

# A Study to Assess the Effectiveness of Self Enhancement Programme [SEP] on Raising Self-Esteem among Low Self-Esteemed Students in Selected School Bharatpur, Rajasthan

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**Abstract:** *Self-esteem, a key construct of personality, influences thoughts, actions and feelings. Adolescence is a critical stage to the development of self-esteem. A child who is exposed to self-esteem enhancement programs may be better equipped to face decisions and to make better life choices. If children can learn to value themselves, they can be able to value others around them and to feel good about the world in which they live. The study was designed as two group pretest posttest quasi experimental design with 60 samples by adopting purposive sampling technique. 60 high school students 30 were assigned in the experimental and 30 were assigned in the control group after pretesting their self-esteem level by Rosenberg self-esteem scale. Self-esteem enhancement programme was implemented to the experimental group for consecutive four days and nothing was implemented in the control group. After a week posttest was done with the same tool in both groups. The pre and post test data were analyzed using descriptive and inferential statistics.*

**Keywords:** Self-esteem, SEP

## 1. Introduction

“You yourself as much as anybody in the entire universe deserve your love and affection” (Buddha).

All humans have a need to be respected and to have self-esteem. Esteem presents the normal human desire to be accepted and valued by others (Abraham Maslow, 1943-**Hierarchy of human needs**).

Self-esteem refers to an overall evaluation of one's worth or value as a person (Harter, 2003).

Self-esteem is positive when one feels capable, worthwhile and competent. A child's self-esteem is related to the child's evaluation of his or her effectiveness at school, with in the family and in social setting. (Rosenberg, 1965).

Self-esteem is the key construct of personality, influences thoughts, actions and feelings. Adolescence is a critical stage of the development of the self-esteem (Hsiang-Ru Lai and Wan Yu wen, 2009).

## 2. Need and Significance of the Study

“Adolescents are the parents of tomorrow”. Hence it is important to prepare them for their parenthood (Agarwal, 2008).

Self-esteem is a central concept that is related to academic achievement, social functioning and psychopathology of children and adolescents. Low self-esteem in children is related to poor health and deviant social behaviors such as smoking, substance abuse, poor academic achievement, depression, suicide and pregnancy.

National Association for Self-esteem (NASE) conducted a survey in 2002 on adolescent deviant behaviors due to low self-esteem in United States. The report demonstrated that one fifth of high school students are at high risk of school failure, 30% of youth drop out, 23% of cigarette smoking and 60% of alcohol consumption, one in eight adolescents are suffering with depression, 34% of teenage pregnancy and 10% of adolescent boys and 15% of adolescent girls have attempted suicide. When the investigator went through journals and articles related to self-esteem, understood that low self-esteem was one of the major problem among the adolescents as per today which may lead the adolescents to adapt bad habits and behaviors. This actually motivates the investigator to initiate the study and also towards the partial fulfillment of M. Sc. (Nursing) programme. Thus the study has been selected by the investigator.

## 3. Statement of the problem

“A study to evaluate the effectiveness of self-esteem enhancement programme among the selected low self-esteemed adolescents in the selected high schools at Bharatpur district”

### Objectives

- 1) To establish the experimental and control groups with low self-esteemed adolescents based on the pre-test on the level of self – esteem among the adolescents in the selected high schools.
- 2) To post assess the self-esteem level of the selected low self – esteemed adolescents in both experimental and control groups after implementing self-esteem enhancement programme to the experimental group only and nothing to the control group.
- 3) To evaluate the effectiveness of programme in

increasing self-esteem of the low self-esteem adolescents by comparing the pre and post assessments between the experimental and control groups.

- 4) To determine the association of the pre tested low self-esteem among the selected adolescents with their demographic variables such as gender, family type, family structure, order of birth and body built.

### Hypotheses

**H<sub>1</sub>** – There is a significant increase in the level of self-esteem among the adolescents in the experimental group after implementing a self-esteem enhancement programme.

**H<sub>2</sub>** – There is a significant difference in the level of self-esteem between the experimental and control groups after conducting a self-esteem enhancement programme for the experimental group only and nothing to the control group.

**H<sub>3</sub>** – There is a significant association of the pre tested low self-esteem among the adolescents with their demographic variables such as gender, family type, family structure, order of birth and body built

### Conceptual Framework

Conceptual frame work is the global idea about a concept in relation to a specific discipline i. e., it is a visual diagram by which the researcher explains the specific area of her interest. It is the overall printing of a study. The overall purpose is to make research findings meaningful and generalizable. The conceptual framework for this study was derived from “**General system theory**”. **Von Bertalanffy** (1968) defined a system as a whole with interested parts in which the parts have a function and the system as a whole, has its own function. All living systems are open system in which there is a continuous exchange of matter, energy and information providing input for the system.

## 4. Review of Literature

- 1) Studies related to low self-esteem among adolescents.
- 2) Studies related to the factors affecting adolescent's self-esteem.
- 3) Studies related to impact of low self-esteem among adolescents.
- 4) Studies related to effectiveness of various self-esteem interventions programmes to enhance self-esteem among adolescents.

### Research Design

The design used in this quantitative study was quasi experimental, two group pre test-post test design, since the randomization was not done for the selection of samples in this study.

### Description of tools

The tool prepared by the investigator to conduct this study consisted of two parts.

#### Section A

This section deals with the demographic variables of the selected subjects such as gender, family type, family structure, birth order and body built.

#### Section B

Description of the Rosenberg self-esteem scale used by the

investigator to assess the self-esteem level of the selected adolescents (Morris Rosenberg, 1965).

