THE EFFECT OF A SELF-ESTEEM ENRICHMENT PROGRAM ON THE
SELF-ESTEEM LEVEL OF ELEMENTARY SCHOOL STUDENTS

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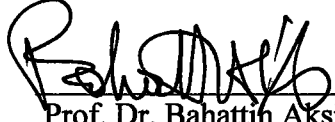
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BY

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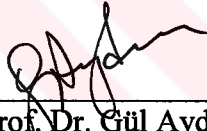
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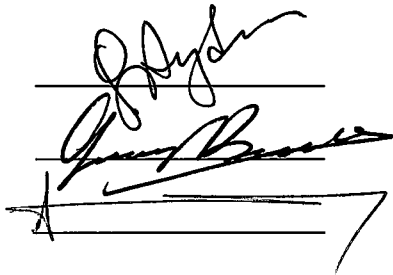
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ABSTRACT

THE EFFECT OF A SELF-ESTEEM ENRICHMENT PROGRAM ON THE SELF-ESTEEM LEVEL OF ELEMENTARY SCHOOL STUDENTS

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The purpose of the present study was to investigate the effect of a self-esteem enrichment program on the self-esteem level of fifth grade elementary school children.

The sample of the study consisted of 185 fifth grade level students from Teğmen Kalmaz Elementary School in Ankara. Coopersmith Self-Esteem Inventory (CSEI) was used to determine the subjects who received the self-esteem enrichment program.

An experimental design with no-treatment control group and self-esteem enrichment group and three measurements (pre-post-follow-up) were used in order to investigate the effectiveness of 'Self-esteem Enrichment Program' which was developed by Morganett (1994) and adapted to the Turkish culture by the researcher.

Thirty subjects (16 males, 14 females), who were identified as having low self-esteem, were randomly assigned to self-esteem enrichment group (8 males, 7 females) and no-treatment control group (8 males, 7 females). 'Self-esteem Enrichment Program' was introduced to self-esteem enrichment group subjects' over a period of 8 sessions. The sessions were held once a week and lasted between 60 and 75 minutes.

Repeated Measures Analysis of Variance was used to analyze the data collected in the experimental phase of the study. Contrary to expectation, the results indicated that 'Self-esteem Enrichment Program' was not an effective intervention method to improve self-esteem of children who were identified as having low self-esteem.

Keywords: Self-esteem, Self-esteem Enrichment Program, Elementary School Students.

ÖZ

BENLİK SAYGISI GELİŞTİRME PROGRAMININ İLKÖĞRETİM OKULU ÖĞRENCİLERİNİN BENLİK SAYGISI DÜZEYLERİNE ETKİSİ

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Bu çalışmanın amacı, benlik saygısı geliştirme programının ilköğretim okulu 5. Sınıf öğrencilerinin benlik saygısı düzeyleri üzerindeki etkisini araştırmaktır.

Çalışmanın örneklem grubunu, Ankara ilindeki Teğmen Kalmaz İlköğretim Okulu'nun 5. sınıfında okuyan 185 öğrenci oluşturmuştur. Benlik saygısı geliştirme grubuna alınacak öğrencilerin belirlenmesi amacıyla Coopersmith Benlik Saygısı Envanteri kullanılmıştır.

Çalışmada, Morganett (1994) tarafından geliştirilen ve araştırmacı tarafından Türk kültürüne uyarlaması yapılan 'Benlik Saygısı Geliştirme Programının' etkinliğini araştırmak üzere öntest-sontest-izleme testi ve deney ve kontrol gruplarından oluşan deneysel desen kullanılmıştır.

Çalışmanın örneklemini oluşturan 185 öğrenci arasından seçilen 30 (16 erkek, 14 kız) düşük benlik saygısına sahip denek benlik saygısı geliştirme ve kontrol gruplarından birine rastgele atanmıştır. 'Benlik Saygısı Geliştirme Programı' benlik saygısı geliştirme grubu deneklerine 8 oturum boyunca uygulanmıştır. Oturumlar haftada bir kez yapılmış ve her oturum 60-75 dakika arasında sürmüştür.

Araştırmada toplanan verilerin analizinde 2 (deney-kontrol) x 3 (öntest-sontest-izleme testi) x 2 (cinsiyet) faktörlü, son faktörde tekrar ölçümlü seçkisiz deney desenine uygun varyans analizi deseni kullanılmıştır. Beklenenin tersine, bulgular, 'Benlik Saygısı Geliştirme Programının' düşük benlik saygısına sahip deneklerin benlik saygısı düzeylerini arttırmada etkili bir yöntem olmadığını göstermiştir.

Anahtar Kelimeler: Benlik Saygısı, Benlik Saygısı Geliştirme Programı, İlköğretim Okulu Öğrencileri.

To my parents

ACKNOWLEDGMENTS

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CHAPTER 1

INTRODUCTION

1.1. Background of the Study

Self-esteem has been shown to be a significant personality variable in determining human behavior. A high self-esteem is something that everyone wants and definitely needs. People want a well-established self-esteem because it increases their chance of finding happiness in life and, makes possible to cope with life's disappointment and challenges. People also need self-esteem because nothing seems more important to psychological well being. The level of self-esteem affects virtually everything one thinks, says, and does. It affects how the person sees the world and his/her place in it. It affects how others in the world see and treat him/her. It affects the choices he/she makes about life, ability to both give and receive love and, ability to take action to change things that need to be changed (Sanford & Donovan, 1984).

Self-esteem is generally defined as evaluative beliefs about one's self. Many of the basic ideas an individual has about oneself were acquired from two main sources: how others treated him and what they told him about himself. All the various beliefs and images that go into people's self-concepts have one common feature: none was with them at birth. Everyone are born with concrete physical characteristics and undiscovered capacities. No one is born knowing he is a girl or a boy, nor does anyone come into world already thinking he is stupid or smart, lovable or unlovable. In early infancy, nonverbal communication play the most crucial role; depending on how much affection,

food, touching, and physical warmth are received, they, as infants, obtain general impressions about whether they are loved and worthy. Then, with the development of language capacity, they begin to translate these general impressions into specific words within their minds and what others told them about themselves start to have as much impact on their developing self-concepts (Sanford & Donovan, 1984). As Rosenberg (1965) puts it people, as social animals, are deeply influenced by the attitudes of others toward the self. Each of these images and beliefs has bearing on people's self-esteem.

The notion that self-esteem is determined partly by others' view of us or the way we think the others view us is generally accepted by many personality theorists (Horney, 1970; Rogers, 1951; Sullivan, 1953). For instance, Sullivan (1953) defined self-system as an individual's frame of reference. Moreover, a basic assumption in Horney's (1970) theory was the wish of the individual to value himself/herself and to be valued by others. This resulted in the possibilities of developing a positive self-esteem or experiencing self-alienation.

Erikson (1968) identified self-esteem as a function of identity development that results from successfully addressing the tasks associated with each of the developmental stages of life. Thus, one's sense of developing, growing, and confronting life's tasks leads to feelings of worth. To him, healthy personality actively masters his/her environments, shows a certain unity of personality and, is able to perceive the world and himself/herself correctly.

Additionally, Rogers (1951) believed that when the individual interacts with significant others in his/her environment, he/she begins to develop a concept of self that is largely based on the evaluation of others. That means, the individual evaluates himself/herself in terms of what others think, not in terms of how he/she feels. Rogers (1959) also proposed that the experience of being accepted by a significant other is the most critical contributor to self-acceptance and thus, self-esteem development. To him, esteem is dependent upon the

unconditional positive regard received from significant others (cited in Street & Isaacs, 1998).

Maslow's (1970) work in the area of self-esteem was centered on the notion of self-actualization. His assumption for self-actualization was that the biologically determined inner nature of human consists of basic needs, emotions, and capacities that are either neutral or positively good. Human behavior is motivated primarily by the individual's seeking to fulfil a series of needs. To him, each person has basic needs, which are arranged from the most basic to the highest as follows:

1) Physiological needs, ie. hunger, thirst, and sex

2) Safety and security needs, ie. security, protection, law, and order

3) Need for love and belonging, ie. family, friends, and lover

4) Esteem needs, ie. self-respect and self-esteem

5) Need for self-actualization, ie. for becoming what one has the potential to become.

The basic needs take priority and have to be fulfilled before higher needs become salient. Consequently, the establishment of self-esteem is a precondition for self-actualization.

Self-esteem is influenced by the individual's concerns about how others react to him/her and, how the individual comes to see himself/herself that the way others see him/her. The work of Coopersmith (1967) showed three major sources of feedback for children which affects their self-esteem: parents, teachers, and peers. Before Coopersmith, Mead (1934) mentioned that significant others in the individual's life have a determining influence on self-esteem. Observing the actions and attitudes of parents and significant others, an individual gradually adopts them and internalizes them as one's own. According to Bem (1978), children learn that their observable behaviors are labeled by parents, and the perception of these labels becomes a source of self-perception (cited in Pierce & Wardle, 1993).

Since school is a place where a great number of interactions take place, it has a crucial role in enhancing both academic and non-academic self-esteem. McGuire and McGuire (1982) reported that as children grow relating with the authority figures, the child's self-definition shifts from a relationship with parents to a relationship with teachers when he starts to school (cited in Pişkin, 1996). The ability of a teacher to enhance student self-esteem is a function of beliefs about themselves and their students (Purkey, 1970).

As they grow older, their relationships with parents' changes toward more mutuality and, unqualified obedience shifts to voluntary compliance or negotiation at about age 12 (Youniss & Smollar, 1985; cited in Lackovic-Girgin & Dekovic, 1990). Therefore, it is reasonable to assume that parental influence is started to decrease because of an increase in cognitive abilities and a great differentiation of social roles at that age period. Some of those roles initiate new interactions such as peer relations, which become increasingly more significant. Peers share same values and attitudes as well as greater intimacy. Thus, the impact of peers' evaluation on adolescents' self-esteem increases.

Researchers and theorists working in this field agree that the importance of self-esteem can not be underemphasized. Clemens and Bean (1981) found that children with high self-esteem act positively, assume responsibility, tolerate frustration well, feel able to influence their environments, and are proud of their deeds (cited in Wiggins & Wiggins, 1992). It is also believed that high self-esteem children have confidence in their judgments. They are able to express and defend ideas they believe in, even when faced with opposition from others. When confronted with obstacles, they draw on positive feelings from the past to help them get through difficult times. In addition, they tend to appraise their abilities and limitations realistically and are able to separate weaknesses in one area from the successes in others (Rosenberg, 1965). They attend their abilities, strengths, and good qualities (Baumeister & Tice, 1985). Further, research findings indicated that high levels of self-esteem were positively associated with better adjustment (Williams & Cole, 1969; cited in

Gurney, 1987a), more independent and less defensive behavior (Rosenberg, 1965), less deviant behavior (Fitts, 1972; cited in Gurney, 1987a), greater social effectiveness (Shrauger & Rosenberg, 1970), and greater acceptance of other people (Suinn & Greiger, 1965; cited in Gurney, 1987a).

On the other hand, children with low self-esteem are easily led by others, easily frustrated, often blame others for their shortcomings and avoid difficult situations (Clemens & Bean, 1981; cited in Wiggins & Wiggins, 1992). Children with a negative self-worth, experience feelings of inadequacy and incompetence and they fear rejection (Opensaw, 1978; cited in Kostelnik, Stein, Whiren, & Soderman, 1988). They also are less likely to be objective about their capacities (Kostelnik et al., 1988). They focus on their deficiencies, weaknesses, and negative qualities (Baumeister & Tice, 1985). Such children have little hope of influencing others. Consequently, they hesitate to express their opinions, lack independence, and tend to feel isolated or alone (Coopersmith, 1967).

On the basis of the evidence indicating the importance of having a positive self-esteem, researchers have developed some enrichment programs to promote the level of self-esteem of individuals.

Various research, which investigated the effects of several self-esteem enrichment programs on self-esteem, revealed positive and promising results. Branden (1987) who has conducted a long-term study in the area of self-esteem, proposed to help children gain more positive self-esteem include developing self-awareness (of feelings, thoughts, abilities, desires, needs), self-acceptance (not disowning the self), and self-expression (using assertion appropriately) (cited in Morganett, 1994).

In a study, Hairston and Cooper (1973) tried to raise the self-esteem of nine to eleven year old inner city pupils by using film making and cultural experiences to improve the ability to communicate and evaluate ideas. The experimental group pupils improved relationships, showed better self-expression, increased

class attendance, and exhibited positive changes in established behavior patterns. However, no significant difference was found between experimental and control groups (cited in Gurney, 1987a).

Landry and Pardew (1973) applied a self-esteem enhancement program to four-year-old middle class pre-schoolers. The experimental group children experienced 33 sessions during 11 weeks. The results showed significant improvements in the self-esteem scores of the experimental group children as compared to those of the control group (cited in Gurney, 1987a).

In addition, Altman and Firnesz (1973) attempted to enhance self-esteem of fourth grade children by making use of role play in a counseling program. The students' self-esteem was assessed by both a verbal self-report measure and by rating the behaviors, which were considered as the indicators of self-esteem. The experimental group pupils met for 45 minutes per week over ten weeks. The results showed a significant difference for behavioral self-esteem but not for verbal self-esteem (cited in Gurney, 1987a).

Ammerman (1975) also tried to enhance fourth grade children's self-esteem by means of a five self-portrait photography project. Like Altman and Firnesz's study, the experimental group pupils increased their behavioral self-esteem but no improvement was observed in the verbal self-esteem (cited in Gurney, 1987a). These findings have important implications for the design of the present study and show the importance of taking both verbal and behavioral measures if possible.

In another study, Parker (1974) used behavioral management procedures to raise self-esteem of elementary school children. Two experimental groups were consisted of children with learning and behavior problems and two control groups were formed from children awaiting placement. Over an eight-week period, the experimental groups were given daily credit cards for three appropriate classroom behaviors. Result showed a significant main effect for total self-esteem and school related self-esteem (cited in Gurney, 1987b).

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Hauserman et al. (1976) investigated the effect of reinforcing positive self-statements following an experience of success on children's level of self-esteem. During a forty-day treatment period, the experimental group subjects were asked to note a successful experience in class and to make a positive self-referent comment on it, whereupon they receive social reinforcement from the teacher. Results yielded a significantly improved self-esteem for experimental group subjects (cited in Gurney, 1987b).

Some social theorists argued that the socialization process guides men and women in different directions with regard to self-esteem (Rosenberg & Simmons, 1977; cited in Pişkin, 1996). These divergences arise as a consequence of the different patterns of social interaction and interpersonal experience that characterize men and women from their earliest years and throughout their lives. They assume that females would have a lower self-esteem than males because of the expectation of society. In Wylie's (1979) review of the research, females are typically described as warm and sensitive, socially skilled, and inclined toward interpersonal and artistic interests. Males are described as competent and logical, possessing self-confidence, and dominant. Although it is agreed that both sexes possess favorable qualities, males are regarded more favorably than females by both sexes.

However, in spite of a few reports of higher self-esteem for males (Alpert-Gillis & Connell, 1989; Chubb, Fertman, & Ross, 1997), the majority of studies did not find reliable differences in self-esteem between males and females (Wylie, 1979; Growe, 1980).

