

The Level of Self-Esteem Between Orphan and Non-Orphan Students Among Secondary Schools in Kirinyaga and Nyeri Counties in Kenya

 Kinyua Njeri Joyce &  Gitumu Wanjiru Margaret

School of Education and Social Sciences, Karatina University, P.O. Box 1957, Karatina

Abstract

Self-esteem is vital to the development of mental health for better learning. Self-esteem has a great importance as a protective factor in mental health. High self-esteem can lead to better mental health and social behavior, while poor self-esteem is linked to a broad range of mental disorders such as depression, suicidal tendencies, eating disorders and anxiety, violence and substance abuse. Secondary school students especially orphan face numerous challenges during their formative years, including academic pressures, peer relationships and socio-economic factors, all of which can significantly impact their self-esteem and mental well-being. The objective of the study was to assess the level of self-esteem between orphan and non-orphan students among secondary schools in Kirinyaga and Nyeri counties in Kenya. This study was guided by Maslow's theory of hierarchy of needs and Bowlby's theory of attachment. The study was a survey, which utilized casual comparative research design. According to county education offices in the two counties, the total population of students was 58,448. Stratified and purposive sampling methods were used to select a sample of 426 students. A questionnaire was used to collect the data. In data analysis, descriptive (frequencies, percentages) and inferential (t- test) statistics were used. The findings revealed statistically significant differences in self-esteem levels between orphans and non-orphans across various attributes: psychological needs $t(398) = -8.171$, $p < 0.000$, safety needs $t(398) = -5.300$, $p < 0.000$, love and belonging $t(398) = -1.600$, $p < 0.000$, secure attachment $t(398) = -6.300$, $p < 0.000$ and development of trust $t(398) = -5.800$, $p < 0.000$. Orphan students reported lower levels of self-esteem on average compared to their non-orphan counterparts. This difference may stem from various factors, including the absence of parental support and stability in orphaned students' lives, leading to a greater sense of vulnerability and insecurity. The recommendation is that the government should come up with comprehensive policies to promote the well-being of the students registering low self-esteem and promote mental health so as to minimize mental disorders among students for better learning.

Keywords: Self-esteem, mental health, orphans, non-orphans, students, learning

Correspondence: [mwanjiru21@gmail.com/](mailto:mwanjiru21@gmail.com) mgitumu@karu.ac.ke

Copyright © 2024 Kinyua & Gitumu. This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY).

Competing interests: The authors have declared that no competing interests exist

Introduction

Self-esteem refers to the sense of self-worth individuals perceive, reflecting the value they attribute to themselves (Brown & Marshall, 2013; Kibuthu & Muasa, 2023). Self-esteem can be described as a positive or negative disposition towards oneself, akin to an attitude towards a specific entity. Self-esteem refers to an individual's perception of their own value and worth, based on their acceptance of themselves for who they are and their ability to avoid self-criticism for their shortcomings (Muchemi (2023). According to Mruk (2006), self-esteem simply implies that the individual feels he is a person of worth, respecting himself for what he is, not condemning himself for what he is not, and the extent to which he feels positively about himself. Low self-esteem suggests self-rejection, self-derogation, and negative self-evaluation. Maslow (1970) asserts that self-esteem include both external and internal needs. External self-esteem needs include the desire for recognition, appreciation, attention, prestige, reputation, status, and fame – reflecting individuals' yearning to feel esteemed and valued by others for their achievements and contributions. Internal self-esteem needs involve a personal aspiration for feelings of competence, mastery, achievement, confidence, and independence. Fulfillment of these needs cultivates a sense of worthiness, confidence, capability, usefulness, and necessity. Conversely, frustration of these needs leads to feelings of inferiority, weakness, and helplessness, hindering the development of high self-esteem.

Moreover, self-esteem is significantly influenced by others' perceptions and reactions to our behavior.

