Assess the Effectiveness of Self -Affirmation to Improve the Self Esteem Among School- Drop out Students.

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INTRODUCTION

A higher proportion of children in the age group 11-16 years who dropped out of school between 2015 and 2016 lacked basic reading and arithmetic skills, as compared to children who continued to be enrolled in school in 2016. It is possible that many student's knowledge level is much below grade level, but that teachers teach students only at grade level, as one study from 2017 suggests. If children are being left behind in school and if no one in school engages with them at their level of knowledge, they might drop out of school.

Families, schools, and communities influence students' decisions to drop out in several ways. For example, students living with both parents have lower dropout rates and higher graduation rates compared to students in other living arrangements. The employment status of their parents and their parents' incomes play roles, as do parenting practices. These include monitoring a child's progress in school, communicating with the school, and knowing the parents of their children's friends. Students also are more likely to drop out if they have a sibling who did so.

Self-affirmation is a psychological theory that focuses on how individuals adapt to information or experiences that are threatening to their self-concept. Life is about failure as much as it is about success. From the mistakes we make at work or school to our blunders in romantic relationships, we are constantly reminded of how we could be better.

By focusing on the important qualities that make us who we are – a process called self-affirmation – we preserve our self-worth in the face of our shortcomings. Positive affirmation carries with it some mysterious effects that no intellectual being has ever successfully explained. Experts simply claim that these positive affirmations can easily penetrate a person's subconscious, thus affecting his actions, behavior, and attitude.

NEED FOR THE STUDY:

The high school drop- out problem is a crisis, because it impact not only the individuals but also their education but because of the economic and social costs. Communities suffer from lack of productive workers. While 90% of India's children by the age of 10 about 40 % have dropped out. Out of 20 crore children between 6-14 years 3 crores do not go to school while another 8.5 crores are drop -outs who discontinued their education. There is an urgent need to change the present system of higher education in the country.

We need to ensure quality in education as well as quantity. Students are getting the knowledge from outdated syllabus. Lots of technological and scientific improvements are taking place in India and therefore the courses are Graduate and post -graduates must be updated as per the industrial and technological development.

The high school dropout problem is a crisis because it impacts not only individuals and their education, but because of the economic and social costs local communities have to deal with. Communities suffer from a lack of productive workers and higher costs associated with incarceration, health care, and other social services. As the world moves towards an increasingly global economy, individuals and nations are discovering that higher levels of education are critical to the ability to compete and thrive; in fact, about 90 percent of the fastest growing jobs will require some postsecondary education.

Most of the young dropouts experience a wide range of job market, earnings, social and income problems that impair their ability to transition to productive career and stable family life. Students worldwide ascribe their decision to drop out to many diverse reasons.

Investigator during the observational visit to the non-governmental organization and saw the school dropout Students with various reasons. Investigator interacted with the students and found many low self- esteem students. So the investigator felt the need for the well-organized self-affirmation to improve the self- esteem. Only a few studies have been conducted so far to assess the effectiveness of self- affirmation to improve the self- esteem for school dropout student. This motivated the investigator to select the study sincerely self-affirmation organized for the school drop outs and improve the self- esteem.

The value of primary or secondary age education cannot be underestimated. The individual growth and development that comes with effective education will widely recognize. Global competitiveness requires that all students develop competencies for life and work; therefore, providing a successful educational system that is impartial, accessible, and flexible based on cooperation, not competition is important to any country's stability, social and economic progress.

STATEMENT OF THE PROBLEM

Assess the Effectiveness of Self -Affirmation to Improve the Self Esteem Among School- Drop Out Students.

OBJECTIVES

1. To assess the level of self- esteem among school dropout students.
2. To determine the effectiveness of self- affirmation among school drop -out students with low self- esteem.
3. To associate the post-test level of self-esteem with selected demographic variable among school dropout students.

METHODS AND MATERIALS USED

The research approach used in the study was quantitative approach, using Pre -experimental, one group pretest and post- test research design. The study was conducted at Apollo Med Skill Vadapazhani with 60 samples by purposive sampling technique. The tool used for the study was demographic variable and Rosen Berg Self Esteem Scale was used to assess the Effectiveness of Self -Affirmation to Improve the Self Esteem among School- Drop out Students. Informed consent was obtained, and the data was analyzed using descriptive statistics.

DESCRIPTION OF THE INSTRUMENT

The tool consists of two parts
PART I
It deals with the demographic variable such as age , gender , education , father's occupation , duration of drop out , socio economic class , family income per month, parents' marital status , Reasons for drop out .
PART II
 ROSENBERG SELF ESTEEM SCALE
 It consists of 10 questions regarding self esteem .It uses a scale of 10-40 where a score less than 15 may indicate a problematic low self esteem. The Rosenberg self-esteem scale is considered a reliable and valid quantitative tool for self-esteem assessment. This is the original scoring for the scale

SCORE INTERPRETATION
* Positive question 1, 2, 4, 6, and 7
* Negative question 3, 5, 8, 9, and 10.
The positive questions score was, the school drop- out students answered Strongly agree means score 4 point, Agree means 3 point, Disagree means 2 point, Strongly disagree means 1 point.

