



DEVELOPING SELF ESTEEM THROUGH LIFE SKILLS TRAINING IN ADOLESCENT

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Abstract

Purpose of the study was to investigate that the teaching of life skills training in adolescence would be helps for development of self-esteem. I have used Rosenberg Self-Esteem Scale, A 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self. The scale is believed to be uni-dimensional. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree to determine the level of self esteem among adolescence. At the beginning of the semester, the adolescence was asked to fill out the questionnaire. After teaching life skills training, at the end of the semester, the students were given the same questionnaire, with the above described instructions.

The results of the study indicates that the adolescence experienced significantly high self esteem after they had been taught how to manage self esteem through life skills training. The implication for future research on assessment and amelioration of developing self esteem through life skills training in adolescents are considered.

Key words: Self Esteem, Life skills, Life Skills Training.

Introduction

Self-Esteem is a term, which is widely used in Psychology, which reflects ones own evaluation or appraisal about his or her own worth. It is the self-concept we have, what we are, what are our strong areas, capabilities how we regard ourselves, how we perceive others opinion about us, appreciation, worth, and estimates of value. Self Esteem is what we are believing about ourselves whether it is true or not, According to Coopersmith (1967), Self esteemis “a personal judgment of worthiness that is expressed in the attitudes that individual holds towards himself. It is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behavior”.

A person with high self esteem will be really positive about himself and believing that others also consider him as a positive personality and will be able to stand up for his own / her own rights. On the other hand the person with low self-esteem will believe that he is worthless and will be really sensitive and remain isolated. Self Esteem is the result of variety of reasons like childhood experiences in relation to our parents to our own standards or ideals. Low self-esteem is the result of poor modeling of the parents.

How to develop Self Esteem

1. Understanding the unique nature of one’s personality

Each and every human being is unique. He or she is having his/ her own qualities, behavior pattern; attributes etc., understanding oneself or developing self awareness is an important area in developing self esteem

2. Attitude of the dear ones

Development of self-esteem is influenced by the attitude of the dear ones especially the positive attitude of the elders. The self –esteem will loose if he/she is regarded as useless, stupid, worthless etc

3. Interpersonal relationship

Interpersonal relationship matters a lot in the social life of each and every human being. Self-esteem develops from close associations and interactions with people. Positive self-esteem is the result of motivation, praises which gets from others

4. Biological Factors

Physical and hormone changes affect the self-esteem of adolescents. Support from family and friends are very much needed in this period.

5. Ideal Concept

Adolescents have an ideal concept of whom they want to be like; this may be persons that the adolescent admires/knows, either in the family or among friends or even a stranger.

Causes of Low Self Esteem

1. Feeling inferior when compared to others
2. A feeling of low self worth and inadequacies
3. Hopelessness
4. Low self respect
5. Less trust in own ability
6. Negative self criticism
7. Constant criticism from others

Impact of Low Self Esteem

1. Poor mental health and mental ability
2. Low self worth
3. Deficiencies in social adjustment
4. Poor performance in academics
5. Often blame on failure on others
6. High risk activities
 - a. Alcohol use
 - b. Drugs-abuse
 - c. Sexual perversion
 - d. Excess eating
 - e. Anti Social Activities
 - f. Sabotage
 - g. Gambling
 - h. Compulsive Shopping etc.

Methodology

This is a case study of adolescence; he has experienced low self esteem during his social and academic performance. Rosenberg Self-Esteem Scale, A 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self. The scale is believed to be uni-dimensional. All items are answered using a 4-point Likert scale format ranging from

strongly agree to strongly disagree to determine the level of self esteem level of adolescence. His self esteem was recorded before and after life skills training.

Methods to Improve Self Esteem

1. Unconditional acceptance of oneself to build self esteem
2. Assess strength and weakness. Accept limitations and make plans to overcome weaknesses
3. Avoid comparison with others
4. Avoid unnecessary stress like worrying about small issues
5. Fix targets work for the same for improvement
6. Change life style through including Yoga, Meditation, Exercises and socially relevant activities

Life Skills

Life Skills are defined as the “living skills” or “abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life” (WHO, 1999)

Life Skills Training

Ten core areas of life skill is imparting and the objectives are

- Recognition of the strength and weaknesses among them
- Create awareness about the realistic aspects about themselves
- Identify a few ways of developing/enhancing self esteem
- Expected Outcome

- To accept their good and bad qualities as a whole and see themselves as unique
- Understand that it is through such skills they can improve their self-esteem

Results

After six weeks of life skills training, self-esteem level of the individual was reassessed by using Rosenberg Self-Esteem Scale. The level of self-esteem after life skills training is high and student has shown remarkable improvement in his confidence level and interest in learning.

Discussion

Purpose of the study was to investigate that the teaching of life skill training in adolescence would help for development of self-esteem. I have used Rosenberg Self-Esteem Scale, a 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self. The scale is believed to be uni-dimensional. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree to determine the level of self-esteem among adolescence. To overcome the low self-esteem, life skills training were used. Before intervention student score on self-esteem was low. After life skills training for six weeks student showed remarkable improvement in his self-esteem, interest and confidence. When he was reassessed on Rosenberg Self-Esteem Scale student score on self-esteem was high self-esteem. To conclude, this study has shown that life skills training are efficient in improving the self-esteem.

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