

Effectiveness of Self -Esteem Development Programme (SEDP)

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Abstract

Self Esteem is an important element in the success of any individual. Education is considered to achieve the goal of all round development of an individual which ultimately leads to success. In the present research an attempt has been made to find out, whether we can help children to increase the level of the self – esteem among the secondary school students. The researcher designed a self esteem development program, which was then implemented and tested through a one group pre test post-test design. Self esteem levels were tested using Self esteem test questionnaire designed by Rosenberg and Sorensen. The research proves that self esteem can be developed among students by providing the appropriate environment and activities.

Key words:- *effectiveness, self esteem, program development, secondary school students.*



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Introduction

Self esteem leads to self confidence and is essential in getting ahead, but it should also be remembered that self confidence and self esteem grows with success. It has been found that a child who perceives himself to be able, adequate and a person of worth has more energy to spend on academic achievements and will use his intelligence to be excellent in all possible fields. All spheres of life are governed and influenced by self esteem. There is a general consensus that there is a close relationship between self-esteem and academic achievement. Covington(1989) reported that as the level of self-esteem increases, so do achievement scores; as self-esteem decreases, achievement scores decline. Furthermore, he concluded that self-esteem can be modified through direct instruction and that such instruction can lead to achievement gains. Holly (1987) compiled a summary of some 50 studies and indicated that most supported the idea that self-esteem was more likely the result than the cause of academic achievement. He did acknowledge that a certain level of self-esteem is required for a student to achieve academic success and that self-esteem and

academic achievement go hand in hand. They feed each other. As a teacher, it is very important to know the level of self esteem of the children who are in yourclass.

Importance of Self – Esteem

Self-esteem was primarily focussed on making individuals feel good about themselves. The only thing to remember about increasing self-esteem is that telling someone to have high self-esteem will not help in achieving it. Students end to feel better about themselves if they get to experience success and are praised for that success that they achieve by people they respect. “Relationships with parents and relationships with peers are two important sources of social support that contribute to adolescents' self-esteem” (Harter, 1990; Savin-Williams & Demo, 1983). Rosenberg’s research has shown, that self esteem is an attitude one has about himself , either positive or negative. Self esteem not only enables any individual to achieve great heights of success but it also develops the ability of adjustment to the environment. In studies where self-esteem programs have been introduced into the school setting, it has been found that such programs can significantly reduce the incidence of anti-social behavior in schools, as well as reduce vandalism and the incidents of verbal or physical aggression by 40-50%. (Reasoner,1992,Borba,1999)

There is also evidence that high self-esteem can be an effective antidote to depression. Self-esteem also serves as an effective buffer from the gamut of negative emotions of guilt, depression, anxiety,shame, and other internal attacks. A major cause of low self-esteem and depression among adolescents is attributed to the increased stress levels currently found among teenagers.Helping adolescents learn the way to deal with this anxiety and stress will enable them to overcome the stress in an effective way and thus effectively nullify the impact.

Developing an optimistic attitude and outlook towards life is an important quality to develop in today's students. This means much more than just perceiving a glass as half-full and not as half empty. It is incorporating the belief that setbacks/failures are normal and can be surely overcome by an individual's own actions. “Studies of thousands of children show that those who are pessimistic are much more prone to depression--both in childhood and in adulthood--than those who are optimistic”. (Rao, 1994). It is therefore required that children think of more positive thoughts and actions than negative thoughts and actions.

Life is full of challenges, successes, failures and surprises and it is self-esteem which helps one to face these challenges and accept the surprises. Since we do not have any control whatsoever on the hereditary factors, we need to provide the best and the most conducive situations for the development of Self Esteem.

Background of the Research

The transitional phase from childhood to adolescence is usually characterised by a need to establish an identity. Studies have shown that attachment to parents may help in buffering emotional distress thus facilitating social competence and resulting in enhancing of self-esteem. Therefore researcher thought of studying effectiveness of Self Esteem development programme on students .

