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A Study to Assess the Effectiveness of Self-Esteem Enhancement Programme on Self-Esteem and Peer Relationship among Adolescents in Alchemy Public School at Coimbatore

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Abstract

Introduction: Self-esteem is a positive or negative attitude towards s elf-assessment and overall rating of one's thoughts and feelings about one self. It can be viewed as a measure of how much a person "values, approves, appreciates, rewards, or values themselves. Peer relationships also become more complex in adolescence as new level of the peer system develop. During childhood, dyadic relationship comprise the majority of peer relationship however, during adolescence a shift generally occurs toward a broader social network. The focus on maintaining intense, intimate relationships declines in favor of maintaining position within larger groups organized by status and prestige.

Methodology: A Quasi experimental study was conducted at Alchemy public school, Coimbatore. 60 school children (13–15 years) were selected by simple random sampling technique. The investigator used self-esteem enhancement programme on self-esteem and peer relationship among adolescents in alchemy public school.

Conclusion: The self-esteem enhancement programme was found effective method to improve the self-esteem and peer relationship among adolescents. The findings of this study provided evidence that self-esteem enhancement programme sessions was effective in improving the self esteem and peer relationship among adolescents.

Introduction

Self-esteem is a positive or negative attitude towards elf-assessment and overall rating of one's thoughts and feelings about one self. It can be viewed as a measure of how much a person "values, approves, appreciates, rewards, or values themselves [1]. Peer relationships refer to connections between equals, but in reality equality is limited to people sharing the same life stage. Hierarchies emerge in some aspects of the peer system, such that some crowds have higher status than others [2]. Self-esteem is a similar concept to self-esteem, but with a small (but important) difference: self-esteem is what we think, feel, and believe about ourselves, while self-esteem is more global our value lovable beings [3]. Self-esteem is not self-confidence; Confidence means having confidence and being able to meet challenges, solve problems, and engage effectively in the world. As you've probably noticed from this description, self-confidence is based more on external measures of success and worth than on internal measures that contribute to self-esteem. One can have great confidence, especially in a certain field or area, but still lack common sense Overall worth or self-worth [4]. Self-esteem refers to the level of esteem or respect individuals have for themselves and is a measure of the value they place on their own abilities and judgment [5]. Baron and Byrne explained that self-esteem is self-esteem that reflects the overall assessment of a person's self-worth. It is an attitude towards oneself in a positive and negative dimension that leads to high or low self-esteem [6]. Positive self esteem and peer attachment are important factors for personal creativeness and productiveness. Negative self esteem and peer attachment are factors for decreased confidence, helplessness, depression, and risky behaviors [7]. Peer relationships also become more complex in adolescence as new level of the peer system develop. During childhood, dyadic relationship comprise the majority of peer relationship however, during adolescence a shift generally occurs toward a broader social network. The focus on maintaining intense, intimate relationships declines in favor of maintaining position within larger groups organized by status and prestige [8]. High self esteem is a feeling based on unconditional acceptance of self, despite mistakes, defeat, and failures. Individuals with low self esteem perceive themselves to be incompetent, unlovable, insecure and unworthy. The ability to adapt to environmental

changes is impaired when individuals hold themselves with low self esteem. An individual uses his or her determined sense of self esteem to identify and to create a range of social support to meet his or her social life needs [9]. Self-esteem as one of the hierarchical needs of human. They are made to live in a society, which is definitely a mixture of different cultures having its own values, beliefs and philosophy. Therefore, the individuals have to fulfill the requirements of the society to lead a quality life [10].

Materials and Methods

Prior to the data collection permission was obtained from the school authority to conduct the study. The research approach used in this study was quantitative study and the research design was quasi experimental design. 60 adolescents were selected for this study by using simple random sampling technique. The tool was given to five experts for content validity. Pilot study was conducted to find the feasibility of the study and to plan for data analysis. Data were collected with the help of Rosenberg self esteem scale and kenrigby and phillip slee peer relationship scale. Samples taken for experimental group and control group was from the Alchemy public school, Coimbatore. Pretest conducted for both experimental and control group on the day one. Intervention (self esteem enhancement programme) applied for experimental group students only. Post test conducted after the 15th day for both experimental and control group. Descriptive statistics and inferential statistics were used to analyze the data and to test hypothesis.

