem than adolescent girls [10; 5] Robins et al., 2002). A study by Watkins, Dong and Xia [11] on 10 and 13-year-old children attending Beijing public schools found that older boys and older girls reported less favorable self-esteem than their younger peers on the scales for reading and school in general. The older girls tended to report significantly lower self-esteem than both the younger girls and older boys in the areas of physical abilities, reading, mathematics, and general self-concept. Indian studies have shown similar results with adolescent males showing higher self-esteem than females [12]. Lower self-esteem among girls has been attributed to several reasons including less favorable attitudes towards their gender roles [13] and more concerns about appearance [14], although boys seem to be showing increasing amounts of concern as well.

In general a number of factors impact the development of self-esteem. Schools and educational experiences are central to the development of self esteem. Jain and Dixit [15] found the most prominent cause for reduction in self-esteem among Indian youth to be the inability to meet academic expectations

of others as well as the self. On the other hand, good teachers are likely to enhance self-esteem by fostering academic achievement [16; 17]. In addition, parent-child relationships including adolescent perceptions of communication and participation with parents are a significant factor [18]. Within the Indian context, Deshpande and Chhabriya [19] found that adolescents who perceive acceptance from their parents have higher self-esteem than adolescents who perceive avoidance. Social experiences of childhood and adolescence which include the development of peer relations also influence the development of self-esteem. Peers can serve a significant role when adolescents find parental support to be lacking. For instance, in a study on maltreated adolescents Bolger et al. [20] found that friendship quality had a protective-stabilizing effect on global self-esteem development.

Self-esteem has been linked to a number of mental health outcomes. Furnham and Cheng [21] found self-esteem to be both a direct and a moderator variable for young people's self-reported happiness. It is also associated with life satisfaction [22]. On the contrary, low self-esteem is associated with a number of negative outcomes including membership in deviant groups and aggression towards peers [cited 23]. It is also linked to eating disorders [24], depression and anxiety [25]. A study by Bolognini, Plancherel, Bettschart and Halfon [26] found that low self-esteem was correlated with depressive moods in both adolescent boys and girls, however low levels of self-esteem had more influence on the level of depressive mood in girls than in boys. Moreover loneliness and self-esteem are negatively correlated [27].

II. LITERATURE REVIEW

Serafica and Harway (2002) paper reviews on the self-esteem and social relations of children with learning disabilities (L.D). In the study the following issues concerning social relations are dealt with: (1) peer and adult perception of children with learning disabilities (2) the friendly choices of these children and (3) the factors underlying their prevailing social status. The evidence from studies comparing children identified as L.D and placed in one or the other form of remedial program to children diagnosed but not yet receiving remediation appears to favor the self contained remedial classroom as does the finding that L.D children are rejected more often by non-learning disability by other L.D children. Diagnosis, particularly when it is communicated and explained to the child and his/ her parents appears to be associated with higher self-esteem in the L.D children. The diagnosis in all likelihood doesn't carry with it the same stigma as labels referring to disturb emotional states. Compared to normal learners, LD children as a group are viewed by others in less positive terms.

Saracoglu, Minden and Wilchesky(2000) using self-report questionnaire, found that a sample of 34 university students with learning disabilities reported significantly poorer self-esteem, academic adjustment, and personal-emotional adjustment than a sample of 31 non-learning disabled students. For both groups, self-esteem correlated positively with general

self-efficacy. The study suggests that concerning social adjustment, the present finding may have been confounded by the tendency of some individuals with learning disability to overrate their social status. Many are quite motivated and persistent in striving for their goals, yet they do not display positive attitudes regarding competence.

Singer 2005, reports on a study of children's narratives about the relationships between dyslexia and being teased at school and explores the dynamics between dyslexia, being bullied, self-esteem, and psychosocial problems. The study sample comprised 60 Dutch children in the 9- to 12-year age range in mainstream schools who, according to school reports, had average or above average IQ. All the students had been formally diagnosed by a certified psychologist or remedial educationalist as having primary dyslexia, according to criteria consistent with those of the Diagnostic and Statistical Manual of Mental Disorders, fourth edition (DSMIV; American Psychiatric Association, 1994).

