

BUILDING STUDENT'S SELF-ESTEEM

by:

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One of the most challenging tasks for any teacher, whether inexperienced or seasoned pros, is to help students who lack self-confidence develop healthy self-esteem levels. Because we have to overcome years of a person's poor personal opinion, it becomes more challenging to increase their self-esteem as they age. Numerous factors may lead to low self-esteem, and most people are probably aware of most of them. These factors include a hostile family environment, an absence of positive role models, the ridicule of peers, and a lack of opportunities to showcase one's critical abilities. Although it is empirical family has a great impact on the development of teenagers' self-esteem (Mogonea & Mogonea, 2014).

Four aspects determine a person's self-esteem: their perception of their value, the kind of work they do and the consequences of that work, their achievements or the lack thereof, and, most importantly, what they think other people think of them. Simply encouraging the students to have a happy attitude is never going to be adequate; the task demands the following from all teachers:

Observe and Evaluate

Make a mental note of how each youngster behaves. Their body language almost always gives away what they think and feel about themselves. Are they being defiant and parading about with a superior attitude while leaning back, keeping their head down, and not looking you in the eyes? Are they lonely, with few friends or none at all?

The headstrong child has not yet acquired the skill of trusting people for various reasons. The child isolated from the other students may have been subjected to cruel treatment or insults from prior teachers and classmates who saw them as inferior, foolish, or worthless.

Regaining Trust

As a teacher, it is your responsibility to win over the confidence of your students, which may be a challenging task. Please permit me to give you a recent example of a cautious pupil who finally gave me his faith despite his initial reservations. Approximately two years ago, when Jovit (not his actual name) was a timid grade 10 at my station, I had the opportunity to meet him. After keeping an eye on him for a period of three months, I saw that he would sometimes play in an NBA game while wearing the shirt of a prominent NBA team. Because I am abreast with athletic events, I got the impression that I had unlocked the mental door leading to his trust in me.

After helping him with his investigatory project for his science subject, I started a conversation with him and discovered that his favorite team was the Lakers. Coincidentally, the Lakers are my favorite team, so this was a fun discovery. I began by talking about a few of the key players on the squad and how well they had done during their whole time at their summer camp. Before I discovered that he was the "sandwich" brother in his family and often felt disregarded, he didn't give me much information. He now tells me practically everything that has happened in his personal life to gain my trust. His grades are improving as he better understands who he is and what he can and cannot do.

Successful Tasks, The Key To Self-Esteem

Academic success is within reach for every student, including those whose low IQ presents considerable obstacles. Students' self-concept commonly declines throughout elementary school and the transition to high school. According to (Manning, n.d.) This

decline is an adaptive response to the extremely optimistic self-perceptions that are common in adolescence. They even believe that they are incapable of acquiring new knowledge. The expression "I am dumb" is one that I hear rather often.

As teachers, we must devise activities for the classroom that even the students with the least amount of natural ability may accomplish. The student's self-esteem will soar to new heights if these accomplishments are followed up with genuine and sincere comments. Too often, schools and teachers develop lesson plans based on the assumption that every student can perform at the same level. That is a grave mistake. We need to broaden how we present the topic and modify it to accommodate the length of time it takes different children to finish it.

See Them Outside Of School

Every student takes pleasure in participating in extracurricular activities, and schools provide several opportunities for them. Please spend some time from your day going to their after-school activities or games. You have no idea how happy children are to see their instructors sitting in the bleachers or on the sidelines of a sporting event. Notify their parents of his progress over the last several weeks in his academic performance. They will then provide this information to the student, who will be pleased to learn that their teacher communicated well with their parents.

Patience and Time, Time and Patience

Yes, the process is challenging; you should not expect the results to come quickly. It is impractical to anticipate pleasant results in every possible circumstance. There is a possibility that some children have suffered harm and need the aid of a specialist (psychological). You have made a difference in the lives of each child, but many more children need your focus, patience, and time. Isn't it wonderful to be a teacher?

References:

Manning, M. A. (n.d.). Self-Concept and Self-Esteem in Adolescents.

Mogonea, F.-R., & Mogonea, F. (2014). The Role of the Family in Building Adolescents' Self-esteem. *Procedia - Social and Behavioral Sciences*, 127, 189–193.
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