Results

Table 1: Distribution of pre test and post test level of self esteem among adolescents in the experimental and control group

N =60

Level of Self-Esteem	Experimental Group n = 30				Control Group n =30			
	Pre test		Post Test		Pre test		Post Test	
	F	%	F	%	F	%	F	%
Low Self Esteem (0 – 15)	30	100.0	4	13.33	30	100.0	27	90.0
High Self Esteem (16–30)	0	0	26	86.67	0	0	3	10.0

Table 2: Distribution of pre test and post test level of peer relationship among the adolescents in the experimental and control group

N =60

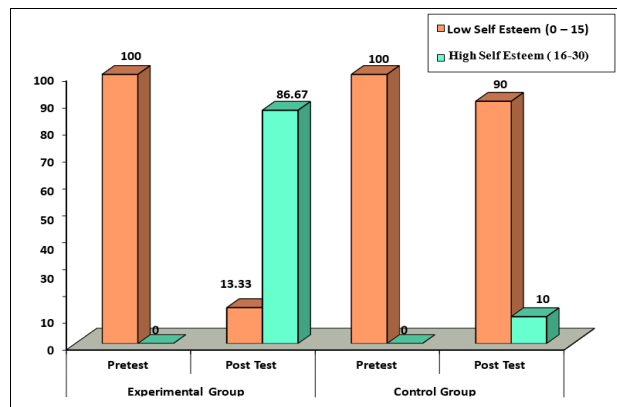| Level of Peer Relationship	Experimental Group n= 30				Control Group n=30			
	Pre test		Post Test		Pre test		Post Test	
	F	%	F	%	F	%	F	%
Poor peer relationship (140)	16	53.33	5	16.67	16	53.33	14	46.67
Good peer relationship (41–80)	14	46.67	25	83.33	14	46.67	16	53.33

Fig 1: Distribution of pre test and post test level of self esteem among adolescents in the experimental and control group
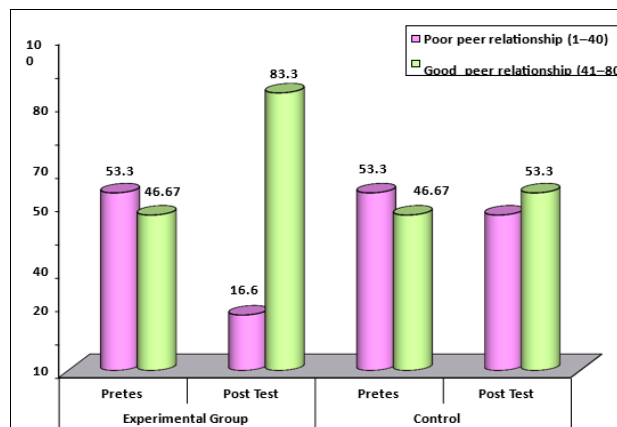

Fig 2: Distribution of pre test and post test level of peer relationship among the adolescents in the experimental and control group

Table 3: Effectiveness of self–esteem enhancement programme on self-esteem among adolescents in the experimental group and comparison of pre test and post test self-esteem among adolescents in the control group

N=60

Self – Esteem	Pre test		Post Test		Mean Difference Score	Paired „t" test & p-value
	Mean	S.D	Mean	S.D		
Experimental Group	13.10	0.80	22.90	3.73	9.80	t=14.931, p=0.0001, S***
Control Group	13.07	0.83	13.50	1.25	0.43	t=1.941, p=0.062, N.S