Eighty-seven children with learning disabilities, aged 9 through 11 years 11 months, completed measures of self-esteem, academic self-concept, and self-perception of their learning disability, Hayman (2000). It was hypothesized that self-perception of one's learning disability would be related positively to both academic self-concept and self esteem and that each of these relationships would remain significant when controlling for sex ethnicity, age, reading and math achievement. Self-contained versus mainstreamed classroom setting and age at diagnosis. The result of the present study suggests that a similarly circumscribed perception of learning disability can foster self-esteem among children with learning disabilities. These are extensive evidence of a relationship between academic self-concept and academic achievement. The results suggest that in the case of children with learning disability self-perception of the learning disability may have an effect on academic self-concept and self-esteem, which in turn may influence achievement

III. GENERAL UNDERSTANDING SELF-ESTEEM

a. The Emergence of Self

Self-esteem is presented as part of self-concept and is also recognized as the most important part of self. This self-esteem was first presented in William James's *The principles of psychology*. John Dewey rated James' book as a classic of mankind like Locke's essay and the paper of Hume and an influential source of inspiration in modern philosophy, literature and the arts. William James divides 'self' into perceptual subjects and objects, and the subject of perception is 'I', object is 'me', and 'me' is again divided into material, social, and spiritual aspects. This distinction of James is the basis for the self to be multifaceted. Self which can be experienced by the individual is divided into physical self, social self, spiritual self and it is self-esteem that characterizes the emotions expressed through such self. That is, self-esteem is one that appears in the emotional area of self.

Early explanations for self-esteem embody self-esteem by presenting feelings similar to self-esteem and those not. Pride, conceit, vanity, arrogance, and vainglory are emotional expressions related to self-esteem, while modesty, humility, confusion, diffidence, shame, mortification, contrition, obloquy, and despair are emotional expressions in contradictory domains. These emotions, presented as emotions

that are similar to self-esteem and not similar to, are directly related to human nature and are also explained by the innate temperament of all. When self-esteem is overflowing, ostentation, arrogance, vanity, and self-consciousness can appear, whereas if self-esteem is low, negative emotions of despair, humiliation, and shame can be formed.

Table 1 Understanding early self self-esteem (William James, 1890, 306. Reconstruction)

Feeling similar to self-esteem	Feeling contradictory to self-esteem
pride, conceit, vanity, self-esteem, arrogance, vainglory	modesty, humility, confusion, diffidence, shame, mortification, contrition, obloquy, despair

A way to easily understand self-esteem is to identify the difference between self-esteem and similar emotional expressions to self-esteem and. For example, Confidence, conceit and pride, often confused with self-esteem, can be compared to self-esteem. Confidence is a concept that compares the ability and the difficulty of task relatively. Therefore, when you evaluate your ability high and your difficulty is low, your self-confidence goes up by itself. If the ability is assessed appropriately and the degree of difficulty of the task is too high then confidence lowers. Conceit, on the other hand, means a mind that happens when you evaluate your ability too high, or if you take too low a degree of difficulty. It is a state of mind represented by irrational evaluation criteria. Pride refers to feelings associated with self-esteem, and if self-esteem is the answer to “How do you rate me?” the accompanying emotion is pride.¹⁵ In addition, self-esteem is clearly different from general emotions, while general emotions such as fear and anger are influenced by external factors, but self-esteem is an emotional ups and downs without external influences.¹⁶ This self-esteem is expressed in relation to William James, which is presented as a percentage of the success achieved in the reality of the expectation of the individual self-esteem.

increasing one’s own successes and accomplishments in his/her potential. Various researches revealing the characteristics, effects and factors of self self-esteem have been carried out till now.

b. Characters of Self-esteem

The concept of self-esteem has been defined narrowly or broadly in conjunction with the relationship with the inner world, with others, and with society. It is necessary to summarize the concepts of self-esteem presented in various studies for the first time. Self-esteem is a part of the self-concept that judges one's ability in comparison with any internal criterion or expectation, as one particular object, positive and negative attitudes toward the self, an evaluation of the value formed by an individual to form and maintain his/herself,¹⁹ individuals' evaluation of their potential behavior and evaluation of others, self-esteem, as a reflective appraisal, is not a feeling of self-superiority but an attitude of respect for oneself.²¹ Self-esteem is self-worth as an attitude, an evaluation, and an emotion on one's own value or ability,²² an evaluation of self including happiness and satisfaction, subjective judgment and evaluation of one's value as a human being, and an assessment of self-concept.

Self-esteem is explained by the relationship between the pretension expected of an individual and the success achieved. In other words, self-esteem is the value of the success divided by potential expectations. Therefore the way to increase self-esteem is possible by raising self-fulfillment or lowering potential expectation through attitude such as heart of gratitude.

