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## Effect of intervention on enhancing self-esteem among adolescent girls

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#### Abstract

Self-esteem is an overall evaluation of the person's value, expressed in a positive or negative orientation towards him /her. Development of self -esteem starts from birth and constantly changes with experience. Self-esteem plays an important role during the adolescence. During this period, overall self-esteem levels of the adolescents decreases because of their bodily changes, changes in their surroundings, peer pressure etc. In the present study thirty adolescent girls (17-19 years) self-esteem levels were studied. Findings of the study revealed that self -esteem of majority of the adolescent girls were at average self-esteem levels at time of pre-test and through the intervention the self-esteem levels of the adolescent girls were increased to high.

**Keywords:** Self-esteem, effect of intervention, adolescent girls

#### Introduction

It is recognized universally that Adolescence as a vitally important stage of development that confronts individuals with substantial changes in many spheres of life. Adolescence period defined as a stage between childhood and adulthood and it is a period of human development where an young person must move from dependency to independence, autonomy and maturity. The person moves from being a part of family group to being part of a peer group and standing alone as an adult (Mabey and Sorensen,1995) [11]. Adolescence is the transition period between childhood and adulthood and is the period of life from puberty characterized by marked physiological changes, development of sexual feelings, efforts towards the construction of identity and a progression from concrete to abstract thought and characterized by intense individual transformation. Adolescents want to perceive themselves as adults with capable decision-making skills but also want to remain members of a larger peer group.

Self esteem can be defined as one's own worth, abilities self worth and self respect. self-esteem plays a significant role in all aspects of a child's development. It includes Judgment of the self as well as an attitude toward the self. Therefore, a person's self-esteem may be dependent upon his or her psychological adjustment, the quality of life, adaptive behavior, relationships with friends, motivation, school performance, and success in life (Brooks, 1992; Papadopoulos, Metsiou, & Agalioitis, 2011; Saigal, Lambert, Russ, & Hoult, 2002) [5, 13, 14]. Self-esteem is often defined as the evaluative component of self-concept (Pope, Mchale, & Craighead, 1988). Low self-esteem may ensue if there is a discrepancy between a person's expectations and his or her perception of adequacy. Positive self-esteem gives us the strength and flexibility to take charge of lives and grow from mistakes without the fear of rejection. Low self-esteem is a condition that keeps individuals from realizing their full potential. A person with low self-esteem feels unworthy, incapable and incompetent. In fact, because the person with low self- esteem feels so poorly about him or herself, these feelings may actually cause the person's continued low self-esteem.

With 253 million adolescent population in India considered as young India with every fifth person is between 10 to 19 years. If these large numbers of adolescents are safe, healthy, educated and equipped with information and life skills, India stands to benefit socially, politically and economically to support the country's continued development. Self-esteem is related to school performance and delinquency. Adolescents with low self-esteem are more likely to do poorly in school, and can lead to various problems including depression, anorexia nervosa, delinquency, self-inflicted injuries and even suicide. By providing the intervention (techniques), levels of self-esteem increase (Akbari, B., Mohamodi, J& Sadeghi, S, 2013, Makhija, M and Promila, S.2010) [1, 12].

**Objectives of the study**

1. To study the existing self-esteem levels among adolescent girls.
2. To develop intervention for self-esteem levels among adolescent girls.
3. To provide intervention for adolescent girls to enhance self-esteem levels.
4. To study the effect of intervention on enhancing self-esteem among adolescent girls.

**Materials and Methods**

**Research Design:** Experimental research design will be adopted for this study.

**Locale of the Study:** College of Home Science, PJTSAU, Hyderabad.

**Sampling Procedure:** Purposive sampling procedure will be used for this study.

**Tool**

Adapted state self-esteem scale for this study developed by Rosenberg.

**Intervention:**

Intervention was given to the respondents in group wise, i.e. comprised of 30 respondents in each group for 1 hour on one component of self-esteem. Like that intervention was given to the respondents for 15 days on the 3 components of self-esteem. Intervention procedure includes different techniques to improve overall self-esteem (Alleva, J. M. 2015) <sup>[2, 3]</sup> i.e., Provide self-esteem enhancement, Discuss interpersonal relations, Teach self-monitoring of behavior.