To conclude, self-esteem influences the social, emotional, cognitive, and academic life of an individual. It is a prerequisite for healthy personality and plays an important role on being an efficient and participating member of the society. Moreover, to participate effectively in the society brings personal success and happiness. Thus, it is important to enhance the level of self-esteem to help people to adjust and function better in society.

1.2. Purpose of the Study

The purpose of the present study is to examine the effects of self-esteem enrichment program on the self-esteem levels of fifth grade elementary school children.

The research questions can be summarized as follows:

1) Is there any significant difference between experimental and control groups with respect to posttest and follow-up scores on self-esteem measure?
2) Is there any significant interaction effect between sex and grouping variable (experimental and control groups)?

1.3. Significance of the Study

A favorable self-esteem is obviously essential for personal happiness and effective functioning, both in child and in the adult. Persons who seek psychological and psychiatric help frequently acknowledge that they suffer from feeling of inadequacy and unworthiness. They see themselves as helpless and inferior, incapable of improving their situations and lacking their inner resources to reduce anxiety aroused by everyday events (Coopersmith, 1967).

On the other hand, Branden (1987) asserted that a high self-esteem allows one to express more creativity, achieve more ambitions, and more likely find nourishing relationships (cited in Street & Isaacs, 1998). A child, who feels good about himself/herself, may cope better with the problems he/she encounters, so that he/she never develops into major difficulties for him/her (Pope, Mchale, & Craighead, 1988). In addition, children with high self-esteem are not only satisfied with who they are, but also like and respect themselves (Glenn & Smith, 1998). Thus, we can say that self-esteem is an important aspect of a child's overall functioning since it serves as the foundation for his/her perceptions of life experiences.

Most of the studies carried out in the self-esteem field provided clear evidence for the importance of having a healthy self-esteem. Therefore, group counseling has been used with growing frequency to help children to teach new skills and behaviors to improve children's thoughts and feelings about themselves. Research in this area is usually directed toward improving the self-esteem of children (Phillips, 1984; Shechtman, 1993). However, Turkish researchers are usually confined to investigate the relationship between self-esteem and several variables (e.g. Güçray, 1989; Özoğlu, 1988; Karagöllü, 1995; Gür, 1996; Duru, 1995; Torucu, 1990) but no study has yet dealt to improve self-esteem of elementary school students and to evaluate the influence of group counseling. Only a few studies investigated the influence of group counseling on self-esteem for high school students (Özkan, 1994; Durmuş, 1994).

Moreover, the work of Beane (1986) revealed that middle school children rarely identified school counselors as significant others in their decisions about self-esteem. Although school counselors may have a direct influence on the students with whom they interact, their impact is generally more indirect, channeled through consultation with teachers and administrators.

Enhancing self-esteem is a process that takes considerable time, patience, perseverance and care. Enhancing healthy self-esteem means helping children love themselves (Berne, 1985; cited in Glenn & Smith, 1998). Nevertheless, there is no empirically based self-esteem enrichment program for elementary school students in Turkey. Therefore, the present study aims at filling this gap in the Turkish literature and provide an initial step for further studies. Additionally, since many counselors recognize the importance of improving their client's self-esteem, it is expected that such a program will bridge the gap between research literature concerning self-esteem enrichment and its application to direct-service settings.

Definition of Terms

Self-esteem: Self-esteem is a construct, which refers to an individual's perception of his personal worth (Battle, Jarratt, Smit, & Precht, 1988).

Self-esteem enrichment program: It is a planned and systematic teaching to engage individuals in cooperative learning activities in order to increase their sense of self-worth and confidence (Morganett, 1994).

CHAPTER 2

REVIEW OF LITERATURE

In this chapter, the research literature relevant to the purpose of this study is presented. As there is not a commonly accepted definition of the self-esteem, the first section provides the different definitions of self-esteem concept that are offered by many researchers. Second section presents the characteristics of individuals, who have high or low self-esteem. Factors influencing self-esteem and gender differences are presented in the third and fourth sections. Examples of self-esteem enrichment programs are presented in the fifth section. Finally, self-esteem research findings in Turkey are presented.

2.1. Definitions of the Self-esteem Concept

The concept of self-esteem have attracted the attention of many researchers and different definitions have been put forward by them. Some of these definitions are similar to each other whereas some others are different and contrasting.

Several terms such as self-love, self-respect, and self-worth are used synonymously with the term self-esteem. Hansford and Hattie (1982), after reviewing 143 studies, identified 15 different self-terms. These terms were: self-concept, self-esteem, self-concept of ability, self-acceptance, self-perception, ideal-self, self-assurance, self-sentiment, self-attitude, self-confidence, self-regard, self-actualization, identity development, self-expectation, and self. Many of these terms, especially self-esteem and self-concept, overlap with each other and are used interchangeably.

In fact, self-esteem and self-concept are different and it is important to distinguish the differences between them. Self-concept can be considered as the picture one holds of oneself about his/her skills, abilities, and characteristics, which he/she derives from personal experiences. Self-concept is an idea, a cognition of oneself which does not involve any attitudinal or emotional judgments of what one sees. Self-esteem involves how individuals judge and evaluate the different aspects of their self-concept, that is, does the individual like or dislike, approve or disapprove of the things he/she sees in himself/herself (Kendall, 1984). In other words, self-esteem can be conceptualized as a component of the overall self-concept (McCandles, 1970).

Despite the efforts to distinguish self-esteem and self-concept terms, there are still discussions over the definition of the terms. However, for Beane and Lipka (1986), self-concept is descriptive, and self-esteem is the evaluative dimension of self-perceptions (cited in Pişkin, 1996).

In an early definition, James (1950) viewed self-esteem as a ratio of a person's perceived success in a certain domain to the importance the person attaches to success in that domain. According to Cooley (1902; cited in Wells & Marwell, 1976) and Mead (1934), self-esteem is the person's perceptions of how significant others react to him/her.

Coopersmith (1967) defined self-esteem as follows: "…the evaluation, which the individual makes and customarily maintains with regard to himself/herself. It expresses an attitude of approval or disapproval, and indicates the extent to which the individual believes himself/herself to be capable, significant, successful, and worthy. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes that the individual holds toward himself/herself." (pp. 4-5)

For Baumeister and Tice (1985), like Coopersmith, self-esteem means "a global evaluation of the self, and it is typically measured by the degree to

which the person endorses various evaluation statements about the self" (p. 450).

Moreover, Baron and Byrne (1991) defined self-esteem in a similar way to Coopersmith. To them, self-esteem can be defined as "an individual's attitude about him/her, involving self-evaluation along a positive-negative dimension" (cited in Hong, Bianca, Bianca, & Bollington, 1993, p. 95).

To Harter (1990), self-esteem means "how much a person likes, accepts, and respects himself/herself overall as a person" (cited in Chubb et al., 1997, p. 114).

One of the frequently cited definitions of self-esteem is offered by Rosenberg (1965) who states "self-esteem is a positive or negative attitude towards a particular object, namely, the self" (p. 30).

White's (1959, 1963) definition is similar to that of Rosenberg. To him, self-esteem is "a kind of self-respect, having its basis in the person's sense of competence or efficacy" (cited in Wells & Marwell, 1976, p. 62).

A broad definition of self-esteem has been put forward by Deaux and Wrightsman (1988) as "the evaluation of oneself in either a positive or negative way" (cited in Pişkin, 1996, p. 42).

Brandon (1969) defined self-esteem as "a standard by which a person judges himself/herself, an estimate, a feeling, and an emotion. This self-evaluation is the single, most significant key to behavior which affects the thinking processes, emotions, desires, values, and goals" (cited in Diaz, 1984, p. 575). He added that in order to understand a person psychologically, it is vital to understand the nature and degree of self-esteem.

To Kaplan (1995), a proper definition of self-esteem includes "our views and feelings about our own values as competent, responsible, successful individuals in the world" (p. 343).

California State Department of Education (1990) defined self-esteem as "appreciating one's own worth and importance and having the character to be accountable for oneself and to act responsibly towards others" (cited in Scott, Murray, Mertens, & Dustin, 1996, p. 286).

In brief, self-esteem is generally regarded as the evaluation that persons make about themselves which expresses a self-judgment of approval, disapproval, and personal worth (Baumeister & Tice, 1985; Rosenberg, 1965)

2.2. The Indicators of Positive and Negative Self-esteem

Self-esteem is one of the personality variables that influence the different aspects of an individual's life and so has been viewed as requisites for healthy personal development. Most practitioners view positive self-esteem as a central factor in good social-emotional adjustment (Pope et al., 1988). Personality theorists, such as Horney (1970) and Rogers (1951), have regarded the attainment of positive self-esteem as extremely important. Wylie's (1979) review of self-esteem literature suggested that a favorable attitude toward oneself was central to healthy functioning.

Whether an individual's self-esteem is high or low has a tremendous impact on his/her ability to derive joy and satisfaction from life. The level of self-esteem affects how an individual feels about himself/herself, how one anticipates that others will respond to him/her, and what one thinks one can accomplish (Gecas, 1971; cited in Kostelnik et al., 1988).

An individual with high self-esteem respects oneself, considers oneself worthy, recognizes own limitations and expects to grow and improve. Low self-esteem

individuals, on the other hand, implies self-rejection, self-dissatisfaction, self-contempt (Rosenberg, 1965).

Additionally, Semuels (1977) stated that an individual, who has high self-esteem, feels competent and has a sense of belonging. If one's self-esteem is low, the individual believes that he/she is incapable, insignificant, unsuccessful, and unworthy (cited in Pişkin, 1996).

Rosenberg (1965) also found that the individuals with low self-esteem lacked confidence and tended to avoid society. They could not easily initiate conversation and always had a feeling of isolation, so experience a fundamental feeling of loneliness. On the contrary, the individual with a high self-esteem takes a prominent role in his/her social environment.

Burns (1981) stated that high self-esteem individuals like and value themselves highly and feel competent in dealing with the world in which they interact. Those with low self-esteem are seen as disliking and devaluing themselves, as not being competent and not being able to cope effectively with their environment (cited in Pişkin, 1996). Individuals with low self-esteem also doubt the accuracy and efficiency of their beliefs and behaviors. They are characterized by a lack of confidence in their own attitudes and behaviors. A negative self-esteem tends to be correlated with feelings of worthlessness and inferiority as well as a low capacity for social adjustment and a low level of adaptation to life changes or demands (Nir & Neumann, 1995).

A positive self-esteem is considered to be a healthy view of the self. A person, who has a positive self-esteem, evaluates oneself in a positive way and feels good about ones own strengths. A self-confident person often works hard at improving weak areas. In contrast, someone with a low self-esteem frequently exhibits an artificially positive self-attitude to the world that he is an adequate person. Indeed, he/she essentially finds little to be proud of in himself/herself (Pope et. al., 1988).

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Low self-esteem has been found to be correlated with low life satisfaction (Hong et al., 1993), loneliness (Haines, Scalise, & Ginter, 1993), anxiety (Dorr, Pozner, & Stephens, 1985), and depression (Tennen, Herzberger, & Nelson, 1987; Battle, 1987) whereas high self-esteem has been correlated with academic success (Morrison, 1973), social skills (Riggio, Throckmorton, & Depaola, 1990), body shape satisfaction (Abell & Richards, 1996), internal locus of control and positive sense of self-attractiveness (Griffore, Kallen, Popovic, & Powell, 1990; cited in Chubb et al., 1997). Furthermore, children with high level of self-esteem engage in fewer negative health behaviors such as substance use and express less intention to do so in the future (Dielman, Leech, & Horvath, 1984). It is also believed that high self-esteem persons have greater confidence in their ability to succeed in a challenging situation. Failures to perform well will not be regarded as the evidence of a lack of ability (Preussner & Hellhammer, 1999).

To conclude, children who can see who they are and like what they see have high self-esteem and tend to be better students and better individuals (Cranfield, 1990; cited in Glenn & Smith, 1998).

2.3. Factors Influencing Self-esteem

The view that an individual's self-evaluation develops in response to the evaluation of others has long been a cardinal concept in self-psychology (James, 1950; Mead, 1934). More recently, psychologists have studied parent-child relationship, student-teacher relationship and peer relationship to determine how these primary ties affect self-esteem of both sexes

Coopersmith (1967) suggests four major factors that contribute to the development of self-esteem: 1) the value that the child perceives others have toward the self, 2) the child's experience with success, 3) the child's individual definition of success or failure, 4) the child's style of dealing with negative feedback or criticism. The central role of parents in each of the factors is obvious.

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Several studies have shown the crucial role of the parents in the development of self-esteem, separately for both boys and girls. Children acknowledge their parent's authority and adapt their behavior and their self-evaluation according to parental approval or disapproval (Lackovic-Girgin & Dekovic, 1990). With a large sample of adolescents, Rosenberg (1965) found that parental attention and concern was significantly and positively related to self-esteem. The study of Saavedra (1977) also indicated the positive relationships between parental warmth and self-esteem, whereas a negative relationship was found between self-esteem and parental control (cited in Growe, 1980).

Nevertheless, parental behavior appears to have differential effects on boys' and girls' self-esteem. The study of Growe (1980) showed that maternal control was negatively related to girls' self-esteem. However, protective behavior by both parents was negatively related to boys' self-esteem. Greater support and milder punishment from mothers enhance the self-esteem of children of both sexes. A further study also revealed that high self-esteem was associated with more intimacy, lower levels of control and punitiveness in the relationship with both mothers and fathers for adolescent girls (Lackovic-Grgin, Dekovic, & Opacic, 1994). In addition, Felson and Zielinski (1989) found that parents had a greater affect on the self-esteem of girls than of boys. Fathers' punishment and fathers' affection, but not mothers' punishment and mothers' affection affected the self-esteem of girls. Gecas and Schwalbe (1986) reported that while boys' self-esteem tended to be related to the perceptions of parental control vs autonomy, girls were more affected by the perceptions of parental support. Paternal rather than maternal behaviors were more strongly associated with adolescent self-esteem.

How children feel about themselves represents a crucial component in child growth and development. Since children spend most of their growing years in school, self-esteem has been the subject of a great amount of research that indicates its importance in the school setting as well. Students with high self-esteem appeared more receptive to the educational process and responded in

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more positive directions toward the teacher, work and the school (Purkey, 1970).

Beane and Lipka (1987) stated that teacher's expectations are eventually adopted by the students and incorporated into their concept of self which they will then act out (cited in Braucht & Weime, 1992). The study of Davidson and Lang also (1960) revealed that even at the primary level, pupils were well able to evaluate their teachers' feelings towards them. If those pupils perceived the teacher as one, who presented a favorable response to them, they had more positive self-concepts and higher academic achievement (cited in Pişkin, 1996). Nelson (1984) also found that amount of teacher involvement and support, the degree to which teachers stressed the order and organization and innovation were positively associated with the overall self-esteem levels of students.

Stipek (1984) posited that children enter school expecting to be successful and feeling good about them and are not particularly concerned about achievement outcomes. Over time, however, they learn to care about grades and come to have negative beliefs about the likelihood of experiencing success. These changes are attributed to external evaluation for achievement (cited in Scott et al., 1996).

