

ISBN : 978-93-81658-11-6

# Education for Empowerment

(Papers presented at the  
Sixth National Conference of Teacher-Educators)



Estd. 1996

**Kanniyakumari Academy of Arts and Sciences**  
(A Multi-Disciplinary Researchers' Forum)

in co-ordination with



**S.T.Hindu College of Education**

Nagarkovil.

**KAAS Publications**

Nagarkovil

Women's Empowerment Through Education	
<i>P.S. Shahila alias Eswari</i>	54
Women Education: Key To Women Empowerment	
<i>B. Sheeba Kumari</i>	63
Empowering Lay People Through Education by The Second Vatican Council	
<i>Doral.S</i>	68
Self-Esteem For Educational Empowerment.	
<i>Sindhu and S. Praveen Kumar</i>	77
Entrepreneurship: An Imperative Mechanism For Empowerment	
<i>G. MageshKuttalam</i>	83
Effect Of Co-Operative Learning On Achievement Of Teaching Chemistry	
<i>J. Jeya Rani, and G.Rexlin Jose</i>	91
The Role of Women Christian Missionaries For The Growth Of Education	
<i>D. Suja Nalatha Kumari</i>	102
Learning Environment For Education	
<i>J. Lizzie</i>	108

## SELF-ESTEEM FOR EDUCATIONAL EMPOWERMENT

**D. Sindhu,**

*M. Phil. Scholar, N.V.K.S.D. College of Education, Attoor*

**S. Praveen Kumar**

*Assistant Professor in Mathematics, N.V.K.S.D. College of Education, Attoor.*

### ABSTRACT

*Self-esteem is the personal evaluation of oneself and the resulting feelings associated with self-concept. It receives continual nourishment from a feeling of competency in areas that helps one gain social approval. High self-esteem develops the qualities such as being effective, productive, capable etc. It makes a person self-motivated, ambitious and open to new opportunities and challenges. Self-esteem in most students mirrors the appraisals of others, in particular parents and teachers. Teachers' views clearly affect learners' achievements. Positive appraisals over an extended time tend to increase the level of learning. Prolonged or consistent negative appraisals tend to lower learning achievement. Students tend to perform in accordance with teacher expectations and treatment - self-fulfilling prophecy.*

*Education is one of the most important means of empowering with the knowledge, skills and self-confidence necessary to participate fully in the development process. Empowerment in Education is proposed as an effective education and prevention model that promotes development in all personal and social areas. The model suggests that participation of people in group action and dialogue efforts directed at community targets enhances control and beliefs in ability to change people's own lives. Without education and without self-esteem, there cannot be empowerment. All of these elements go together. It is the need of the hour that education must be reinforced by the development of self-esteem, which makes a person empowered and achieve excellence for the betterment of society.*

## **INTRODUCTION**

As teachers we can be instrumental in creating a classroom environment which nurtures and supports students in developing self-esteem. This can be achieved by modelling to students that mistakes are part of the learning process for both children and adults. It is important to empower and skill students to assess their achievements in a positive productive manner. This creates autonomous learners. Students need to be encouraged to develop support systems both within and outside the classroom so that they feel confident to take risks in their learning. Empowerment through self-esteem is the great and urgent task of education.

## **SELF-ESTEEM**

Self-esteem is the self-image of how one feels about oneself. It is made up of thoughts and feelings that a person has about himself/herself. Self-esteem is the personal evaluation of oneself and the resulting feelings associated with self-concept. Closely related to a person's needs for feelings of adequacy and social approval is the need to feel good about oneself. Self-esteem receives continual nourishment from a feeling of competency in areas that helps one gain social approval. The more positive feelings that one has about oneself, the higher is the self-esteem. High self-esteem develops the qualities such as being effective, productive, capable etc. It makes a person self-motivated, ambitious and open to new opportunities and challenges (Kumar & Prasad, 2008).

The more negative feelings that one has about oneself, the lower is the self-esteem. Low self-esteem can affect achievement in the classroom. It is observed that self-esteem is not constant and changes depending on the messages received from others. Self-esteem in most students 'mirrors' the appraisals of others, in particular parents and teachers. Teachers' views clearly affect learners' achievements. Positive appraisals over an extended time tend to increase the level of learning. Prolonged or consistent

negative appraisals tend to lower learning achievement. Students tend to perform in accordance with teacher expectations and treatment.

Daniel and King (1997) studied the effects of self-esteem on academic achievement. Among their findings is that lower self-esteem does affect academic achievement. Not only were the students' affected, but parent's attitudes were also affected by their children being in inclusion classrooms. They found that behaviour is negatively impacted in inclusion classrooms.

