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The Effect Of Online Self-Esteem And Awareness Training Program On University Students

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Abstract

This research was conducted to examine the effect of online, self-esteem and awareness training program on college students. Research, was conducted on 71 subjects from a private university in Istanbul in 2013-2014 academic year. The study group consisted of 16 students that have been selected, among these subjects and eight students have been taken to the experimental group, eight students have been taken to the control group. Students' self-esteem levels have been evaluated using Rosenberg Self-Esteem Scale which was developed by Rosenberg (1965) and was adapted to Turkish by Cuhadaroglu (1986). Control group pre-test post-test model was used as research design. After the pre-test measurements, an online training program consisting of nine sessions has been implemented individuals in the experimental group. During this period, no operation has been conducted with individuals in the control group. One week after the end of sessions the post-test measurements were taken. SPSS 20.0 has been utilized in the statistical analysis of the study data and was tested with the Mann-Whitney-Wilcoxon test. The results obtained from this study have shown that online self-esteem and awareness training program is effective to increase university students' self-esteem levels...

1. Introduction

Self-esteem is the expression of satisfaction self-confidence or self-, acceptance resulted from the approval of the self-concept to which a person has reached through evaluating his own self-perceptions, feelings, attitudes occurred with experiences gained through interaction with himself and his surroundings since his birth (Rosenberg, 1965).

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Self-esteem develop in a healthy way, with the help of positive evaluation and support of environmental stimuli such as social, groups of friends, school, parents (Piskin, 2000; Frisby and Tucker, 1993). The impact of the university environment where the professional skills are acquired on self-esteem cannot be ignored. Because individuals in the university gain not only professional skills but also many personal and social skills.

Educational institutions integrated with technology constitute a rich learning environment to provide individual necessary knowledge, skills and attitudes that are needed to make life easier through taking advantage of advances in modern science and technology, (Yurdakul, et al, 2014). Academic Window structure formed at Fatih University has developed an online program that allow individual to improve and change him constantly and solve his problems through either individual or group studies by taking the kaizen model as a base. (www.akademikpencere.com) Here in this study, it is aimed to make group training program being applied online through Akademik Pencere (Academic Window) to increase the awareness of students and self-esteem.

2. Self-Esteem

Self, being defined as a person's self-perception of himself, is whole of feelings, attitudes and behaviors that define an individual, make him different from others and it is his subjective side (Raven, 1972; Yorukoglu, 1998; Raven, 1997). It is possible to divide the self-concept into two; actual self and ideal self. Actual self is one's own thoughts about himself, it is the awareness of mental and physical properties that he has, ideal self represent the ego targets, inspirations and ambitions he wants to reach. (Cevher ve Bulus, 2007; Piskin, 2000; Ustun ve Akman, 2002) Self-esteem is individual's assessment of the difference between the self and the ideal self (Piskin, 2000; Cevher ve Bulus, 2007).

Self-esteem is that individual regards himself neither superior nor inferior, is self-satisfied, assesses himself admirable and positive, also regards himself worth to be loved through relying on his self (Yorukoglu, 1998). If a person has positive thoughts about himself, his self-esteem is high; if his thoughts about himself are negative, his self-esteem is low. Self-esteem is lifelong; it is an organized, versatile, hierarchical, developmental, evaluative and differentiating process. Self-esteem can be affected by some surrounding variables, the relationships with other people and people's life styles. (Ustun ve Akman, 2002; Akt.Harter, 1983; Yenidunya, 2005; Cuhadaroglu, 1986; Bong ve Clark, 1999). Approval of people whom an individual respects is very important in the development of self-esteem. In particular, that parents meet the need for love and trust unconditionally and approve and value affects the individual’s self-esteem positively (Harter, 1993). However, sensitive and positive attitudes of the adults around an individual, colleagues, and teachers positively affect the individual’s feeling himself worthy of being loved, and play an important role in the formation of self-esteem.

Individuals with high self-esteem respect them self, they find valuable them self in society, they set goals that can be achieved for themselves and they strive to achieve them, they are happy, healthy, venturous, consistent, high self-confident and productive. They establish friendships easily and they are collaborative and conformist. They have ability of self-expression; they are not under the influence of others. The individuals with low self-esteem have low self-belief and self-confidence, they aim for successes under their capacity, they always evaluate themselves negatively, they are anxious, pessimistic, they are pessimistic about the future, in case they experience failure they can accuse themselves of being worthless and incompetent (Coleman and Hendry, 1990; Hamarta and others, 2009; Loquat, 2005; Kass, 1998; Yorukoglu, 1998; Brown and Mann, 1991; Hogg and Vaughan, 2006).

The need for self-esteem varies according to the degree of satisfaction from the experience he has gained through life. Need for self-esteem of each individual is different (Dogru and Peker, 2004) It is possible to raise students ‘self-esteem, through counseling and drama (Piskin, 2000). Since the 1970 group works, consultant centered counseling programs that behavioral approaches have adopted and many techniques have been developed to improve students’ self-esteem levels, Self-esteem development programs are widely used in schools; they are aimed to respond to emotional needs of students and to improve their academic achievements (Dogru and Peker, 2004; Burns).

