

Self-esteem in high school students

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Abstract

The present investigation was carried out in the Primary and National School of San Nicolás de Hidalgo (CPNSH) of Morelia, Michoacán, Mexico, with students of second semester of Bachillerato, by means of a simple random sampling; The sample was 200, corresponding to a universe of 588, to which a Rosenberg Self-Esteem Scale Instrument (RSB) was applied. The objective was to analyze the level of self-esteem in the second semester of the CPNSH. The results indicate that 70% of students show a high self-esteem, while 30% think otherwise. The teacher is one of the key actors in the development of self-esteem

Self-esteem, adolescence, self-worth

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Introduction

Nowadays, schools are a mechanism to which the development of young people for the future is entrusted, however, what is provided to them in the academic, family and social areas is not always oriented to their needs or their achievements, which becomes very problematic for the adolescent since self-esteem is not always positive in each and every one of the adolescents, and that in this case has been appeared within the institution through the school dropout, expressions of depression, apathy, lack of social skills and conciliation, as well as the hegemony of stereotypes, among others.

For this reason the Coordination of Tutorials of the Primitive and National College of San Nicolás de Hidalgo, seeks to know some of the factors that negatively impact academic performance, one of them is self-esteem and also create an intervention proposal.

Justification

Adolescence is a stage where significant changes occur that are accompanied by states of mind that at certain times change to extremes. It is surprising to find teenagers with many insecurities and, of course, few who show much security in their personality. In addition, it is normal at this time to be influenced by a great number of physiological transformations, and even more so that these favor states of depression, stress, and uncertainties. In the same way, during adolescence there are a great number of challenges, one of them is the development of what we know as self-esteem. It is important that parents and teachers from the classroom work self-esteem, assessing their efforts and achievements. For this, it is necessary that the institutions of this educational level have a teaching staff with classroom skills and strategies that make it possible to raise the students' self-esteem.

Problem

The premise is that self-esteem is basic in the perception that the subject has of himself, and also a factor that will affect positively or negatively in the levels of school achievement. Low self-esteem levels promote depressive states that can become serious. Self-esteem not only affects school matters, but invades the whole life of the subjects. Especially in young high school graduates it becomes more devastating. School desertion, for example, is a problem that has been in force for several years. For this reason, in our recent research, we aspire to know the level of self-esteem of high school students who are present in our educational community. The present work, is an analysis about the level of self-esteem in students of second semester of upper level of the Primitive and National School (CPNSH), pertaining to the UMSNH (University Michoacana of San Nicolás de Hidalgo), in Morelia, Michoacán. The current work tries to contribute to the education sciences.

Hypothesis

To the extent that students of upper secondary level have a high level of self-esteem, the lower their chances of leaving school.

Objectives**General Objective**

Analyze the level of self-esteem in second-semester students in this educational community.

Specific Objectives

Point out the main factors that promote low self-esteem in second-semester students.

Consider possible risk triggering behaviors.

Describe and promote strategies that increase self-esteem through an appropriate educational intervention.

Raise awareness among teachers about the importance of working from the classroom on self-esteem.

Carry out intervention workshops that develop self-esteem and self-concept in high school students.

Theoretical Framework

Self-esteem as a concept

Educational institutions are entrusted with preparing young people to face the future. Both the family and the school are still considered as the two basic institutions in the development of every subject (Ortíz, 2012).

Self-esteem is one of the consummations of child development, since love plays an essential role in the development of the child, both physical and mental health. Initially in the life cycle, children are routed by their parents, for they assimilate to unfold the attitudes that will order them the rest of their lives (Montes & Escudero, 2012).

In addition to the above, Rodríguez & Caño (2012) describe that young people with high self-esteem perform positive practices and are in turn more effective in coping with critical situations, forming more adaptive responses after failure. They also appear less complicated in the face of negative feedback, tend to generate more controllable faculties and are more stable in the face of insoluble tasks. The concept that is possessed of itself, is not something acquired, but assimilated from the environment, through the appreciation that the human being makes of his own procedure and the assimilation and internalization of the resolution of others.