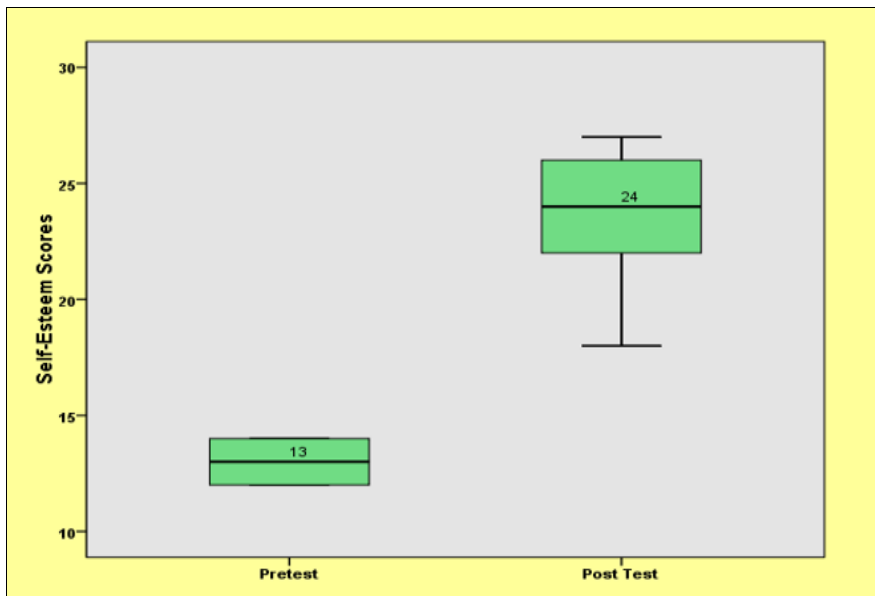***p<0.001, S – Significant, N.S – Not Significant

Fig 3: Boxplot showing the effectiveness of self – esteem enhancement programme on self – esteem among adolescents in the experimental group (**Median: Pretest – 13.0, Post Test – 24.0**)

Table 4: Effectiveness of self – esteem enhancement programme on peer relationship among adolescents in the experimental group and comparison of pre test and post test peer relationship among adolescents in the control group

N = 60

Peer Relationship	Pre test		Post Test		Mean Difference Score	Paired „t" test & p-value
	Mean	S.D	Mean	S.D		
Experimental Group	39.23	5.82	48.83	9.72	9.60	t=5.367, p=0.0001, S***
Control Group	39.30	5.98	39.73	5.73	0.43	t=1.337, p=0.192, N.S

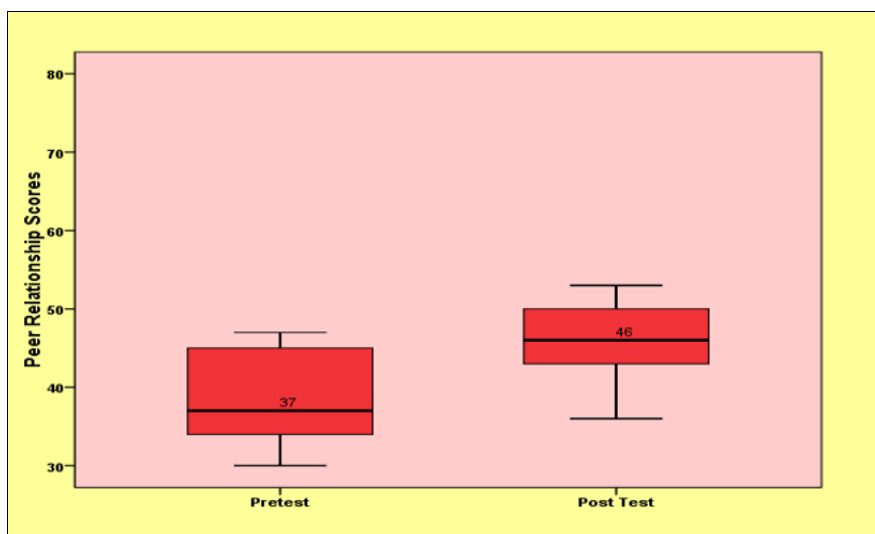***p<0.001, S – Significant, N.S – Not Significant

Fig 4: Boxplot showing the effectiveness of self – esteem enhancement programme on peer relationship among adolescents in the experimental group (**Median: Pre test – 37.0, Post Test– 46.0**)