**Provide self-esteem enhancement:** Provide exercises that aim to enhance the participants' positive self-regard. For example, participants may write a list of their talents and positive personality traits or participants may practice giving each other compliments.

**Discuss interpersonal relations:** Discuss interpersonal relations, for example, peer pressure, social rejection, the unacceptability and impact of appearance-based teasing, the effects of fat talk, how others may learn from one's behaviour (e.g., social learning), etc.

**Teach self-monitoring of behaviour:** Teach participants to monitor and record their behaviour(s) as part of a behavioural change strategy. For example, participants may be asked to record the number of times they check their appearance in the mirror. Or, participants may be asked to record, using a diary, the number of pedometer-determined steps that they walk per day.

**Techniques To Improve Performance Self-Esteem: (Alleva, J. M. 2015) <sup>[2, 3]</sup>**

**Prompt action planning:** Prompt detailed planning of the performance of a specific action (including context, frequency, duration, and intensity). The action may relate to behaviour (e.g., exercising), or cognition (e.g., engaging in positive self-talk). The context may be external (physical or social) or internal (physical, emotional, or cognitive experiences).

**Teach time management skills:** Teach participants skills to

manage their time effectively, for example, by helping participants to schedule time to complete homework despite a busy schedule or to limit time spent engaging in undesired activities (e.g., watching too much television) and increase time spent engaging in desired activities (e.g., spending time with family).

**Provide performance feedback:** Provide feedback about behaviour or performance on a task, for example, by giving participants feedback regarding their homework assignments or regarding the completion of mirror exposure.

**Provide encouragement:** Encourage participants regarding the (continued) performance of particular (cognitive or behavioural) responses, for instance, by encouraging participants to complete homework assignments or to continue progressing through the intervention.

**Techniques to Improve Social Self-Esteem**

1. **Self-awareness skills:** Self-awareness includes recognition of self; our character, our strengths and Weaknesses, desires and dislikes. Activity: SWOT analysis
2. **Effective communication skills:** Effective communication means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. Real situation and some example etc.
3. **Interpersonal relationships skills:** Interpersonal relationship skills help to relate in positive ways with the people we interact with. Activity: LION and RAT Story, real situation and some example etc.

The above activities were provided to the adolescent 's girls to improve the social self-esteem. After the intervention was conducted for adolescent girls post test was conducted to observed the effect of intervention on the social self-esteem, of the adolescent girls. It was also found that adolescent girls were more in the medium level of social self-esteem. This signifies that after the intervention adolescent girls developed their social self-esteem.

**Techniques to Improve Appearance Self-Esteem: (Alleva, J. M. 2015) <sup>[2, 3]</sup>**

**Change negative body language:** Teach participants to improve the language they use to describe their body (e.g., to avoid negative, evaluative terms and instead use terminology that is non-judgemental and fact-based).

**Change the biased focus toward the body:** Teach participants to focus their attention less on body parts they dislike and to focus more attention on other body parts and on seeing one's body as a whole.

**Write about the body:** Prompt participants to write about their body image. For example, participants may describe, in writing, their most distressing body parts or particular life events that influenced their body image.

**Discuss healthy eating:** Discuss healthy eating and nutrition, including topics such as guidelines for a balanced and healthy diet, how to read food labels and choose the right foods, physiological cues (e.g., hunger, satiety), calories, fat, nutrients, vitamins, etc.

**Discuss alternatives to focusing on appearance:** Discuss nonappearance-related aspects of the self and others. For example, discuss how the body can be viewed in terms of its functionality (e.g., fitness, sensory experience, health) or capacity to express internal qualities (e.g., kindness, intelligence, sense of humour) rather than in terms of appearance, or how mastery and pleasure can be achieved through the body.

### Results and Discussion

Pre assessment data results: Demographic profiles of the adolescent girls There were 30 adolescent girls were selected this study from College of Home Science.

With regards to the age of the respondent's ranged between 17-19 years. Among them (70%) were in the age group of 17 years, (20%) were in the age group of 18 years, and (10%) were in the age group of 19 years.

With regards to the native place of the respondent's belongs to both urban and rural areas. Among them (73%) were from the rural place and (27%) were from urban area.