The degree of self-esteem lies in the fact that it stimulates the subject to behave, to continue further and pushes him to achieve his goals. It has been found that self-esteem intervenes in various aspects of current social problems (Cataño, Restrepo, Portilla & Ramírez, 2008).

Methodology

Type of Research

The present investigation is based on the mixed research approach, with a quantitative predominance. It was carried out with students of second semester of high school, by means of a simple random sampling; the sample was of 200 students of the morning and evening shift corresponding to a universe of 588, to which a Rosenberg Self-Esteem Scale Instrument (RSB) was applied. The qualitative aspect is defined under the action research, since by means of the procedures and results of the investigation were socialized to high school professors, in which some actions to be performed in the classroom could be highlighted. It is necessary that all research of an educational nature has an incidence in some aspects of classroom work. Higher education institutions should have an impact on stimulating this type of study that has an application in the institutional context.

As well as obtaining empirical information from the application of a questionnaire, which allows knowing the dimension of the problem in terms of self-esteem in adolescents. For this reason knowing the level of self-esteem in a student is important for the teacher, as it is one of the primary agents in the structure of self-esteem (Silva, 2015).

Results

From the instrument that was applied called the Rosenberg Self-esteem Scale, some results were obtained that are explained below.

I feel a person as valuable as the others

85% of the participants in general feel that they are as valuable as the others, while 15% show that they do not feel valuable. The granting of a value as a person is fundamental in the development of the personality of every subject. Normally the subject as a child identifies with someone else, wants to look like a hero or a friend. Being a valuable person or, rather, feeling like a valuable person is a fundamental element in the life of every subject. In the case of adolescents, they usually make comparisons with their peers, comparisons to assess their physical abilities, their skills, their ways of behaving, and others. A teenager with low self-esteem, will tend to fail in their goals, considering that is not suitable for success (Freud, 1916).

In general I tend to think that I am a failure

74.5% of the participants in general indicate that they are not inclined to think that they are a failure, while 25.5% are generally inclined to think that they are a failure. No doubt that the concepts of success and failure will have to be taken with some care; Freud (1916) established that there are certain subjects who, once they achieve what they had longed for so much, suddenly experience a certain sense of failure. The theoretical explanation is that the real success in the adult life of any subject, should be sanctioned as if it were an oedipal crime, with its consequent guilt.

That is, not every adolescent is capable of overcoming his father or his mother. In many occasions, the higher the success range of the adolescent's parents, the more complicated it will be for the adolescent to agree to overcome it. On many occasions parents internalize in their children that they must overcome their parents, which is difficult for them to assimilate. The psychological burden is too strong for many young people, who end up abandoning their tasks.

The father and the educator will have to talk as many times as necessary with the young people, to help them discover themselves, to find what they do and, above all, to develop the necessary potential to achieve it.

I have good qualities

The results that they consider to have some good qualities show that 91.5% of the participants assume that they do have them, on the contrary the rest of 8.5% believe that they do not have some good qualities. The possession of qualities is an element that some authors have determined as classics in terms of the level of self-esteem that any subject has. The demands of the school and of life in general, mean that students feel capable of doing what the school demands, but also that they feel part of a project with their teachers, who must have high expectations about their students, and also make them feel it.

It has been shown that the expectations that teachers have about their students mark much of the future not only of academic issues, but of elements that have to do directly with their own lives. Hence the importance of working qualitatively and affectively in the interior of each university classroom, especially with students at the baccalaureate level, where adolescence makes complex their relationship with others, and of course, the relationship of adults with the teenagers. The adolescent must understand that he, like his peers, possesses certain qualities that are unique, and that somehow, all have different qualities. The problem is to know and develop them. (Gardner, 2011).

I consider that I am capable of doing things as well as others

The results indicate that 84% of the participants consider that they are capable of doing things as well as others, so the rest of 16% of participants reflect not feeling able to do things as well as others.