People with high self-esteem are especially concerned with presenting an enhanced and successful self-image. Those with higher self-esteem more actively seek to repeat their successes, risking the possibility of failure but also making possible the rewards that require sustained success and not simply promise (Hulme, Hirsch & Stopa, 2012). Imafuku and Akatsuka, (2022) noted that high self-esteem is associated with persistent efforts to reach goals. In effect, people who feel good about themselves have fewer sleepless nights, succumb less easily to pressures to conform, are less likely to use drugs, are more persistent at difficult tasks, are less shy and lonely and are just plain happier (Moradi Sheykhjan, Jabari & Rajeswari, 2014).

Zeigler-Hill (2011) pointed out that when people with low esteem are in a negative mood, they are more likely to criticize themselves which may put them at increased risk for depression and this shows poor mental health. At the same time, low self-esteem influences social interactions in various ways. Jealousy is more common among people with low self-esteem and they are also more swayed by messages aimed at influencing them (Wai & Osman, 2019). According to Myers (2001), those with low self-esteem do not necessarily see themselves as worthless but they seldom say good things about themselves. Unhappiness and despair often coexist in them. Low self-esteem is said to come in different forms. Those

vulnerable to depression often feel they are falling short of their hopes. Those vulnerable to anxiety often feel they are falling short of what they ought to be. For such people, the pain of anticipated social rejection, experienced as low self-esteem, is sometimes adaptive. Papalia (1995) who observed that the children with low self-esteem do not trust their own ideas, lack confidence, hang back and watch instead of exploring on their own, withdraws and sits apart from other children, and describe themselves negatively, without pride in work, give up easily when frustrated and reacts immaturely to stress and inappropriately to accidents. Herter continues to point out that children with low self-esteem are more likely to be depressed and a depressed mood can lower a person's energy level which in turn can affect competence.

Self-esteem has been referred to as the survival of the soul as it is the ingredient that gives dignity to human existence (Gitumu, 2011). It grows out of human interaction in which the self is considered important to someone. As such, it has been observed that human infants form an emotional attachment to their primary caretakers (usually the parents) and there is a critical period during which this must occur for healthy development (Music, 2016; Malekpour, 2007). Moneta, Schneider and Csikszentmihalyi, (2017) believed that self-esteem develops through childhood as well we internalize social standards, or conditions of worth, which we learn about through everyday social interaction. According to Pervin and John (1997) there are three areas in which the parental attitudes and behavior are important in the formation of self-esteem. The first one is the degree of acceptance, interest, affection and warmth expressed towards the child. The interest on the part of the

mother appears to be interpreted by children as an indication of their significance, that they are worthy of the concern, attention and time of those who are important. The second area is permissiveness and punishment. The parents who make clear demands those are firmly enforced and reward as a preferred mode of affecting behavior. In this, the parents establish and enforce the guidelines for their children. The third area is democratic practices. In this, parents establish extensive set of rules and are zealous in enforcing them but treatment is within the defined limits of non-coercive and recognize the rights and opinions of the child.

The school environment plays an important role in the development of positive attitudes. According to Melgosa (2000), conditions in the school environment can either be degrading or upgrading to students and may have a positive or negative impact on their level of self-esteem. Within Kenyan secondary schools, there exists a diverse student population, including many who are orphaned. Orphanhood, whether due to parental death, abandonment, or other factors, presents significant challenges to a child's socio-emotional development and overall well-being. In Kenya, orphanhood is often linked to factors such as HIV/AIDS, poverty, and societal disruptions, further exacerbating the vulnerabilities faced by orphaned adolescents. The objective of the study was to assess the level of self-esteem between orphan and non-orphan students among secondary schools in Kirinyaga and Nyeri counties in Kenya.