While successful management of peer relationship has long been recognized as a crucial developmental task (Erikson, 1968), the strong relationship between peer relation and self-esteem has recently been raised. Self-evaluation is the inner experience of the self-esteem that is provided by peers. Duck (1983) proposed that friendship requires a reasonable level of self-esteem, an understanding of cooperation, ability to use and comprehend nonverbal behavior, recognition of the activities that suit a particular level and style of relationships, trust, intimacy, self-disclosure, and an ability to reciprocate (cited in Grunebaum & Solomon, 1987). One of the important things that the friends provide is a sense of acceptance, of worth, and of 'esteemability'. They increase one's self-esteem by attending to what one does, listening, asking one's

advice, and generally acting in ways that indicate they value one's opinions and feelings. The ability to engage successfully in peer relations validates one's sense of personal growth (Grunebaum & Solomon, 1987).

Research result indicated that positive relationships with peers have been associated with enhanced self-esteem and rejection by peers has been associated with low self-esteem (cited in Zimmerman, Copeland, Shope, & Dielman, 1997). As Duck (1983) noted, because they choose one, they choose to spend time with one rather than someone else, one feels special, chosen and valued (cited in Grunebaum & Solomon, 1987).

2.4. Gender Differences in Self-esteem

Self-esteem is an essential factor if maximal growth and development occur. Many studies have focused on gender differences in self-esteem since the mid-1960's. Children continually gather and integrate the information, gender related and otherwise, received from their environment about their gender is assimilated into their self-esteem. Therefore, as children come into contact with negative or positive portrayals of their gender, these depictions may affect their self-image and hence their self-esteem (Ochman, 1996).

Eagly (1987) contended that from birth, males and females were assigned to different roles to play in the society (cited in Josephs, Markus, & Tafarodi, 1992). For males, evaluating the self positively and feeling good about one's self should derive, in part, from fulfilling the goals ascribed to their gender; being independent, autonomous, separate, and better than others. For females, feeling good about one's self or believing one's self-worth should derive, at least in part, from being sensitive to , attuned to, connected to, and generally interdependent with others. In other words, high self-esteem males are concerned with getting ahead of others and high self-esteem females are concerned with connecting with others (Josephs et al., 1992).

O'Brien (1991) found that males scored higher on global self-esteem, competence, self-control, personal power, body appearance, and body functioning whereas females scored higher on lovability, likability, moral self-approval, and defensiveness.

Whether males or females possess higher self-esteem has been a controversial research area. Some studies showed that males had significantly higher self-esteem than females (Nielson & Metha, 1994; Harper & Marshall, 1991) while some of them found that females had higher self-esteem than males (Lackovic-Girgin & Dekovic, 1990). On the other hand, many studies failed to obtain a significant gender difference in self-esteem (Growe, 1980; Bosacki, Innerd, & Towson, 1997; Wylie, 1979).

Since one of the purposes of the present study is to investigate gender differences in self-esteem, previous Turkish studies have also been reviewed. When these studies were examined, majority of them revealed no significant differences between self-esteem levels of Turkish male and female students (Güçray, 1989; Karagöllü, 1995; Durmuş, 1994; Özkan, 1994; Arıcak, 1995; Gür, 1996; Duru, 1995). The only exception was the study of Özoğlu (1988) which reported that boys had significantly higher self-esteem than girls did.

In summary, even though the majority of studies did not support a relationship between gender and self-esteem both in Turkey and in the world, other studies reported a significant difference between gender and self-esteem in favor of either boys or girls. Thus, the question of gender differences in self-esteem literature still remains unanswered.

2.5. Self-esteem Enrichment Programs

Behaviorally oriented programs for raising self-esteem of children were conducted by many researchers. For instance, Phillips (1984) examined the effects of increasing the frequency of positive self-referent statements on the self-esteem levels of low-income children. Thirty children were selected from

third, fourth, fifth grades in low income schools and were assigned to experimental, control and inventory groups. The experimental group students received praise from teachers after the utterance of any positive self-statements about themselves such as 'I am happy about this', 'I feel that I did well today', and 'I am proud of myself'. The teacher made comments such as 'I would be happy also if I were you', 'Yes, you did do well', 'You are right to be proud of yourself' referring to the statements made by the students. The control group students received no praise upon emission of positive self-statements. Rather, teachers only tallied the number of positive self-statements that they made and, respond to them, as they would do to any children in the class. The inventory group students' behavior was not observed and was not involved in the praise part of the study. The results showed that the use of praise was effective in significantly increasing the number of positive self-referent statements. Results also yielded that behavior modification, using praise, was successful in raising the self-esteem. Self-esteem scores obtained by the experimental group students were significantly higher than those obtained by the control group and the inventory group. These results added support to the conclusions of Marston (1968) and Hannum et. al. (1974) that individuals with high self-esteem were more likely to verbalize more statements of self-praise than individuals with low self-esteem (cited in Phillips, 1984).

In addition, the effectiveness of raising the frequency of positive self-referent verbal statements (PSRVS) upon both overt and reported self-esteem in maladjusted children was investigated by Gurney (1987c). The research, which was based on a two-group design (experimental and control), was planned as an (Baseline), B (Treatment), C (Treatment), D (Treatment), and A1 (Return to baseline) design for both groups. In the baseline phase, the experimenter's reaction to all subjects' responses was neutral and non-reinforcing. In the treatment phase, the experimenter reinforced all PSRVS on a contingent basis in an attempt to increase their frequency. Praise and adult modeling, together with prompts, were used in Phase B; praise, sequence and peer modeling in Phase C; and smarties were added in Phase D. The treatment procedure also provided reinforcement to the control group but on a non-contingent basis. It

was reported that the treatment package created a highly significant difference in frequency level of PSRVS and overt self-esteem between experimental and control groups but failed to detect significant differences in other variables, including self-report of global and specific self-esteem.

Shechtman (1993) examined the effect of group psychotherapy on self-esteem and close friendship among troubled elementary school children. The study included 52 experimental students (in six small therapy groups) and 52 control students matched by age, gender and similarity of problems. The treatment (20 sessions) was consisted of mostly unstructured, incorporating both 'here-and-now' and 'then-and-there' behavioral interactions. It comprised of three stages: initiation of treatment, working stage and termination of treatment. In the initial phase, special emphasis was placed on 'breaking the ice' (eg. group members presented self-perceptions in symbolic form, by means of drawing), at constructing a 'language' of feelings (using the 'Feeling Wheel' game which directs children to talk about a chosen feeling) and at developing communication skills (eg. using 'I messages' encouraging constructive feedback). At the working stage, emphasis was on self-disclosure, expression of feelings, feedback exchange, individual and group conflict resolution, interpersonal skills and self-awareness. In the closing stage of treatment, personal and group gains were summarized through sharing and positive feedback. Termination also focused on preparing the group for separation, dealing with feelings of loneliness and loss. Results indicated that group psychotherapy had a significant positive effect both on sense of intimacy in a close friendship and on self-esteem.

The study of Warren, McLellarn, and Ponzoha (1988) compared the effectiveness of rational-emotive therapy (RET) and general cognitive behavior therapy (CBT) in the treatment of low self-esteem and related emotional disturbances. Thirty-three subjects were randomly assigned to RET, CBT and waiting list control (WLC) group. In RET group, Ellis's irrational beliefs such as having to do with perfectionism, need for approval and blame of self and others, the logical flaws and practical disadvantages of shoulds and self-

downing were discussed. Clients were encouraged to improve traits and performances for practical advantages (eg. better interpersonal relations), but were strongly discouraged from rating oneself as a good or bad person by using a variety of diagrams and illustrations. Clients were given writing, reading and behavioral homework assignments including readings on the cognitive therapy of emotional disturbance and shame-attacking (eg. asking an irrelevant question in class), risk-taking (eg. speaking up in class) and rational proselytizing (teaching clients self-acceptance) exercises. On the other hand, the following techniques were used in CBT group to help clients decrease the occurrence of low self-esteem periods: controlling antecedents and consequences, thought stopping and covert assertion for self-critical thoughts, asset lists, 3x5 cards with positive self-statements read three times a day, relaxation training, assertiveness training, positive success imagery and target behavior change contracts. WLC group did not receive an intervention procedure. Results showed that on the self-esteem measures, where the CBT group changed significantly more than the RET group, no significant difference was observed between RET and CBT groups at the six mount follow-up.

Pattym (1993) designed a study to examine the effectiveness of a self-esteem enhancement program designed for children who were in the kindergarten or first grade. The model was based on the principles of 'I am lovable, capable and worthwhile'. Various techniques were used in fourteen sessions such as bibliotherapy, puppetry, visualization, art projects, behavior rehearsal, imagery and positive self-programming to help them internalize these principles and enhance self-esteem. Results demonstrated that students, parent and teacher all perceived a statistically significant increase in the level of self-esteem of experimental subjects after participation in the self-esteem enhancement program when compared to control subjects in both post-test and follow-up measures.

In addition, Stacey and Rust (1985) evaluated the effectiveness of the Developing Understanding of Self and Others (DUSO-1, revised) program on self-esteem of second grade students. The DUSO-1 (revised) made extensive

use of listening, discussion, and drama to focus on feelings, communication and problem solving. Activities included stories, guided fantasies, puppetry, role-playing, feeling clarification activities, career awareness activities, music, art, and curriculum suggestions. Results demonstrated that the DUSO-1 (revised) program had a significant impact on the general, academic and parental self-esteem.

Glenn and Smith (1998) have introduced a self-esteem building activities for children and adolescents with communication disorders but did not report any finding. These activities are consisted of five phases; identify strengths, use support groups, focus on the positive, set goals and objectives and problem solving. In the first phase, students list important life events, hopes and dreams; guest speakers, who have communication disorders, are invited to discuss their personal experiences of learning to cope with disorder; each student design a comic strip about something that needs to be improved about himself/herself (eg. learning to talk in front of the class without stuttering); students divide their life into halves and draw for each division a picture that represents a highlighted event; and finally students recollect at least one success they had for the entire day.

In the second phase, each student decorates a shoe box and cut a slit in the top and then he/she writes a compliment on a slip of paper for everyone in group and puts it in the individuals box; each student gives a situation to act out and the rest determine the situation and what type of emotion is being displayed; the student sits in a circle and shares with the group that something he/she did and how he/she felt about it and something he/she did that make somebody else happy.

In the third phase, each student draws and cuts leaves from colored paper and writes one of his positive characteristics on each leaf; students cut out pictures from magazines that describe their likes and dislikes; each student discusses which important life events were positive and which were negative and explains how he/she had control over some of them; each student is asked to

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make a statement, that starts out 'I am proud that I........' about how he/she is improving communication with people.

In the fourth phase, the student picks a habit to increase or decrease and observes for a week when, why, with whom and how often it occurs. Then, he/she sets a realistic goal for a month and determines how it will be rewarded; and the student is instructed to think what his/her life will be in the next 15 years and develop plans to accomplish with communication.

At the final phase, each student designs a book about a problem that happened as a child (eg. older kids made fun of the way he/she talked). The story ends with a resolution to the problem; each student discusses some problems that have been encountered because of his communication disorder. Then the groups decide on the six steps in solving problems (recognize the problem, own the problem, break the problem into smaller parts, gather information, formulate trial solutions, act now). Next, they review the types of communication (information giving, directive or sometimes argumentative, exploratory and self-disclosing). Each student then role-plays the situations where there is some type of conflict (active listening, identifying one's position, exploration of alternative solutions).

Ochman's (1996) study was investigated the potential effects of storybook characters' on children's self-esteem. The 12 stories were specifically written for this study. These stories consisted of a child meeting a magic dragon and going on 10 magic adventures. In half of the treatment conditions, the child was a girl and in the other half, a boy. The stories depicted many nongender-role-stereotyped traits, behaviors and activities. The attributes, skills, and emotions that the main character exhibited varied from story to story. The stories were read by either a female or a male actor and recorded onto color videotapes. At the end of the stories a girl or a boy, depending upon the condition, sang a short song about how capable girls or boys are. Results demonstrated that characters in storybooks could positively affect same-sex children's self-esteem.

In a similar vein, Hiner (1991) examined the effects of therapeutic metaphors on children's self-esteem in classroom setting. While teachers in treatment classes read one metaphor three times a week for four consecutive weeks, teachers in control classes read educational material that was not therapeutic in nature. The themes in the metaphors all addressed one or more sources of self-esteem identified by Coopersmith (1967). It was concluded that therapeutic metaphors had a statistically significant effect on the self-esteem of fourth grade students.

Adams (1989) explored the effects of personalized and semi-personalized music on the self-esteem of second grade students. The researcher composed five songs with lyrical content designed to communicate unconditional positive regard. In the first experimental group, self-esteem-building songs included the child's first name throughout the lyrical content. In the second experimental group, first names were substituted with pronouns such as you, yours, boy or girl. Results yielded a significant increase in general self-esteem level of subjects in both experimental groups when compared with control group subjects'. However, neither personalized nor semi-personalized music had a significant effect on any of the other subscale measures of self-esteem.

Houser (1989) evaluated the effects of two group counseling programs on the self-esteem, creative thinking and problem-solving skills of gifted tenth and eleventh grade students. The counseling groups were a leader-structured approach (LSA) and group-structured approach (GSA). Two group leaders provided direct group structure for the LSA treatment whereas two other group leaders used a non-directive approach in the GSA treatment and allowed group structure to come mainly from group members. The findings showed that there was no statistical significance in favor of the treatment groups over the control group, nor was there any difference between two treatment groups on all criterion measures.

In another study, Mackeen and Herman (1974) investigated the influence of group counseling on the levels of self-esteem in three groups of adult females.

The group counseling programs for the three groups were similar in purpose but differed in terms of the total time that the participants were involved. The purposes of these treatment programs were; to facilitate self-exploration, to promote improved self-understanding, to improve decision-making and goal setting skills, to develop a mutual support system to provide a basis for continued growth of each individual to his goal, to enhance the ability to become more effective in the home and in the community through achievement of the goals. Results showed that a significant difference among levels of treatment groups on self-esteem was observed.

In summary, the treatment programs seem to be taking verbal and behavioral self-esteem measures to enhance self-esteem level of students. Also, the trend for improving self-esteem level of students seems to be implementing the treatment programs to all classes by the teachers, not by the counselors.

2.6. Self-esteem Studies in Turkey

Turkish research regarding self-esteem appears to have a correlational nature. Güçray (1989) examined the factors that influence the self-esteem development of 9-10-11 years old children who stay with their parents or in institutions. Also, she investigated the effects of personal characteristics, such as sex, age, number of sisters and brothers; birth order and variables related to institution and the perceptions of children about parental and substituting parental attitudes on self-esteem levels of children. The findings revealed that living in an institution has affected the child's self-esteem in a negative way. It was found that personal characteristics and some variables related with the institutions, such as duration of living in the institution, visitors, reason for coming to institution, number of sisters and brothers in the institution had no significant impact on self-esteem. Moreover, it was observed that children, who live in institution, have perceived the substituting parent as 'authoritative' or 'indifferent' more than have the children living with parents.

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Washington (1989) also examined locus of control and self-esteem of children who need protection and lived in an institution. Results indicated that children, who need protection, displayed more external locus of control and low level of self-esteem as compared to the children who live with their parents.

Karagöllü (1995) investigated the differences between the levels of school success and levels of self-esteem in elementary school students who had taken nursery school education and who had not. Results showed significant self-esteem and success levels differences in favor of the nursery education group for both girls and boys.