Self-esteem is a self-assessment of self as a powerful force possessed by an individual and a personal value judgment that continuously sees itself as a worthy person while evaluating himself positively,²⁶ a self-assessment of self-worth and importance and self-responsibility,²⁷ a positive value to self, an image of self, and confidence and belief in self,²⁸ self-esteem is to see yourself as a worthy being,²⁹ knowing who you are.³⁰ Self-esteem refers to how much an individual feels himself or herself, and is used synonymously with self-worth, self-esteem.

$$\text{Self Esteem} = \frac{\text{Success}}{\text{Pretension}}$$

Fig. 1: Equation of self self-esteem (William James, 1890, 30.)

According to William James, self self-esteem is one of the emotional ratios with an extroverted tendency but unlike other emotions it increases or decreases without external influences. Nonetheless, one can improve one’s self self-esteem by

A closer look at the concept of self-esteem presented by scholars, we can find four characteristics. First, it is an emotional characteristic. The character of early self-esteem proposed by William James is emotion and this perspective

still defines self-esteem. Second, it is a cognitive function. Self-esteem has the ability to discover the value of others. In particular, it has a distinctive trait involved in the process of discovering its value.³² Third, it is an evaluative function. Self-esteem has the characteristic of evaluating the value level of oneself and others. It can be understood as a follow-up

process after recognizing the existence of the self. Fourth, it is a complex function. Self-esteem is characterized by the attitude, evaluation, and emotional aspects of its own values and abilities. Table 2 summarizes the characteristics derived from the concept of self-esteem.

Table 2 Functional Characteristics of Self Self-Esteem

Function	Characteristics	Scholar
Emotional function	The sense of achievement, self -worth, self self-esteem	William James(1985) Kim, Minjeong(2016)
Cognitive function	Ability to grasp the value of one's own in relation to oneself and others	Carlson, D. E.(2008) Orth, U., Robins, R. W., & Roberts, B. W.(2008) Lee, Ju-Young(2008)
Evaluative function	Ability to determine the level of value of oneself and others in relation to oneself and others	Rosenberg, M.(1965) Coopersmith, S.(1967) Simmons, Roberta G., and Morris Rosenberg.(1971) Hong, Giwon, Myoungso Kim, Jongtaek Lee, Youngseok Han(2003) Kwon, Mingyun, Hyeongjoon Moon, Heekyung Kwon, Miyyoung Sung, Yoolim Shin(2005) Greene, M. L., & Way, N.(2005) Branden, N.(2007)
Complex function	Ability to operate a combination of attitudes, evaluations, and emotions on their values and abilities	Harter, Susan(1985)

There may be objections to distinguishing emotion, cognition, evaluation, and complex function derived from the concept of self-esteem. For example, evaluation can be included in the process of cognition, and it is impossible to evaluate separately from cognition. Nevertheless, deriving the four functional characteristics from the concept of self-esteem is meaningful as an analytical attempt to find a way to apply moral education to self-esteem.

IV. CLASSIFICATION OF SELF-ESTEEM

a. Classification According to Reaction Area

The self-esteem is classified as global self-esteem and domain specific self-esteem, depending on whether the self-esteem appears in the overall area of life or in a limited area such as appearance or school. Overall, self-esteem is related to the concept of self-esteem, and self-esteem is not limited to a specific domain, but is based on human temperament and characteristics, regardless of domain. Therefore, overall self-esteem is sometimes referred to as trait self-esteem.³⁴ For example, the phrase

“I did not achieve a particular achievement, but I have lived a life worth living.” can be understood in terms of overall self-esteem.

On the other hand, “I like origami. And I am happy because my friends praise my origami.” It is an expression of self-esteem in relation to a certain area of origami. This self-esteem in a specific area is different from general self-esteem in school learning, general subjects, general physical activity, specific physical activity, music, dance, art.³⁵ After that, self-esteem was shown to be different according to the appearance, academic ability, sociality, parent-child relationship.

b. Classification According to Sustainability

Attempts to evaluate self-esteem have been conducted through empirical studies on self-esteem. In a study that attempted to assess self-esteem in terms of overall self-esteem, it was revealed that self-esteem was changed differently from the existing ones, and it was classified as state self-esteem as contrasted with trait self-esteem.³⁷ It is understood that the global self-esteem, which is explained by the qualitative self-esteem in relation to sustainability, does not change much through life. However, as self-esteem interacts with each factor in various situations of life, it is gradually changed and modified, which is state self-esteem.