Theoretical framework

Maslow's theory of hierarchy of needs

Maslow's theory developed by Abraham Maslow in 1943 states that our actions are motivated by certain

physiological and psychological needs that progress from basic to complex (Dar & Sakthivel, 2022; Ihensekien & Joel, 2023). According to Maslow, individuals progress through these levels sequentially, with each higher level becoming salient only after the lower-level needs are sufficiently satisfied (Diener & Lucas, 2000). Moreover, Maslow proposed that self-actualized individuals may experience peak experiences, characterized by profound moments of insight, fulfillment, and transcendence (Hartman & Zimberoff, 2008). While Maslow's theory has been influential in psychology and beyond, it has also faced criticism and scrutiny. Some scholars argue that the hierarchical structure may not universally apply, as individuals may prioritize needs differently based on cultural, societal, and individual factors. Additionally, empirical research has not always provided consistent support for the strict hierarchical arrangement of needs proposed by Maslow (Quintavalla & Heine, 2019). Nonetheless, the theory remains a foundational framework for understanding human motivation and behavior, providing valuable insights into the diverse array of needs that drive individuals' actions and aspirations. Maslow's theory suggests that meeting basic needs is essential for psychological well-being and self-esteem. Orphaned students, grappling with potential deficits in physiological needs, safety, and belongingness due to the absence of parental support, may experience lower self-esteem levels compared to their non-orphan counterparts, who may benefit from more stable environments and stronger social networks. Moreover, orphaned students may face obstacles in achieving esteem needs, such as recognition and accomplishment, potentially hindering their self-esteem development.

Bowlby's theory of attachment

The theory was developed by psychiatrist and psychoanalyst John Bowlby (1907–1990). Bowlby's evolutionary theory of attachment proposes that children are biologically predisposed to form connections with others from birth, as this aids in their survival (Buckland, 2012). He suggested that while children form multiple attachments, one of these is fundamentally different, referred to as the primary attachment or monotropy. Bowlby also posited the existence of a critical period for attachment development, typically within the first 2.5 years of life, after which attachment formation may become increasingly difficult. He later extended this period to up to 5 years, defining it as a sensitive period. Bowlby's maternal deprivation hypothesis contends that persistent disruptions in attachment between an infant and primary caregiver could lead to enduring cognitive, social, and emotional challenges for the child (Doyle & Cicchetti, 2017). Furthermore, according to Bowlby, an internal working model is a cognitive framework consisting of mental representations that shape an individual's understanding of the world, themselves, and others, based on their relationship with a primary caregiver. This model serves as a template for future social relationships, enabling individuals to anticipate, regulate, and navigate interactions with others. Orphaned students, who may have experienced disruptions or loss in early attachment relationships, could exhibit lower levels of self-esteem due to challenges in forming secure attachments and navigating social interactions. Conversely, non-orphaned students, benefiting from stable caregiving environments, may have stronger internal working models of attachment, contributing to higher self-esteem levels.

Methodology

The research design adopted for this study was a survey employing a casual-comparative approach, deemed suitable for investigating an existing phenomenon. The study was conducted in Nyeri and Kirinyaga Counties, Kenya, targeting male and female students from form one to form four in secondary schools. The total student population in these counties, according to Education offices in 2015, was reported to be 58,492. A sample size of 426 students was selected from 11 extra county and county secondary schools. For sampling, purposive techniques were used to select schools based on the high number of total orphans registered, and orphans were purposively chosen from class registers. Additionally, simple random sampling was employed to select students from two-parent families. The questionnaire for data collection consisted of three sections, and data analysis involved descriptive statistics (frequencies, percentages, and standard deviation) and inferential statistics (such as t-test) using the Statistical Package for Social Science (SPSS) version 11.5. All tests were conducted at a significance level of 0.05.

Results and discussion

It was necessary to identify significant attributes that relate to self-esteem from the four theories that guide the study and refer to items in self-esteem scale. As such the attributes were identified from the theory of hierarchy of needs by Maslow, theory of attachment by Bowlby, theory of self by Rogers and theory of psychosocial stages of development by Erikson. The attributes were identified and presented in table 1 to 5.

Psychological needs attributes

Table 1 presents the responses obtained from both orphan students and non-

orphan students regarding psychological needs attributes, specifically their need for praise and recognition.