Özoğlu (1988) examined the effects of mothers education level, employment status, child's sexuality and the birth sequence on the self-esteem levels of the children. The findings indicated that the difference between children who have working mothers and children whose mothers are housewife; and the children who has different birth order and the children whose mothers are in different education level, were non-significant. However, a significant sex difference was found in favor of boys.

Duru (1995) investigated the relationship between self-esteem and perceived parents' attitudes of elementary school students. Results yielded a positive relationship between perception of democratic attitude of parents and high self-esteem of the students. On the other hand, no significant relationship was found between self-esteem and independent variables such as gender, birth order, attendance to kindergarten, students' feelings of closeness to their parents, parents' educational level, mothers work background and academic achievement.

Torucu (1990) examined the effects of socioeconomic status and parents' attitudes on self-esteem of 13-14 ages of adolescents. Results revealed that while there was a significant relationship between fathers' attitudes and self-esteem, there was no significant relationship between mothers' attitudes and self-esteem. Democratic father attitudes create high level of self-esteem.

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Furthermore, unlike Duru's study, significant relationships between self-esteem and birth order, being a working or not working mother, parent's' educational level, parents' trust to children and parents' interests were found.

The relationship among test anxiety, self-esteem and academic achievement in eleventh grade students and whether these relationships change as a function of gender was investigated by Çankaya (1997). Results yielded that students with low self-esteem were more test-anxious than the students with high self-esteem.

Gür (1996) examined the depression-self-esteem relationship for adolescents. Results showed that there was a negative and moderately high correlation between the level of depression and the level of self-esteem of adolescents. The results also indicated that there was only a main effect for age group on self-esteem scores but there were no main effects for sex variable and no interaction effect for those variables. The subjects in the 13-14 and 19-20 ages groups compared with the 16-17 age's group have significantly higher self-esteem scores.

İnanç, Güçray, and Akbaş (1994) assessed the relationship between high school students' self-image, self-esteem, and their school indifference and the results revealed no significant relationships among self-image, self-esteem, and school indifference.

A few experimental studies that assess the effectiveness of the different self-esteem enrichment programs have begun to appear in Turkish literature since mid 1990's.

Durmuş (1994) investigated the effectiveness of group counseling on the self-esteem level of students in terms of sex, grade and success level. 54 voluntary students were classified into three experimental and control groups in terms of sex, grade and success level. The principles and techniques of Rogers' client-centered therapy were used through 12 sessions. Three personal characteristics or attitudes of the counselor formed a central part of the group counseling

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relationship, which were genuineness, unconditional positive regard and accurate empathy. Reflection of feeling and content, asking a question and confrontation techniques were used in sessions while applying the exercises of 'You-I', 'Identity', 'Expressing yourself', 'Trust walking', 'Peak delight experience', 'Death experience', 'I have a secret', 'Bombarding love'. Result revealed that group counseling increased the self-esteem levels of students. However, the positive affect of group counseling was clearer for lycee 2 students and for the students who had high academic success.

Özkan (1994) examined the influence of the individual aspect of self-esteem and self-acceptance on guided and client-centered group counseling. Ten students, who had low self-esteem and self-acceptance, were taken into guided group counseling and other ten to client-centered group counseling. Results indicated an improvement in self-esteem and self-acceptance for both guided and client-centered group counseling conditions. However, client-centered counseling was more effective than the guided counseling group.

As seen, Turkish studies usually investigate self-esteem and its possible correlates, however, experimental studies appear to be rather limited. The existing literature consists of a few experimental studies that aim to improve the self-esteem level of high school students. In short, Turkish self-esteem literature seems to be in need of designing appropriate programs to enhance self-esteem levels of children. Certainly, designing the programs alone will not be satisfactory and researchers should definitely evaluate the effectiveness of these programs.

CHAPTER 3

METHOD

This chapter is devoted to the presentation of the population and selection of the subjects, data collection instrument, training procedure, training material, self-esteem enrichment program, data analysis procedure and limitations of the study.

3.1. Population and Selection of the Subjects

The population of this study included all fifth grades of the elementary school students in Ankara.

The sample of the present study included 192 (94 females, 98 males) fifth grade students in Teğmen Kalmaz Elementary School in Ankara. All subjects completed the Coopersmith Self-esteem Inventory (CSEI) with the help of the instructions given by the researcher to the whole class. The students completed the inventory independently in approximately 20 minutes. All subjects were assured of the confidentiality of their responses. Seven of them were omitted from the sample because of the missing items in the inventories or, having difficulty to respond the inventory.

The scores of the remaining 185 (90 females, 95 males) subjects ranged from 17 to 52 with a mean of 39.48, a median of 41 and a standard deviation of 6.95 on the CSEI.

The median score of 41was accepted as the cut off point to identify the low self-esteem subjects. Students, who scored below the median score of 41, were considered as having low self-esteem.

30 subjects (16 males, 14 females), who met the selection criterion of receiving a score below 41 on the CSEI, were randomly selected and assigned to self-esteem enrichment group (7 females, 8 males) and no-treatment control group (7 females, 8 males).

Before the treatment procedure began, a preliminary analysis was performed to examine the equivalence of the groups at the pretest (t $(1, 29)$ = .851; p = .514). This result indicated that there was no significant difference among self-esteem scores of two groups' subjects.

3.2. Data Collection Instrument

3.2.1. Coopersmith Self-esteem Inventory (CSEI)

The Coopersmith Self-esteem Inventory (Appendix A) was used to assess the students' self-esteem level in the present study. CSEI is prepared for 8-10 years old children and includes 58 items. The items intend to measure children's attitudes toward themselves (I am pretty sure of myself), peers (I am popular with kids of my own age), parents (my parents usually consider my feelings), school (I am proud of my school work), and interpersonal relations (Most people are better liked than I am) along with their own perceptions about themselves. Children were asked to indicate their responses in choosing one of the alternatives of 'like me' or 'unlike me'. Five psychologists sorted the items into two groups; that indicative of high self-esteem and that indicative of low self-esteem. Items that point out the high self-esteem receive a 1 point while items that indicate low self-esteem receive a score of 0. The possible highest score, which a person can receive on the scale, is 57 points. Higher scores indicate having high level of self-esteem.

3.2.1.1. Reliability Evidence of the Coopersmith Self-esteem Inventory

Since the instrument was developed with respect to American society, it had to be adapted to Turkish society. For these reasons, Güçray (1993) carried out the reliability and validity evidence for CSEI for Turkish children. Because of this purpose, first of all, three judges, who had a master degree in the area of psychology and were good in English, examined the Turkish form which was adapted by Onur (1980). Items were separately examined in terms of their clarity and alternative statements were offered. Offered alternative statements were given to 9-10-11 years old children at different times individually to check whether or not they understood the items. Then, necessary changes were made and the fiftieth item was omitted from the Turkish version due to the lack of agreement among the judges.

It was reported that test-retest reliability coefficient of the scale estimated by Pearson Product Moment Correlation was 0.70 (p<0.05) at two weeks intervals. The internal reliability evidence for different sex and age groups estimated by KR-21. KR-21 revealed a coefficient of 0.83 (p<0.05) for all age groups. For girls, KR-21 was 0.82 and for boys was 0.83.

In addition, to assess the internal consistency of CSEI, the researcher calculated the Cronbach alpha coefficient. For this purpose, the CSEI was administered to 440 randomly selected fifth grade elementary school students in different regions in Ankara. The result showed that the alpha coefficient was 0.84. This result indicated that the instrument had satisfactory evidence of internal consistency.

3.2.1.2. Validity Evidence of the Coopersmith Self-esteem Inventory

The validity evidence of SEI with similar scales was obtained by using Piers-Harris Self-Concept Scale as a criterion and Pearson Product Moment Correlation coefficient between the scores of the two measures was 0.72

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(Güçray, 1993). In addition to the concurrent validity of the instrument obtained by Güçray (1993), the CSEI has been a widely used instrument by the Turkish researchers (Gür, 1996; Karagöllü, 1995; Özoğlu, 1988). The findings of these studies provided further evidence of the validity of the CSEI.

3.3. Training Procedure

Self-esteem enrichment group: 'Self-esteem enrichment program' was introduced to subjects during eight weeks. The group sessions were held one day per week. Each session lasted between 60 and 75 minutes. The subjects were drawn from class activities by prior arrangement with school principal. School counselor's room was used for the sessions.

No-treatment control group: Subjects in this group only participated in the pre-post and follow up assessments. No treatment was provided.

After the treatment was completed and three months later, post and follow-up evaluations were made through applying the CSEI to the subjects in self-esteem enrichment group and no-treatment control group.

3.4. Training Material

In the present study, 'self-esteem enrichment program', which was developed by Morganett (1994) and adapted to Turkish culture by the researcher, was used as the treatment material.

'A Feeling Faces Chart', which was used through whole self-esteem enrichment program to give children practice expressing their feelings, was adapted to Turkish by using Acar's (1989) classification of feelings in terms of their intensity. Then, this chart was presented to 68 fifth grade students in Teğmen Kalmaz Elementary School to check that they understood the given feelings. After that, some of the feeling words in the Feeling Faces Chart were omitted, as the subjects did not know the meaning of it.

The story named 'Lady and Toraman', which was adapted to Turkish by the researcher was used in the second session of the program as part of the training material. For the purpose of obtaining evidence for its' face validity, a Turkish teacher checked the write-up of the story and the recommended changes were made.

3.5. Self-esteem Enrichment Program

First Session: Getting Started

Materials: Construction paper (cut into name-tag-size pieces), Safety Pins, Feeling Faces Chart (in Appendix).

- The leader said welcome to everyone in the group and explained the purpose of the group and some of the topics that they would discuss. Then, she passed out the pencils and pieces of construction paper while giving an instruction to group members to write their names and pinned the tags on (members could use pre-made name, if desired). Later on, she shared her name, her hobbies, and likes in order to be a model to children for choosing something to speak for them. After each child shared this information, the leader discussed the basic ground rules for the group as giving them some examples: everyone gets a change to talk, no hitting or fitting in the group, and confidentiality. At the end, she asked the members input to help them develop 'ownership' and listed all the ground rules on a place where everyone can see during every session.

Working Time: The leader distributed a copy of the Feeling Faces Chart to everyone. She explained to members that 'feelings are a special part of us that help us understand other people and ourselves: some feelings make us feel warm and fuzzy, affectionate, joyful, and happy. On the contrary, other feelings make us feel cold and prickly, fearful, sad, or angry. Feelings are not good or bad, and it is important to recognize and be able to share our feelings

as part of who we are'. Then, she let children picked out a few feelings from the chart and shared the events that caused them to feel that way. After each child had shared a feeling, the leader asked others if they have ever felt that way. She encouraged those who feel the same way to address one another directly and say: 'I connect with you...' 'I felt that way when...happened'. This helps children be better able to identify their feelings and the situations when they are likely to arise.

Process Time: The group members discussed the following questions:

1) What did they learn about themselves in the group today?

2) How did they feel that time about coming to the group?

3) Do they have anything they want to say to anyone else before the group ends?

4) What feelings do they think they might have before they meet again that they could come back and tell the others about?

At the end of the session, the leader thanked the children for coming to group and reminded them of the meeting time for the next session.

Second Session: Feely Feelings

Materials: Feelings Faces Chart, A Story named 'Lady and Toraman' (in Appendix).

• The leader said to welcome the children to group and briefly went over the ground rules, asked if there were any the children would like to change or added, reviewed the confidentiality. Then, she made sure the children know one another's name and continue to use nametags because they still did not know each other by name yet. Before starting the second session, she asked group members had they any special feelings since the last session that they remembered and would be willing to share, and reinforced their sharing.

Working Time: The leader told the children that she had a story to read them about knowing who really are and after reading it, she helped them respond to the following questions:

1) What do you think Toraman felt like when he has called with names and rejected by people in the neighborhood? Have you ever felt this way?

2) What did Toraman do about getting the positive feelings he needed and recognition for who he was inside? How could you do something like that?

3) Can you change other people's feelings and thoughts?

4) Can you change your own feelings and thoughts?

5) After Toraman asked Lady to pay attention to his feelings and his true self, she watched and listed to him to know how he was feeling. Who could you watch and listen to so you could let them know you understand?

6) What kind of feelings and recognition are important in friendship?

7) How do you feel when you share your feelings with your friends?

Process Time: The group discussed the following questions:

1) What do they think is important about sharing feelings?

2) Did they connect with anyone in group today? If so, did they tell that person how they feel?

3) How do they feel about sharing their feelings with others?

4) What would they be willing to do before the next session to share their feelings or to have their feelings understood better?

At the end of the session, the leader thanked to children for coming to group and reminded them of the meeting for the next session.

Third Session: Pictures of Me

Materials: Feeling Faces Chart, Scissors, Glue, Large Sheet of Construction Paper, Colored Pencil, Assorted Magazines (especially those with pictures of children performing various activities: doing school activities, playing guitar, singing a song, being involved in sports, helping with household task, reading a book, and so on)

- The leader said welcome to group members and briefly went over the ground rules. Later on, she asked the children what feelings they noticed having since they were together last time. Then, she let them all have a chance to share and when she needed, and referred to the Feeling Faces Chart. Then, the group discussed the following questions:

1) Which of their feelings do they like best?

2) Which of their feelings do they dislike and want to end?

3) What could they do to have more positive feelings?

4) What could they do to have fewer negative feelings?

Working Time: The leader placed the magazines in the middle of the group and passed out the scissors, glue, and sheets of construction paper. She wanted the children to find pictures representing what they can do, what they hope to do better, or what they can not yet do but would like to do. They cut out the pictures in different shapes (circle, square, rectangle) and glue on their papers. When the children have finished, they sit down again in their group circle to share the pictures they have chosen to represent themselves.

Process Time: The group members discussed the following questions:

1) What did they learn from 'picturing' themselves?

2) What do they like best about themselves?

3) What do they want to work on to improve or change?

4) What did they notice about others' pictures?

5) How are they alike?

6) How are they different?

The leader thanked the children for coming to group and reminded them of the meeting time for the next session.

Fourth Session: Changing and Growing

Materials: Cards and magazines indicated that trees of different maturity, flowers just opening or fading, growing or dying leaves, animals in different maturity, and people as they are baby, child, adolescence, and adult.

• The leader said to welcome to the group and briefly went over the ground rules. Before starting the session, she asked the group members whether they had any particular feelings since the last session that they would like to share.

Working Time: The leader explained the children the changes in nature as it grows while showing the cards and pictures. She stressed that everything has its own life span and that everything changes. Also, she told them that people (we) too grow and change over lifetimes but we have more 'input' or ways of making things go the way we want them to. For example, "we do not have a lot of control about what our bodies look like when we are 15 years old because we are still growing and our genes are telling our bodies what they are supposed to be shaped like. But, we do have quite a bit to say about how our bodies look when we are 50 years old because we can choose to eat healthy things during our life, exercise regularly, and not smoke or drink alcohol. Other things about life we have less control over, like other people's behavior, getting a new teacher, having to go to a new school, or parents divorcing".

Then the group members discussed the following questions:

1) What things about themselves are changing and growing?

2) What can they change? How can they do that?

