

The Effect of Self-care Education on Self-esteem of Street Children in Tehran

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Received 16 February 2022 ||| Accepted 18 April 2022

Abstract: The present study was conducted with the aim of the effectiveness of self-care education on self-esteem of street children in Tehran. In terms of nature and method, the research was a descriptive-survey one and was conducted with an applied purpose. It was also quasi-experimental and based on a pre-test & post-test design with a control group. The statistical population of the study was labor and street children identified by educational and supporting centers and social support projects for street children under the supervision of Tehran city Welfare office, which has been identified by this center since the beginning of 1400 and is receiving various services including educational, health and treatment and was planning to empower them and their families. The statistical sample included 20 children who were divided into two groups of 10 experimental and control one. Sampling method was determined as purposive sampling. The Rosenberg Self-Esteem Questionnaire was used to measure self-esteem. The self-care skills were then taught to the experimental group in six sessions. Descriptive and inferential methods were used to analyze the data. The results of this study showed that teaching self-care skills was effective on self-esteem of street children.

Keywords: self-care skills, self-esteem, street children.

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Problem statement:

In 1998, the publication of a report on the situation of street children in Iran raised the issue of children who had to work on the streets to help their families for the first time (United Nations Children's Fund, 1998). Over time, a clearer picture of the different dimensions of child labor, especially in the informal sector of the Iranian economy, has emerged. Although there are no accurate statistics on the number of children working in the informal sector of the Iranian economy in official or research reports, some studies in recent years have shown that children in this sector of the economy are children. In a study in 2011, 175 public and private sector locations where children worked were indicated.

Of these, 112 (64%) were in the formal sector and 63 (36%) were in the informal one. In most of these cases (98.8%), children were employed informally and secretly without legal benefits (Roshanfekr, 2011). Researchers in other studies in Iran have also referred to the employment of children in illegal activities, such as prostitution (civil, intellectual, 2010) and drug trafficking (intellectual, 2015). In addition to studies of child labor in the informal sector of the economy, official statistics reported in some national studies also help to paint a picture of child labor in Iran, which, of course, does not reflect the situation of all working children. Nowadays, the dimensions of social harms are becoming wider day-by-day and involve the society with the problems which caused by it. Among the social harms that the growing, the existence of street children and adolescents is evident. The phenomenon of street children is an injury, which a significant number of innocent children in society are taken to the streets for various reasons. (Maleki, 2006)

Basic questions:

The aim of this study is to evaluate the effectiveness of self-care education on increasing the self-esteem of street children in the care center in Tehran city until the assignment (Delivery to the family

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if they have the necessary qualifications or crossing the border for foreign nationals without a residence permit with family Or referral to long-term care centers (residents centers) has been done and it was examined whether self-care education is effective on self-esteem of these children?

Targets:

The purpose of this study was to determine the effectiveness of self-care education on self-esteem of 10 to 12 year old male street children who are receiving services in the street children care center in Tehran

Research method:

In this study, to achieve the objectives of the study, a quasi-experimental research method was used with pre-test and post-test design

Research population:

The study population in this study were street children in Tehran who were kept in Besat Street children care center located in Tehran. 20 children were selected as a sample who were divided into two experimental and control groups. Thus, 10 people were placed in each group.

Sampling method:

Sampling of this study was accuated by purposeful method based on the proposed list of key informants (assistant psychologists of the center) as well as the study of children's dossier in Besat Street Child Care Center in Tehran.

The selection of the experimental group was as follows:

- Reading dossier
- Using the advice of key informants
- Interviews with children

Tools:

Rosenberg self-esteem questionnaire was used in this training program. This questionnaire consists of 10 questions that are designed as two answers for and against. The scoring method of this test is as follows.

- The answer to each of the expressions 1 to 5 receives +1.
- Receives the opposite answer to each of the expressions 1 to 5, -1.
- Receives a positive answer to each of the expressions 6 to 10, -1.
- The opposite response to each of the terms 6 to 10 receives +1.

