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Enhancing Self esteem and
Building Self-awareness of a
Selected Group of Grade Five
Students

AIM OF THE RESEARCH

- ◉ To foster the development of positive self esteem and building self-awareness in students. Thereby promoting better relationships and a more fulfilling life in the school, home and community.

RATIONALE

An observation made by the researcher based on conversation with educators at the selected primary school led to the conclusion that students at the grade five level appeared to have low self esteem and lacked self awareness. In light of this information there was a need for a life skill intervention programme to enhance students Self esteem and Build Self-awareness.

RESEARCH QUESTIONS

This research was guided by the following questions.

- ⦿ How does the use of psycho-educational drama enhance students' self-esteem?
- ⦿ In what way can cooperative learning build students self-awareness?

DATA COLLECTION

Data for the research was collected through observation, pre-test at the beginning of the intervention programme and post-test at the end of the programme. The pre and post test instruments were identical, consisting of five questions based on self-esteem and self-awareness.

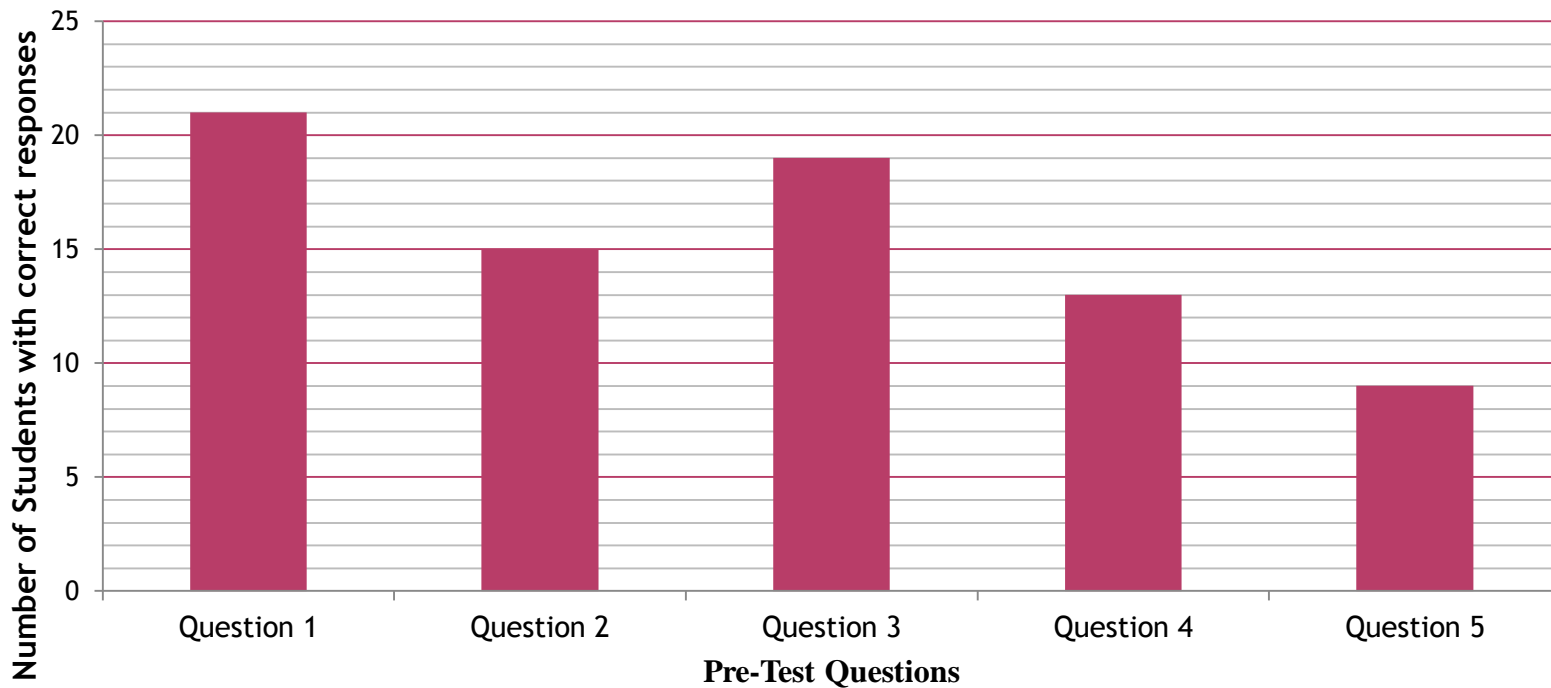
FINDINGS

- This section presents the findings from the observation notes and the results of students scores on a pre and post test.