3) What things they can not change in their life? How can they deal with that?

4) What can they do when they get upset over other people's behaviors?

5) What can they do when they get angry, hurt, or sad about things they can not change?

6) Do they connect with anyone in group that day? If so, did they tell that person how they feel?

Process Time: The group members discussed the following questions:

1) What was it like for them to hear what other kids think about?

2) What was it like to feel a part of the group?

3) How are they feeling about learning things in group so far?

4) What might happen before the next session that they could change or do something about?

5) What might happen before the next session that they could not do anything about?

6) How might they feel about this?

The leader thanked the children for coming to group and before saying good-bye, reminded them of the meeting time for the next session.

Fifth Session: I Can !

Materials: Drawing Papers, Colored Pencils

• The leader said welcome to them and briefly went over the ground rules. After that, she asked them if they had any more thoughts or feelings since the last session, on how things grow and change and what can and can not change. She also asked whether they have experienced any changes in their own lives since the last session?

Working Time: The leader passed out the art materials and ask the children to draw two things they do that they are proud of and, explained that they would be sharing their drawings with the rest of the group. She let them sit a place that they can draw comfortably. While they were drawing, she circulated and gave individual praise and encouragement. So, she let them know she appreciated their drawings and their willingness to share. After they finished to draw, she called them back to the group circle and asked who would like to share first. She let each child have a turn making an affirming statement- for example, 'I like to write a letter'.

Process Time: The group members discussed the following questions:

1) What was it like to share their pictures of their talents?

2) What was it like to hear about other kids' talents?

3) How do they feel about themselves after talking about their talents?

4) What talents would they like to work on and improve?

5) What person in their life would they be willing to share these pictures with and tell their good feelings about their talents?

The leader thanked the children for coming to group and before saying good-bye, reminded them of the meeting time for the next session.

Sixth Session: What Do I Value?

Note: Before beginning this session, the leader prepared a large sheet of papers for each child separately, including herself. She made three columns on her own sheet: A Little Important, Moderately Important, and Very Important and, listed under these three headings some of the things she valued such as driving a car, flowers, books, responsibility, parents, friendships, being honest, giving time to help others, and having fun with friends.

Materials: A Large Sheet of Paper for Each Child, Pen-Pencil

• The leader said welcome to the children to group and briefly went over the ground rules. Then, she asked them whether they shared their drawings from the last session with anyone. If so, she asked about how they felt about talking about their talents and successes.

Working Time: The purpose of this session was to introduce the idea that people all have values or things they believe. The leader said to group that 'Some of our values are a little important, some are moderately important, and some are very important'. Firstly, She showed the group members her previously completed values chart, and then encouraged them to make values chart for themselves. She told them that they would have the chance to share

with everyone when they finish. After that, they brought their completed values charts back to the circle and share what they think is a little important, moderately important, and very important. The leader pointed out that 'we all value different things. Some of the things are going to be like what our friends value, and some of the things are going to be different'. She stressed that 'it is OK to be different, even if our friends do not like what we value'. Finally, she asked them what could they do if one of their friends says something negative about what they value:

1) What can they say or do to defend their values?

2) When should they look at their values and make some changes?

Process Time: The group members discussed the following questions:

1) How can they show their friends that they respect what they value?

2) What can they do if other people do not like what they value?

3) What kind of situations can they think of where people may try to get they to do things that are against their values?

4) How do they know if something is not good for them and needs to be changed?

5) Would they be willing to notice before the next session what they value and how they feel about it?

The leader thanked the children for coming to group. Before saying good-bye, she reminded them of the meeting time of the next session and mentioned that there would be only two more sessions before the group is over.

Seventh Session: Appreciating Friends

Materials: A Play Telephone

• The leader said welcome to the group and briefly went over the ground rules. She asked them whether group members have anything that they want to say about the last session, on what they value in their lives.

Working Time: The leader used the following questions to help children explore what they like about having friends. She used her linking/connecting skills after questions; for example, 'Who else likes the same things as...' and 'Who can connect with what...has said?'

1) What would life be like if they had no friends at all?

2) How do they feel when their friends go away on vacation or are not around for they to play with in the summer?

3) What do they miss most when a friend moves away?

4) How important is it to have at least one good friend?

5) What do they think are their best friendship skills?

6) Would they rather have a lot of friends they knew just a little or a few friends they knew very well?

7) What are they willing to give up to keep a friend?

8) When their friends get in an argument, what do they do?

9) When they and a friend get in an argument, what do they do?

10) Would they like it if their friend called them up and told they just why it is that he/she likes having them for a friend?

At the second phase, the leader told the group members that the play telephone would have given to them a chance to practice saying what they value about their friends. She told them that they would have a turn to call a friend and told that person what they value about the friendship. If the leader appears necessary he/she can be a model to the group by saying: "Hello, I am... I was thinking about our friendship, and I just wanted to tell you that its means a lot to me to have you as a friend because you always care about what I do, even when you do not think it is a good idea. I appreciated that". She let each child, who wanted to use the phone, make a call to a friend.

Process Time: The group members discussed the following questions:

1) What was it like for them to share nice things about their friendship with their friend? How did they feel?

2) How do they think their friend would feel hearing those things?

3) What did they like about telling these things to their friend?

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4) What did not they like?

5) What do they think will happen if they share positive things about their friends with them?

6) How important do they think it is to do this?

7) Would they be willing to really tell their friend how they feel about him/her?

The leader reminded the children that the next session would be the last and that they would be saying good-bye to each other then. She told that they would discuss any special ideas they might have for the last session to help them remember the group and, thanked them for coming to the group and reminded the meeting time for the next session.

Eight Session: Saying Good-bye

Materials: A Hand-held Mirror

• The leader said welcome to the children to the group and briefly went over the ground rules and explained that the confidentiality continues even after the group is over. Later on, she asked if the children have anything they want to bring up from the last session, on what they value in their friends. She gave them a chance to tell what happened if they actually spoke with a friend.

Working Time: The leader reviewed what children learned during the other sessions by asking the following questions:

1) What did they learn from the story of Lady and Toraman about our need to be positive to one another?

2) What did they learn from 'picturing' themselves and their achievements?

3) What things about they are changing and growing?

4) Do they think everyone has special talents or gifts? What are theirs?

5) What did they learn about having values and standing up for them?

6) What is important to them about having friends?

Moreover, she asked the following types of general questions as well:

1) What was the best thing that they learned from being a group member?

2) What topic did they think helped them most?

3) What do they like about themselves now that they did not before they came to the group?

At the second phase, the leader showed the group members the mirror and told them that they have the opportunity to make a statement of appreciation to themselves by being a model by this type of a statement: 'what I appreciate most about myself is that...' Each child have a chance to fill in the same sentence stem and after everyone had a turn, the leader thanked them for participating?

Process Time: The group members discussed the following questions:

1) What was it like for them to tell themselves in the mirror that they appreciated something about themselves?

2) What did they learn from doing this activity?

3) Would they be willing to practice telling the other members one thing they appreciate about themselves each day?

4) What do they think would happen if they told someone else that they appreciate him/her?

The leader let the children know again that she valued their hard work and celebrated the way they have chosen.

The Turkish form of the 'Self-esteem Enrichment Program' is in the Appendix B.

3.6. Data Analysis

Repeated measures analysis of variance were employed to the CSEI scores of experimental and control groups' subjects to investigate the effectiveness of the self-esteem enrichment program on the level of self-esteem of children.

The analysis was carried out by using the SPSS for Windows 8.00 package. The .05 alpha level was accepted as a criterion of statistical significance for all the statistical procedures.

3.7. Limitations of the Study

Several limitations of the present study merit further investigations.

First, in the present study, data could not be collected from a large sample which had been required for selecting more reliable subjects.

Second, self-esteem score was collected by using a self-report scale. The limitations of self-report methods should be kept in mind before interpreting the results of this study. Some potential problems would be fakebility and social desirability.

Third, the sample included only fifth grade level elementary school students. Therefore, the results of this study could only be generalized to this group of subjects.

Fourth, self-esteem enrichment program was limited to eight sessions.

CHAPTER 4

RESULTS

Results of repeated measures analysis of variance, which were carried out to investigate the effect of the self-esteem enrichment program on the level of self-esteem of fifth grade elementary school students, are presented in this chapter.

4.1. The means and standard deviations of self-esteem scores of pre, post and follow-up measures of treatment and control groups' subjects.

Table 4.1: Descriptive statistics of self-esteem scores for both groups

MEASURES	GROUPS	SEX	N	MEAN	SD
PRETEST	Experimental	Male	8	29.00	3.34
		Female	7	30.29	2.69
		Total	15	29.60	3.02
	Control	Male	8	30.37	1.77
		Female	7	29.14	3.63
		Total	15	29.80	2.76
POSTTEST	Experimental	Male	8	26.63	5.83
		Female	7	34.86	4.30
		Total	15	30.47	6.56
	Control	Male	8	35.25	6.63
		Female	7	33.86	7.73
		Total	15	34.60	6.94
FOLLOW-UP	Experimental	Male	8	29.63	6.52
		Female	7	34.14	5.61
		Total	15	31.73	6.34
	Control	Male	8	36.00	8.86
		Female	7	34.57	9.54
		Total	15	35.33	8.88

The means and standard deviations of the self-esteem scores of self-esteem enrichment group and no-treatment control group for pre, post and follow-up measures for both sexes were presented in Table 4.1. The table shows unexpected score changes in Coopersmith Self-esteem Inventory (CSEI).

Repeated measures analysis of variance was carried out to determine the differences between the self-esteem enrichment group and no-treatment control group in the pre, post and follow-up measurements of CSEI. The results of repeated measures analysis of variance are presented in the following section.

4.2. Results Concerning the Effect of the Self-esteem Enrichment Program on the Self-esteem Level of the Treatment and Control Groups' Subjects.

For the purpose of investigating the effect of the self-esteem enrichment program, repeated measures analysis of variance was employed to the treatment and control group subjects' self-esteem scores. The result was presented in Table 4.2.

Table 4.2: The Average Table Concerning The Results Of The Repeated Measures Analysis Of Variance Employed To The Pre, Post And Follow-Up CSEI Scores Of The Treatment And Control Groups' Subjects.

SOURCE	SS	DF	MS	F	P
GROUP	44.579	1	44.58	1.88	.182
SEX	20.667	1	20.67	.87	.359
GROUP * SEX	67.868	1	67.87	2.86	.103

The results of the repeated measure analysis of variance employed to the pre, post and follow up scores of the treatment and control groups subjects revealed that neither the group (F (1, 29) = 1.88, p > 0.05) and sex (F (1, 29) = .87, p > 0.05) main effects, nor the group x sex (F (1, 29) = 2.86, p > 0.05) interaction effect were significant. In other words, the results showed that there were no

significant differences between CSEI scores of the self-esteem enrichment group and no-treatment control group at pre, post and follow-up measures.

This result indicated that the "Self-esteem Enrichment Program'" applied to the treatment (self-esteem enrichment) group was not proven to be effective.

4.3. Interpretation of the Results Concerning the Effect of the Self-esteem Enrichment Program on the Self-esteem Level of the Students

The results showed no significant difference between self-esteem enrichment and no-treatment control groups' subjects at pre, post, and follow-up measures. This result indicated that 'Self-esteem Enrichment Program' was not an effective intervention method for improving the self-esteem level of subjects who had low self-esteem.

This result was consistent with the previous research findings that failed to show the effect of self-esteem enrichment program on the self-esteem levels of students. For instance, Ryan (1989) compared the effectiveness of interactive technology and counselor-led groups for enhancing social skills, self-esteem and locus of control for sixth grade students. It was found that students in both treatment groups did not demonstrate significant changes when compared to the control groups on any of the dependent variables.

The results of the present study was also similar with that of Hadley (1988) who developed a 12 weeks affective education program appropriate for second grade students to improve their self-esteem and reading ability. Although results showed an increase in reading scores, no significant increase was observed at the self-esteem scores.

Moreover, the finding of Demsey's (1989) study revealed that the children's self-reported self-esteem within the treatment groups was not significantly different from that of the comparison groups.

On the other hand, the results of this study was not consistent with the majority of the previous studies reporting the effectiveness of self-esteem enrichment programs on self-esteem levels of children, adolescents and adults. For instance, Cant and Spackman (1985) examined the effectiveness of group counseling on the self-esteem and reading performance and a significant difference was observed within two groups at the end of the treatment.

In a similar vein, Lawrence (1985) investigated the effects of therapeutic treatments on the self-esteem and reading skills. Like Cant and Spackman's (1985) study, results showed that therapeutic treatments produced higher gains in self-esteem than non-therapeutic treatments.

Furthermore, Fong-Toy's (1986) study concluded that group counseling enhanced the self-esteem levels of children in the divorced treatment groups and improved the observed-behavioral self-esteem levels of children in the intact treatment groups.

Some researchers argued that increasing assertiveness levels might help to enhance the self-esteem levels of individuals. For example; the study of Stake and Pearlman (1980) focused on the effects of assertiveness training on self-esteem of women and the findings suggested that assertiveness training is a viable technique for improving self-esteem levels of women.

Indeed, the same may be the case for children and they may be helped more effectively via increasing their assertiveness. Helping children to be more assertive may help them to gain more self-confidence; consequently their levels of self-esteem may improve.

During the implementation process of the present study, the subjects in the treatment group made rather positive statements about the group experience despite the results did not confirm their positive evaluations. In the training procedure the self-esteem enrichment group subjects were asked to share

their feelings related to activities at the end of the each session. The statements of the majority of the subjects indicated an increase in their self-awareness (eg. I did not know what I liked or disliked, I did not think of my abilities before), awareness of others (eg. I recognized my friends better, I learnt what my friends liked and disliked) and self-expression (eg. I learnt the way to share our feelings, I learnt that people did not feel bad when they share their feelings).

The inefficiency of the training procedure used in the present study may have stemmed from several reasons, which deserve to be discussed. First, the posttest measure had to be given to the subjects at the end of the final session because the researcher had to go to work in another city to be a school counselor. Therefore, the subjects of the training group did not have a long enough period to internalize what they have been taught. Consequently, subjects may not have any opportunity to emit the behaviors taught and thus, receive enough positive reinforcement from the social environment that would otherwise reflect itself in increasing their self-esteem.

Another possible cause of finding no improvement in students' self-esteem level might be the several weaknesses of the 'Self-esteem Enrichment Program'. The program includes activities that only aim to enhance self-awareness and change the attitudes of students toward themselves. However, research demonstrated that parents, school, and peers also have significant effects on self-esteem. Indeed the program used in the present study did not include some other activities that aim to enhance self-esteem of students in their interaction with parents, school, and peers.

Further, the regular attendance of the subjects to every session could not be provided in this study because some of the subjects were not able to attend the classes due to frequent periods of illnesses. This limitation might have also hindered the improvement of the self-esteem level of treatment groups' subjects.

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To conclude, the result regarding the non-significant effect of the self-esteem enrichment program used in the present study can be explained in two ways. First; peers, teachers and parents might not have the chance to observe the changes in the verbal and behavioral self-esteem level of experimental group subjects, therefore were not able to provide positive feedback to them.