The negative questions score was, school drop- out students answered strongly agree means mark as 1 point, Agree means 2 point, Disagree means 3 point, strongly disagree means 4 point.
   The scale range from 10 to 40
- Score below 14 – low self esteem
- Score between 15 to 27 – moderate self esteem.
- Score between 28 to 40   - high self esteem.

RESULTS

In the pretest, all 60(100%) had low self- esteem whereas in the post test, after the administration of self-affirmation, 54(90%) had moderate self -esteem, 5(8.33%) had high self -esteem and only one (1.67%) had low self -esteem.
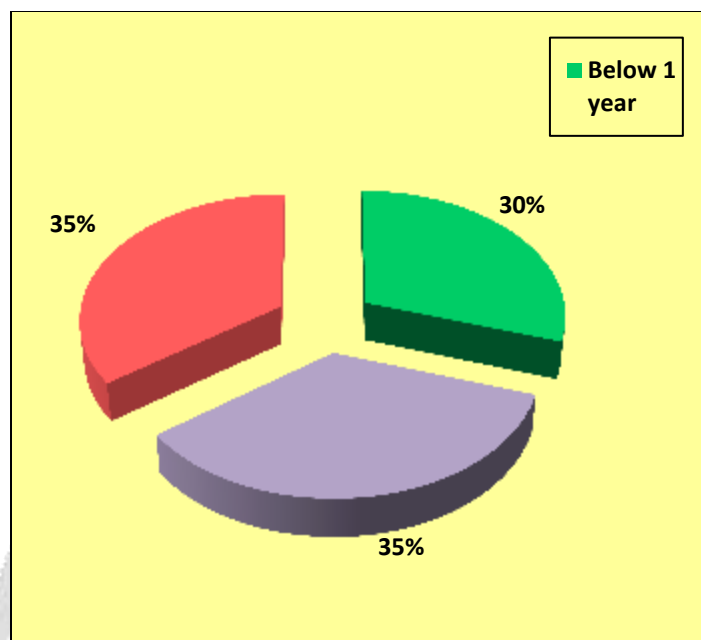
Frequency and percentage distribution of pretest and post -test level of self- esteem among school dropout students.

                                                                          N   = 60

Test	**Low Self Esteem (≤14)**		**Moderate Self Esteem (15 – 27)**		**High Self Esteem (28 – 40)**	
	No.	%	No.	%	No.	%
Pretest	60	100.0	0	0	0	0
Post Test	1	1.67	54	90.0	5	8.33
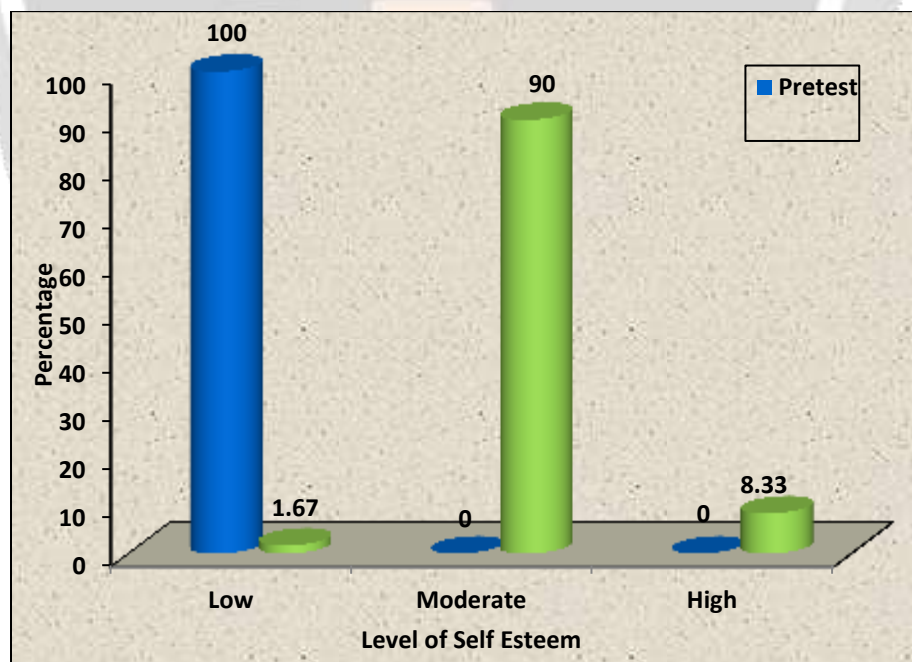
The figure shows that thePercentage distribution of pretest and post -test level of self -esteem among school dropout students.

The above figure reveals that in demographic variables out of 60 sample , the duration of drop out were 18(30%) below one year , 21(35%) of them one to five years and 21 (35%) were in the duration of drop out was six to ten years .