With regards to the type of family ranges from nuclear to extend. Among them (87%) were from the nuclear family, (10%) were from joint family and (3%) were from extended family.

With regards to the birth order of the respondent's ranges from 1st to 4 th born. Among them (47%) were the first-born child, (37%) were the 2 nd born child, (13%) were the 3rd born child and (3%) were the 4th born child.

With regards to the caste of the respondents ranges the SC, ST, OC, BC and Minority. Among them (47%) were belongs to BC category, (27%) were belongs to SC category, (13%) were belongs to ST category, (13%) were belongs to OC category, and none of them belongs to minority category.

With regards to the father's educational status of the respondents, among them (27%) were not studied(illiterate) father's, (27%) were 0.00% 10.00% 20.00% 30.00% 40.00% 50.00% SC ST OC BC MINORITY CASTE studied up to 5th

class, (23%) were studied up to 10th class, (17%) were studied up to intermediate and (7%) were studied up to higher education.

With regards to the mother's educational status of the respondents, among them (40%) were illiterate, (33%) were studied up to 5th class, (17%) were studied up to 10th class, (7%) were studied up to intermediate and (3%) were studied up to higher education.

With regards to the father's educational status of the respondents, among them (73%) were performing agriculture related work, (13%) were doing jobs in private sector, (7%) were doing the jobs in government sector, (7%) were in individual business and (0%) none of them were unemployed. More than one third of the respondent's parents performing agricultural related work, because they belong to the rural areas.

With regards to the mother's employment status of the respondents, among them (67%) were performing agriculture related work, (17%) were doing jobs in private sector, (10%) were unemployed, (7%) were doing the jobs in government sector, and (0%) were in individual business. More than half of the respondent's parents performing agricultural related work, because they belong to the rural areas.

With regards to the father's income level of the respondents, among them (40%) were earning between 5,000 to 10,000/- rupees per month, (23%) were earning between 15,000-20,000/- per month, (20%) were earning between 10,000-15,000/- per month, (13%) were earning above 20,000/- per month and only (3%) were earning below 5,000/ per month.

With regards to the mother's income level of the respondents, among them (33%) were earning below 5,000/ per month, (33%) were earning between 5,000 to 10,000/- rupees per month, (20%) were earning between 10,000- 15,000/- per month, (14%) were earning between 15,000-20,000/- per month, and none of them were earning above 20,000/- per month.

**Table 1:** Frequency distribution of the adolescent girl's self-esteem levels before intervention

Components of the self-esteem	Category	Frequency	Percentage (%)
1.1. Performance Self-Esteem Levels	Low	22	74
	Medium	7	23
	High	1	3
1.2. Social Self-Esteem Levels	Low	23	77
	Medium	7	23
	High	0	0.00
1.3. Appearance Self-Esteem Levels	Low	5	17
	Medium	23	77
	High	2	6
1.4. Overall Self-Esteem	Low	3	10
	Medium	23	77
	High	4	13

As presented above (table 1), include the information of different levels for the components of self-esteem.

Table 1.1 represents that performance self-esteem levels i.e., nearly three fourth (74%) of the respondents were had the low, one third (23%) of the respondents were had the medium and only less than one third (3%) of the respondents were had the high level of performance self-esteem respectively.

Table 1.2 represents that social self-esteem levels i.e., more than three fourth (77%) of respondents were had the low, nearly one third of the respondents were had the medium and none of the respondents had the high level of social self-

esteem levels respectively.

Table 1.3 represents that appearance self-esteem levels i.e., more than three fourth (77%) of respondents were had the medium, less than one third (17%) of the respondents were had the low and only few (6%) of the respondents were had the high level of appearance self-esteem levels respectively.

Table 1.4 represents the overall self-esteem levels i.e., more than three fourth (77%) of respondents were had the medium, few respondents (13%) and only less than one fourth (10%) were had the low level of overall self-esteem levels respectively.

**Table 2:** Frequency distribution of the adolescent girl's self-esteem levels after intervention

Components of the self-esteem	Category	Frequency	Percentage (%)
2.1. Performance Self-Esteem Levels	Low	2	7
	Medium	13	43
	High	15	50
2.2. Social Self-Esteem Levels	Low	2	7
	Medium	17	57
	High	11	36
2.3. Appearance Self-Esteem Levels	Low	1	3
	Medium	15	50
	High	14	47
2.4. Overall Self-Esteem	Low	0	0
	Medium	8	27
	High	22	73

As presented above (table 2), include the information of different levels for the components of self-esteem after the intervention.