Second; peer, teacher and parent acceptance may be affected by the social norms of the society. There may be some stereotyping about the behaviors and attitudes of the children among these groups. Thus, even when children appeared to have more positive self-esteem and reflect their self-attitudes through their actions, their behaviors might have been misinterpreted as impoliteness, rebellion, forcefulness or aggression and they might have received negative feedback from their peers, teachers and parents.

CHAPTER 5

CONCLUSION, IMPLICATIONS AND
RECOMMENDATIONS

In the final chapter, conclusions of the study, implications for practice and recommendations for both counseling practice and future research are presented.

5.1. Conclusions

School counselors are self-esteem advocates as they believe that people with a strong positive sense of self-worth and competence are better able to make positive and life-enhancing decisions both in school and in outside world (Kaplan, 1995). In addition, self-esteem is essential for gaining confidence and coping skills that are needed to achieve meaningful goals. Low self-esteem and negative attitudes toward the educational process may result in the student misinterpreting his/her importance in society (Bibby, 1988). There is also strong evidence about the relationship between self-esteem and academic achievement. Helping young people learn how to make good decisions and supporting their efforts to solve real personal problems and to build personal competence in educational, personal and social areas are crucial to increase their self-esteem. Counselors can address these issues with intervention methods that affect real-world behaviors.

As a counselor, the important and crucial role of self-esteem in educational, social and emotional life of the students led the researcher to design and evaluate the self-esteem enrichment program used in the present study.

However, contrary to the expectation, the result of the experimental study demonstrated that the 'Self-esteem Enrichment Program' was not an effective intervention method for improving self-esteem level of subjects who have low self-esteem.

There might be several factors that affect the result of the present study. One possible explanation is related with the training program. As mentioned previously, the self-esteem enrichment program was borrowed from abroad (Morganett, 1994). This program was originally designed for North American students. Although it is a well-known program in the literature, it has neither empirical nor cross-cultural evidence about its' effectiveness. The result of the present study suggests that Morganett's (1994) program does not properly work for increasing the self-esteem of Turkish children. The content and the structured nature of the program somewhat resemble the course contents of the Turkish school curricula. Although the researcher has tried to reduce the strongly didactic nature of the program by using some cultural metaphors as it can be seen in Lady and Toraman's story, the basic structure of the program has remained.

If this is the case, it may be off-putting for the Turkish students to be the recipients of such a didactic program, which seems strikingly similar to any given course in terms of the content in their school curriculum that many students complain about. Further, the individualistic values such as autonomy, having one's own ideas and values and the like are strongly emphasized in the program. Such ideas may not coincide with the values and concerns of the children of a basically collectivistic culture like Turkey.

Future researchers who will develop self-esteem enrichment programs should take these shortcomings into consideration and should base the training

programs on the assessed needs of the Turkish children. The program should also address the cultural issues that work against the advancement of high self-esteem in Turkish children. The result of the present study confirms that, as a rule of thumb, such programs should not be borrowed from the other cultures unless they have strong cross-cultural evidence regarding their effectiveness. Even in such a situation, a program should need some modifications to meet the needs of the diverse cultures, even subcultures.

Several other factors that work against the efficiency of the present training program may also be cited. The training program used in the study is established to improve only the subjects' attitudes toward himself/herself. However, the instrument (CSEI) used in this study intended to measure the attitudes toward themselves, peers, parents, school and interpersonal relations along with self-report methods.

Furthermore, the length of the training program should be extended. It would be better to use longer periods to help the students to explore the significant changes in their thoughts, feelings and behaviors toward themselves and others. Also, the training program might include more activities to help them to create significant changes in their attitudes toward school, parents and peers.

In the present study, subjects were identified only by administering an instrument (CSEI) which was based on self-report. The limitations of self-report methods such as fakebility, social desirability, response style and acquiescence are known. If the opinions of teachers and parents taken into consideration, the identification of low self-esteem students will be more realistic. Morganett (1994) defined good candidates for this training program as: students lacking self-confidence, reluctant to take risks, low motivation to continue tasks or to socialize, lack of positive friendship behaviors, insecurity, low frustration tolerance and few friends at school and home. However, whether the subjects in this program carried out these personal characteristics or not were not known, as these features were not measured in the present study.

Moreover, the intake interview was not done with the students who were selected for receiving self-esteem enrichment program before starting the first session. Some of them might have been involuntary to participate in the training program.

Along with the changes in the program and selection criteria, the followings seems to be necessary to enhance the efficacy of training program:

- Obtaining student, parent and teacher agreement on identifying low self-esteem subjects
- Involving parents and teachers within the training program as reinforcing agents
- Doing an intake interview with the subjects before the training program.

As mentioned in the second chapter, home and school are considered very important in the development of self-esteem. Parental behaviors that indicate positive evaluation toward their child such as support, participation and interest seem to be positively related to self-esteem. In addition, the school experience appears to be a significant determinant of a student's self-esteem. Literature suggests that teacher support and encouragement of student autonomy are associated with higher student self-esteem (Scott et al., 1996).

In conclusion, providing culturally relevant self-esteem enrichment programs that are strengthened by school and parent involvement seems necessary for effective training and outcome. Involving teachers and parents in the program may promote the acquisition of positive self-esteem and reduce the possible inconsistencies between training situation, school and home. Most important, the training program should consider the cultural diversity and meet the specific needs of the children of a given culture.

5.2. Implications and Recommendations for Practice and Research

Several additional implications for counseling to design self-esteem enrichment programs may be addressed and recommendations can also be made.

This study was carried out with the middle socioeconomic status (SES) children in Ankara and the group was homogenous as compared to the students in many other parts of Turkey. Therefore, this study needs to replicated with diverse groups from different regions and SES to assess the possible effects of SES and other cultural factors.

Also, the present study was carried out with the fifth grade level school children and the findings can only be generalized this age group. The training program should be applied to different grade levels in the future studies to achieve a broader applicability.

Several factors that may influence children's self-esteem, such as anxiety and social skills should also be examined in the future studies.

The present study was carried out with the subjects who had low self-esteem. It will be an important task for the future researchers to investigate the effectiveness of self-esteem enrichment program on the students' self-esteem levels who have moderately developed self-esteem.

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APPENDIX A

CSEI

Adı-Soyadı:.................

Cinsiyeti: K E

	Bana Uygun	Bana Uygun Değil
1. Hayal kurmakla çok vakit geçiririm		
2. Kendime oldukça güvenirim		
3. Sık sık bir başkasının yerinde olmak isterim		
4. Cana yakın bir çocuğum		
5. Annem-babamla birlikte çok iyi vakit geçiririz		
6. Hiçbir şeyi kendime dert etmem		
7. Sınıfın önünde konuşmak bana çok zor gelir		
8. Keşke biraz daha küçük olsaydım		
9. Elimde olsaydı kendimde pek çok şeyi değiştirirdim		
10. Karar verirken fazla zorluk çekmem		
11. Birçok kişi benimle olmaktan hoşlanır		
12. Evde kolayca üzülür, bozulurum		
13. Her zaman doğru olan şeyi yaparım		
14. Okuldaki çalışmalarımdan gurur duyarım		
15. Ne yapmam gerektiğini her zaman bir başkasının söylemesi gerekir		

	Bana Uygun	Bana Uygun Değil
16. Yeni bir şeye alışmak çok zamanımı alır		
17. Yaptığım şeylerden sık sık pişmanlık duyarım		
18. Aynı yaşta olduğum arkadaşlar arasında sevilirim		
19. Annem-babam çoğu kez duygularımı dikkate alırlar		
20. Hiçbir zaman mutsuz değilim		
21. Elimden gelenin en iyisini yaparım		
22. Fikrimden çabuk vazgeçerim		
23. Genellikle kendi başımın çaresine bakabilirim		
24. Genellikle mutluyum		
25. Kendimden küçük çocuklarla oynamayı tercih ederim		
26. Annem-babam benden çok şey beklerler		
27. Tanıdığım herkesten hoşlanırım		
28. Sınıfta derse kaldırılmaktan hoşlanırım		
29. Kendimi iyi tanırım		
30. Kendimi olduğum gibi ortaya koymam		
31. Hayatımda her şey çok karmakarışıktır		
32. Arkadaşlarım genellikle benim fikirlerime uyarlar		
33. Evde kimse benimle fazla ilgilenmez		
34. Hiçbir zaman azar işitmem		
35. Okulda istediğim kadar başarılı değilim		
36. Kararlı bir insanım		
37. Kız olanlar (a) yı, erkek olanlar (b) yi işaretlesin a) Aslında kız olmaktan hoşlanmıyorum b) Aslında erkek olmaktan hoşlanmıyorum		
38. Kendimi sevmiyorum		
39. Başkalarıyla birlikte olmaktan hoşlanmam		
40. Çoğu kez evi terk etmeyi düşünürüm		
41. Hiçbir zaman utangaç değilim		
42. Okulda kendimi sık sık huzursuz hissederim		
43. Çoğu kez kendimden utanırım		
44. Başkalarını kendimden daha güzel bulurum		
45. Söylenecek bir sözüm varsa genellikle söylerim		
46. Arkadaşlarım bana sık sık sataşır		
47. Annem-babam beni anlarlar		

	Bana Uygun	Bana Uygun Değil
48. Her zaman doğruyu söylerim		
49. Öğretmenim bana yeterince başarılı olmadığımı hissettirir		
50. Başarısızım		
51. Azarlandığım zaman çabuk üzülürüm		
52. Çoğu kimse benden daha çok sevilir		
53. Çoğu zaman annemle babamın benden çok şey beklediklerini hissederim		
54. Başkalarıyla kolaylıkla konuşabilirim		
55. Okulda sık sık cesaretim kırılır		
56. Genellikle olup bitenlere aldırmam		
57. Bana güvenilmez		

APPENDIX B

BENLİK SAYGISI GELİŞTİRME PROGRAMI

Birinci Oturum: Başlangıç

Amaçlar: 1) Grup deneyiminin anlamını çocuklara tanıtmak (çocukları grup süreci konusunda bilgilendirmek ve katılmaya hazırlamak),

2) Temel kuraları belirlemek ve gizlilik konusunu tartışmak,

3) Grubun amacını tartışmak ve çocukları ilerdeki oturumlara hazırlamak,

4) Grubun; duygularını, düşüncelerini ve davranışlarını paylaşmaları için güvenli bir ortam olduğunu çocukların anlamasına yardımcı olmak,

5) Duyguların bizim bir parçamız olduğunu belirtmek ve çocukların duygularını rahatça açıklamalarını sağlayacak çalışmalar yapmak.

Hedef Davranışlar: Bu oturumun sonunda öğrencilerin şu davranışları göstermeleri beklenmektedir:

1) Duygularının, kendilerinin bir parçası olduğunu fark etmeleri,

2) Duygularını rahatça ifade edebilmeleri.

Materyaller: Yaka Kartı, Toplu İğne, Duygu Yüzleri Şeması

Süreç: - Tanışma,

- Grubun amaç ve kurallarının açıklanması,

- Yaka kartkarına isimlerin yazılıp, yakalara takılması,

- Duygu Yüzleri Şemasının dağıtılması ve çocukların, şemadan paylaşmak istedikleri duyguları seçmesi,

- Grupta yaşananlarla ilgili bazı soruların tartışılması.

• Lider, grup üyelerine 'Hoşgeldiniz' der ve grubun amaçları üzerinde durur, grupta tartışabilecekleri konular hakkında örnekler verir. Sonra, yaka kartlarını ve kalemleri çocuklara dağıtarak 'isimlerini kartlara yazmalarını ve yakalarına

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takmalarını' söyler. Çocuklar isterlerse başlangıçta takma isim kullanabilirler. Daha sonra, lider; ismini, hobilerini, sevdiği şeyleri paylaşarak çocukların grupta konuşabilecekleri konuları seçmelerine yardımcı olur. Her çocuk bu bilgileri paylaştıktan sonra bazı örnekler vererek gruptaki temel kuralları tartışır: 'herkesin konuşma hakkına sahip olması, grupta kavga ve tartışma olmayacağı, gizlilik vb'. En sonunda, üyelere eklemek istedikleri bir kural olup olmadığını sorar ve listeyi herkesin görebileceği bir yere tüm oturumlarda asar.

Gelişme: Lider, Duygu Yüzleri Şemasını herkese dağıtır ve çocuklara: 'Duygularımız bizim bir parçamızdır. Onlar sayesinde kendimizi ve diğer insanları daha iyi anlayabiliriz. Bazı duygular bize kendimizi sıcak, sevgi dolu, sevecen, mutlu, neşeli hissettirirken; bazıları ise soğuk, korku dolu, acı içinde, üzgün, kızgın hissettirebilir. İyi veya kötü, doğru ya da yanlış duygu yoktur. Önemli olan duygularımızın farkında olabilmemizdir. Bazen aynı insana karşı birbirine zıt olan duygularda besleyebiliriz' der. Sonra, çocuklardan şemadan birkaç duygu seçip, o duyguları hissetmelerine sebep olan olayları paylaşmalarını ister. Çocuklar paylaşırken lider, diğer üyelere aynı şekilde hisseden olup olmadığını sorar ve 'Sana katılıyorum......', 'Bende.........olduğunda aynı şekilde hissetmiştim' diyerek çocukların paylaşmalarını destekler. Böylece çocuklar kendi duygularını ve durumlarını daha iyi tanımlayabilirler.

Sonuç: Oturum sonunda şu soruları tartışır:
1) Bugün grupta kendinizle ilgili neler öğrendiniz?
2) Şimdi kendinizi gruba gelme konusunda nasıl hissediyorsunuz?
3) Grubu bitirmeden önce birine söylemek istediğiniz bir şey var mı?
4) Tekrar buluşmadan önce geri geldiğinizde bize söyleyeceğiniz hangi duygulara sahip olacağınızı düşünüyorsunuz?

Lider, çocuklara gruba geldikleri için teşekkür eder ve güle-güle demeden önce bir sonraki oturumu hatırlatır.

İkinci Oturum: Hissedilen Duygular

Amaçlar: 1) Bir önceki oturumda neler olduğunu tekrar gözden geçirmek ve çocuklara sorularını tartışma fırsatı vermek,

2) Duyguları paylaşmanın; kendimizi anlamamızın ve sağlıklı, uzun süreli ilişkiler kurabilmemizin önemli bir parçası olduğunu çocukların anlamasına yardımcı olmak.

Hedef Davranışlar: Bu oturumun sonunda öğrencilerin şu davranışları göstermeleri beklenmektedir:

1) Duyguları paylaşmanın önemini anlamaları,

2) Kendileri hakkında yeni şeyler öğrenmeleri,

3) Kendilerini ve duygularını tanımanın sosyal ilişkilerindeki önemini fark etmeleri.

Materyaller: Duygu Yüzleri Şeması, 'Lady ve Toraman' adlı öykü

Süreç: - I. Oturumun kısa bir özeti ve öğrencilerin bir önceki oturumdan sonra hissettikleri yeni duyguları paylaşmalarına fırsat verilmesi,

- 'Lady ve Toraman' adlı öykünün okunması,

- Öyküyle ve grupta yaşadıklarıyla ilgili soruların tartışılması.

