Teacher child-parent program on the enhancement of self-esteem among school children

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ABSTRACT

An Experimental study was conducted on Self-Esteem before and after Teacher-Child-Parent-Program among school children in selected schools at Kannyakumari District. Two groups Pre-test Post-test Control group design was used in this study. The researcher screened 749 school children, among that 122 were having low Self-Esteem (16.3%). Sample size consists of 58 children in Experimental groups and 58 in Control group and there were six drops out. Teacher-Child-Parent-Program was administered to the teachers and parent separately for the Experimental group. For students Self-Report gaming and Positive Reinforcement gaming was given. Posttest was done after 8 weeks of intervention Dr. Ken Williams (2000) Brief Self-Esteem Inventory was used to assess the level of Self-Esteem. Objectives of the study are: (i) To compare the Pretest and Posttest Self-Esteem among school children in Experimental group; (ii) To compare the mean difference in Self-Esteem between school Children in Experimental and Control group and (iii) To find the association between mean difference in Self-Esteem and the selected background variables among school children in Experimental group. The data gathered was analyzed by descriptive and inferential statistics. The conceptual framework used in the study was based on Imogene King's Goal Attainment theory. The Post-test mean Self-Esteem among school children in Experimental group 64.71 was significantly high; t = -5.71 (P<0.001). The mean difference between Experimental group was 9.91; Control group was 3.76; were SD was 13.234 and 9.701 respectively; were t = 2.857 (P<0.05). This showed the Teacher-Child-Parent-Program was effective among the Experimental group. Regarding association, there was a significant association between Relationship with parents and Cell phone usage was significantly influence the Self-Esteem among School Children

Keywords: *Self-Esteem, School children, Teacher- Child - Parent-Programme, Self Report Gaming and Positive Reinforcement Gaming*

1. INTRODUCTION

A child is precious not only to the Parents, to the Family, Community, and Nation but also to the World at large. In fact, child is a citizen of world and thus it becomes the responsibility of the wide population of the whole universe to look after the interests of children all over. Children are the assets of our country.

According to 2011 census, in India 1.21 billion people constitutes as the second most populous country in the world; while children represents 39% of total population of the country. The children's population (0-18 years) is 472 million. In the total population of children 52% constitutes females and 48% are male. Among this 73% are living in the rural area and 27% are living in urban area. In Tamil Nadu 4.66% are children.

Rosenberg describes that, the self is not only a product of social forces and influences; it is also a form of motivational force in itself. Self–Esteem may actually be the master motive in personal and interpersonal relations. We have the unique ability to reflect on our perceptions and feelings and then act in response to those feelings. People want to feel good about themselves and are motivated to increase their Self–Esteem, if it is low or high to maintain it. People have distinct feelings of esteem about each role. They hold these role and specific feelings of Self–Esteem.

The self is made up of two elements:-"identity", which represents cognitive variables and "Self–Esteem", that represents cognitive variables. The cognitive variable or "identity", involves perceiving and interpreting meaning. He further referred to "Self–Esteem" as the subjective life of the individual, largely one's thoughts, feelings and behavior. **Vijaya Nancy Rani** (2013), conducted a study on Self-Esteem before and after parental touch among children. Purpose of the study was to assess the effectiveness of parental touch, the tool used to assess the Self-Esteem level by Rosenberg Self-Esteem scale, king's goal attainment model was used as the conceptual frame work. One group pretest and posttest pre-experimental research design used as the research design. Sample size consisted of 70 school children with the age group of 10 -12 years selected purposively and Self-Esteem questionnaire. Parental touch was taught to the parents and instructed them to practice this for 10 days. After 10 days posttest was done. Result shows that, mean posttest Self-Esteem 21.37 (SD=

3.897) was more than the pretest Self –Esteem 14.07 (SD=1.081). There was a significant increase in the level of Self-Esteem after parental touch.

