



## Self-Knowledge Training on Increasing Self-Esteem Of 13- to 16-Year-Old Girls

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### A B S T R A C T

The present study was conducted to determine the effectiveness of self-knowledge training on increasing self-esteem of 13- to 16-year-old girls in Borkharan city in Iran. This research was a quantitative and applied purpose quasi-experimental method with "pre-test-post-test" and control group. The participants in the study were 30 people who were selected by random sampling method from 13–16-year-old female students in Borkharan city and were divided into two groups of experiments and controls. The members of the experimental group participated in 5 sessions of 1:30 hours of self-knowledge training and were not considered for the educational control group. One week after the last training session of the experimental group, post-test was taken from both groups. In this study, Cooper-Smith form of 58 questions was used. The results were analyzed using descriptive statistics and inferential statistics (analysis of covariance) and we concluded that the difference between the experimental and control groups in terms of self-esteem is significant at the level of 0.05 ( $P = 0.03 < 0.05$ ). Hypothesis: "Self-knowledge training has an effect on self-esteem of adolescent girls 13 to 16 years old. Fresh in providing interventions.

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**Keywords:** Self-Knowledge, Self-Esteem, Adolescents, Girls.

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## INTRODUCTION

Absolutely dealing with the unknowns of human life is epistemology. There are also problems that will not be solved until they are finally resolved are known (Ghorbani, Framarz, & Watson, 2005; Ghorbani, Watson, Farhadi, & Chen, 2014).

One of the sciences that is closely related to epistemology and may be suspicious of it is psychology or psychology (Goldman, 1985; Hopner & Liu, 2021; Jovanović, 2010). In this branch of knowledge, the quality of the mind's access to the concepts and propositions from which those concepts evolve and the types of perceptual powers (such as intellect and sense (or self-stimulation) are examined. It belongs to the human soul, that is, it explores the human being (Markus, 1983; Teplykh, Akhmetzyanova, Zhilina, Nazaricheva, & Slobozhankina, 2018).

Self-knowledge can be developed on several levels. The first level is self-awareness. This awareness is for every human being in all situations and is considered as the basis of human consciousness (Alicke, Zhang, & Stephenson, 2020). This level of self-awareness does not require advice, practice and thinking, but is achieved for each individual; However, man may not pay attention to this awareness.

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The second level of attention to this self-awareness or acquired knowledge is to find this self-knowledge. At this level, man has knowledge of science. The first level of self-awareness may be possible for the animal, but man also has knowledge of science.

There are many definitions of self-esteem. In all of these definitions, attempts have been made to consider the positive beliefs and feelings of individuals when experiencing high self-esteem. Although low self-esteem is the focus of psychologists, a definition of low self-esteem can rarely be found. The following is a definition of high self-esteem and low self-esteem (Alicke et al., 2020; Kosman, 2020).

**High self-esteem:** Having high self-esteem means feeling proud while being aware of one's shortcomings and accepting them and striving to cultivate one's innate strengths and positive qualities (Jordan, Spencer, Zanna, Hoshino-Browne, & Correll, 2003; Reeve, Cole, & Olson, 1986). The key element of this definition is pride. We feel proud when we can take responsibility for a valuable social outcome or be a valuable person. Another major aspect of self-esteem is acknowledging our shortcomings.

**Low self-esteem:** Low self-esteem can be defined as the shame of not having the necessary skills and abilities. The key element of this definition is shame. Low self-esteem is not just a lack of pride; it is a very negative emotional state. The excitement of being close to this state of shame (Sowislo & Orth, 2013). Andrews and Brown (1995), believe that when we cannot reach the standards of others, we feel ashamed: "In shame, one feels worthless with all one's being." Another major element of low self-esteem is that one believes it lacks important skills and abilities. As a result, he has a constant feeling of helplessness.

During adolescence, differentiation of self-esteem, which is a valuable aspect of self-concept, will continue. In addition to academic merit, a sense of social worth, and physical ability, other important topics are added to the course. Intimate friendship, romantic attraction and job competence (Andrews & Brown, 1995). The level of self-esteem in adolescence will change. Self-esteem decreases only temporarily when transferring from one level of study to another, and otherwise increases in most adolescents. This steady rise in self-esteem is another reason why new researchers are questioning the assumption that adolescence is a period of emotional turmoil. Contrary to many people's beliefs, adolescence leads to feelings of pride and self-confidence (Minev, Petrova, Mineva, Petkova, & Strebkova, 2018; Steiger, Allemand, Robins, & Fend, 2014; Steinsbekk et al., 2021).