• Lider, çocuklara gruba 'Hoşgeldiniz' der ve kısaca temel kuralları tekrar eder, çocuklara değiştirmek veya eklemek istedikleri kurallar olup olmadığını sorar ve gizlilik kuralına tekrar değinir. Sonra, lider çocukların birbirinin ismini öğrenip öğrenmediğini kontrol eder ve eğer çocuklar birbirinin ismini henüz öğrenemediyse yaka kartlarının takılmasına devam edilir. İkinci oturuma başlamadan önce, lider, son oturumdan beri hatırladıkları ve paylaşmak istedikleri özel bir duygu olup olmadığını sorar ve onların katılımını destekler.

Gelişme: Lider, çocuklara kim olduğumuzu bilmemizle ilgili bir öykü okuyacağını söyler ve öykü bittikten sonra şu soruları cevaplandırmalarına yardımcı olur:

1) Toraman, Burak'ın arkadaşları tarafından reddedildiğinde sizce kendini nasıl hissetmiştir? Siz daha önce böyle hissettiniz mi?

2) Toraman, olumlu duygular almak ve içinin tanınması için neler yaptı? Siz buna benzer bir şeyi nasıl yapardınız?

3) Diğer insanların duygu ve düşüncelerini değiştirebilir misiniz?

4) Kendi duygu ve düşüncelerinizi değiştirebilir misiniz?

5) Toraman, Lady'e duygularına ve kişiliğine dikkat etmesini söylediğinde; Lady Toraman'ın nasıl hissettiğini anlamak için onu izledi ve dinledi. Sizi anlamak için kim izliyor ve dinliyor?

6) Arkadaşlıkta ne tür duygular önemlidir?

7) Duygularınızı arkadaşlarınızla paylaştığınızda kendinizi nasıl hissedersiniz?

Sonuç: Oturum sonunda şu sorular tartışılır:

1) Duyguları paylaşmakla ilgili nelerin önemli olduğunu düşünüyorsunuz?

2) Bugün grupta kimseyle konuştunuz mu? Eğer konuştuysanız, bu insana nasıl hissettiğinizi söyleyin.

3) Duygularınızı diğerleriyle paylaşmakla ilgili nasıl hissediyorsunuz?

4) Gelecek oturuma başlamadan önce, duygularınızı paylaşmak veya duygularınızın daha iyi anlaşılabilmesi için ne yapmak istersiniz?

Lider, çocuklara gruba geldikleri için teşekkür eder ve güle-güle demeden önce bir sonraki oturumu hatırlatır.

Üçüncü Oturum: Benim Resimlerim

Amaçlar: 1) Çocuklara kim olduklarıyla ilgili düşüncelerini paylaşma şansı verilir-neleri başarabiliyorlar, neleri başarmak istiyorlar,

2) Çocukların, insanların güçlü ve zayıf yanlarının farklı olduğunu ve bu farklılıkların normal olduğunu anlamalarına yardımcı olmak.

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Hedef Davranışlar: Bu oturumun sonunda öğrencilerin şu davranışları göstermeleri beklenmektedir:

1) Başarılı oldukları ve başarılı olamadıkları yönlerini farketmeleri,

2) Her insanın farklı yetenekleri olduğunu görmeleri.

Materyaller: Duygu Yüzleri Şeması, çeşitli dergilerden kesilmiş çocukları farklı etkinlikleri gerçekleştirirken gösteren resimler (dışarıda oynarken, spor yaparken, ev halkına yardım ederken, ödev yaparken vb.)

Süreç: - II. Oturumun kısa bir özeti ve duygularla ilgili bazı soruların tartışılması,

- Çocukları çeşitli etkinlikleri yaparken gösteren resimlerden yapabildikleri, daha iyi yapmayı umdukları, henüz yapmadıkları fakat yapmayı istedikleri etkinliklerin öğrenciler tarafından seçilmesi,

- Grupta yaşananlarla ilgili soruların tartışılması.

• Lider, grup üyelerine 'Hoşgeldiniz' der, kısaca temel kuralları ve gizlilik ilkesini tekrarlar. Sonra, son oturumdan beri hangi duygulara sahip olduklarını sorar. Hepsine paylaşmaları için şans verir, gerekli görürse Duygu Yüzleri Şemasına geri döner. Daha sonra, grupta şu sorular tartışılır:

1) En çok hangi duygularınızı seviyorsunuz?

2) Hangi duygularınızı sevmiyorsunuz ve değiştirmek istiyorsunuz?

3) Daha olumlu duygulara sahip olmak için ne yapabilirsiniz?

4) Daha az olumsuz duygulara sahip olmak için ne yapabilirsiniz?

Gelişme: Lider, resimleri grubun ortasına koyar ve makas, zamk ve kağıtları çocuklara dağıtır. Çocuklardan; yapabildikleri, daha iyi yapabilmeyi umdukları, henüz yapamadıkları fakat yapmayı istedikleri etkinlikleri gösteren resimleri bulmalarını ister. Çocuklar, buldukları resimler farklı şekillerde (yuvarlak, kare, dikdörtgen) keserler ve kağıtlarına yapıştırırlar. Herkes bitirdikten sonra, seçtikleri kendilerini gösteren resimleri diğer üyelerle paylaşırlar.

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Sonuç: Oturum sonunda şu sorular tartışılır:

1) Kendinizi resimlendirmeden ne öğrendiniz?

2) Kendinizle ilgili en çok neyi seviyorsunuz?

3) Değiştirmek veya ilerletmek için hangi özelliğinizin üzerinde çalışmak istiyorsunuz?

4) Diğer arkadaşlarınızın resimlerinde ne fark ettiniz?

5) Bizler nasıl aynıyız?

6) Bizler nasıl farklıyız?

Lider, çocuklara gruba geldikleri için teşekkür eder ve güle-güle demeden önce bir sonraki oturumu hatırlatır.

Dördüncü Oturum: Değişmek ve Büyümek

Amaçlar: 1) Çocuklara, hayattaki her şeyin değiştiğini göstermek,

2) Hayatımızdaki değişikliklerin bazıları üzerinde daha fazla kontrolümüzün, bazılarının üzerinde ise daha az kontrolümüzün olduğu fikrini oluşturmak,

3) Değişebilen ve değişemeyen şeylerin tanımlanmasında çocuklara yardımcı olmak.

Hedef Davranışlar: Bu oturumun sonunda öğrencilerin şu davranışları göstermeleri beklenmektedir:

1) Hayattaki herşeyin değiştiğini görmeleri,

2) Hayattaki kontrol edebilecekleri ve kontrol edemeyecekleri değişiklikleri ayırt edebilmeleri,

3) Değişebilen ve değişemeyen şeyleri tanımlayabilmeleri,

4) Değiştiremeyecekleri şeylerle başa çıkabilmeleri.

Materyaller: Farklı olgunlukta ağaçları, açan ve solan resimleri, büyüyen ve ölen yaprakları, farklı olgunluktaki hayvanları ve insanları gösteren resimler.

Süreç: - III. Oturumun kısa bir özeti ve bir önceki haftadan beri paylaşmak istediklerinin olup olmadığının sorulması,

- Hayattaki herşeyin değiştiğinin ve geliştiğinin resimlerle anlatılması,

- Hayatımızdaki değişmeler ve grupta yaşananlarla ilgili soruların tartışılması.

• Lider, üyelere 'Hoşgeldiniz' der, kısaca temel kuralları ve gizlilik ilkesini tekrarlar. Oturuma başlamadan önce, geçen haftadan beri paylaşmak istedikleri özel bir duyguya sahip olup olmadıklarını sorar. Paylaşımı yüreklendirir ve burasının duygularımızdan paylaşmak için güvenli bir ortam olduğunu tekrarlar.

Gelişme: Lider, çocuklara her şeyin kendi yaşam sürecine sahip olduğunu, geliştiğini ve değiştiğini; farklı olgunlukta ağaçların, yeni açmış ve kurumuş çiçeklerin, büyüyen ve ölmüş yaprakların olduğu resimler göstererek açıklar. Lider, çocuklara: 'yaşadığımız sürece bizlerde büyür ve değişiriz fakat bizler bu değişikliklerin bazılarını kendi istediğimiz gibi yönlendirebiliriz. Örneğin, 15 yaşındayken vücudumuzun görünüşüyle ilgili fazla kontrole sahip değilizdir çünkü büyüyoruzdur ve genlerimiz vücudumuzu şekillendirmektedir. Fakat 50 yaşına geldiğimizde, eğer yaşamımız boyunca sağlıklı beslenmiş, düzenli olarak egzersiz yapmış, alkol almamış ve sigara içmemişsek vücudumuza bazı şeyleri söyleyebiliriz. Yaşamımızda az kontrole sahip olduğumuz diğer şeylerde; diğer insanların davranışları, yeni bir öğretmenin gelmesi, yeni okula gitmek, anne ve babamızın ayrılması vb.' der.

Daha sonra grup üyeleri şu soruları tartışır:

1) Kendinizde neler değişiyor ve gelişiyor?

2) Neleri değiştirebilirsiniz? Bunu nasıl yaparsınız?

3) Yaşamınızda neleri değiştiremezsiniz? Bununla nasıl baş edersiniz?

4) Diğer insanların davranışlarından dolayı üzüldüğünüzde ne yaparsınız?

5) Değiştiremeyeceğiniz şeylerden dolayı kızdığınızda, üzüldüğünüzde veya incindiğinizde ne yaparsınız?

6) Grupta bugün biriyle konuştunuz mu? Eğer konuştuysanız, nasıl hissettiğinizi söyleyin.

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Sonuç: Oturum sonunda şu sorular tartışılır:

1) Sizin hakkınızda diğer çocukların ne hissettiğini duymak neye benziyor?

2) Grubun bir parçası olduğunuzu hissetmek neye benziyor?

3) Grupta bir şeyler öğrenmekle ilgili nasıl hissediyorsunuz?

4) Gelecek oturumdan önce bir şeyleri değiştirmek için ne yapabilirsiniz?

5) Gelecek oturumdan önce hiçbir şekilde değiştiremeyeceğiniz şey ne olabilir?

6) Bununla ilgili nasıl hissediyorsunuz?

Lider, çocuklara gruba geldikleri için teşekkür eder ve güle-güle demeden önce bir sonraki oturumu hatırlatır.

Beşinci Oturum: Yapabilirim

Amaçlar: 1) Her insanın özel yeteneklere, kendisinin ve diğer insanların iyiliğinde kullanabilecekleri özelliklere sahip olduğu fikrini aşılamak,

2) Üstesinden gelebileceği duyguları tanımasına yardımcı olmak,

3) Öğrencileri, yeteneklerini diğer üyelerle paylaşmaları için desteklemek.

Hedef Davranışlar: Bu oturumun sonunda öğrencilerin şu davranışları göstermeleri beklenmektedir:

1) Her insanın, kendisinin ve diğer insanların iyiliğinde kullanabileceği özelliklerinin olduğunu görmeleri,

2) Kendi yeteneklerini farketmeleri.

Materyaller: Boya Kalemleri, Kağıt

Süreç: - IV. Oturumun kısa bir özeti ve bir önceki haftayla ilgili bazı soruların tartışılması,

- Resim malzemelerinin dağıtılması ve öğrencilerin en çok takdir ettikleri iki özelliklerini çizmeleri,

- Grupta yaşananlarla ilgili bazı soruların tartışılması.

• Lider, üyelere 'Hoşgeldiniz' der, kısaca temel kuralları ve gizlilik ilkesini tekrarlar. Bundan sonra, lider; geçen haftadan beri hayatlarında değişme ve gelişme olup olmadığını ve neleri değiştirebilecekleri ve değiştiremeyecekleriyle ilgili düşüncelerinin ve duygularının ne olduğunu sorar.

Gelişme: Lider, resim malzemelerini çocuklara dağıtır ve kendilerinde takdir ettikleri iki özelliklerini çizmelerini ister ve çizimlerini grupla paylaşacaklarını açıklar. Eğer rahat hissedeceklerse yere oturabileceklerini söyler. Çocuklar resimlerini yaparken, lider dolaşarak onlara destekleyici sözler söyler; çocukların takdir edildiklerini bilmeye ihtiyaçları vardır. Çocuklar çizimlerini bittirdikten sonra, lider; onları grup dairesine çağırır ve ilk önce kimin resmini paylaşmak istediğini sorar. Çocuklar, resimlerini açıklayıcı cümleler kurarlar örneğin; 'Saçımı tarama biçimimi seviyorum', 'Mektup yazma biçimimi seviyorum'. Lider, çocukları sadece başarılarından dolayı değil çabalarından dolayı över.

Sonuç: Oturum sonunda şu sorular tartışılır:
1) Yeteneklerinizle ilgili resimlerinizi paylaşmak neye benziyor?
2) Diğer çocukların yeteneklerini işitmek neye benziyor?
3) Yeteneklerinizden konuştuktan sonra kendinizi nasıl hissettiniz?
4) Hangi yeteneklerinizin üzerinde durmak ve geliştirmek istiyorsunuz?
5) Yaşamınızda hangi insanla bu resimlerinizi paylaşmak ve yeteneklerinizle ilgili olumlu duygularınızı paylaşmak istersiniz?

Lider, çocuklara gruba geldikleri için teşekkür eder ve güle-güle demeden önce bir sonraki oturumu hatırlatır.

Altıncı Oturum: Değerlerim

Amaçlar: 1) Çocukların değerlerini tanımalarına yardımcı olmak ve onları değerlerini başka insanlarla paylaşmaları konusunda desteklemek,
2) Hangi değerlerin kendilerini biricik yaptığını fark etmelerini sağlamak,

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3) Çocukların, diğer üyelerin farklı değerlerini tanımalarını desteklemek,

4) Önemli olduğunu düşündüğümüz şeylerin sadece sevdiğimiz insanlar tarafından verilmeyeceği; bunların bizim bir parçamız olduğu fikrini oluşturmak.

Hedef Davranışlar: Bu oturumun sonunda öğrencilerin şu davranışları göstermeleri beklenmektedir:

1) Kendilerinin ve diğer üyelerin değerlerini tanımaları,

2) Kendilerininkine benzeyen ve benzemeyen değerleri ayırt edebilmeleri,

Not: Oturuma başlamadan önce, lider kendini de içerecek şekilde her çocuk için ayrı ayrı kağıtlar hazırlar. Kağıdı üç bölüme ayırır: Az önemli, Önemli, Çok önemli ve değerlerinden bazılarını bu üç başlık altına listeler örneğin; araba kullanmak, çiçekler, sorumluluk, aile, arkadaşlık, dürüst olmak, diğer insanlara yardımcı olmak için zaman ayırmak, arkadaşlarıyla hoş vakit geçirmek

Materyaller: Büyük bir kağıt, Kalem, Toplu İğne

Süreç: - V. oturumun kısa bir özeti ve son oturumla ilgili bazı soruların tartışılması,

- Öğrencilerin az önemli, önemli ve çok önemli bölümlerinden oluşan kendi değerler şemalarını hazırlamaları,

- Değerlere sahip olmakla ve grupta yaşananlarla ilgili soruların tartışılması.

• Lider, üyelerine 'Hoşgeldiniz' der, kısaca temel kuralları ve gizlilik ilkesini tekrarlar. Sonra; çocuklara, son oturumdan beri resimlerini kimseyle paylaşıp paylaşmadıklarını ve eğer paylaşmışlarsa, yeteneklerinden ve başarılarından konuşurken nasıl hissettiklerini sorar.

