

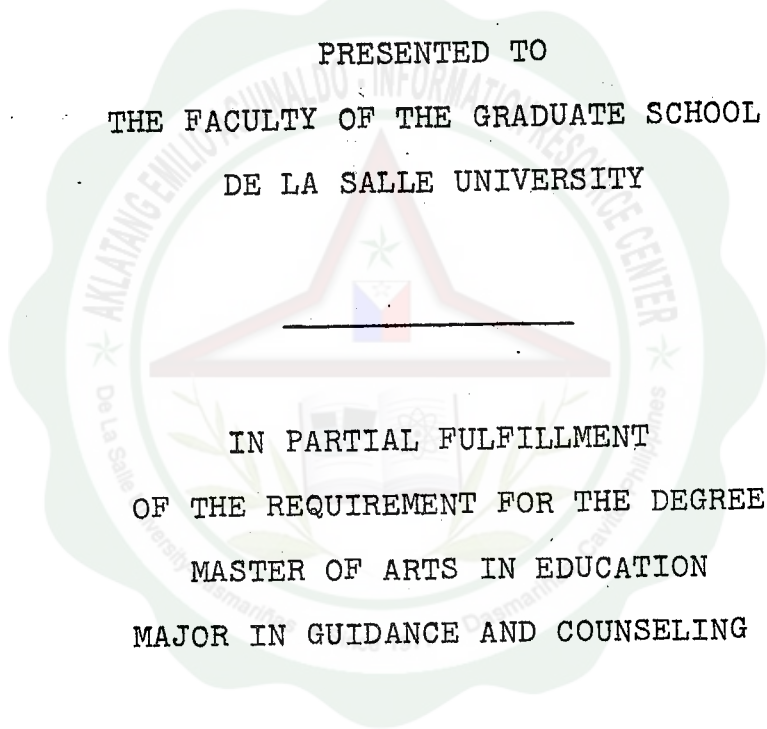
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DE LA SALLE UNIVERSITY

THE EFFECTS OF A SELF-AWARENESS AND COMMUNICATION
SKILLS SEMINAR WORKSHOP ON SELF-ESTEEM

1986
YESUON

A THESIS
PRESENTED TO
THE FACULTY OF THE GRADUATE SCHOOL
DE LA SALLE UNIVERSITY



IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE DEGREE
MASTER OF ARTS IN EDUCATION
MAJOR IN GUIDANCE AND COUNSELING

CYNTHIA D. SULIT

MAY, 1986



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TABLE OF CONTENTS

CHAPTER	PAGE
I INTRODUCTION	1
Statement of the Problem.....	6
Hypothesis.....	7
Significance of the Study.....	8
Scope and Limitations.....	10
Definition of Terms.....	12
II REVIEW OF RELATED LITERATURE AND STUDIES.	14
III METHOD.....	24
Research Design.....	24
Setting.....	26
Subjects.....	26
Instrument.....	27
Procedure.....	28
Pre-experimental Phase.....	28
Experimental Phase.....	29
Self-Awareness and Communication Skills Seminar Workshop.....	37
Post-experimental Phase.....	45
Treatment of Data.....	45



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CHAPTER	PAGE
IV	RESULTS AND DISCUSSION.....
	Results of Pretest and Posttests on the PHSCS Mean Scores.....
	Difference in Self-Esteem of Experimental Group..... 46
	Difference in Self-Esteem of Control Group..... 47
	Difference Between the Control and Experimental Groups' Delayed Post- test Results on the PHSCS..... 48
	Comparison of the Immediate and Delayed Posttest Results of the Experimental Group on PHSCS..... 48
	Discussions.....
V	SUMMARY, CONCLUSION, RECOMMENDATIONS
	Summary..... 52
	Conclusions..... 54
	Recommendations..... 55
	REFERENCES..... 56



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APPENDICES

A. Manresa School.....	62
B. Comparison of the Pretest and Immediate Posttest Mean Scores of the Experimental Group on the PHSCS.....	68
C. Comparison of the Pretest and Delayed Posttest Scores of the Experimental Group on the PHSCS.....	70
D. Comparison of the Pretest and Posttest Mean Scores of the Subjects in the Control Group on the PHSCS.....	72
E. Comparison of the Delayed Posttests of the Control and Experimental Group on the PHSCS.....	74
F. Comparison of the Immediate Posttest and the Delayed Posttest of the Experimental Group on the PHSCS....	75



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March 13, 1987

TO : Miss Rose Salazar, Ph.D.
Chairperson

FR : Cynthia D. Sulit

RE : Thesis Committee Recommendations

FINAL 2

Chapter Four: Needs Improvement
Separate Results from Discussion

Appendices: Add Comparison of the delayed posttests
of the control and experimental group
on the PHSCS