In every subject it is always important to have an ideal to follow, to imitate. On many occasions parents have ceased to be that element in which their children believe.

When the adolescent of high school goes to the classrooms, invariably he will find in one of his teachers the example to follow. When the student affirms: "I want to be like my teacher", something important has been achieved in the adolescent's self-esteem, since he has internalized an element that will serve him as a firm point throughout his life, identifying with someone else it is a necessary characteristic in the harmonic development of every adolescent. Freinet (2008) affirmed that every student in the school wants to be a winner, therefore, the school must make the child or youth have that rich experience of feeling that they can do things as well or better than others.

I do not think I have much to be proud of

59% of the students participating in this application consider that they disagree with this statement, since they do have things to be proud of, otherwise 41% of the other participants believe that they do not have much to be proud of. The assessment of oneself is an element that directly affects the student's desire for success. Identification with otherness is fundamental in every adolescent. Although parents have ceased to be inspiring for many adolescents, instead, they are usually replaced by other people; friends, some teacher, a hero taken from the movies, or from literature. The important thing is that the young person does not feel that existential vacuum that occurs when he is not proud of himself.

In the stage of adolescence is when they recognize a greater number of difficulties for their self-assessment, associated with a negative image that some have with respect to others. There are four criteria that support the adolescent's image of himself:

a) Meaning, degree to which the person feels that he / she is loved by others, b) Competence, ability to develop tasks that are important for others, c) Virtue, obtaining moral and ethical values and d) Power, degree in which the person can influence themselves and others. (Pontillo, 2011).

In general I feel satisfied with myself

The result shows how 78.5% of the participants feel satisfied with themselves, the rest of 21.5% do not feel satisfied with themselves. This assertion about self-satisfaction has a double aspect; On the one hand, not feeling satisfied with yourself can be the factor that drives the subject to go beyond the conventional. While when you have the feeling of self-satisfaction, you can constitute yourself as an element of completeness, of being satisfied, of not needing that "plus" that many times life requires. That is why it is necessary to analyze in what sense we can consider this feeling of satisfaction with itself.

I would like to have more respect for myself

The results reflect that 79.5% of the participants would like to have more respect for themselves, on the other hand, the rest of the participants, 20.5% would not like to have more respect for themselves. Respect for oneself denotes an assessment that the subject makes of himself. In the adolescent any event in his life can lead to symptoms related to self-respect. Normally this type of symptoms appear from childhood in the family context, in the relationship of the child with his parents, but in the school reappear.

Social relations among adolescents generate some anxiety, which can be considered as normal or even useful, since it constitutes an adapted behavior that allows the individual to behave appropriately in the face of new and important interpersonal relationships (Salaberría and Echeburúa, 2003).

Relationships with others, especially with strangers can generate fear that tends to have an evolutionary character with a tendency to gradually disappear. But despite this, if the anxiety manifested is intense, it loses its adaptive character and becomes a disabling disorder for social relationships, with the consequent deterioration in the quality of life of adolescents that must be related in the school and social context. The consequence of this is the isolation of the individual, the deterioration of their self-esteem, the development of depressive feelings.

I really feel useless sometimes

The percentage of 58.5% shows that participants do not think they are useless, while 41.5% do not feel useless at times. It will be necessary to analyze this feeling of uselessness that is frequent in the depressions of adolescents. The feelings of uselessness paralyze the high school student not only in questions of academic order, but in general with their relationships in different areas of their lives. Feeling useful as a person will have a positive impact on the tasks that the adolescent performs, both in the university and in his personal life.

Hence, the role of teachers is vital to be able to work psychologically with those students who require it. The school must be a space where the student has the opportunity to be someone important, it will be a space for success, not a space for failure. The work of the teacher is fundamental in this perspective. In many cases it is the same teacher who is responsible for making the young person notice that in reality it is not good at all. The same parents, with the oedipal conflicts that they have with their children, usually make this type of manifestations.