Gelişme: Lider, gruba: 'Hepimizin değerleri ve inandığı şeylerin olduğunu, bu değerlerin bazılarının az önemli, bazılarının önemli, bazılarının ise çok önemli olduğunu' söyler. Daha sonra, lider daha önceden hazırladığı kendi değerler

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Hedef Davranışlar: Bu oturumun sonunda öğrencilerin şu davranışları göstermeleri beklenmektedir:

1) Arkadaşlara sahip olmanın önemini fark etmeleri,

2) Arkadaşlarına onlarla ilgili neler hissettiklerini rahatça söyleyebilmeleri.

Materyaller: Oyuncak Telefon

Süreç: - VI. Oturumun kısa bir özeti ve son oturumla ilgili öğrencilerin paylaşmak istedikleri,

- Arkadaşlara sahip olmanın önemiyle ilgili bazı soruların tartışılması,

- Çocukların oyuncak telefonla arkadaşlarına onlar hakkında neler hissettiklerini söylemeleri,

- Grupta yaşananlarla ilgili bazı soruların tartışılması.

• Lider, üyelere 'Hoşgeldiniz' der, kısaca temel kuralları ve gizlilik ilkesini tekrarlar. Son oturumla ilgili grup üyelerinin söylemek istediği bir şey olup olmadığını sorar.

Gelişme: Lider, çocukların arkadaşlara sahip olmanın neyini sevdiklerini açıklamalarına yardımcı olmak için aşağıdaki soruları sorar. Bağlayıcı cümleler kullanarak ortak noktalar bulmaya çalışır örneğin; '..........'nın sevdiklerini başka kim seviyor?', '..........'nın söylediklerine başka katılan var mı?'.

1) Eğer arkadaşlarınız olmazsa hayat neye benzer?

2) Arkadaşımız seyahate gittiğinde veya yazın oynamak için etrafınızda olmadığında nasıl hissedersiniz?

3) Arkadaşımız başka bir yere taşındığında en çok neyi özlersiniz?

4) En azından bir tane en iyi arkadaşa sahip olmanın neyi önemli?

5) En iyi arkadaşınızın becerileriyle ilgili ne düşünüyorsunuz?

6) Çok az tanıdığınız çok arkadaşınızın olmasını mı, çok iyi tanıdığınız az arkadaşınızın olmasını mı istersiniz?

7) Arkadaşınızı kaybetmemek için neden vazgeçebilirsiniz?

8) Arkadaşlarınız tartışmaya başladığında ne yaparsınız?

9) Siz ve arkadaşınız tartışmaya başladığınızda ne yaparsınız?

10) Arkadaşlarınızın sizi çağırıp, size sizin arkadaşlığınızı neden sevdiğini söylemesini ister misiniz?

Bu oturumun ikinci aşamasında; lider, grup üyelerine oyuncak telefonun arkadaşlarına onlarla ilgili neler hissettiklerini söyleme alıştırması yapr şansını vereceğini söyler. Çocuklardan, telefon edecekleri arkadaş^ı dönmelerini ve onlara arkadaşlıkları hakkındaki değerlerini söylemeler'
Gerekli görürse, gruba şöyle diyerek örnek olabilir: 'Mer^ı ......
Ben.............. Bizim arkadaşlığımızı düşünüyorum. Sana sa^d .adaşım olmanın benim için çok fazla anlamı olduğunu söylemek is^r çünkü sen iyi bir fikir olmadığını düşünsende daima benim yaptık^ı ılgileniyorsun. Bunu takdir ediyorum'. Telefonu kullanmak isteye' çocuğa arkadaşını araması için izin verir.

Sonuç: Oturum sonunda şu sorular tartışılı'
1) Sizin için arkadaşlarınızla ilgili hoş ' ıeri paylaşmak neye benziyor? Nasıl hissettiniz?
2) Arkadaşınızın bunu işitmesi ' .sıl hissettirdi?
3) Bunları arkadaşınıza söyl' ıken nasıl hissediyorsunuz?
4) Neyi sevmediniz?
5) Eğer dostlarınızl.. ilgili olumlu duygu ve düşüncelerinizi onlarla paylaşırsanız, ne olacağını düşünüyorsunuz?
6) Bunun olmasının nasıl önemli olduğunu düşünüyorsunuz?
7) Gerçekten arkadaşınıza onunla ilgili ne hissettiğinizi söylemek istiyor musunuz?

Lider, gelecek oturumun son olduğunu hatırlatır ve birbirlerine güle-güle diyeceklerini söyler. Son oturumda grubu hatırlamalarına yardımcı olacak özel fikirleri tartışacaklarını söyler, gruba geldikleri için teşekkür eder ve güle-güle demeden önce bir sonraki oturumu hatırlatır.

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Sekizinci Oturum: Güle-Güle Demek

Amaçlar: 1) Grup deneyimi boyunca öğrendiklerini gözden geçirme fırsatı vermek,

2) Çocukların kendileriyle ilgili olumlu duygularını ödüllendirmek,

3) Birbirlerine sağlıklı bir şekilde güle-güle demenin yollarını göstermek. Lider, güle-güle demenin yeni bir ilişkinin başlangıcı olduğuna işaret eder.

Hedef Davranışlar: Bu oturumun sonunda öğrencilerin şu davranışları göstermeleri beklenmektedir:

1) Kendileriyle ilgili olumlu duygularını söyleyebilmeleri,

2) Birbirlerine sağlıklı bir şekilde güle-güle diyebilmeleri.

Materyaller: El Aynası

Süreç: - VII. Oturumun kısa bir özeti ve arkadaşlarına karşı hissettikleriyle ilgili yeni paylaşımlar,

- Öğrencilerin grup süreci boyunca neler öğrendiklerinin bazı sorularla gözden geçirilmesi,

- Öğrencilerin bir aynaya bakarak kendileriyle ilgili takdir ettikleri bir özelliklerini söylemeleri,

- Grupta yaşananlarla ilgili bazı soruların tartışılması.

• Lider, üyelere 'Hoşgeldiniz' der, kısaca temel kuralların üstünden geçer ve gizlilik ilkesinin grup bittikten sonrada devam edeceğini söyler. Daha sonra, bir önceki haftadan arkadaşlarına karşı hissettikleriyle ilgili getirmek istedikleri bir şey olup olmadığını sorar. Eğer arkadaşlarına karşı hissettikleri olumlu duygularını söyledilerse, neler olduğunu paylaşma fırsatı verir.

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Gelişme: Lider, bazı sorular sorarak üyelerin grup süreci boyunca neler öğrendiklerini gözden geçirir:

1) Lady ve Toraman'ın öyküsünden birbirimize karşı olumlu davranma ihtiyacımızla ilgili ne öğrendiniz?

2) Kendinizi ve başarılarınızı resmetmekten ne öğrendiniz?

3) Sizde neler değişiyor ve gelişiyor?

4) Herkesin özel yetenekleri olduğunu düşünüyor musunuz? Sizinkiler neler?

5) Değerlere sahip olmaktan neler öğrendiniz?

6) Sizin için arkadaşlara sahip olmanın neyi önemli?

Ayrıca bazı genel sorular sorar:

1) Grup üyesi olmaktan öğrendiğin en iyi şey ne?

2) Sana en çok yardımcı olduğunu düşündüğün konu ne?

3) Gruba gelmeden önce bilmediğin, kendinle ilgili sevdiğin ne?

Bu oturumun ikinci aşamasında, lider grup üyelerine kendileriyle ilgili bir şeyler öğrenme çabalarından ve duygu ve düşüncelerini başkalarıyla paylaşmalarından duyduğu memnuniyeti belirtir. Onlara: 'Başkaları tarafından takdir edilmenin önemli olduğunu fakat asıl önemlisinin kendi kendimizi takdir etmek olduğunu' söyler. Grup üyelerine el aynası gösterir ve kendilerini takdir eden cümleler kurmaları için fırsatları olduğunu ve şöyle bir cümleyi 'Kendimle ilgili en takdir ettiğim..............' tamamlayarak bunu gerçekleştirebileceklerini açıklar. Her çocuk bu cümle yapısını tamamlama şansına sahiptir ve herkes bitirdikten sonra lider katılımları için teşekkür eder.

Sonuç: Oturum sonunda şu sorular tartışılır:

1) Sizin için kendinizle ilgili takdir ettiğiniz bir şeyleri aynaya söylemek neye benziyordu?

2) Bu etkinliği yapmaktan ne öğrendiniz?

3) Her gün kendinizle ilgili takdir ettiğiniz bir şeyi söyleme alıştırması yapmak ister misiniz?

4) Eğer birine onunla ilgili takdir ettiğiniz bir şeyi söylerseniz ne olacağını düşünüyorsunuz?

Lider, çocuklara onların çalışmalarına ne kadar değer verdiğini söyler ve seçtikleri yolu kutlayıp, o yolda başarılı olacaklarına inandığını belirtir.

LADY VE TORAMAN

Bay ve Bayan Uygur'un küçük oğlu Burak'ın Lady ve Toraman adında iki köpeği varmış. Lady yumuşacık, parlak tüyleri ve kıvrık kuyruğuyla çok güzel bir köpekmiş. Bu köpek o kadar güzelmiş ki Burak ve ailesi köpekleriyle dolaşmaya çıktıklarında, Lady'i görenler onları durdurup cinsini sorarlarmış. Herkes şahane bir köpek olduğunu ve onun tıpkı bir kraliçeye benzediğini söyler; onu bir süre severlermiş. Burak'ın arkadaşları da Lady'le oynamaya bayılır ve Lady dışarı çıktığında hemen onun etrafına toplanırlarmış.

Toraman ise özel bir köpek değilmiş. Seyrek ve kısa tüyleri, sırtında kamburu ve topal bacağıyla insanların ilgisini çekmiyormuş. Bütün bunlar olurken o boynu bükük bir şekilde ağır ağır arkalarından yürür, üzgün ve keyifsiz görünürmüş. Hiç kimse onun için çok güzel, harika veya akıllı demediği gibi, onun yürüyüşüyle ilgili şakalar yaparlarmış. Oysa Toraman'ın diğer köpeklerden farklı yürümesinin sebebi daha küçük bir yavruyken ayağının kırılmış olmasıymış. Bu yüzden de Toraman eğilerek ve ayağını sürükleyerek yürürmüş.

Bir gün yine Burak ve ailesiyle yaptıkları yürüyüşten döndükten sonra, Lady ve Toraman, birbiriyle dost olan iki köpeğin yaptığı gibi konuşmaya başlamışlar. Toraman, Lady'e demiş ki: 'Sen benim dünyadaki en iyi dostumsun ve beni çok sevdiğini biliyorum. Fakat Burak ve ailesiyle yürüyüşe çıktığımız zaman, insanlar sana güzel sözler söyleyip, benim çelimsiz halimle ilgili şakalar yapınca çok kızıyorum, ağlamak ve ayakkabılarını çiğnemek istiyorum. Onlara: 'Hey ben de buradayım, beni de fark edin. Benim muhteşem bir burnum var.' demek istiyorum; fakat yapamıyorum. Sadece orada öylece duruyor ve kendi kendime ağlıyorum. Benim yanımda olur ve duygularımı dikkate alır mısın? Dostlarımın beni olduğum gibi kabul ettikleri bilmeye ihtiyacım var. Güzel veya çirkin olmam önemli değil.'

Lady, Burak'ın arkadaşlarının ve komşularının sataşmalarından dolayı Toraman'ın kendini berbat, yalnız ve öfkeli hissettiğinin farkında değilmiş. 'Oh Toraman. Çok üzgünüm. Sana iyi bir dost olamadım. Senin arkadaşlığına sadık kalamadım. Çünkü senin ihtiyaçlarını unuttum. İnsanların beni övmelerinden hoşlanıyorum fakat senin sahip olduğun özellikleri insanların görmesine ihtiyacın olduğunu fark edemedim, bunlar gözle görünemeseler bile. Herkesin, dış görünüşünün farklı olmasının, içinde güzellik olmadığı anlamına gelmediğini bilmesini istiyorum. Sen, benim sahip olduğum en sevgi dolu, sadık ve dürüst arkadaşsın. Bundan sonra duygularına karşı daha dikkatli olmaya çalışacağım' demiş.

Ertesi gün Burak, Lady ve Toraman'ı da alıp parka oynamaya gitmiş. Lady yollarda zıplayıp oynayarak caka satarken, Toraman ise bacağını çekerek fakat kalbinde dostluk duygularıyla Lady'nin arkasından yürüyormuş. Komşuları ve arkadaşları yine Lady'nin muhteşem bir köpek olduğunu söylemeye başlamışlar. Lady, güzelliğiyle ilgili konuşulmaya başlandığını biliyormuş. Başını geriye atmış, yükseğe zıplayıp, uzun tüylerini uçuşturmuş. Bu haliyle çöllerin kraliçesine benziyormuş. Lady arkasını dönüp Toraman'ı gördüğünde, onun kendisini terk edilmiş ve çirkin hissettiğini anlamış. Ona doğru koşmuş ve köpek dilinde kulağına şöyle fısıldamış: 'Toraman, kendini unutulmuş ve takdir edilmemiş hissediyorsun çünkü bu insanlar senin içinin ne kadar güzel olduğunu bilmiyorlar. Ben biliyorum ve sahip olduğun bütün özellikleri takdir ediyorum.'

Toraman bazı insanların kendi görünüşüyle ilgili düşüncelerini değiştiremeyeceğini fakat Lady'nin arkadaşlığından gurur duyduğunu hissetmiş. İhtiyaçlarını ona söyleyebilmenin ve gerçek duygularını onunla paylaşabilmenin mutluluğunu yaşıyormuş. Lady, onun düşüncelerini dinliyor ve ona kendisini özel hissettirmeye çalışıyormuş. Toraman, kendisinin ve Lady'nin özel bir dostluğu olduğunu artık anlamış.
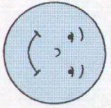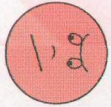
	MUTLULUK	ÜZÜNTÜ	KIZGINLIK	KORKU
AZ	Huzurlu Ümitli İyimser Memnun Keyifli İstekli Coşkulu	Kırgın İncinmiş Keyifsiz Ağlamaklı Derlenmiş Durgun	Kızgın Duyarsız Huysuz Hırçın Küskün Dikkatli	Endişeli Huzursuz Tedirgin Gergin Kaygılı Korunmasız
ORTA	Neşeli Sevinçli Mutlu Canlı Enerji dolu Ayakları yerden kesilmek	Ümitsiz Üzgün Kederli Canı sıkkın Terkedilmiş Önemsiz	Nefret dolu İğrenmiş Sinirli Düşmanca Bağırıp çağırmak	Korkmuş Ürkek Tehlikede Dona kalmak
ÇOK	Muhteşem Harika Mutluluktan uçmak Dünyalar onun olmak Kendinden geçmek	Perişan Mahvolmuş Berbat Değersiz Çaresiz Aşağılık Reddedilmiş	Öfkeli Hiddetli Küplere binmek Ateş püskürmek Saldırgan Tepesinin tası atmış	Panik içinde Şok olmak Dehşete düşmek Soluğu kesilmek Buz kesilmek