Submitted: March 27, 1987



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with
love
and
gratitude

I
dedicate

this
work

to
my

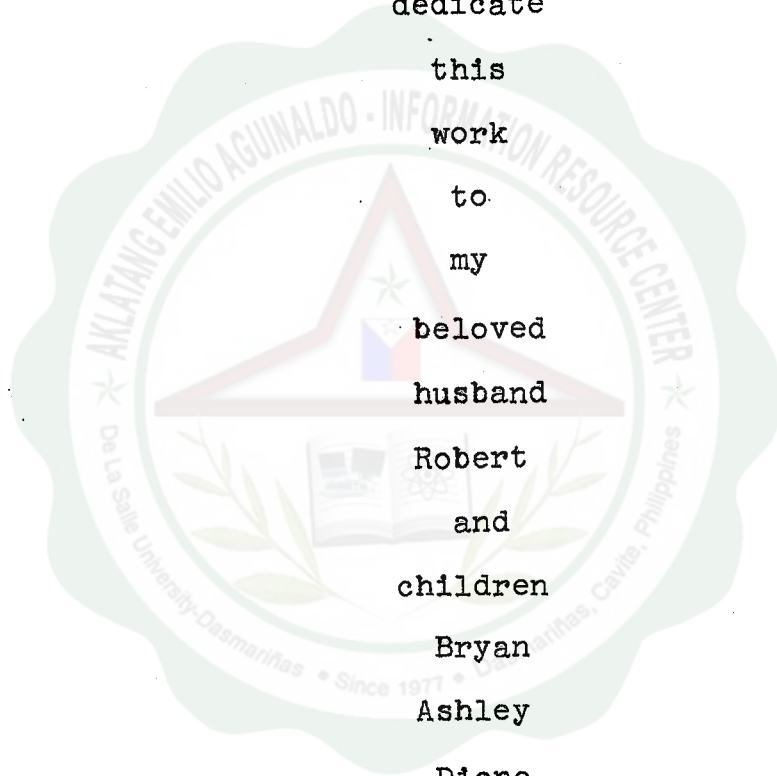
beloved
husband

Robert
and
children

Bryan
Ashley

Dione

Meryl Ann



CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

It was the purpose of this study to develop, implement and evaluate a Self-Awareness and Communication Skills Seminar Workshom aimed at enhancing the self-esteem of a randomly selected group of low self-concept sixth grade students of Manresa School, BF Homes, Paranaque.

Specifically, it sought to answer the following questions that were posed at the beginning of the study.

1. Is there a significant difference in the self-esteem of the experimental group before and after the seminar workshop?
2. Is there a significant difference in the self-esteem of the control group before and after the seminar-workshop?
3. Is there a significant difference in the self-esteem posttest mean scores between the control



and experimental group?

4. Is there a significant difference between the immediate and delayed posttest mean scores on the self-esteem of the experimental group?

The subjects of this study were sixth grade students who were identified by the PHSCS results as having low self-esteem. The pretest-posttest control group modified design was employed in the study with only the experimental group being exposed to the treatment (four-Saturday seminar workshop) designed to enhance the self-esteem of the participants.

The t-test was used to determine the significance of differences between the mean scores of the control and experimental groups.

The following were the findings of the study:

1. The subjects of the experimental group who received the treatment demonstrated an increase in self-esteem level ($t=4.58$, $df=15$, $p .05$) while those in the control group failed to demonstrate any increase in the self-esteem level ($t=0.13$, $df=19$, $p .05$).

The difference in the delayed posttest mean scores of the control and experimental group in the PHSCS



reached statistical significance ($t=2.99$, $df=34$, $p .05$) which verifies further the effectiveness of the seminar workshop in the enhancing of the self-esteem.

Conclusions

Taking the above findings into consideration, the following conclusions are drawn:

1. The seminar workshop is, as a whole, effective in enhancing the self-esteem of sixth grade students belonging to the same socio-economic level as the participants.
2. The seminar workshop is capable of effecting benefits to the participants, other than what the seminar workshop intends to bring out, such as the ability to interact and communicate with confidence.
3. The four-Saturday Self-Awareness and Communication Skills Seminar Workshop could facilitate the works of the guidance counselors who want to help more students with low self-esteem in a shorter period of time.
4. Grade six norms gathered on the PHSCS which could serve as useful reference in the field of testing and counseling.



Recommendations

The following recommendations are drawn:

1. That a replication of the Self-Awareness and Communication Skills in the same or similar setting to further verify its effectiveness.
2. That the Self-Awareness and Communication Skills Seminar workshop be conducted among students in different settings and grade levels.
3. That further research in the following areas be made:
 - a) influence of the teacher's personality on the self-esteem of students.
 - b) effects of peer-acceptance on the self-esteem of grade school students.

