

# DE LA SALLE UNIVERSITY

## THE EFFECTS OF A SELF-ENHANCEMENT PROGRAM ON THE SELF-CONCEPT AND SELF-ESTEEM OF BOYS WITH ABSENT FATHERS

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## ABSTRACT

This study was conducted to determine the effectiveness of the self-enhancement program using the Structured Learning Experience (SLE) model in enhancing the self-concept and self-esteem of selected boys with solo parents (father absent).

The quasi-experimental design with a focus on "time-series design" was used employing convenient sampling in the choice of 14 boys for the experimental group and another 14 for the control group. The subjects of the study were 28 students in the 4 to 6 grade school levels at Marist, Marikina, who have experienced father-absence for at least two years. The two-way repeated measures design was used to find the significant differences in the pretest-posttest results and posttest-delayed posttest results of the self-concept and self-esteem profiles of both groups. To find the significant difference in the self-concept and self-esteem profiles of the experimental and control groups immediately and 2 months after the program, the analysis of covariance (ANCOVA) was used. Hypotheses were tested at .05 level of significance.

Findings showed that between the experimental and control groups, there was no significant difference in their self-concept and self-esteem profiles immediately after the self-enhancement program. A delayed posttest was given 2 months after. No significant difference was shown in their self-concept profile but the experimental group's self-esteem profile was significantly higher than that of the control group.

It was also observed that the control group showed enhancement in the self-concept profile immediately after the program. This was due to the way the test was given them. When the delayed posttest was



given in an ideal test setting two months after, the control group showed stability in the self-concept and self-esteem scores, thus maintaining its poor percentile level. The experimental group, on the other hand, showed enhancement in the self-concept and self-esteem profiles when the percentile levels rose from poor to average.

From the findings, it can be concluded that the Self-Enhancement Program has the potential for improving the self-concept and self-esteem of student-participants, and that behavioral changes are brought about by the learnings gained by these participants when they go through the program.

Further research of this type can be done with children experiencing the same type of problems. It is recommended that proper homogeneous selection, test conditions and time frame during the school year be done for the experimental group. This type of research need not require a control group to gain favorable results. An appropriate linkage with home is also important in the proper implementation of this type of SLE.

