Low self-esteem, premise of depression appearance at adolescents

Marilena Ticusan*

University of Spira Haret, Str. 15 Noiembrie, Nr. 82, Bl.C25, Ap.17, Brasov, 500102, Romania

Abstract

We often know what to do to create a good image to those around us, but it's much harder to convince ourselves we have a good opinion about us. The depression is a problem facing increasingly psychologists lately especially among young people. The first step towards self-knowledge starts on their own qualities, strengths because they are true resources that we can rely on. The studies have shown that when they confronted with failure, people with low self-esteem were more pronounced negative emotional reactions than people with high self-esteem in identical situations. The humiliation, lack of motivation, embarrassment, are some of the typical emotional reactions they live.

Key words: Adolescents, self-esteem, depression, intrinsic motivation, school performance

1. Introduction

The self-esteem is a key factor for success in life, because, self-esteem or the way we perceive ourselves, the way we see our abilities and talents, our thoughts are turned into actions, actions that cause who we are and what we live. The self-knowledge allows us to make the right choices that lead to achievement. The first step towards self-understand starts on their own qualities, strengths we have, because they are true resources that we can rely.

2. What causes depression to children?

The causes of depression to children and adolescents could not be assessed certainty, but there was major involvement of environmental factors and less to the genetic. Initially, there was believed that it is a genetic transmission that children with depressed parents and they also suffered from depression, and later the psychological...
studies show that it was copied behavior from parents, they being the most important models for their children. Also, the children who are often criticized by parents suffering from depression, getting to believe that they are not worthless, that they always disappoint parents who are, in fact, the people you love most. Other models in this family affects the child, such as divorces, discrimination between brothers or frequent examples that parents found in other children, and not in their own - for example - is better than you, learn better, is smarter, more beautiful, it's more ...). The child's feeling that he could not ever achieve performance that is always present the best examples of parents. Some substances predispose to depression, as there is smoking (passive or active), and inadequate food, rich in fat, which hurt his image of itself through weight gain of child or teenager who does not feel so approved and well integrated into society.

The aggressive behavior in working environments where the child also show a negative influence on the child (your company, school, work, kindergarten, and do not forget the family, cases of family violence are not rare).

3. Purpose of Study

The study consists in sharing knowledge of factors that influence and / or maintain a low self-esteem that can lead to problems of depression among adolescents. The awareness of the family and school needs intrinsic and extrinsic motivation of students to a better school and social integration. When family and teachers have a positive attitude towards the needs of the young, it sprouts confidence, school performance and quality of personal life.

The objectives of research

a. the knowledge of factors influencing weight and / or maintain a low self-esteem can lead to problems with depression
b. the knowledge of the influence and role of school and the teachers in this context
c. the development of desire for self-knowledge, establishment of assertive behavior and restore the confidence of the students participating in the research project
d. the establishment of effective communication between family relationships, students and teachers;
e. the acceptance of necessities motivation intrinsic and extrinsic students to a better social and school integration.

The present research has left the following hypotheses:

a. personalized learning activities, contribute to increased school performance, self-confidence of students and especially to increase their motivation.
b. the increasing the share of extracurricular activities lowers the risk of depression.
c. an altered self-image leads to lower school performance.
d. if the family has a positive attitude toward adolescent needs, the child grows confidence, school performance and quality of personal life.

Methods used are: observation, survey questionnaires based on parents, teachers and children, personality tests, case studies.

4. Stages of research

Initial assessment of the target group

The research has started by making an initial assessment of subjects which consisted of the following:

• the analysis of school results in the first half of the current school year;
• the administering of a questionnaire project supervisors to achieve a psychological and pedagogical profile of each subject;
• the questionnaire for secondary HSPQ personality.
• the administering of a questionnaire to students considering a profile of the ideal teacher;
• administering of a questionnaire to parents.

This initial assessment had the following objectives:

• to identify the type of personality of subjects;
• the level of intellectual development of the subjects;
• the knowledge of type of relationship that the subject has his own family;
• to identify the degree of family involvement in educational activities of the child;
• determining the degree of integration and social and school adjustment.

Active intervention

Once this evaluation has followed a period of active intervention on the subjects, which lasted three months, during which various activities were held an educational program in both formal and non-formal in the school. By creating this program was aimed at increasing the degree of adaptation to school students, motivating them, raising awareness of knowledge and understanding objects of study.