Table 5: Compare the pre test and post test level of self-esteem among adolescents between the experimental group and control group

N = 60

Self–Esteem	Pre test		Post Test	
	Mean	S.D	Mean	S.D
Experimental Group n=30	13.10	0.80	22.90	3.73
Control Group n=30	13.07	0.83	13.50	1.25
Mean Difference Score	0.03		9.40	
Student Independent „t" Test & p-value	t=0.158		t=13.096	
	p=0.875		p=0.0001	
	N.S		S***	

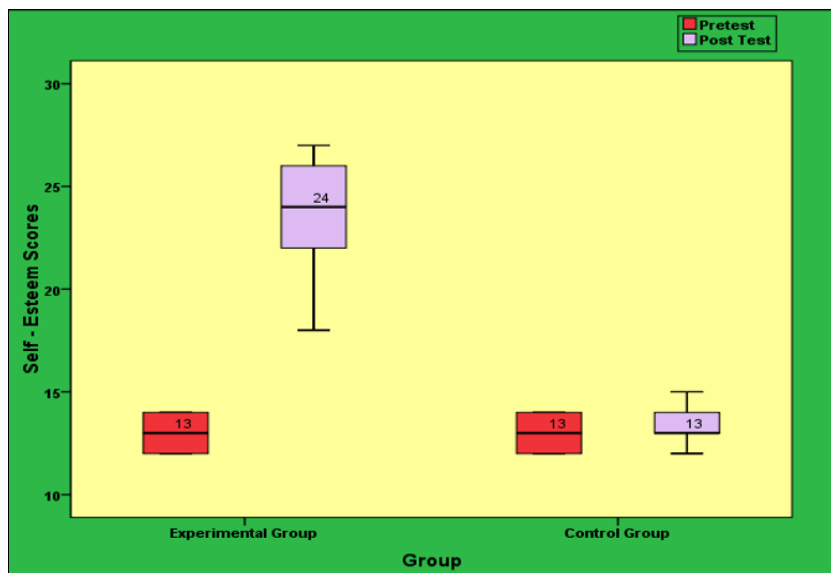***p<0.001, S – Significant, N.S – Not Significant

Fig 5: Boxplot showing the comparison of the pretest and post test level of self- esteem among adolescents between the experimental group and control group

Table 6: Compare the pre test and post test level of peer relationship among adolescents between the experimental group and control group

N = 60

Peer Relationship	Pre test		Post Test	
	Mean	S.D	Mean	S.D
Experimental Group n=30	39.23	5.82	48.83	9.72
Control Group n=30	39.30	5.87	39.73	5.74
Mean Difference Score	0.07		9.10	
Student Independent „t" Test & p-value	t=0.044, p=0.965 N.S		**t=4.417, p=0.0001 S*****	

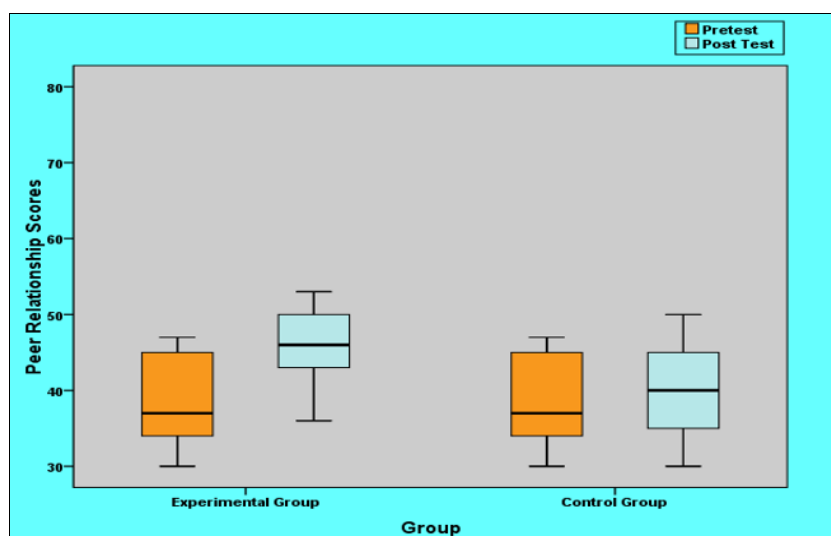***p<0.001, S – Significant, N.S – Not Significant