Table 2.1 represents that performance self-esteem levels i.e., half (50%) of the respondents were had the high, less than half (43%) of the respondents were had the medium and only few (7%) of the respondents were had the low level of performance self-esteem respectively after the intervention.

Table 2.2 represents that social self-esteem levels i.e., more than half (57%) of the respondents were had the medium, less than half (36%) were had the high and only few (7%) of the respondents had the lower level of social self-esteem levels

respectively after the intervention.

Table 2.3 represents that appearance self-esteem levels i.e., half (50%) of the respondents were had the high, less than half (47%) were had the high and very few (3%) of the respondents had the lower level of appearance self-esteem levels respectively after the intervention.

Table 2.4 represents the overall self-esteem levels i.e., nearly three forth (73%) of respondents were had the high, more than one forth (27%) of the respondents were had medium and none of the respondents were had the low level of overall self-esteem levels respectively after the intervention.

**Table 3:** Effect of intervention on self-esteem (based on paired t-test)(based on paired t-test)

S. No.	Components of the self-esteem	Means		t (tab)	t (cal)
		Pre-test	Post-test		
3.1	Overall self-esteem	41.93	70.66	2.04	12.40**
3.2	Performance self-esteem	15.26	24.76	2.04	10.92**
3.3	Social self-esteem	14.60	23.80	2.04	9.58**
3.4	Appearance self-esteem	13.53	21.73	2.04	11.19**

\*\*Significant at 0.01 level of probability.

As presented above (table 3), the t -values of the self-esteem levels are significant at 0.01 level of probability. Hence the significant difference in the self-esteem levels among adolescent girls in the pre-test and post-test scores.

Table 3.1 represents the adolescent girls overall self-esteem levels developed after the intervention. This signifies that the activities provided during the intervention for improving the self-esteem levels were suitable to improve the conditions among adolescent girls. This finding was in line with the results of the study of Haney and Durlak (1998) [9] states that self-esteem interventions have proven to be more effective in changing self-esteem in children and Adolescents.

Table 3.2 represents the adolescent girls Performance self-esteem levels developed after the intervention. This signifies that the activities provided during the intervention for improving the performance self-esteem levels were suitable to improve the conditions among adolescent girls. This finding was in line with the results of the study of Stake, J. E., & Pearlman, J. (1980) [15] intervention is a viable technique for improving low performance self-esteem among women.

Table 3.3 represents the adolescent girls Social self-esteem levels developed after the intervention. This signifies that the activities provided during the intervention for improving the social self-esteem levels were suitable to improve the conditions among adolescent girls. This finding was in line with the results of the study of Harter (1999) [10] self-esteem interventions should try to increase approval support. If the perception of social support is unrealistic, interventions

should focus on developing a more realistic appreciation of the support provision. For children and adolescents who experience lack of support from their parents, therapeutic interventions (e.g., family therapy) focusing on the interpersonal relationship between youngsters and parents may be helpful.

Table 3.4 represents the adolescent girls Appearance self-esteem levels developed after the intervention. This signifies that the activities provided during the intervention for improving the appearance self-esteem levels were suitable to improve the conditions among adolescent girls. This finding was in line with the results of the study of Ghahremani, L. *et al.* (2018) [8] image education can reduce concerns about body image and increase self-esteem in students.

#### Major finding of the study

- Overall Self-esteem of the adolescent girls increased than the before intervention.
- They were confident about their abilities, talents.
- They were able to accept their weaknesses and failure.
- After the intervention self-esteem of the most of the respondents increased in the areas of performance, social and appearance.

#### Conclusion

The results of low self-esteem can be temporary, but in serious cases can lead to various problems including depression, anorexia nervosa, delinquency, self-inflicted

injuries and even suicide and less social interactions. It is important to provide awareness about the self-esteem for the adolescent girls to know about self-worth, and then only they can know about their self-acceptance, gain the self-awareness. So that they can develop the confident about themselves, maintain good healthy relationships and also able lead the satisfied life.

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