This program took place two days, two hours per day, depending on school schedule and teaching staff - were provided supervision and guidance of children. In this program provide advice in regard to materials that are deficient and are involved in extracurricular activities with volunteer students at the Faculty of Psychology. The group includes students of this program at the beginning of the intervention had difficulty adjusting and school integration, reflected in poor performance at school and in general conduct. For teaching, they did not understand the material taught, quit easily with the difficulties, persisted in error, had a reduced capacity forecasting tasks were becoming harder to requests, lost pace in advancing learning, such remaining from others. In the activities, teachers have found that most of them had insufficient knowledge to formulate answers to questions that are put to achieve assigned duties at school, attention and interest were uneven, difficult working with errors and did not qualify while, therefore, some students became agitated, angry, while others back on itself and could not solve the tasks received. In each case, teachers have tried to help students to understand the role they plays in learning attention, encouraging them to monitor their work habits at home and do their homework at the same place every day, away from distractions other family members or TV.

The extracurricular activities that were conducted with volunteers watched as the free expression of personality students in the various aspects: activities on a given topic: "Child rights", "Favorite teacher", " My family ", " My colleagues ", psychological counseling, expressing personal talents through art therapy activities, sharing hobbies by making and presentation of collections, models, so on... All these activities were designed to improve image and confidence, develop creativity, to develop the ability to pay attention, to help them know each other better, to discover what they like, to develop skills communication, to develop attitudes towards work, towards others and towards oneself. The above activities valuing each child to follow everything that the genetic and cultural dowry. Thus observed that increased confidence in himself led to better academic results.

Final assessment

After this period to conduct a final evaluation, which consisted of the following:

» school results in the second semester;
» questionnaire administration to establish the changes produced at students;
» discussions with parents.

The subjects, mostly, have a high general intelligence, an excitable temperament manifested by hyperactivity, impatience with symptoms of nervousness, especially when come around or punished, always trying to capture the attention of others, easily distracted during received task execution. Although they are friendly and affectionate, in a calm mood, they may become impulsive.

Also, most of students are expansive, noisy, cheerful, with sense of humor, expressive, alert, depending on group thinking and action, participating in various activities with colleagues, valuing social approval. They have a milder air, are more creative, more optimistic, but a careless attitude, therefore, less demanding and aspirations. The subjects have a low sense of self as manifested by an uncontrolled emotion, excitability, rejecting cultural requirements, which showed the factor D students surveyed aiming temperament.

In talks with students, they were described as anxious without reason, tense, irritable, frustrated. They also are aware that they are often criticized by parents for their inattention and negligence in connection with their activity at school. These features were found in responses from the questionnaire administered personality.

If other personality factors analyzed - C, O - reveals a roughly equal proportion found at both poles, positive and negative.

The C factor indicates the progress of the integration of dynamic and emotional control. At an insignificant distance we have students also mature, and immature from emotional point of view. The emotionally mature students are characterized by stability, calm, realistic, placidity, avoiding difficult tasks, adaptable, constant in his
interests, while students with emotional instability are immature, hyperactive, emotional, reacting emotionally to the situation frustrating, instable in attitudes and interests, avoid responsibility, abandon slightly in front of obstacles are involved in conflicts with their peers.

As regarding factor O, remains the same situation as with factor C, so there is little difference between the number of students with a tendency to blame and not with a high degree of adaptation. The students with a tendency to blame belong to the category which is characterized by shyness, insecurity, sensitivity, tired easily in situations that require them, they feel unfit to face school demands, react strongly against difficulties and always in need of encouragement, are sensitive to the rules group and are ready to comply with them. The students in the other category, are happy, resist obstacles, careless, indulge in simple activities without fear. The teenagers are evaluated on a wide range of sizes, differing personal relevance. The depression illustrates the close relationship between the young and intimate interpersonal interactions and the maintaining of self-esteem. This can be seen as desperation resulting from the inability of an individual's internal objects of grace mirroring needs, identification and idealization. The focusing of student attention, through encouragement, appreciation, increases self-esteem and thus motivation to learn. The increasing rate of extracurricular activities, increases the integration of children in the group of students and thus decreases the risk of depression, family having a particular importance in reducing it. The experts consider depression a chronic condition requiring long term treatment, as with other chronic diseases have an organic component (diabetes, hypertension). Despite the fact that most people face at some point in life with an episode of depression, there are many cases of recurrent or persistent, that is true therapeutic challenge for physicians. Whatever the contributions biochemical, man experience psychological depression a disorder of self-esteem in the context of interpersonal relationships fail. The depression illustrates the close relationship of intimate interpersonal interactions individual and maintaining self-esteem. The depression can be seen as desperation resulting from the failure of internal objects a reward individual needs of mirroring and idealization identical.

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