2. MATERIALS AND METHODS

Research design incorporates the most important methodological decisions that a researcher makes in conducting a research study. The research design selected for this study was pretest and posttest control group design to achieve the objectives of the study. The study examined the Self-Esteem among school children before and after Teacher-Child-Parent-Program. It was described as:

E	O_1 x O_2
C	O_3 - O_4

E – Experimental Group
C – Control Group
O_1, O_3– Pretest Self-Esteem Among Experimental Group and Control group
X - Teacher Child Parent Program
O_2, O_4– Posttest Self-Esteem Among Experimental Group and Control group

The sampling technique used was cluster random sampling. The study subjects were selected from 10 Government Aided High Schools. The approach used was quantitative research approach and the population of the study consisted of school children between 10-13 years of age. The sample size was calculated by using $N=4pq/d^2$. The tool used in the study was **Ken William's** Brief Self-Esteem inventory (for children), Parents Behaviour check list (for parents) and Teachers Behaviour check list (for teachers). Reliability coefficient for school children was found by split-half technique (r = 0.7) for Parent's and Teacher's tool was found by test-retest method (r=0.6). The collected data was calculated by using SPSS version 20.0.
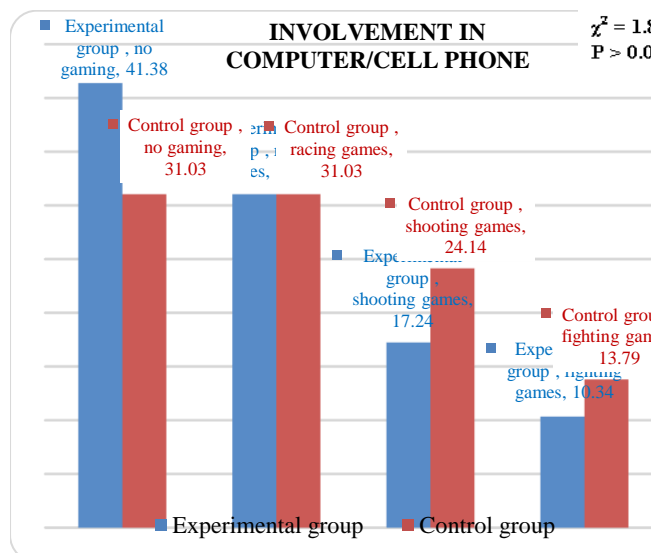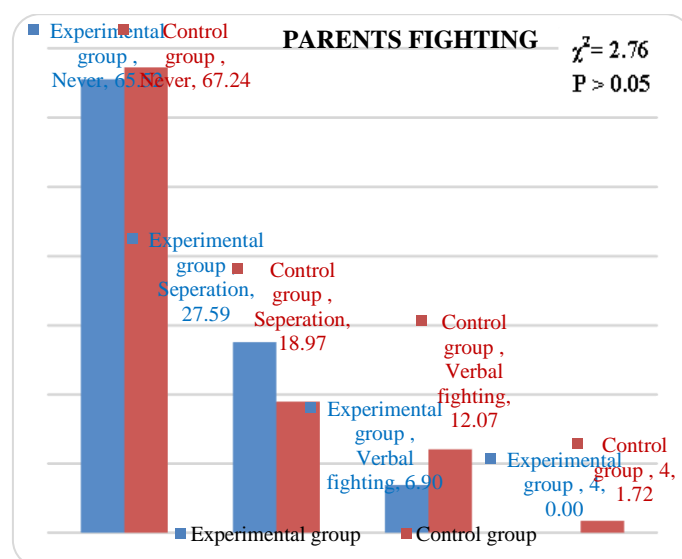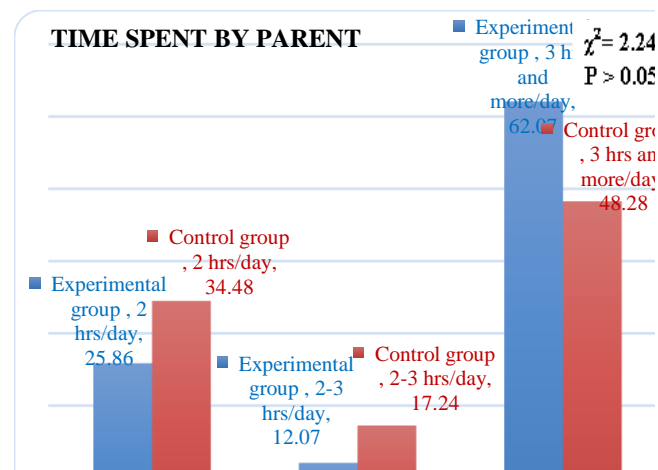
3. DATA ANALYSIS

