



Foster Self-esteem in Adolescents: Lipmann Approach

Amir Tajali Nia

Allameh Helli Exceptional Talents Centre, Tehran, Iran

*Corresponding author's Email: a.tajalinia@gmail.com

ABSTRACT: The purpose of the present study is examination of the impact of the program "philosophy for children" (p4c) on foster self-esteem in high school students in the first grade of district 14 of Tehran. This research was carried out using semi-empirical method and utilizing the research design of preliminary and final test with control group and without use of randomly selection. All students in the first grade of high school of district 14 of Tehran in 2013-2014 formed population of the study that among them 60 subjects were selected as sample through multi-stage cluster sampling (n = 30 for control group and n=30 for experimental group). After holding desired training course, the cooper smith self-esteem questionnaire was used to data collection, and to analyze the data, analysis method of covariance was used. In general, findings of the study confirmed credibility and reliability of the philosophy for children program in foster self-esteem in adolescents and its four components namely; general self-esteem , family self-esteem , social self-esteem and education self esteem

Key words: Self-esteem, Philosophy for Children, Investigation Ring

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INTRODUCTION

At during the past half century, self-esteem has been always interest to psychologists as one of the main structures of the character. Rosenberg (1979) believes that self-esteem refers to overall structure, reflects a person's evaluation of himself as a worth and valuable human being. Some researchers (Tafarody and Sawaan, 2001) refer that the main dimensions of constituent the self-esteem is distinguishable in the framework of two components of respect and desire or linking. These authors have shown that the global self-esteem in two levels of self-competence and self-linking is identifiable. Self-competence is a kind of valuable personal experience in which the individual makes own agent of sense action. Therefore, the level of self-competence may be positive or negative. Self- linking as another dimension of the self-esteem provides useful conditions and factors for the people as a social extant (Sharifi, 2006).

One of the important reasons for the researcher interest in the concept of self-esteem is its potential impact on health. Researches which dedicated to the study of the self-esteem effect reveals that "damaged self-esteem" makes impossible endure the difficult conditions that people encounter inevitably in everyday life and makes mental and physically harmful consequences for their (Taylor and Aspinwall, 1996). These evidences suggests that the extent of personal consequences covers issues such as anxiety and depression (Kaplan, 1996), physical and mental disorders (Ogden, 1998) behavioral communication problems (Salimi, 1998) and undesirable and deviant responses such as drug use, sabotage, distorting the truth. Undoubtedly, such an outcome would increase the vulnerability of the individual increasingly, this also increases turn to the individual systems. This also will lead to consequences such as separation of the

person from play norm roles for interpersonal and social systems.

Coppersmith (1987) consider self-esteem as a threshold variable that its low level has deterrent effect on persistence, confidence and academic performance and disarrange performance of the individuals in the realm of psychological, physical, social and familial disorder and has forced him to change their position or compromise with it, the compromise which can be effective or ineffective (Dadsetan, 1999).

Program of philosophy for children: This program was innovated and developed by Matthew Lipman following involvement and violence among students and teachers in campus that suggested a lack of flexibility and no refer them to the reason. From his view, a program that creates the habit of reflective thinking, rational reasoning and high level thinking in individuals will be able to moral development and violence prevention. But adulthood is too late to create such a habit and this matter should begin in childhood. The view that children are pushing towards dialogue and scrutiny will be able him to control independent behavior.

The inventors of this theory is considered that philosophy for children is a process philosophical basis of Socratic questions which encourages people to consider their interested questions and think about their ability in a space of questioning and make it deeper. Lippmann and colleagues believe that children achieve self-esteem with participating in this program and are valued for their intellectual activity. In the program rather than students merely memorize the results obtained by others and accept them without comment, on any subject, research and dialogue so that become young and skilled explorers, practically (Lipman, 2003).

One of the main components of the program of philosophy for children is classroom condition and how it is driven, meaning class handling. A method used in this program is known community of inquiry. To be the survey research as the centerpiece of education, it is needed to explore the classrooms into community of inquiry or research community in which the relationship of friendship and cooperation is welcome to positive participate in educational environment (Marashi, 2010).