This state of self-esteem is characterized by short-term changes in self-esteem rather than trait self-esteem, and responds to everyday self-evaluative emotional responses and experiences in everyday life threaten or elevate self-esteem.³⁹ Self-esteem is classified according to the level of reaction area and duration. To examine the characteristics of self-esteem explained by each criterion is significant in moral education in three aspects. First, the characteristics of self-esteem can be analytically understood as contents of moral education. Second, we can identify the points of contact for applying self-esteem to moral education. Third, it makes it easy to grasp the

characteristics and problems of self-esteem contents presented in the present moral education.

V. APPLICABILITY OF SELF-ESTEEM TO MORAL EDUCATION

In the previous chapter, I looked at the concept and kind of self-esteem. Next, we examine the educational effects of self-esteem and the components of self-esteem, and try to apply it to moral education.

a. Educational Effect of Self-esteem

Many researches related to self-esteem are not about the concept and characteristics of self-esteem, but rather about the effect that self-esteem brings about. Self-esteem is recognized as a major influencing factor in relation to individual attitudes, relationships with others, learning achievement, violence and social deviant behavior. The details are as follows. First, self-esteem affects the negative and positive attitudes of the individual, and it is also negative for the external subject. On the other hand, children with higher self-esteem have higher social competence and perceive themselves positively. The results of this study are as follows first, the positive self-esteem of adolescents constitutes a positive attitude toward self and develops positive qualities such as honesty and responsibility. Second, self-esteem affects academic achievement and school life especially affecting the achievement of high academic achievement in school, and the self-esteem is positively affected by maintaining school adjustment and interpersonal relationships. Third, self-esteem is an individual's behavior, work and direct, aggressive attacks on adult suicide,⁴⁶ and leads to wise behavior and aggression in adulthood. In addition, bradycardia maintains the psychological state of the normal person, affects physical activity, and interferes with normal physical activities such as employment and nurturing.

These results suggest that self-esteem is not only about the internal attitude formation of an individual but also has a major influence on social relations such as friendship, school life, and social life. These factors are also the educational goals to be achieved through moral education. In other words, applying self-esteem effectively in moral education can be considered as a concrete method of achieving the goal of moral education.

b. The Relationship between Self-esteem's Factors and Moral Trait

There are three types of research on self-esteem. First, it is research that reveals constitutional factors of self-esteem. Second, it studies the result of factors affecting self-esteem. Third, it suggests a method to develop self-esteem. The results of this study suggest that self-esteem is a multifaceted and hierarchical approach,

suggesting that self-esteem is composed of multiple factors.⁵³ And there is a study in which the possibility of linking self-esteem with moral education by presenting the constitutive factors of self-esteem as concrete virtues among domestic studies. As a result, the factors that increase self-esteem are

- ①Praise -recognition, ②Popularity, ③Service,
- ④Achievement, and 2 factors of losing self-esteem are
- ①Ignorance-invalid, ②Relative deprivation-inferiority.

c. Applying Self-esteem’s Factors to MEC

1. Identify Self-esteem in MEC

In 2015 MEC, we can find the terms related self-esteem-self-respect, positive attitude, self-esteem-. It is suggested that self-esteem can be utilized as content of moral education over the character of the curriculum, content system, and achievement standards. According to the description of MEC, self-esteem is directly referred to as ‘... .. Living on a self-respecting and loving basis on an independent life Self-esteem and management ability of’, here, self-respecting and self-esteem are mentioned directly. The content system of elementary and middle school MEC suggests self-esteem, positive attitude and Ego-identity. Explanation of standard of living and ethics achievement refers to identity, self-esteem, and personality, all of which are related to self-esteem. Finally, if you look at The Nature of Ethics and Thought of high school MEC, you can understand self-esteem will be cultivated through moral and learning of common curriculum. Examining 2015 MEC directly reveals the issues of self-esteem in morality, elementary and junior high school contents system, commentary on the achievement standards of life and ethics, and the nature of ethics and thought.

2. Examples of the use of Self-esteem’s Factors to MEC

In the first place, we have confirmed that the domain factors and specific factors of self-esteem are related to moral trait and I also confirmed the part directly related to self-esteem in 2015 MEC. Therefore, the relevance of self-esteem and moral education supports the possibility of analyzing the contents of 2015 MEC as the factors of self-esteem into the domain factors and the specific factors. For example, in 2015 MEC of the elementary school, content elements presented in the content system related to self-esteem suggest ‘why do we need a positive attitude when we face difficulties?’ This content is related to self-esteem, but how can we explain the suitable direction and points of self-esteem without understanding the factors of self-esteem? So to teach self-esteem well in moral education is possible when the factors of self-esteem can be composed of contents of MEC.