Adolescents are generally very different in terms of self-esteem. Those who have had premature puberty, those who use a lot of drugs, or those who drop out of school do not feel good about themselves. Moreover, among those whose self-esteem declines in adolescence, girls make up the largest number. Because girls are more worried about their physical appearance and feel more insecure about their ability (Mardi & Amin, 2015).

The situations in which adolescents find themselves can change these group differences. Authoritative parenting, which leads to high self-esteem in childhood, also leads to high self-esteem in adolescence. Instead, they often think that adult support is conditional on peer support, that is, until adolescents have reached too high standards. In other words, they do not

consider these behaviors to express their true selves. Adolescents who engage in "wrong" behaviors often have low self-esteem, depression, and "artificial" pessimism to protect themselves from others' disapproval of the future, and eventually adolescents who attend school or living in neighborhoods where ethnic group or socio-economic status is respected, they have less self-esteem problems. Schools and communities that recognize adolescents' cultural heritage contribute to their sense of self-worth and cohesive and secure identity (Mehrinejad, Sadri, Ramezan Saatchi, & Ghafari, 2019).

## METHODOLOGY

The statistical population of this study is adolescent female students (16-13) in the first secondary schools of Borkhar city in Iran, which is about 2789 people in the academic year 2021-2022. In this study, at first, in coordination with education, at least 100 female students aged 13-16 years were selected in terms of demographics, education and gender, and in coordination with schools and parents, completed a self-esteem questionnaire and 30 subjects. Those who had a lower score in the self-esteem questionnaire in this test were randomly selected as 15 experimental group and 15 as control group. In this study, the number of subjects was 30 students, 13-13 and the available sampling method was used. The Coopersmith Self-Esteem Questionnaire (SEI) was used for the study. Designed and used by Coppersmith (1967), to assess general self-esteem, it consists of 58 questions. Coppersmith (1967), retested 88% after 5 weeks and retested 70% after Three years have been achieved for the self-esteem scale. Factor analysis has shown that the individual scales measure different factors of self-esteem.

The Cooper-Smith Self-Esteem Questionnaire (SEI) consists of 58 items that describe a person's feelings, beliefs, or reactions, and the test taker should use these items to mark two boxes (similar to me "yes" or does not look like me "no") answer. The materials of each of the subscales are: general scale of 26 items, social scale of 8 items, family scale of 8 items, educational or job scale of 8 items and false scale of 8 items, scores of the subscales as well as general score, possibility to specify Provides a context in which people have a positive self-image.

Statistical methods at both descriptive and inferential levels were used to analyze the data. At the descriptive level, statistics such as number, mean and standard deviation were used. At the inferential level, covariance analysis was used. SPSS software was used to facilitate data analysis.

## RESULTS

Table 1 shows the mean and standard deviation of the scores of the self-esteem questionnaire in the pre-test and post-test stages, in the experimental and control groups in the pre-test and post-test stages.

In the self-esteem questionnaire, the mean post-test scores of the experimental and control groups increased; but the rate of increase in the experimental group was greater than

the control group (5.6 compared to one unit increase).

Table 1. Mean and standard deviation of questionnaire scores by experimental and control groups

Mean differences	stage				Groups variables	
	Pre-test		Post-test			
	SD	M	SD	M		
5.6 increase	8.15	33.53	3.71	27.93	test	Self-esteem
One unit increase	3.16	30.67	3.42	29.67	Control	

As Table 2 shows, the difference between the experimental and control groups in terms of self-esteem is significant at the level of 0.05 ( $P = 0.03$ ). Therefore, the hypothesis about the difference between the mean self-esteem of the experimental and control groups was confirmed; In other words, the hypothesis that "self-knowledge training has an effect on the self-esteem of adolescent girls aged 13 to 16 years" is confirmed.

Table 2. Results of analysis of covariance the effect of self-knowledge on self-esteem of experimental and control groups

Source	Sum Squares	DF	Mean Squares	F	P	Effect size (Eta coefficient)
pre-exam	328.949	1	328.049	11.953	0.002	0.307
Self-esteem	144.748	1	144.748	5.274	0.03	0.163

Examination of the effect size (Eta coefficient = 16.3) also shows that the effect of self-knowledge training on self-esteem is 16.3%; that is, 16.3% of individual differences in self-esteem are related to self-knowledge training.