Teachers find that students with low self-esteem have

- learning problems
- social and emotional problems
- behaviour problems
- unstable home lives
- high absenteeism
- frequent illness



## **EDUCATIONAL EMPOWERMENT**

Empowerment refers to increasing the spiritual, political, social, educational, gender, or economic strength of individuals and communities. It is the process which enables individuals or groups to fully access personal or collective power, authority and influence, and to employ that strength when engaging with other people, institutions or society. It encourages people to gain the skills and knowledge that will allow them to overcome obstacles in life or work environment and ultimately, help them develop within themselves or in the society. Empowerment includes the following or similar capabilities.

- The ability to make decisions about personal/collective circumstances
- The ability to access information and resources for decision-making
- Ability to consider a range of options from which to choose (not just yes/no, either/or.)

- Ability to exercise assertiveness in collective decision making
- Having positive-thinking about the ability to make change
- Ability to learn and access skills for improving personal/collective circumstance.
- Ability to inform others' perceptions though exchange, education and engagement.
- Involving in the growth process and changes that is never ending and self-initiated
- Increasing one's positive self-image and overcoming stigma
- Increasing one's ability in discreet thinking to sort out right and wrong

Education is vital to the social and economic integration of future generations. It is one of the most important means of empowering with the knowledge, skills and self-confidence necessary to participate fully in the development process. Empowerment in Education is proposed as an effective health education and prevention model that promotes health in all personal and social arenas. The model suggests that participation of people in group action and dialogue efforts directed at community targets enhances control and beliefs in ability to change people's own lives. Empowerment education with its emphasis on promoting skills for successful living is recommended to be integrated into all aspects of life. Through empowerment, an individual may act up in an attempt to cover up failure and achieve success in life (Broome, 1989).

There are a number of programs to promote educational empowerment which includes a wide range of activities, teacher training programs, building libraries and internet center, providing books and classroom furniture to under-resourced schools, and promoting equal access to education. There is a great need to empower youth through service learning and leadership training to become active in their communities and act as agents for change. Thus educational empowerment is the need of the hour.

## **SELF-ESTEEM AND EDUCATIONAL EMPOWERMENT**

Self-esteem is perception and is based on a person's feelings about themselves and not necessarily what others think of them. Most people with disabilities believe that they are less capable than a non-disabled person. This does not mean that they are less capable but merely perceive themselves as so. While family, others' expectations, and learning approaches do affect academics, self-esteem has the strongest impact on learning and that improving self-esteem is important.

It is needed to encourage non-competitive activities and praise every step on the way to success rather than expecting perfection. It is good to have at least one goal that can only rest on comparing with your own previous performance, to keep from getting so wound up in pressure to succeed that any failure is catastrophic. The wide range of experiences a student has while going through school - scholastic, athletic, social, and emotional - all constitute input to his or her self-esteem for development. Every success and failure, together with the reactions of peers, parents and teachers to these experiences, will contribute significantly to the students' self-worth, self-confidence, self-reliance and self-competence.

Self-esteem is the sum and substance of one's feelings and thoughts about who we are and as such is of great importance. It is the foundation that we build the rest of us on. Self-esteem, or one's sense of worth, is often fragile and sensitive to events that happen on a day-to-day basis. Self-esteem is critical for individuals to think about and be able to take advantage of strengths and for learning from mistakes. Healthy self-esteem is an essential component for learning. So the self-esteem of learners has to be developed which facilitates learning. Hence the self-esteem of learners has to be developed to promote empowerment in education.

## **CONCLUSION**

Self-esteem refers to the evaluation an individual makes of and applies to himself. In short, self-esteem is a personal judgement of

worthiness that is expressed in the attitudes of the individual. Without education and without self-esteem, there cannot be empowerment. All of these elements go together. It is the need of the hour that education must be reinforced by the development of self-esteem, which makes a person empowered and achieve excellence for the betterment of society.

## **REFERENCES**

Broome, S. A. (1989). *The magic kids: A strategy to build self-esteem and change attitudes toward the handicapped.* Retrieved from ERIC (ED313832).

Daniel, L. G. & King, D. A. (1997). Impact of inclusion education on academic achievement, student behavior and self-esteem, and parental attitudes. *The Journal of Educational Research*, 91(2), 67-80. Retrieved from <http://www.jstor.org/stable/27542133>

Kumar, S. Praveen. & Prasad, B. K. (2008). "Self-esteem and Anxiety – A Study on B.Ed. Students. Unpublished M.Ed. Dissertation, Manonmaniam Sundaranar University, Tirunelveli.

[http://etd.fcla.edu/CF/CFH0004293/Bauman\\_Shannon\\_A\\_2012\\_BS.pdf](http://etd.fcla.edu/CF/CFH0004293/Bauman_Shannon_A_2012_BS.pdf)  
[www.ri.org/what-we-do/education-and-empowerment.php](http://www.ri.org/what-we-do/education-and-empowerment.php)  
<http://www.into.ie/ROI/Equality/PostersandLeaflets/EnhancingSelf-Esteem1995.pdf>