Fig 6: Boxplot showing the comparison of the pre test and post test level of peer relationship among adolescents between the experimental group and control group

Table 7: Correlation between post test of self-esteem and peer relationship scores among adolescents in the experimental and control group

N = 60

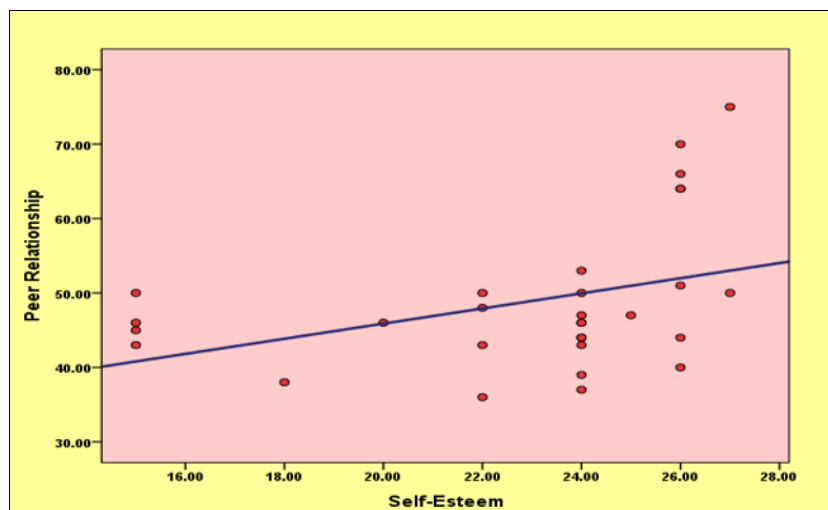| Group	Self –Esteem		Peer Relationship		Karl Pearson"s „r" Value
	Mean	S.D	Mean	S.D	
Experimental Group n=30	22.90	3.73	48.83	9.72	r=+0.390, p=0.033, S*
Control Group n=30	13.50	1.25	39.73	5.73	r= -0.182, p=0.335, N.S

*p<0.05, S – Significant, N.S – Not Significant

Fig 7: Scatter Dot diagram showing the correlation between post test of self- esteem and peer relationship scores among adolescents in the experimental group (r=+0.390, p = 0.033)

Discussion

The aim of the study was to assess the effectiveness of self-esteem enhancement programme on self esteem and peer relationship among adolescent in alchemy public school at Coimbatore.

1. To assess the self esteem and peer relationship among adolescents in both experimental and control group. Rosenberg self esteem scale, Kenrigby and phillip slee peer relationship scale was used to assess the level of self esteem and peer relationship among adolescents in the experimental and control group. The Table 1 shows that in the pre test of experimental group, 30(100%) had low self esteem. Whereas in the pre test of control group, 30(100%) had low self esteem.

The Table 2 shows that in the pre test of experimental group 16(53.33%) had poor peer relationship and 14(46.67%) had good peer relationship. Whereas in the pre test of control group 16(53.33%) had poor peer relationship and 14(46.67%) had good peer relationship.

2. To evaluate the effectiveness of self esteem enhancement programme on self esteem and peer relationship among adolescents in the experimental group. The Table 3 shows that in the experimental group the pre test mean score of self- esteem among adolescents was 13.10±0.80and the post test mean score was 22.90±3.73. The mean difference score was 9.80. The calculated paired „t" test value of t=14.931 was found to be statistically significant at p<0.001 level which clearly shows that there was significant improvement in the level of self-esteem after the administration of self-esteem enhancement programme among the adolescents. This infers that self-esteem enhancement programme was found to be effective in improving the level of self-esteem among adolescents in the experimental group.