The two components of the self-esteem questionnaire in pre-test and post-test are divided into experimental and control groups in Table 3. As can be seen, except for the social scale where the changes of the experimental and control groups are very close (0.4 and 0.47), in other subscales the rate of increase in the experimental group is more significant than the control group. Figures 4-7 to 4-10 clearly show the changes in the subscales of the self-esteem questionnaire in the control and experimental groups, in the pre-test and post-test stages.

Table 3. Mean and standard deviation of self-esteem components by experimental and control groups

Variable		stage				Mean difference
		Pre-test		Post-test		
		Mean	SD	Mean	SD	
General scale	test	14.07	1.75	17	4.07	2.93 increase
	control	15.87	2.2	16.4	2.6	0.53 increase
Family scale	test	4.27	2.25	4.93	2.71	0.66 increase
	control	4.87	1.69	5	1.56	0.13 increase
Social scale	test	5.73	1.39	6.13	1.3	0.4 increase
	control	4.6	1.84	5.07	1.23	0.47 increase
Occupational Education Scale	test	4.47	1.19	5.93	1.39	1.46 increase
	control	4.4	0.99	4.47	1.27	0.47 increase

All values of significance levels in Table 4 related to self-esteem components are greater than 0.05 for all effects ( $P = 0.074$ , 0.05). So, the sub-hypothesis "self-knowledge training has an

effect on the self-esteem subscales of 13- to 16-year-old girls." Not confirmed with 95% confidence. Impact coefficient of 32.2% shows that 32.2% of the changes in self-esteem subscales are due to self-knowledge training.

**Table 4.** General results of Manqua analysis of self-esteem components

Source of changes	amount	F	DF Hypothesis	DF error	p	eta
Effect of piling	0.322	2.494	4	21	0.074	0.322
Wilks Lambda	0.678	2.494	4	21	0.074	0.322
Effect of Hotelling	0.475	2.494	4	21	0.074	0.322
The largest root	0.475	2.494	4	21	0.074	0.322

## CONCLUSION

Adolescence has been one of the most sensitive and problematic stages in the process of human development, and the physical and psychological changes that have taken place in this period have placed adolescents in a critical situation in the transition from childhood to adulthood. Due to the characteristics of this period, adolescence is a very vulnerable period. The scope of these injuries may extend from common problems and problems among adolescents such as educational problems, indiscipline to serious and important issues such as delinquency, psychiatric disorders, substance abuse and suicide.

Normally, self-esteem gradually increases until adolescence, but often decreases during adolescence. While one of the basic human needs in all classes and degrees of science and morality is the need to have high self-esteem. In other words, having self-esteem is a vital asset and value and is one of the main factors in the flourishing of talent and creativity in individuals (Almis, Orhon, Bolu, & Almisi, 2021; Kheirkhah, Mokarie, Nisani Samani, & Hosseini, 2013).

Adolescents are very different in terms of self-esteem profile; self-esteem decreases in most girls. Academic self-esteem is a powerful predictor of adolescents' beliefs about the importance and benefits of school lessons, their desire to try, progress and choose a job. Students with high self-esteem, able to Communicating and expressing feelings and emotions in different situations and enduring failure and frustration and responsibility are positive feelings in oneself and inner control. In contrast, students are associated with low self-esteem, do not tolerate frustration, and have difficulty making decisions.

As Table 2 shows, the difference between the experimental and control groups in terms of self-esteem is significant at the level of 0.05 ( $P = 0.03$ ). Therefore, it should be said that self-knowledge training has an effect on self-esteem of 13- to 16-year-old girls. Examination of the effect size (Eta coefficient = 16.3) also shows that the effect of self-knowledge training on self-esteem is 16.3%; That is, 16.3% of individual differences in self-esteem are related to self-knowledge training. In explaining this result, it can be said that knowing each person causes the person to pay attention to his inner situation and study his situation and properties and to realize his weaknesses and shortcomings. Also, from the perspective of the Qur'an, the effect of knowledge. The soul in creating self-esteem is based on attitudes such as the continuity of life from this world to the hereafter, hope and optimism about life and the purpose of life as a whole. Such a person forms and grows the basis of his personality with such attitudes and

insights. Self-esteem is one of the traits that if a person puts himself in it, he will avoid many unpleasant and reprehensible traits.

It is obvious that with the correct training of self-knowledge, the real self of each person can be introduced to him and his real self-knowledge and knowledge of capabilities and capabilities as well as weaknesses and shortcomings will increase self-esteem in adolescents, which ultimately increasing self-esteem in adolescents will lead to better mental health and hope and happiness and achieve true perfection in life.

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