This study is thought to ensure an individual will accept and discriminate his own unique experiences, (Siegel ve ark., 2009; Catak ve Ogel, 2010), that is, it is expected to be increase self-esteem by increasing the awareness. Because individuals who are self-aware, have gained insight for their feelings and thoughts, instead of focusing their attention on their negative aspects they have managed to move away from this way of thinking, have accepted their positive and negative sides, they are open to criticism, have increased their tolerance to adverse experiences.

There are many studies on the factors affecting the development of self-esteem in our country when the literature
gone through. (Torucu, 1990; Yuksekaykaya, 1995; Baybek and Yavuz, 2005). But there is very little research done on this topic. Sisek (2012) also has examined the effects of self-esteem levels, in his structured group education with adolescents who receive help from the Social Services, Kasik(2012), examined the effects of self-esteem on the 13-week conflict resolution and peer mediation training program, and the findings also showed an increase in self-esteem. Dogru and Peker (2004), have applied a 10-week self-esteem development program to 9th grade high school students. Therefore, this research aiming to contribute to the elimination of low self-esteem problems in college students is very important. Research findings that will be obtained as a result of training program being applied for this reason will be guiding for the counselor and educators. That the training program which is applied to individuals with low self esteem in order to make them gain awareness of their self, to understand their problems and to improve ways out should be economical and practical is important. Another significance of this study is that it is an online program being prepared by the Kaizen philosophy and Bloom taxonomy has been used. It is considered that this aspect of study will open horizons for different educational institutions and applied training program will shed light on the configuration of the different web-based programs.

The shyness students showing low self-esteem about getting help and expressing themselves and in particular the limitation of the time for studies to be carried out in universities and schools reveal the need for an intervention program whose effectiveness has been tested. The aim of the research is to investigate whether online self-esteem and awareness training program is effective in raising the level of self-esteem. In this study, the following hypotheses have been tested for this purpose:

1. There is no significant difference between self-esteem pre-test scores of experimental group and pretest self-esteem scores of control group.
2. There is no significant difference between self-esteem pre-test scores of control group and post-test self-esteem scores of control group.
3. There is a significant difference on self-esteem scores in favor of the final test between The experimental group self-esteem pretest and self-esteem posttest scores.
4. There is a significant difference in favor of the experimental group between post test self-esteem scores of the experimental group and the post test self-esteem scores of control group.

The findings obtained from the test of the hypothesis developed based on the problems of research and interpretation of these results is given below.

3. Method

3.1. Working Group

This research is a study prepared in experimental model with its pre-test, post-test control group. It was conducted on 71 female students attending the Vocational school in a foundation university in Istanbul in 2013-2014 academic year. Students are made to enroll the Academic window a web-based site. They were asked to fill out Awareness & Motivation survey available on the system. The students evaluated both their friends and themselves in Motivation and Self-awareness survey Thus, each individual's own graphics was formed. Then, students were informed that they could involve in kaizen group work on related system about the behavior that they want to develop after they examined their graphs Members of the 16 of them stated that they wanted to join the "self-esteem" group study online, they were transferred into the group by "Admin". The study group consisted of 16 students. Out of 16 volunteer student 8 students were chosen as the experimental group, eight students were chosen as control group. Before the group started the online education program, "Rosenberg Self-Esteem Scale", which was developed by Rosenberg (1965) to assess self-esteem, was applied.

3.2. Training Programme

The training program was prepared by the Kaizen model, structured according to the six stages of a web-based Bloom taxonomy and it is applied over the site of the Academic window. In Japanese, "Kai" means continuance, "zen" means the recovery. "Kaizen" word is expressed as continuous improvement and development process (Singh, & Singh, 2009). Academic Window is a model designed for continuous self-development of its members who participated in the “kaizen” group work. There are five important factors in the solution of problems. These are: teamwork, self-discipline, moral elevation, high-quality communication, necessary advice and offers. In order to
make model function well is important to be volunteer and willing to work. The goal here is to focus on process more than result. To achieve the existing goal it is important to control the process and to have the goods (Ugur, 2011). Group members in Kaizen study make applications according to the classes in the Bloom Taxonomy model (knowledge, comprehension, application, analysis, synthesis and applications). Taxonomy is widely used to assessment and the preparation of training programs. (Tugrul, 2002) . This program is intended to make target person criticize his own behavior and assess his own behavior through different perspectives.

Online self-esteem and awareness training program has been achieved in a period of 9 weeks, with the experimental group students in the Internet environment. The students in the control group did not receive any study. The first session of the training program applied face to face, they were informed about rules of the group work and the scale was applied. In the information stage of the program where Bloom Taxonomy was based volunteers were made to focus on the issues asking questions about self-esteem, and to think about it. In comprehension stage; members are made to answer questions related to self-esteem by communicating with each other, and incomprehensible parts were reinforced by repetition and talks. In the implementation phase; they were made to share their own observations, after the process started, in real life and to criticize them. Implementation phase lasted three weeks. In the analysis phase; volunteers were asked to criticize their behaviors in terms of cause and effect relationship. In the synthesis stage; the volunteers are made to discover their strengths and synthesize the behavior they want to develop. Evaluation was made in the last session the Scale was applied again.