FINDINGS FROM PRE TEST

○ Figure 1

Graph Showing Students Responses on a Pre-Test



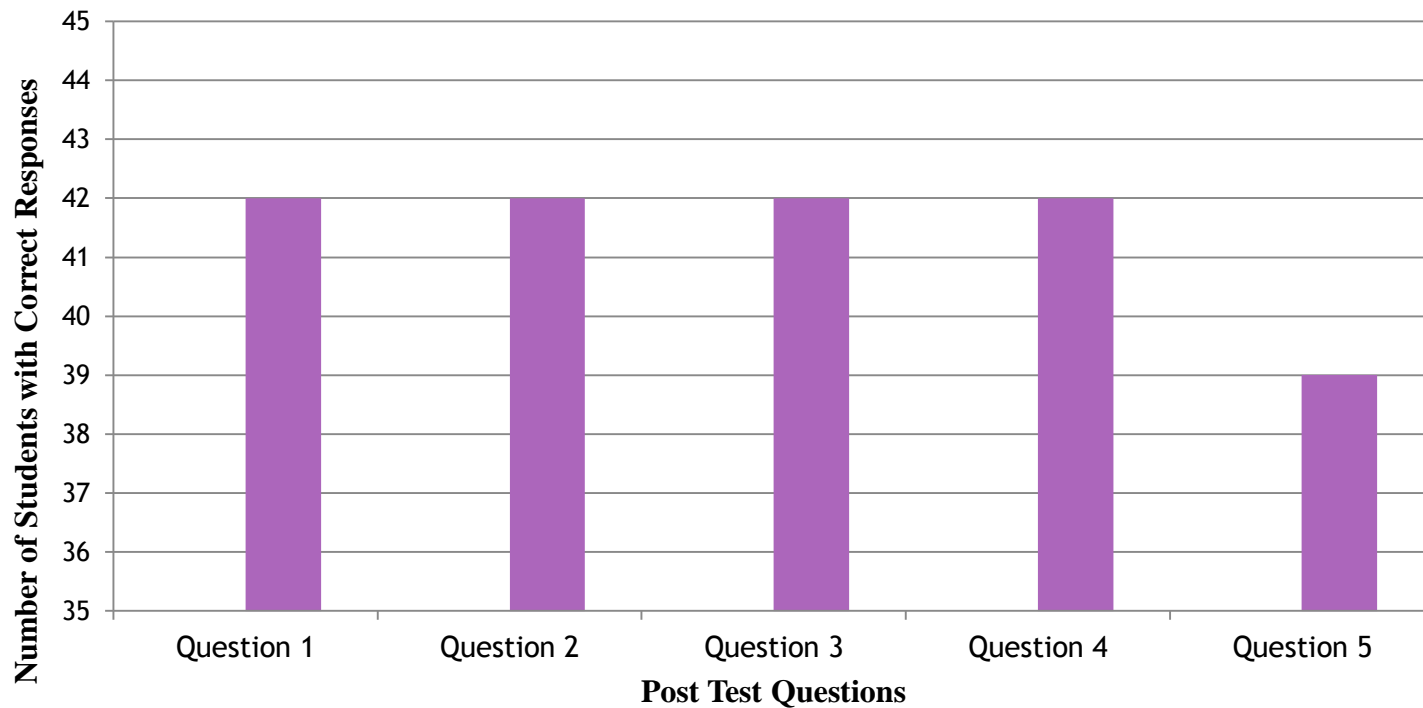
FINDINGS FROM PRE TEST CONT'D

- The pre-test results presented in Figure 1 indicated that most students had limited understanding of self esteem and anger management prior to teaching. On average, only 37% of students provided correct responses to the pre test items.