Community of inquiry not only provides the opportunities, exploration and practice of the cognitive and cognitive abilities for children, but also create fields of exploration and development of values and ideals that are important and respected in terms of their. These classes provide an environment for children that while cognitive development and social-emotional growth. In such condition is that they experience a genuine dialogue, respect to the opinions of others, increasing mutual trust and the ability to communicate at various levels and in consequence of participating in such an environment which is respected to the ideas of them and be given opportunity to express their questions, the child reach to self-esteem and become more courage to express themselves. In addition to respecting themselves ideas, they learn to respect the beliefs and opinions of others, listen to them carefully, not ridiculous any idea and instead of negative positions look to differences of opinion with positive vision and in general need to interact with the world healthy relationships and more effective. Sharp Lippmann's colleagues in the dialogue with the Naji in this regard say that: "kindness to others, asking critical questions, responsibility thinking, respect for self and others, a rational discovery and hesitation, wisdom humility, a sense of unity and empathy with other people of group, a thinking along with the considering the possibilities, design fictional worlds and fictional characters, developed an interest in egalitarianism and rationalism, are goals that are followed in this plan". (Naji, 2011). Thus, cognitive skills and social skills which are grown in programs for children philosophy lead to improvement of communication and more social responsibility. In fact, with participate of children in a search for meaning and expansion and cognitive sense development and their understanding of the material, the reasoning and abstraction thinking power is increased and cause to improving their self-esteem. This affair helps children to improve their quality of judges in daily lives and thus establish more healthy interpersonal relations (Fisher, 2001).

Goals of philosophy for children program:

Philosophy for children program has obvious cognitive purposes. It forces the mind to work. It does this

through the challenges, principles thinking and structural interactions. It also has a social purpose and it is democratic decision-making process training. According to Lippmann, main objective of this program is to help children to learn how to think for themselves (Ghaedi, 2005). Philosophy is the notion of Socratic discussion and dialogue (question and explore of ideas) is one of the means to achieve creative thinking, critical thinking and the problem solving. Besides skills, philosophy for children program seeks to strengthen moods like empathy, cooperation, mutual respect and responsibility. Also, the careful observation capabilities, to ask questions and provide clear explanations from students are another important objective of the program (Adam, 2006).

Background research: Mac Ginnes at a study in 2000 on the fourth grade students seek to answers to the question of whether can teachers with approach of thinking teaching foster children self-esteem. And basically, does use of Lippmann's method will have to influence on children thinking quality? For this purpose, he use Fisher's book of "stories for thinking" and very soon his colleagues were interested to practice this way with students of the first and third grades. Finally, he showed the very positive impact of the program either on self-esteem and quality and entity in children. In fact, when children see adults consider them as the owner think, they valorize themselves and on the other hand learn that valorize for others' ideas (Hedayati, 2011).

Also Constantine (2003) in a study on one hundred students between the ages of 7 to 11 years in Canada was noted in test group, three criteria of four measure of self-esteem showed a significant increase after the course and only the social self-esteem subscales did not shown a significant deference between two groups.

Millet (2005) in his study on student cites improvement and promotion of self-esteem in children and adolescents as one of the most striking results of this program.

But, the Sasvil' Canadian studies in Quebec city (1994) on the effects of this program in students showed the greatest increase self-esteem was among students who had low self-esteem before running the program. But students in the pre-test had high self-esteem did not shown much change at post-test.

Hedayati (2010), with carries out the program of philosophy for children on more than 190 son and girl students of third grade to fifth grade, showed program leads to increase students' self-esteem.

Research aims and hypotheses: The purpose of this study was to investigate the impact of philosophy for children program using research

community on increase self-esteem in son first grade high school students. To investigate this, the hypothesis was formulated as follows:

1. Implementation of philosophy for children program leads to enhance first grade of high school students' public self-esteem.
2. Implementation of philosophy for children program leads to enhance first grade of high school students' social self-esteem.
3. Implementation of philosophy for children program leads to enhance first grade of high school students' family self-esteem.
4. Implementation of philosophy for children program leads to enhance first grade of high school students' educational self-esteem.