4. Results

The findings obtained from the test of the hypothesis developed based on the problems of research and interpretation of these results is given below.

<table>
<thead>
<tr>
<th>Groups</th>
<th>Mean</th>
<th>Ss</th>
<th>Mean</th>
<th>Ss</th>
<th>MW</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-esteem Pre-test</td>
<td>3.875</td>
<td>1.457</td>
<td>4</td>
<td>1.51</td>
<td>30.5</td>
<td>0.872</td>
</tr>
</tbody>
</table>

As a result of Mann-Whitney-U test which was done to determine whether the distributions of groups are statistically significant shows that there is no significant difference between the control and experimental group students' pre-test self-esteem scores (Mann-Whitney U =30.5 p = 0.872 > 0.05 ). This finding shows that there is no significant difference between the self-esteem pre-test scores of the students in the experimental and control groups before they get prior self-esteem awareness training.

<table>
<thead>
<tr>
<th>Measurements</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>T</th>
<th>Z</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-esteem</td>
<td>4</td>
<td>4.125</td>
<td>8</td>
<td>-2.565</td>
<td>0.01</td>
</tr>
</tbody>
</table>

As a result of Wilcoxon test for paired groups which was conducted to determine whether the averages of pre-test and post-test self-esteem scores of the control group show a significant difference it was found that the difference between the means was not statistically significant

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>N</th>
<th>Z</th>
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test and post-test self-esteem scores of the experimental group show a significant difference. It was found that the difference between the means was statistically significant ($Z = -2.565; p = 0.01 < 0.05$). The pre-test self-esteem average ($x = 3.875$), self-esteem is higher than the mean of post-test ($x = 1.75$).

As a result of findings, after the students in the experimental group are applied online self-esteem and awareness training program it can be said that the level of students' self-esteem markedly increased. This indicates that the influence of the experimental intervention is in the positive direction.

Table 4: Descriptive Statistics Made for Self-Esteem Post Test Scores of Experimental and Control Group

<table>
<thead>
<tr>
<th>Groups</th>
<th>Experimental</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>1.75</td>
<td>4.125</td>
</tr>
<tr>
<td>SS</td>
<td>0.707</td>
<td>1.457</td>
</tr>
<tr>
<td>MW</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>p</td>
<td>0.003</td>
<td></td>
</tr>
</tbody>
</table>

As a result of Mann-Whitney-U test which was conducted to determine whether Students' self-esteem scores of post-test show a significant difference compared to the group variable. It was found that the difference between means groups in terms of self-esteem was statistically significant (Mann Whitney $U=4; p=0.003<0.05$).

The experimental group self-esteem post-test scores ($x = 1.75$) were lower than the control group self-esteem post-test scores ($x = 4.125$). Accordingly, self-esteem level of students in the experimental group has remarkably risen compared to the students' self-esteem levels in the control group. This suggests that the effect of the experimental intervention is big.

5. Conclusion And Suggestions

When the findings from this research are analyzed, online self-esteem awareness training program which is developed and tested effectiveness for university students is found to be effective in favor of the experimental group. The results of this study are similar to the results of the experimental studies carried out in a limited (Kasik, 2012; Simsek, 2012; Dogru and Peker, 2004). It can be thought that using six-stage Bloom taxonomy in the context of this study, has made individual gain awareness for his self with different techniques in each stage, understand and comprehend his own problems in all aspects, produce solutions by analyzing, being able to express them unreservedly, focus on the his positive, aspects and increase the internal motivation. However, the use of kaizen model being used in different training studies can be considered to have a positive effect on the results of the experimental work (Heim et al., 2014). Because in the implementation phase of the training program, it is considered participants interaction through the system, actively research their own answers to the question and the share of results to be effective proportional to kaizen’s continuous improvement, development philosophy.

Therefore, this study's findings in terms of effect size can be said that the results showed a parallel to literature. It is thought that the use of basic principles and techniques used in group counseling in experimental study (eg, group members to be respectful of each other etc), has made students who participated in experimental studies feel safe and unravel his feelings and thoughts more comfortably. Since experimental study is online, not restricted by space, students love to use of technological devices, it has provided a stable manner participation it is considered that they have benefited at the highest level in this program. Based on the results of this study and is presented as recommendations for future research: The sample of this research constitutes undergraduate students studying at a private university in the province of Istanbul. This research at different levels (elementary, high school) can be performed. They can serve guidance services in schools by establishing a web-based counseling system and apply counseling training programs to different group.

References

Catak D. P. ve Ogel, K. ( 2010). Bir terapi yontemi olarak farkindalik (Mindfulness as a Therapy Method) *Noropsikiyatri Arsivi-Archives Of*