Sometimes I think I'm not good for anything

70% of the participants deny that they are useless. However, on the contrary, 30% do sometimes think that it is useless.

Like the concept of uselessness, thinking that it is not useful at all tends to be a sign that something is happening in the adolescent; Teachers and parents will have to be alert to the appearance of this type of symptomatology, since it can trigger, if not attended to in time, states of melancholy, which can become psychological depressions that can be installed in the adolescent's mind. very long times. Although 30% of students who say they do not serve at all are relatively few, in general terms they should show concern, because if we think about a generalization of the sample, we can suppose inferentially, that it is a not so small number. Therefore, teachers should be alert to cases such as those described in this section.

In the present investigation, the properties and benefits of the implementation of group intervention projects are encouraged to increase the self-esteem of adolescents through strategies and dynamics. Which work as a means to account for what are the real factors that involve the life of the adolescent, and that their good or bad performance affects their quality of life, since positive decision-making promotes and strengthens in the students a future better, avoiding the risk behaviors that are being generated.

Through this research it was possible to observe and analyze that the students of this Institution obtained a notorious percentage in most of the questions, which indicate that of the total of the sample, 70% have a satisfactory level of self-esteem, which reflects that they can have greater emotional, social, family and school well-being in their lives, since they can be autonomous adolescents capable of believing in themselves and achieving their goals as long as they continue to be oriented towards a full and transcendent life.

On the other hand, 30% of the students are presenting a lack of self-esteem, they do not feel capable of doing what they want, nor with positive qualities like the others, therefore, they are not satisfied with themselves. This rest of the studied population is worrisome, since it is the students that can manifest such risk behaviors mentioned above and, where appropriate, added to the prone dropout school, so their future may not be so promising. Likewise, when teachers manage to think that self-esteem plays an essential role in the pedagogical aspects of adolescent students, they will be able to develop their more independent and fruitful educational-formative mediation. Teacher mediation is not directly a didactic exercise; he composes a set of methods that, in his competence, are pronounced to constitute subjects that will be established in social life and will examine goals.

There are several representations in which teachers, parents and mothers encourage young people to improve and develop their self-esteem. Through recreational activities, penetration and realization in art, perception, teaching and practice of other hobbies (volleyball, basketball, soccer, the development of rest actions (meditation, yoga and tai chi), the practice of disciplinary agreements of physical activation, the promotion of circles, the scheme of community purposes, the assistance and development of science fairs and workshops for family coexistence in school, among other aspects that will be considered.

Conclusions

Self-esteem is the perception you have of yourself and covers the aspects of life, from the physical aspect, to the inner aspect. It is about the valuation that does not always adjust to the reality and that valuation is formed in the own evolution of each person and under the influence of the others. In this sense, there are at least two aspects to consider: a) on the one hand what others see in the subject, and, on the other hand, b) what others think they see.

Both factors are crucial to determine the level of self-esteem. We are in the field of security and self-confidence, undermined many times by outside influences. If there is one thing that determines self-esteem, it is childhood. The experience that has been had since the first steps of our life will be fundamental for the emotional security in the future. For that reason, in the teaching work we will have to consider elements in the adolescent that have been installed since the childhood of each one. For this, clinical work in institutions, through the participation of psychology professionals or social workers, is crucial in the detection and treatment of young people with low self-esteem.

Among what stands out in the results obtained both qualitatively and quantitatively we can see the degree of motivation that students have when studying, this being positive in the vast majority of cases, since their intrinsic motivation is well protected and their interests with the study they are adequate. However, the grades of the students are low and the motivation to deliver tasks is almost nil. Why do the results and what you see in classes seem to be not in agreement?

This can be a consequence of other problems that have not been addressed in the students and that are essential to solve as a good stress management when studying and doing an exam, socioeconomic problems that today, in Mexico, is characterized in most of the students. As can be seen, a problem detected in an adolescent is no more than a symptom of other psychological disorders that a particular young person may be experiencing.

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