MATERIAL AND METHODS

The research method used in this study is semi-empirical method that plan of research, preliminary and final test with witness group and without use of random selection were used at it. For the current study, a class as a workshop was organized in 20 sessions, sequentially, and at in this workshop class management method and Sharp-Lipman's community of inquiry and edited stories by Philip Cam were used. In this research, thinking stories book 2 and 3 by Philip Cam and its education guidelines translated by Farzaneh Shahrtash were use as the learning content of community of inquiry.

The population of the study is all high schools first grade students of district 14 in Tehran at education year of 2012-2013. At the research, for sample selection the cluster multistep sampling method was used (Sarmad et al., 2005), the sample size is based on the average size of three similar researches 60 individuals (30 people in each group), respectively (Naderi and Seife Naraghi, 2012).

Research tools: In the study Cooper smith's self-esteem questionnaire was used. It developed in 1967 by Cooper smith in order to measure students' feelings of worthiness amount in the social and educational fields. He with the assumption that self-esteem is a relatively constant attribute provided it on basis of a revision that carried out on Rogers Dymond's scale. The questionnaire has 58 articles, 8 of which were the lie detector. At total, 50 articles of it are related to four subscales; public self-esteem, social self-esteem, family self-esteem and educational self-esteem. The scoring method for this test is in form of zero and one. This questionnaire has sufficient validity and reliability and its validity has been confirmed in numerous studies (Pasha Sharifi et al, 2009).

RESULTS

In this section, the descriptive findings including mean and standard deviation of the variable examined in the present study and the results are presented in table 1. The findings of table 1 indicates that the mean scores of self-esteem and its four components at the test group in final test phase has increased significantly than the preliminary test phase, whereas no such change occurred in the control group. In the present study, the test of covariance (ANCOVA) was used to test hypotheses and determination significant differences between the test and the control groups in the dependent variable namely self-esteem and its four components. It should be mentioned that to use the covariance, beginning it is necessary to check default equality of variances. To test this, Leven test was used. Based on the results of the Leven test, equalizing variance of the test and control groups was verified.

First research hypothesis: Philosophy for children program (p4c) cause to increase the public self-esteem for high school students in the first grade. To analyze this hypothesis, using ANCOVA, the mean scores of public self-esteem of control and test groups were compared that its results in table 2 is shown. The results of table 2 indicate that there is a significant difference in the level of ($P < 0.01$), between subjects of the test and control groups in terms of public self-esteem variable factor, so the first research hypothesis is confirmed. In other words, the philosophy for children program leads to an increase public self-esteem for son students of the first grade of high school.

The second hypothesis of the study: Philosophy for children program (p4c) cause to increase the social self-esteem for high school students in the first grade. The results of table 3 indicate that there is a significant difference in the level of ($P < 0.05$), between subjects of the test and control groups in terms of social self-esteem variable factor, so the second research hypothesis is confirmed. In other words, the philosophy for children program leads to an increase social self-esteem for son students of the first grade of high school.

The third hypothesis of the study: Philosophy for children program (p4c) cause to increase the family self-esteem for high school students in the first grade. The results of table 5 indicate that there is a significant difference in the level of ($P < 0.05$), between subjects of the test and control groups in terms of educational self-esteem variable factor, so the second research hypothesis is confirmed. In other words, the philosophy for children program leads to an increase educational self-esteem for son students of the first grade of high school.