Need of Research

The main aim of the education system is social, emotional, intellectual growth of the child. The factors and problems affecting the growth of the personality of the child need to be studied. If the process of learning is interesting for the child, the outcome is the gain of self confidence. Thus there is a need to study this relationship between self confidence and academic achievement. Adolescents have different levels of self-esteem, which are usually influenced by different factors like gender, ethnicity, and social class. It can also have internal variations i.e., within an individual. One may have varying levels of self-esteem in different domains such as social, scholastic, appearance, etc. Studies have found that 1/3 to 1/2 of adolescents have low self-esteem, especially in the early stages of adolescence. The results of low self-esteem can sometimes be temporary, but in serious cases it can lead to various psychological problems such as depression, delinquency and even suicide. Students with low self-esteem are more likely to fare very poorly in school.

Importance of the Research

Advanced technology has made the traditional method of teaching out dated . Lot of efforts are being taken to make the overall teaching-learning process more interesting. This research will provide suggestions in teaching methods to improve Self-Esteem and thereby the academic achievements. Self-esteem has been closely related to the socioeconomic status and to health and health-related behavior. It is important to note that most self-esteem instruments are designed to assess global self-esteem. Currently, the main aim of education system is

preparing good future citizens of the country. All round development of the child is of utmost importance. To develop a healthy society we need to have individuals with a sound body and a sound mind. If a child develops a proper level of self esteem he will excel in any field. To get an insight into and to understand such problems and help children overcome and get through the adolescent stage without causing harm to one self or to the society, there is a need to study how we can develop self –esteem among children and that is what this research aims to achieve.

Statement of the Problem

To study the Effectiveness of Self - Esteem Development Programme (SEDP) on secondary school students.

Operational Definitions

Effectiveness :The difference in self esteem levels as shown by pre-test and post-test scores.

Self esteem development program (SEDP) : The program designed by the researcher to develop self esteem. A belief and a faith in oneself and by instructing in a positive way, self esteem can be developed. Such deliberate actions will be included in the self esteem development program.(SEDP).

Objectives of the research

1. To assess the level of self esteem in the IX std. students.
2. To design a self esteem development programme (SEDP) for the IX std. students.
3. To determine the level of self esteem after implementation of self-esteem development programme (SEDP) IX std. students.
4. To analyse the effect of self esteem development programme (SEDP) on the IX std. students.

Research Hypothesis

Self esteem levels will increase after implementation of self esteem development program.

Null Hypothesis

There is no significant difference between pre test and post test scores of self esteem questionnaire.

Scope of the Research:- This study is related only to the students of IX std.

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Limitations of the research

The levels of self esteem are determined using responses of students in the inventory questionnaire.

The effect of I.Q. of the students has not been studied as a variable.

Delimitations of the study :

The present study is delimited to IX class students.

It is restricted to 20 students affiliated to C.B.S.E.

It is restricted only to the study of self esteem.

Assumption:- Self esteem can be developed.

Method of Research

Experimental method of research was used for the study with a single group pre-test post-test design. Product development research was used in designing of the Self-esteem development programme (SEDP).

Population of the study

All students studying in Secondary school.

Sample of the study

Twenty students studying in IX std of Utkarsha High School in Pune wereselected by incidental method.

Data Collection Tools

Pretest and post test was done using Self esteem test questionnaire designed by Rosenberg and Sorensen.

Self-esteem development programme (SEDP) designed by the researcher and implemented by the teachers for developing self esteem.

Data Analysis Tools:- Conclusions drawn by t-test from the value of 'T' score.

Procedure of the research:-Design of the Self-esteem development programme (SEDP) - After a thorough study of the existing programs keeping in mind the students needs and availability of resources. The program was based on these five important aspects; Positive

attitude of teacher, positive feedback, praise and reward, peer support and group work. Expert opinion and conduct of a pilot study to standardise the program.

Conduct of the pre-test Implementation of the Program:-After seeking the permission from Principal of the school and concerned parents the implementation began.

1. For all the concerned teachers the program and the purpose of the program was described and explained.They were instructed to follow and observe the following suggestions as far as possible with all the children deliberately.

- Think positively about every child and act positively with them.
- Monitor those children who have low self- esteem and make them mingle with students who are optimistic, positive and active.
- Find out areas where children with low self-esteem can help others and ask them to help others.
- See that everybody is in happy mood as much time as possible.
- Give positive remarks in oral and written whenever possible.
- Praise even the smallest good work done by children.

2. For children :Every day a good thought was given by children in the assembly. Each one was given a chance.A group talk was organized and children were told indirectly to --- Be active and enthusiastic. Act and speak as if you are confident.