FINDINGS FROM POST TEST

Figure 2

Graph Showing Students Responses on a Post-Test



FINDINGS FROM POST TEST CONT'D

- In comparing the post test results in figure 2 to the pre test results in figure 1 there was a significant increase in students performance. On average, 98% of students provided correct responses on the post test while only 37% of students provided correct responses on the pre test.

FINDINGS FROM OBSERVATION

The two observed areas in which psycho educational drama increased students self esteem were:

1. By increasing their self-perception
2. Allowing them to gain social approval from others.

FINDINGS FROM OBSERVATION CONT'D

The two observed areas that cooperative learning strategies built students self-awareness were through:

1. Reflection
2. Collaboration

DISCUSSION OF FINDINGS

The areas for discussion are as follows:

- 1.The use of psycho-educational drama to enhance students' self- esteem
- 2.Ways cooperative learning build students self-awareness
- 3.Pre and Post Test Results

DISCUSSION OF FINDINGS CONT'D

1. The use of psycho-educational drama to enhance students' self-esteem Cont'd

Based on Mruck (2006) and Thomson (2012) there are numerous ways to define self-esteem. This makes it important that the discussion first clearly identify which perspective self-esteem is being viewed from. In the context of the findings, self-esteem is looked at as an attitude and from an ethological perspective.

DISCUSSION OF FINDINGS CONT'D

1. The use of psycho-educational drama to enhance students' self-esteem Cont'd

- ◉ Self esteem as an attitude refers to the cognitive, emotional and behavioural reactions that one exhibits based on a positive or negative view towards a given object or person (Mruck, 2006).

DISCUSSION OF FINDINGS CONT'D

1. The use of psycho-educational drama to enhance students' self-esteem Cont'd

- In the observation findings one aspect of students' self-esteem was based on their attitudes towards an object, that is, their classroom environment. Allowing students to personalize this 'object' increased their self-esteem because it encouraged them to view it in a more favourable way; resulting in more positive cognitive, emotional and behavioural reactions.

DISCUSSION OF FINDINGS CONT'D

1. The use of psycho-educational drama to enhance students' self-esteem Cont'd

- From an ethological perspective self esteem is viewed as an adaption that evolved from the need to maintain dominance in a social relationship. One's self esteem therefore emanates from social approval and deference (Barkow, 1980 as cited in Thomson, 2012).
- Based on observation, it was evident that through collaboration students increasingly gained social approval through the support and acknowledgement by peers.

DISCUSSION OF FINDINGS CONT'D

2. Ways cooperative learning build students self -awareness Cont'd

- ⦿ According to Baron and Byrne (1991) individuals who have a high level of self-awareness are better able to recognize and articulate their mood and to use the information to guide their behaviour.
- ⦿ This was particularly evident during the teaching of self awareness as the reflective element allowed students to recognize and explain their emotions.

DISCUSSION OF FINDINGS CONT'D

2. Ways cooperative learning build students self-awareness Cont'd

- ◉ Self awareness from Daniel Goleman's (n.d.) perspective is described as being aware of both our mood and our thoughts about that mood
- ◉ During the programme students were able to demonstrate this as not only were they able to state how they felt when they were upset but they were also able to explain what made them upset.

DISCUSSION OF FINDINGS CONT'D

2. Ways cooperative learning build students self -awareness Cont'd

- ◉ From Dubrin (2007) perspective self awareness is about insightfully processing feedback about oneself to improve one's effectiveness.
- ◉ This was evident throughout the sessions where students used anger management techniques such as counting to ten and walking away from the scene when they sensed they were getting upset.

DISCUSSION OF FINDINGS CONT'D

3. Pre and Post Test Results

- ⦿ The pre test questions on anger management showed that students did not fully understand what anger was. Students' lack of understanding of the emotion anger implies that they had low self awareness.
- ⦿ This conclusion is drawn from Goleman (n.d.) description of self awareness as knowing one's emotions

DISCUSSION OF FINDINGS CONT'D

3. Pre and Post Test Results Cont'd

- After the intervention program all 42 students had a better understanding of the term anger and 39 of 42 students were aware of anger management techniques. The use of cooperative learning strategies aided in enhancing students self awareness.
- The benefits of these strategies are also supported by Dowdy and Kaplan (2011).

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