3.1 Data on School Children based on Background Variables
Frequency and Percentage Distribution of Sample Based on General Factors
N=116

Back Ground Variables	Experimental Group n=58		Control Group n=58		χ^2	P= 0.05
	Frequency	Percentage (%)	Frequency	Percentage(%)		
I. General Factors 1. Age						
a. 10 yrs	05	08.6	10	17.2		
b. 11yrs	10	17.2	13	22.4	3.63	0.30
c. 12 yrs	28	48.3	26	44.8		
d. 13 yrs	15	25.9	09	15.5		
II.Sex						
a. Male	24	41.4	29	50		
b. Female	34	58.6	29	50	0.87	0.23
III.Educational Status						
a. Std 5th	0	0	0	0		
b. Std 6th	15	25.9	19	32.8	1.89	0.19
c. Std 7th	19	32.8	22	37.9		
d. Std 8th	24	41.4	17	29.3		

TIME SPENT BY PARENT
χ^2= 2.24 P > 0.05

PARENTS FIGHTING
χ^2= 2.76 P > 0.05

INVOLVEMENT IN COMPUTER/CELL PHONE
χ^2 = 1.8 P > 0.0

Area	Pre test		Post test		't'	Significance P = 0.001
	Mean	SD	Mean	SD		
Self–Esteem	54.79	11.72	64.71	8.98	-5.71	0.000 S)

Mean Pre -Test and Post-test Self-Esteem on Experimental and Control group n=58

Mean differences in Self-Esteem among schoolchildren between experimental and control group n=58

Group	Mean Difference	SD	't' Value	Significance P = 0.05
Experimental (n = 58)	9.91	13.234	2.857	0.017
Control (n = 58)	3.76	9.701		

Data on Association between Mean Differences in Self-Esteem and Background Variables Among School Children in Experimental group n=58.

Background Variables	β	't' test	Significance P =0.05	Confidence Interval Lower	Upper
Age	0.090	0.481	0.634	-4.405	7.111
Sex	-0.143	-0.652	0.520	-15.765	8.151
Education	-0.054	-0.220	0.827	-9.080	7.319
Father Education	-0.290	-1.731	0.094	-11.054	0.928
Mother Education	-0.153	-0.786	0.438	-7.426	3.306
Father occupation	-0.067	-0.468	0.644	-8.495	5.337
Mother occupation	-0.050	-0.314	0.756	-5.389	3.957
Religion	0.018	0.134	0.894	-6.936	7.911
Income	0.087	0.552	0.586	-12.173	21.146
Ration Card	0.083	0.548	0.588	-9.102	15.758
Area	-0.022	-0.151	0.881	-14.648	12.631
Family	0.189	1.178	0.249	-3.782	14.024
Time Spent	0.021	0.119	0.906	-5.080	5.707
Fighting	0.114	0.797	0.432	-3.801	8.648
Style	0.132	0.618	0.541	-6.067	11.313
Order	-0.055	-0.393	0.697	-7.454	5.054
Siblings	0.060	0.431	0.670	-6.561	10.054
Relationship	0.506	3.597	0.001	12.917	47.087
Ownership	-0.043	-0.298	0.768	-6.074	4.529
Sleeping	-0.068	-0.451	0.656	-8.906	5.695
Wakeup	-0.029	-0.187	0.853	-9.535	7.936
Stress	-0.117	-0.830	0.414	-3.927	1.663
Rank	-0.237	-1.597	0.121	-12.048	1.490
Bullying	-0.108	-0.587	0.562	-12.862	7.131
Curricular	0.134	0.868	0.393	-3.562	8.804
Play	-0.078	-0.586	0.563	-10.733	5.960
Computer	0.001	0.005	0.996	-4.932	4.957
Duration	-0.240	-1.244	0.224	-10.233	2.499
Cell phone	0.459	2.630	0.014	2.011	16.179

There was a significant association between the mean difference in Self-Esteem and relationship with parents t=3.0597 (<0.01), {β=0.506 (95% CI 12.9–47.1)} and cell phone usage t = 2.6 (P <0.05) {β = 0.459, (95% CI 2.01-16.18)}. Therefore the relationship with the parents and duration of cell phone use was significantly influence the Self-Esteem among school children.