The Table 3 shows that in the control group the pre test mean score of self-esteem among adolescents was 13.07±0.83 and the post test mean score was 13.50±1.25.

The mean difference score was 0.43. The calculated paired „t" test value of t=1.941 was not found to be statistically significant at p<0.05 level which clearly shows that there was no significant improvement in the level of self-esteem in the post test of control group.

The Table 4 shows that in the experimental group the pre test mean score of peer relationship among adolescents was 39.23±5.82 and the post test mean score was 48.83±9.72. The mean difference score was 9.60. The calculated paired „t" test value of t=5.367 was found to be statistically significant at p<0.001 level which clearly shows that there was significant improvement in the level of peer relationship after the administration of self-esteem enhancement programme among the adolescents. This infers that self-esteem enhancement programme was found to be effective in improving and enhancing the level of peer relationship among adolescents in the experimental group.

The Table 4 shows that in the control group the pre test mean score of peer relationship among adolescents was 39.30±5.98 and the post test mean score was 39.73±5.73. The mean difference score was 0.43. The calculated paired „t" test value of t=1.337 was not found to be statistically significant at p<0.05 level which clearly shows that there was no significant improvement in the level of peer relationship among the adolescents in the control group.

3. To compare the self- esteem and peer relationship among adolescents in the experimental and control group. The Table 5 shows that in the experimental group the pretest mean score of self- esteem among adolescents was 13.10±0.80 and the pretest mean score of control group was 13.07±0.83. The mean difference score was 0.03. The calculated student independent „t" test value of t=0.158 was not found to be statistically significant which clearly shows that there was no significant difference in the pretest level of self-esteem among the adolescents between the experimental and control group.

The Table 5 shows that in the experimental group the post test mean score of self- esteem among adolescents was 22.90 ± 3.73 and the post test mean score of control group was 13.50 ± 1.25. The mean difference score was 9.40. The calculated student independent „t‟ test value of t=13.096 was found to be statistically significant at p<0.001 level which clearly shows that there was significant difference in the post test level of self-esteem among the adolescents between the experimental and control group. This infers that self-esteem enhancement programme was found to be effective in improving the level of self-esteem among adolescents in the experimental group than the control group.

The Table 6 shows that in the experimental group the pretest mean score of peer relationship among adolescents was 39.23 ± 5.82 and the pretest mean score of control group was 39.30 ± 5.87. The mean difference score was 0.07. The calculated student independent „t‟ test value of t=0.044 was not found to be statistically significant which clearly shows that there was no significant difference in the pretest level of peer relationship among the adolescents between the experimental and control group.

The Table 6 shows that in the experimental group the post test mean score of peer relationship among adolescents was 48.83 ± 9.72 and the post test mean score of control group was 39.73 ± 5.74. The mean difference score was 9.10. The calculated student independent „t‟ test value of t=4.417 was found to be statistically significant at p<0.001 level which clearly shows that there was significant difference in the post test level of peer relationship among the adolescents between the experimental and control group.

This infers that self-esteem enhancement programme was found to be effective in improving the level of peer relationship among adolescents in the experimental group than the control group.

4. To find out the relationship between self esteem and peer relationship among adolescents in experimental and control group. The Table 7 shows that the calculated Karl Pearson‟s Correlation value r =+ 0.390 between post test level of self–esteem and peer relationship shows a positive correlation which was found to be statistically significant at p<0.05 level in the experimental group. This clearly infers that after the administration of self-esteem enhancement programme the level of self–esteem among the adolescents in the experimental group improves which in turn increases the level of peer relationship among the adolescents.

The Table 7 shows that the calculated Karl Pearson‟s Correlation value r = -0.182 between post test level of self–esteem and peer relationship shows a negative correlation which was not found to be statistically significant in the control group.

Conclusion
The self-esteem enhancement programme was found effective method to improve the self-esteem and peer relationship among adolescents. The findings of this study provided evidence that self-esteem enhancement programme sessions was effective in improving the self esteem and peer relationship among adolescents.

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