The factors related to self-esteem in MEC are also shown in the Achievement Criteria. For example, the expression of a positive attitude is specifically suggested by the achievement criteria of the Relationship with the Natural transcendence of the elementary school MEC. In more detail, the generalized knowledge suggests a positive attitude in daily life, and it describes self-esteem and positive attitude as Content elements. In addition, as Achievement Criteria, it suggests ‘What is attitude and ability to develop a positive attitude and how can it be customized in daily life?’

Table 3 Examples of Analysis methods on content related to self-esteem presented in 2015 MEC Contents system

Domain Factors of self-esteem	“Why do I need a positive attitude when I have difficulties?”(Examples of ‘Difficulties’ related to self-esteem, 2015 MEC, p.7)
①Overall ego value	I have no confidence in myself.
②Cognitive domain	It is hard to understand my friends’ situation or perspective.
③Social domain	It is difficult to get along with friends.
④Body domain	I’m upset because the keys are small.
⑤Exercise domain	I’m upset because I cannot play soccer.
⑥Action domain	It’s hard because of lazy life.

When analyzing the content of the curriculum related to self-esteem as factors of self-esteem, the teacher can systematically approach the contents to be taught and it is easy for the student to understand the contents to learn. For example, when a student shows a low attitude toward his / her self-esteem, the

teacher can instruct the student to identify the area of low self-esteem and to make educational recovery accordingly. Also, applying the factors of self-esteem to the Achievement Criteria makes it easy to grasp the Achievement Criteria. ‘What are the attitudes and abilities to raise positive attitudes and how can they be customized in daily life?’ can be

analyzed in connection with the reinforcement factors of self-esteem. In all four aspects, teachers can deal with these Achievement Criteria. First, we can suggest 'Finding and explaining my strengths' in terms of ①Praise–recognition. In relation to ②

Popularity, teachers can be expected to guide students in thinking that they can do well. In relation to ③Service and

Caring, students can think about behaviors that help their friends and with regard to ④Achievement, students can think about making themselves define and challenge what they want. Table 4 presents analytically the content of Achievement Criteria based on the Specific factors of self-esteem.

Table 4 Examples of how to develop 2015 MEC Elements Using Self-esteem Specific Factors

Reinforce Factors of Self-Esteem	②What are the attitudes and abilities to raise positive attitudes and how can they be customized in daily life?(2015 MEC, p.17)
①Praise -recognition	Finding and explaining my strengths.
②Popularity	I can do well.
③Service, Caring	Practice what I can do for your class and friends.
④Achievement	Define and challenge what I want to do.

In this way, the advantages of utilizing the factors of self-esteem in understanding the curriculum in relation to moral education are as follows. First, it helps to understand analytically and specifically about the self-esteem presented in the curriculum. Second, the analytical and systematic approach to self-esteem presented in the curriculum helps the teacher to construct the content to teach the student and to evaluate the student. Third, understanding self-esteem according to its factors and linking it with MEC is meaningful as a concrete attempt to enhance student's positive attitude and self-esteem. Above all, it can provide systematic help in preparing the evaluation of contents related to self-esteem in other words, the teacher can quickly confirm whether he or she is confident about the self-esteem lesson or missing the exercise.

VI. CONCLUSION

In modern society, self-esteem is the most obviously wounded and destroyed in the instrumentalization of humanity so it is very appropriate for self-esteem to be presented and taught in moral education. This study suggests how to understand the nature and characteristics of self-esteem and how to apply it to moral education in the context of self-esteem such as positive, positive psychology and resilience.

This study analyzed the factors of self-esteem to apply self-esteem to moral education and suggested a method of applying

the content system of 2015 Moral Education Curriculum. Because self-esteem is a major influencing factor of moral behavior, making the characteristics of self-esteem in moral education reveal students' consistent moral behavior. The results of this study are summarized as follows.

First, the components of self-esteem can be linked to content elements presented in Moral Education Curriculum. The components of self-esteem are divided into area elements and feature elements. These two factors can constitute moral education contents by reflecting their characteristics respectively. Specifically, an example is presented through the Table 3 and Table 4, and it is necessary to make various attempts to utilize it.

Second, it is possible to construct a systematic structure that reflects the characteristics of self-esteem components in the composition of self-esteem related units in moral textbooks. It is the moral textbook that can utilize the characteristics of the connection between Moral Education Curriculum and self-esteem component presented in this study. When constructing a unit for self-esteem, details can be presented reflecting the components of self-esteem. This moral textbook makes it possible to systematically organize and guide self-esteem, which in turn can increase students' expectations for moral behavior.

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