Table 1: Responses of orphans and non-orphans on psychological needs

Attribute	Orphanhood	N	Mean (\bar{x})
Psychological needs	Yes	17	11.0
	No	0	2
		23	14.2
		0	0

Table 1 shows that the non-orphan students had a higher mean score of the items reflecting psychological needness. It can then be induced that the non-orphans have their psychological needs met while on the other hand, the orphans scored a lower mean, pointing to psychological needs not met. Probably the orphans feel inadequate or not stable psychologically either due to problems they encounter in life or because they never went through stages of development successfully. This is an indication that their self-esteem is affected in a negative way.

Safety needs attributes

The data in Table 2 reflects the responses from both orphan and non-orphan students regarding safety needs, including aspects of protection and stability in various systems, laws, and day-to-day life situations.

Table 2: Responses of orphans and non-orphans students on safety needs

Attribute	Orphaned	N	Mean (\bar{x})
Safety needs	Yes	170	13.7
	No	230	16.7

From Table 2, orphans had a lower mean of the scores than the non-orphans on safety needs. It can therefore be

inferred that non orphans achieve the safety needs which probably influence their self-esteem positively. The orphans scoring lower mean indicates that they are lacking in safety needs to a certain extent. This is interpreted to mean that the self-esteem of the orphans is influenced negatively by the failure to achieve the safety needs.

Love and belonging attributes

Table 3 presents the responses obtained from both orphan students and non-orphan students regarding Love and belonging (affection, are people bad or good) attributes.

Table 3: Responses of orphans and non-orphans on love and belonging

Attribute	Orphaned	N	Mean (\bar{x})
Love and belonging	Yes	170	10.1
	No	230	10.9

From Table 3, non-orphans scored a higher mean on love and belonging than orphans. This may be interpreted to mean that non orphans have their needs on love and belonging met. On the other hand, we may say that orphans are in need or wanting in love and belonging needs. This is so especially if the guardians, do not provide love. The people around the orphans may not also provide love and this probably makes the orphans to miss affection and term other people as bad. This need may point to a negative effect on their self-esteem.

Secure attachment attributes

Secure attachment (you and significant others like parents) responses of orphans and non-orphans on secure attachment are presented in Table 4 below.

Table 4: Responses of orphans and non-orphans on secure attachment

Attribute	Orphaned	N	Mean (\bar{x})
Secure attachment needs	Yes	170	9.3
	No	230	11.7

Table 4 indicates that non orphans scored a higher mean on secure attachment. This may mean that the non-orphans have their needs on secure attachment met either by parents or significant others. This points to a better development of self-esteem. On the other hand, the orphans seem to suffer from secure attachment since they scored a lower score than non-orphans. It may therefore reflect lack of secure attachment to their parents before they were dead, since secure attachment is achieved in early stages of life. This may infer a lower self-esteem of the orphans.

Development of mistrust attributes

The results in Table 5 illustrate the responses provided by both orphan and non-orphan students regarding the development of mistrust ((do you have a hate list).

Table 5: Response of orphans and non-orphans on development of mistrust

Attribute	Orphaned	N	Mean (\bar{x})
Development of trust	Yes	170	11.6
	No	230	14.3

Table 5 shows that orphans scored a lower mean than non-orphans on the development of trust. This may imply that non orphans have developed trust. This has an effect on their self-esteem positively. On the other hand, the orphans seem to have developed mistrust indicating inadequacy in the development of the self-

esteem. This points to a low development of self –esteem for orphans.

Comparison of Self-Esteem Levels between Orphan and Non-Orphan Students

Understanding the self-esteem levels of orphan and non-orphan students is essential for identifying disparities in psychological well-being and informing targeted interventions to support

vulnerable populations. Therefore, the objective of this study was to determine whether there are any statistically significant differences in self-esteem level between orphans and non-orphan students. To achieve this, a t-test was employed to compare the various self-esteem attributes levels of both groups. Table 6 summarized the findings.