DISCUSSION:

The focus of the study was to assess the effectiveness of self -affirmation to improve the self -esteem among school dropout students at Apollo med skill Vadapazhani. A total of 60 samples were selected by purposive sampling technique, one group pre -test and post -test was used for this study. The study findings were discussed based on the following objectives.

The first objective was to assess the pre and post-test level of self- esteem among school dropout students.

Self-esteem refers to a person's beliefs about their own worth and value. It also has to do with the feelings people experience that follows from their sense of worthiness or unworthiness. Self-esteem is important because it heavily influences people's choices and decisions. Low self esteem will affect your motivation and make you more likely to give up on anything that seems difficult.

The effects of low self-esteem in school drop -out students**,** reflects how he feels about himself and contributes to how he approaches the world**.** Low self-esteem was reflected in his behavior, body language, approach to life and overall demeanor.   A long term low self -esteem is leads to many negative effects on the students. Self -affirmation was the technique used to improve the self- esteem.

The study was conducted at Apollo med skill Vadapazhani. All drop out students met the inclusion criteria was selected as sample for the study. A level of self esteem was assessed by using standardized Rosen berg self-esteem scale. The level of self esteem in the pre test, was majority 60(100%) had low self esteem.

This study was supported by **Daring c and Jessop dc. (2015)** had conducted on self-esteem would moderate the effectiveness of a self-affirmation manipulation at increasing openness to personally relevant health-risk information. The study employed a prospective experimental design. Participants (N = 328) completed either a self-affirmation manipulation or a control task, prior to reading information detailing the health-related consequences of taking insufficient exercise.

Whereas in the post test after the self- affirmation technique, majority had 54(90%) had moderate self -esteem, 5(8.33%) had high self -esteem and only one (1.67%) had low self- esteem.

The second objective of the study was to determine the effectiveness of self- affirmation among school drop - out students with low self- esteem.

Many students with a low self -esteem never seek treatment. But through proper care, attention psycho therapies and other methods can effectively treat people with low self esteem .The benefits of daily affirmations have been scientifically supported and can help a lot of people. Like with most things in life, the hardest part is getting started.

Affirmations are more beneficial when they are repeated. The more you repeat the same affirmation, the more your unconscious begins to believe it. By continually subjecting our mind to positive thoughts, we are actively changing how brain functions .Over time we are training our brains to think more positively through self-affirmations. Saying good things about yourself aloud is one thing, but writing them down increases their potency. Writing an affirmation down allows your mind one more way to absorb the positive message.

Since the researcher had done a study at Apollo med skill Vadapazhani, around 60 sample was selected. one group pretest and post- test design was used .The investigator assessed the level of self- esteem among school dropout students by using Rosenberg self -esteem scale in both pre- test and post -test .Post test was conduct after the 25th days of self affirmation was assessed by using Rosenberg self esteem scale .

The findings of the present study showed that effectiveness of self affirmation on pre and post level of self esteem, the unpaired' test value of t = of t = 28.701 was found to be statistically highly significant at $p<0.001$ level. This clearly indicates that the administration of self- affirmation to the school dropout students was found to be effective in improving the level of self esteem among school dropout students in the post test.

This study was supported by Epton T, Harris PR, Kane R, van Koningsbruggen GM, Sheeran P. 2017**,** had conducted on the impact of self-affirmation on health-behavior change: a meta-analysis The current article reports a meta-analysis of the impact of self-affirmation on outcomes at 3 key points in the process of health-behavior change: (a) message acceptance, (b) intentions to change, and subsequent behavior.

As conclusion low self esteem is said to be one of the raising issue among the school dropout students. Self affirmation is said to been effective psychiatric nursing intervention which can be taught to the low self esteem students.

The third objective was to associate the post -test level of self- esteem with selected demographic variable among school dropout students.

The findings of the study showed that there was no significant association between the level of self esteem with the demographic variable such as age , gender , education , father's occupation , duration of drop out , socio economic class , family income per month, parents' marital status , Reasons for drop out .

To conclude, self- esteem can occur at any age of life, to both gender, at any education level, father's occupation, duration of drop out ,socio economic class whether low or high , family income per month , and parent's marital status .

CONCLUSION

The study concludes that majority of them had moderate self-esteem after the self -affirmation. Affirmations are more beneficial when they are repeated. The more you repeat the same affirmation, the more your unconscious begins to believe it. By continually subjecting our mind to positive thoughts, we are actively changing how brain functions. Over time we are training our brains to think more positively through self-affirmations. Saying good things about yourself aloud is one thing, but writing them down increases their potency. Writing an affirmation down allows your mind one more way to absorb the positive message.

RECOMMENDATION

1. The information regarding the usage and advantages about self affirmation can be educated to the school dropout and other health professionals through the conference, seminar, and workshop and health education.
2. A similar study can be conducted on a large no of samples.
3. Other methods can also be studied for improving the self -esteem.
4. This study can be conducted in true experimental design.
5. This study can be conducted as a comparative study.

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