Frequency and Percentage Distribution of School Children Based on Parental Factors   N=116

Back Ground Variables	Experimental Group (n = 58) Frequency	Percentage (%)	Control Group (n = 58) Frequency	Percentage (%)	χ²	P= 0.05
Parental Factors 1.Father's occupation						
a. Employed	37	63.8	35	60.3	0.61	0.74
b. Self employed	19	32.8	22	37.9		
c. Unemployed	02	3.4	01	1.7		
2.Mother's occupation						
a. Employed	19	32.8	22	37.9	4.41	0.11
b. Self employed	07	12.7	14	24.1		
c. Unemployed	32	55.2	22	37.9		
3.Colour of Ration card						
a. Green colour	51	87.9	43	74.1	6.21	0.05
b. Blue Colour	07	12.1	10	17.2		
c. Pink Colour	00	00	05	8.6		
4. Area of living						
a. Urban	05	8.6	05	8.6	0.000*	0.63
b. Rural	53	91.4	53	91.4		
5. Type of family						
a. Nuclear family	43	74.1	46	79.3	0.46	0.79
b. Joint family	14	24.1	11	19		
c. Extended	01	1.7	01	1.7		
6. Parenting Style						
a. Over freedom	06	10.3	13	22.4	4.02	0.13
b. Over control	08	13.8	04	6.9		
c. Control / Freedom	44	75.9	41	70.7		

Frequency and Percentage Distribution of School Children Based on Child Related Factors.

N=116

Back Ground Variables	Experimental Group (n=58) Frequency	Percentage (%)	Control Group (n=58) Frequency	Percentage (%)	χ²	P = 0.05
Child Related Factors 1. Order of birth						
a. 1st	23	39.7	28	48.3	1.31	0.52
b. 2nd	31	53.4	28	48.3		
c. 3rd and above	04	6.9	02	3.4		
2. Number of Siblings						
a. One	02	3.4	05	8.6	1.75	0.42
b. Two	45	77.6	40	69		
c. Three and above	11	19	13	22		
3. Ownership						
a. Home	47	81	44	75.9	1.39	0.50
b. Car	02	3.4	05	8.6		
c. Nil	09	15.5	09	15.5		

Frequency and Percentage Distribution of School Children Based on School Related Factors.

N=116

Back Ground Variable	Experimental Group (n=58)		Control Group (n=58)		χ^2	P = 0.05
	Frequency	Percentage %	Frequency	Percentage %		
School Related Factors						
1. Stress						
a. Teacher	11	19.0	13	22.4		
b. Friends/peers	07	12.1	06	10.3		
c. Subjects	13	22.4	16	27.6	0.90	0.92
d. Study time	17	29.3	15	25.9		
e. Play	10	17.2	08	13.8		
2. Rank obtain in the class						
a. Above Average	27	46.6	30	51.7		
b. Average	28	48.3	26	44.8	0.43	0.81
c. Below Average	03	5.2	02	3.4		
3. Bullying by peers						
a. Verbal	47	81	40	69		
b. Physical	09	15.5	09	15.5	5.02	0.81
c. Non-physical	02	3.4	09	15.5		

Play Related Factors						
1. Extracurricular activities						
a. Yes						
i.Indoor games	21	36.2	28	48.3		
ii.Outdoor games	31	53.4	29	50	1.64	0.09
b. No	06	10.3	01	1.7		
2.Duration of computer gaming						
a. 30mts/ day	39	67.2	37	63.8		
b. 1hr / day	07	12.1	14	24.1		
c. 2hrs and more / day	12	20.7	07	12.1	3.70	0.16

4. RECOMMENDATIONS
- This Teacher-Child-Parent-Program can be effectively implemented at Student Teacher Parent meeting
- Follow up on Self-Esteem can be done during Parent Teacher's meeting.
- Effectiveness of Teacher-Child-Parent-Program with other intervention packages can be done.
- This study can be conducted by Child-Child-Program, which will be more effective

5. IMPLICATIONS
- School Children should be encouraged to reduce the use of mobile phone and Video gaming.
- Parent's should be encouraged to spend more time with their children

6. CONCLUSION
Teacher-Child-Parent-Program was effective in increasing Self-Esteem among school children. There was positive association between Relationship with parents, duration of Cell phone use and Mean Difference in Self-Esteem among school children in experimental group. Therefore, in addition to the Teacher-Child-Parent-Program, Parents must spend time with their children and moderate the Cell phone usage time.

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