Table 7: T-test results of comparison of self-esteem levels between orphan and non-orphan students

Attribute	t value	Df	P value
Psychological needs	- 8.171	398	0.000
Safety needs	- 5.300	398	0.000
Love and belonging	- 1.600	398	0.000
Secure attachment	- 6.300	398	0.000
Development of trust	- 5.800	398	0.000
Control	- 5.800	398	0.000

The paired t-test revealed a significant difference in psychological needs ($t(398) = -8.171$, $p < 0.000$), safety needs ($t(398) = -5.300$, $p < 0.000$), love and belonging ($t(398) = -1.600$, $p < 0.000$), secure attachment ($t(398) = -6.300$, $p < 0.000$) and development of trust ($t(398) = -5.800$, $p < 0.000$). The findings suggest that there is a significant difference in self-esteem levels between orphan and non-orphan students in the sample. Orphan students reported lower levels of self-esteem on average compared to their non-orphan counterparts. This difference may stem from various factors, including the absence of parental support and stability in orphaned students' lives, leading to a greater sense of vulnerability and insecurity.

The Maslow's theory or hierarchy of needs guided. The principle in this theory is that one has to meet the needs of lower level in order to move to the next level. In view of this theory, the lowest level is physiological needs. (Clothes, food, water and maintenance of internal state of

body). The second level is safety (to feel sure and safety, to seek pleasure and avoid pain). The third level is love and belonging (to affiliate with others, be accepted and give and receive attention). The fourth level is self-esteem (to achieve, be competent, gain approval and excel while the fifth is actualization. As the orphan experience difficulties in meeting the physiological as indicated in the background information, it might be true that the orphans could not move to the esteem needs thus registering low self-esteem. Probably, even the safety, and love needs were not also met in the incase of orphans, that is orphans could be feeling insecure, have no pleasure and experience pain due to the death of their parents.

Moreover, orphans might not be affiliated with others especially those that lived with siblings and those that lived children's homes in order to be accepted and give and receive attention. Therefore, all these might explain why the orphans registered lower self-esteem in comparison to no-orphans. On the other

hand, the non-orphans have the parents who provide the physiological needs, provide safety needs to the non-orphans and love and bringing needs thus enabling the non-orphans to move on to the level of esteem needs. In the view of these investigations, then the theory of hierarchy of needs might be considered to be true.

In addition, the other theory guiding this study was theory of psychosocial stages of development. According to Erikson (1950) as indicated in theoretical framework, each stage represents a developmental challenge that psychologically healthy person meets. Erikson pointed out that unhealthy person fails to meet one or more challenges and must continue throughout life trying to cope with the conflicts that emerge because of this failure. In his theory, the first stage is trust versus mistrust that their needs will be met. In this study, the results indicated a statistically significant difference in self – esteem level of orphans and non-orphans. In the reflection of the psychosocial stages of development, the orphans could be said to be unhealthy psychologically owing to the psychological torture, distress, and emotional disturbance they experience with the death of their parents.

Moreover, with the first stage of trust versus mistrust that their needs will be met, orphans may develop mistrust for their parents are not present to meet there needs. As it was indicated in literature review, some of the orphanages do not have enough personnel to meet the needs of the orphans to develop trust. This might then explain why the orphans registered low self-esteem. Moving on to the second stage of autonomy versus shame and doubt, those who do not master this stage doubt themselves, and feel shame about themselves and their ability. The results of failure in this stage are characteristics of

low self-esteem as indicated in background information.

As such, the results of this study are in agreement with this developmental stage as orphans registered low self-esteem. Apparently, the non-orphans enjoy the healthy exploration of these psychosocial stages of development as their parents to meet their needs and thus developing trust that their needs will be met. Moreover, parents are also present to encourage autonomy in the second stage of psychosocial stage of development. It is therefore evident that there was bound to be a difference in self- esteem level of the orphans and non-orphans. Erikson argues that age of one to three; a child develops the will, a sense of control and master over their own emotions. It is possible that the orphans suffer in this stage where most of them may face challenge of developing emotions and a sense of control which point to low self-esteem as indicated in the findings of this study. The theory of psychosocial stages of development may explain therefore the differences in self-esteem mean of orphans and non-orphans in this study.