Conduct of the Post-test

Findings:- The pre-test and post-test scores of students were collected and analysed.

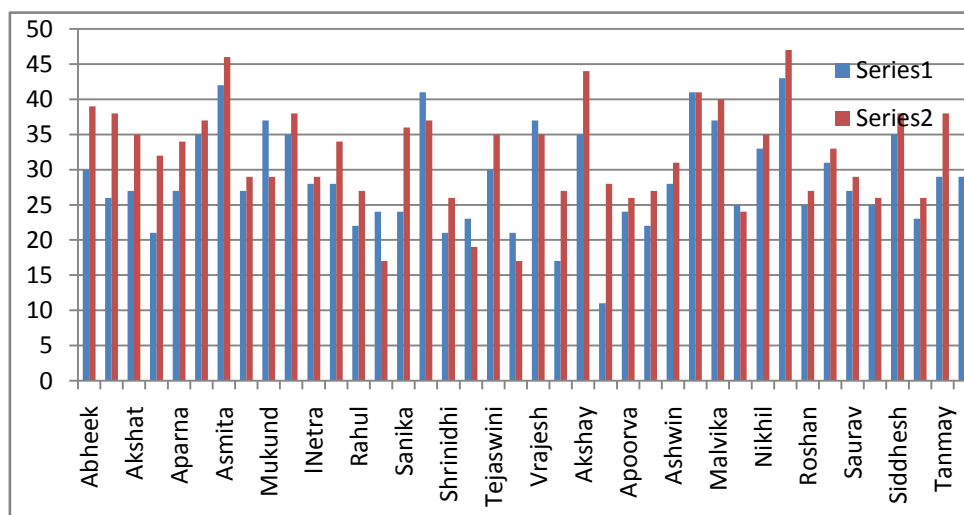


Fig:1 Graph showing comparison between Pre-test and Post-test scores of self esteem of individual students:

Series1 shows the pretest scores and series 2 shows the post test scores of the students on self esteem. The graph shows a marked improvement in self esteem levels of students after implementation of the Self-esteem development programme (SEDP). Scores of the pre test on self esteem ranged between 11 to 43. Scores of the post test on self esteem ranged between 17 – 46.

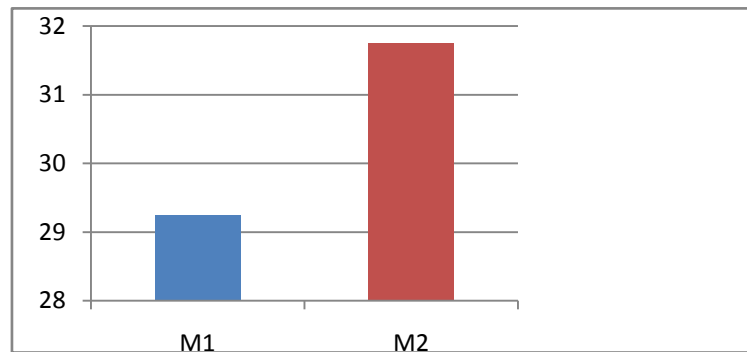


Fig.2:- Mean scores of pretest M1 and post test scores M2 of students.

The mean values of the pretest and post test scores shows that there is significant increase in self esteem of students after implementation of the Self-esteem development programme (SEDP).

Table 1:- t-test value of the experimental group

	Mean	S.D.
Pre test	29.25	7.31
Post test	31.75	7.96
t-test value	2.77 Obtained Value	1.68 Table Value

Value of 2.77 of the obtained “t” is greater than the table “t” value of 1.68 at 0.1degrees of freedom. Thus, the null hypothesis is rejected and the research hypothesis, “ Self –esteem levels will increase after implementation of self esteem development programme ” is accepted.

Discussion :It is very important to identify the children with low self esteem as well as very high self esteem. It is equally important to remember that self esteem can be developed with proper and deliberate attempts.

Contribution to knowledge: Research always ends with the discovery of new knowledge or brings about changes by reopening issues. This research has proved that using self-esteem development programmes every day in school as well as home will definitely improve performance of children in all fields of studies. A teacher has to be a very keen observer of children's emotions and moods which are going to affect their performance and interest in studies. This will help them not only shape the young minds in their class rooms but also effectively build the future generation of their country.

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