The Rosenberg self-esteem scale is a four point Likert scale formulated by Rosenberg. It ranged from strongly agree to strongly disagree. It consisted of list of 10 items related to self-esteem with the maximum score of 30 and minimum zero. The score less than 15 was suggested as low self-esteem. The scale is annexed in the appendix.

### Validity and Reliability

Validity is the degree to which an instrument measures what it is intended to measure.

Reliability is the degree of consistency or dependability with which an instrument measures the attribute it is desired to measure. (**Polit and Hungler, 1999**).

Rosenberg self-esteem scale was designed by Rosenberg in 1965 to measure the self-esteem of high school students. Many studies have been conducted to investigate the validity and reliability of the Rosenberg self-esteem scale. It demonstrated a good reliability and validity across a large number of different sample groups. The scale was administered to 5, 204 high school students from 10 randomly selected schools in New York State and was scored. The reproducibility of the scale was 0.92 and scalability was 0.72. The test-retest reliability of the scale was in the range of 0.82 to 0.88 and the internal consistency was 0.77. Since many researchers have been done to prove the validity and reliability of the tool, the investigator used the same tool.

### Data Analysis

The analyzed data are presented in tables and figures in five sections which are furnished below:

Section: I-Frequency-percentage distribution of selected subjects as per their selected demographic variables.

Section: II-Distribution of mean score and standard deviation of the pre and post tested level of self-esteem in the experimental and control groups.

Section: III-Comparison of the pre and post tested level of self-esteem within the experimental group and within the control group.

Section: IV-Comparison of the post tested level of self-esteem among the experimental and control groups.

Section: V-Association between pretested low self-esteem of subjects in the experimental and control groups and their selected demographic variables.

## 5. Discussion on the Study Findings

The discussion on the study findings are based on the study objectives formulated by the investigator.

### 1) Demographic data

- a) Gender wise distribution shows that 38.35% of selected adolescents were males and 61.65% were females in

- both experimental and control groups.
- 2.58.3% of adolescents was from nuclear family and the remaining 46.7% were from joint family.
  - Regarding the family structure 8.3% of the selected adolescents were with single parent, 4.95% had separated parents, 3.3% had divorced parents and the remaining 83.3% had the parents living together.
  - In respect of their body built, 21.65% were thin and tall, 73.3% were moderately built and the remaining 4.95% were obese adolescents.
  - Regarding their birth order 35% of the selected adolescents were firstborn child, 18.3% were middle born child and the remaining 46.65% were last born child.

## 2) Establishment of experimental and control groups with low self-esteem adolescents based on the pre tested level of self-esteem among the adolescents in the selected high schools.

A pre test was done using Rosenberg self-esteem scale among the adolescents between the age group of 13 to 15 years studying in 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> standards in two selected Government high schools. As per the pre test value 30 students from the first school were assigned in the experimental group and from the second school 30 students were assigned in control group. The mean score of self-esteem in experimental group was  $12.63 \pm 1.967$  and in control group the mean score was  $12.03 \pm 1.862$ . This reveals that pretests were more or less equal in both experimental and control groups.

Group	N	Pre test		Post test		't' test value	df	Significance
		Mean	SD	mean	SD			
Experimental group	30	12.63	1.967	18.53	1.857	17.3	29	P<0.05
Control group	30	12.03	1.862	12.06	1.842	0.494	29	p>0.05

## 5) Association of the pre tested level of low self-esteem among the selected adolescents with their selected demographic variables

The investigator had selected demographic variables of the adolescents with low self-esteem such as gender, family type, family structure, body built and birth order to relate to the pre tested level of self-esteem of those adolescents which was found to be insignificant.

By summing up all the results and the above differences, the first two hypotheses were proved. That is there is a significant increase in the level of self-esteem among the adolescents in the experimental group after implementing self-esteem enhancement programme ( $H_1$ ) and there is a significant difference in the level of self-esteem between the experimental and control groups after conducting a self-esteem enhancement programme for the experimental group only and nothing to the control group ( $H_2$ ). The research hypothesis  $H_3$  was not proved to be significant due to inadequate sample size.

## 3) Post tested level of self-esteem in both experimental and control groups after implementing self-esteem enhancement programme to the experimental group only and nothing to the control group.

A post test was done for both the groups after implementing self-esteem enhancement programme only to the experimental group and nothing to the control group using the same Rosenberg self-esteem scale. The test result revealed that, in the experimental group the post test mean score was  $18.53 \pm 1.857$  and in the control group the post test mean score was  $12.06 \pm 1.842$ .

Group	Number	Pre test		Post test	
		Mean	SD	Mean	SD
Experimental group	30	12.63	1.967	18.53	1.857
Control group	30	12.03	1.862	12.06	1.842

## 4) Evaluation of the effectiveness of programme in increasing the self-esteem of the selected low self-esteem adolescents by comparing pre and post assessments between the experimental and control groups.

With the view of previous objectives the investigator had compared the pre and post tested level of self-esteem of the selected low self-esteem adolescents with their consecutive mean values and the test of significance.

It revealed that there is a significant difference between the pre and post tested level of self-esteem in experimental group. The 't' test value was 17.3, df (29) and  $p < 0.05$ . The post tested level of self-esteem in experimental and control groups were compared and the 't' test value was 15.74, df (58) and  $p < 0.05$ . This indicates the effectiveness of self-esteem enhancement programme done for the low self-esteem adolescents.

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