Table1. Mean, standard deviation, minimum and maximum scores for self-esteem of subjects in the test and control groups for preliminary and final tests

Stage	Groups	Variable	Mean	SD	Min.	Max.	N
Preliminary test	Control	public self esteem	20.4	4.44	8	26	30
		social self esteem	5.8	1.42	2	8	30
		Family self esteem	6.3	1.39	3	8	30
		Educational self esteem	5.6	1.22	2	7	30
	Test	public self esteem	47.19	3.06	13	24	30
		social self esteem	6.03	1.88	1	8	30
		Family self esteem	6.4	1.45	2	8	30
		Educational self esteem	5.17	1.58	1	8	30
Final test	Control	public self esteem	22.03	3.02	15	26	30
		social self esteem	5.1	1.65	2	8	30
		Family self esteem	5.37	1.65	1	8	30
		Educational self esteem	5.03	1.54	2	8	30
	Test	public self esteem	2.18	3.69	7	25	30
		social self esteem	2.15	6.3	1	8	30
		Family self esteem	6.77	1.74	2	8	30
		Educational self esteem	5.8	1.04	3	8	30

Table2. The results of analysis of covariance to compare mean scores of public esteem groups

Public self esteem	F	DF	Sig.	MS	Effect	Statistical Power
pretest	32.16	1	0.001	237.96	0.361	1
A group join	22.23	1	0.001	164.518	0.281	0.996

Table3. Results of analysis of covariance to compare mean scores of social self-esteem for control and test groups

Social self esteem	F	DF	Sig.	MS	Effect	Statistical Power
pretest	29.81	1	0.001	62.28	0.328	0.999
a group join	6.51	1	0.013	16.35	0.103	0.708

Table4. Results of analysis of covariance to compare mean scores of family self-esteem for control and test groups

Family self esteem	F	DF	Sig.	MS	Effect	Statistical Power
pretest	16.67	1	0.001	37.64	0.226	0.98
a group join	11.97	1	0.001	27.04	0.174	0.925

Table 5. Results of analysis of covariance to compare the mean scores self-study and control groups

Educational Self esteem	F	DF	Sig.	MS	effect	Statistical Power
Pretest	22.23	1	0.001	28.56	0.281	0.996
A group join	11	1	0.002	14.13	0.162	0.903

DISCUSSION

In the present study, a part of a Lippmann proposed program was examined among Iranian adolescents. The program will run for several scenarios selected near the Iranian culture. The analysis of survey data revealed that philosophy for children's program leads to enhance self-esteem and its four main components. The present findings are consistent with the findings of Constantine (2003), Guinness (2000), Tapyng (2003) Splitter and Sharp (1995), Mellit (2005), Schaefer (1987) Gardner (1999), Sasville (1994), Hedayati (2011), that in these studies has indicated the thinking training in form of

philosophy for children program leads to increase the students' self-esteem.

The community of inquiry is heart and success key of philosophy for children program. The inquiry essentially is exploratory, social and participatory and lead to self-criticism and self-reform. Children in the process of collectively inquiry gradually become familiar with the conversation skills and learn to listen with respect each other. It also learn put ideas together and make them more complete, give up another criticism to provide a logical argument for not certified and without backing ideas, tolerate dissenting

views, and when their views were faced with criticism not get upset and angry. In this regard Lippmann emphasize that the relationship between the research community move the children to a direction that think about important issues themselves, seriously. In such inquiry, children are realizing that not only are independent entities, but are active individuals who can change the world. In his time, they reached to best responses in terms of innovation and creative, and release gradual growth of knowledge from the perspective of their classmates. Should respect to the opinions of others, but should not imitate them, and this is the essential basis for self-worth, while accept others (Naji, 2009). Geldard believes the most effective way to boost the self-esteem is the group activities, because self-esteem is strongly influenced by the ability to interact in a manner which it is socially acceptable (Geldard, 2003).

Mansour (2000) believes one factor that has key role in formation of self-esteem almost after seven years is behavioral pattern of peers and the teachers. Thus, the space in which the student serves is one of the most effective and most important factors which can play a significant role in natural and unnatural shaping of self-esteem, because child achieve many behavioral pattern of its friends and teachers on the basis of the mechanism of replication and the breaking up and will feel equally valued and will suffice. So if teacher be flexible and express positive sentiment and use reinforcement principles and shaping student behavior and allows students to comment and not to repress their questions and respect for their ideas, (as is in the research community of the philosophy for children program), not only self-esteem is formed in children, naturally, but also is avoided any behavioral conflict of child.

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