As indicated by Bowlby (1969), in his theory of attachment, the development of secure attachment is very important in the development of self-esteem. Secure attachment is a bond that promotes healthy exploration of the world to which the infants return to if they encounter stress. In the view of this, it is then possible that the orphans may not have developed secure attachment and instead developed insecure attachment reflecting a lack of love and affection in childhood and this creates a negative cognitive set. This probably might be the reason as to why orphan students registered a lower mean of self-esteem than the non-orphan students. These results indicates that parents perhaps contribute to the development of self-esteem as the primary

care takers of the children to which some of the orphans had not had a chance especially if their parents died in early childhood.

In fact, Sarafino and Armstrong (1986) say that secure attachment thrives when parents are affectionate, caring and sensitive to the baby's needs. In such a case, it might mean that orphans may not had a chance to develop secure attachment pointing to low self-esteem. In addition, Steinberg (1999) put forward that parents influence their children's self-esteem through the genes they pass on as well as through environment they provide. Indeed, scholars have indicated the importance of the two parents in the development of self-esteem. Also, Seifart and Hoffnung (1991) points out that parent's interaction with their children sensitively and appropriately help in development of secure attachment relationship leading to early emergence of a strong sense of self-esteem.

As such, it is possible that the non-orphan students developed secure attachment with their parents while the orphans may have failed to develop the bond between their parents especially if the parents died when the orphans were young. Moreover, to account for lower self-esteem mean for orphans and a higher self-esteem mean for non-orphans in this study, there is the self-theory propagated by Rogers (1969). Rogers points out as indicated earlier, the importance of a healthy development of the self-esteem which takes place in an environment that the child has full experiences, accepts oneself, and is accepted by its parents. Indeed, Rogers argues that to enhance healthy development of the self, a conducive environment must be provided, a climate in which the child can experience fully. With the view of Rogers in mind, this research shows a difference in mean of self-esteem between orphans and non-

orphan students probably because orphans do not have good climate to experience full growth and to feel accepted.

Rogers also brings in the issue of parents to accept their children even if they disapproved their behavior. In this case again, the orphans have no parents. Indeed, as indicated in demographic characteristics, some orphans live with guardians in a bad relationship and this may hinder the growth of self-esteem. As also indicated in the literature review, Rogers (1969) contends that it is in the first identification of both male and female children with the mother in a loving-dependency relationship that the basic super ego is laid down. Rogers continues to say that the boys who fail in this identification are liable to find themselves at variance with very strong held moves and the stress of this is likely to endanger unhappiness. This indeed points to the importance of having the parents and probably explains why the non-orphan students registered a higher mean of self-esteem than orphans.

Conclusion and recommendations

The overall self-esteem levels of orphan students and non-orphan students has a difference. The non orphan students seem to have higher level of self-esteem than orphan students. A few orphans also indicated high self-esteem levels. High self-esteem enables children to adjusts fairly to change, tolerates frustration, perseveres in pursuing a goal and can handle criticism indicating mental wellness. The perseverance in pursuing goal would enable the students to learn. Therefore, the society should be enlightened to offer a better environment to the orphans where they should derive comfort and love for the development of high self-esteem.

Low levels of self-esteem indicate feelings of worthlessness possibly resulting in depression and anxiety and this is poor mental health leading to poor learning abilities. It is therefore important for all people to provide a good environment to enable development of high self-esteem in children.

References

- Brown, J. D., & Marshall, M. A. (2013). The three faces of self-esteem. In *Self-esteem issues and answers* (pp. 4-9). Psychology Press.
- Buckland, H. (2012). *The instinctual visceral mother: Theoretical investigation of mother's body in depth psychology*. Pacifica Graduate Institute.
- Dar, S. A., & Sakthivel, P. (2022). Maslow's Hierarchy of Needs Is still Relevant in the 21st Century. *Journal of Learning and Educational Policy*, 2(5), 1-9.
- Diener, E., & Lucas, R. E. (2000). Explaining differences in societal levels of happiness: Relative standards, need fulfillment, culture, and evaluation theory. *Journal of happiness studies*, 1, 41-78.
- Doyle, C., & Cicchetti, D. (2017). From the cradle to the grave: The effect of adverse caregiving environments on attachment and relationships throughout the lifespan. *Clinical Psychology: Science and Practice*, 24(2), 203.
- Gitumu, M. W. (2011). Relationship between students' self-esteem, orphanhood and educational performance in Nyeri and Kirinyaga Counties, Kenya.
- Hartman, D., & Zimmeroff, D. (2008). Higher Stages of Human Development. *Journal of Heart-Centered Therapies*, 11(2).
- Hulme, N., Hirsch, C., & Stopa, L. (2012). Images of the self and self-esteem: Do positive self-images improve self-esteem in social anxiety?. *Cognitive behaviour therapy*, 41(2), 163-173.
- Ihensekien, O. A., & Joel, A. C. (2023). Abraham Maslow's Hierarchy of Needs and Frederick Herzberg's Two-Factor Motivation Theories: Implications for Organizational Performance. *The Romanian Economic Journal*, 85.
- Imafuku, M., & Akatsuka, A. (2022). The mediating role of self-esteem in the relationship between persistence and satisfaction with school and life in elementary school children. *Child Care in Practice*, 1-8.
- Kibuthu, J., & Muasa, W. P. (2023). Factors Contributing to Low Self-Esteem among Students in Mixed Secondary Schools in Soweto, Embakasi East Constituency, Nairobi County, Kenya. *International Journal of Research and Innovation in Social Science*, 7(9), 01-10.
- Malekpour, M. (2007). Effects of attachment on early and later development. *The British Journal of Development Disabilities*, 53(105), 81-95.
- Moneta, G. B., Schneider, B., & Csikszentmihalyi, M. (2017). A longitudinal study of the self-concept and experiential components of self-worth and affect across adolescence. In *Conditions for Optimal Development in Adolescence* (pp. 125-142). Psychology Press.
- Moradi Sheykhjan, T., Jabari, K., & Rajeswari, K. (2014). Self-Esteem and Academic Achievement of High School Students. *Online Submission*, 2(2), 38-41.
- Mruk, C. J. (2006). *Self-esteem research, theory, and practice: Toward a positive psychology of self-esteem*. Springer Publishing Company.
- Muchemi, P. (2023). Self-Esteem Levels Among Secondary School Students In Different Categories Of Schools. Case Of Public Secondary Schools In Nyandarua West Sub-County, Kenya. *European Journal of Education Studies*, 10(11).
- Music, G. (2016). *Nurturing natures: Attachment and children's emotional, sociocultural and brain development*. Routledge.
- Myers, D.G. (2001). *Psychology*. (6th Ed) USA. New York: Worth Publishers.
- Papalia, D.E. and Olds, S.W. (1995). *Human Development*. (6th ed) USA. New York: McGraw Hill Inc.
- Pervin, L.A. and John O.P. (1997). *Personality. Theory and Research*. (7th ed.) USA. New York: John Wiley & Sons, Inc.
- Plummer, D. (2007). *Helping children to build self-esteem: a photocopiable activities book second edition*. Jessica Kingsley Publishers.
- Quintavalla, A., & Heine, K. (2019). Priorities and human rights. *The International Journal of Human Rights*, 23(4), 679-697.
- Rogers, D. (1969). *Issues In Child Development*: Belmont: Wadsworth Publishing Co.
- Sarafino, E. P., & Armstrong, J. W. (1986). *Child and adolescent development*.
- Wai, L. K., & Osman, S. (2019). The influence of self-esteem in the relationship of social media usage and conspicuous consumption. *International Journal of*

Academic Research in Business and Social Sciences, 9(2), 335-352.

Zeigler-Hill, V. (2011). The connections between self-esteem and psychopathology. *Journal of*

contemporary psychotherapy, 41, 157-164.