The research project was designed in several phases and implemented as follows:

First phase: Holding coordination meetings with welfare officials of Tehran province, Rey city, as well as managers and educators of street children care center

Second phase: Holding a specialized meeting with social workers and psychologists of the center in order to identify children aged 10 to 12 with special conditions and in need of specialized interventions

Third phase: Careful review and study of help and psychology records of all children residing in the center.

Phase 4: Begin acquaintance with selected children and perform pre-test

Fifth phase: Implementation of self-care training protocol designed for 6 sessions

Phase Six: Completion of training plan and implementation of post-test

Phase seven: Analysis of data obtained from completed Coopersmith self-care questionnaires

Control group: This group was selected from the dossier of children residing in the care center for working and street children in Tehran, located in Tehran, Besat Highway, Sabounian Street, Besat Street Children Center in Tehran, affiliated to the Welfare of Tehran Province. A pre-test was held for this group

Validity and reliability of Rosenberg test:

Creed and Patton (2004) estimated the reliability coefficient of this test to be 0.84. In the study conducted by Sadeghi (2011) in the pilot study and in the final study, the reliability of the Cronbach's alpha questionnaire was calculated and obtained 0.76 and 0.71, respectively. Rajabi and Behlool (2007) reported the reliability coefficient of this questionnaire in Iranian adolescents and young people as 0.84. In addition, the internal consistency of this test was obtained from 0.72 to 0.87.

Rosenberg reported a reproducibility coefficient of 0.92 and a scalability of 0.72 for this test. Also, good internal consistency has been reported from 0.72 to 0.97

How to implement a self-care training program:

To implement the self-care program, the program and training protocol for 6 sessions were designed and implemented as follows.

First session:

- Holding an introduction session and a brief explanation about the program to be implemented.
- Pre-test run.
- Explanation of human rights-Definition of body protection-Training to help others in critical situations-Telling the truth-Secrecy is not always good-Skill not to say.

Second session:

Training to oppose physical contact - breaking the law in critical situations.

Third session:

Education to prevent sexual abuse.

Fourth Session:

Ways to Escape a Dangerous Situation - Defining Self-Care Using Short Stories - No one is allowed to touch the private parts of our body.

Fifth meeting:

Types of safe touch, suspicious touch, unsafe touch - continue the subject of private parts of the body.

Session 6:

Summarize the last five sessions and do a post-test.

data analysis:

Data analysis was performed using the results extracted from pre-test and post-test of Rosenberg self-care questionnaire and SPSS software. Took

The main research hypothesis:

Self-care education is effective in increasing the self-esteem of street children.

To determine the effect of self-care training on increasing self-esteem of street children, it is necessary to compare the variance of changes in their self-esteem before and after training to determine whether self-care training has increased their self-esteem or not. No. Analysis of variance or ANOVA test was used to determine this issue. But before the test, we check the normal status of the data

A. Kolmogorov-Smirnov test to assess the normality of the frequency distribution of the effectiveness of self-care education on self-esteem of street children

One of the most important assumptions for using the analysis of variance test is the normality of the data distribution. In this study, Kolmogorov-Smirnov test was used to measure the normality of the data, the results of which can be seen in Table 4-11.

Table 1. Kolmogorov-Smirnov test

Variable	group		number	Test statistic	
Self-esteem	control	Pre - test	10	0.517	0.952
		Post-test	10	0.632	0.819
Self esteem	test	Pre - test	10	0.730	0.660
		Post-test	10	0.825	0.559

Based on the data in Table 1, the distribution of self-esteem variables in different control and experimental groups is normal. (p value > 0.05).

B- Homogeneity test of variances

Levin test was used to evaluate the homogeneity of variance, the results of which can be seen in Table2

Table 2: Levin variance homogeneity test

variable	F	meaningful
elf-esteem in the control and experimental groups	2.131	0.113

The results of Levin test to measure the homogeneity of total variance, self-esteem in the control and experimental groups show that the value of F is 2.131 and with a significance level of 0.113, which is higher than the acceptable level for zero rejection. Therefore, the variance of the groups does not have a significant error with each other and the assumption of variance homogeneity is established, so it is clear that the analysis of variance test can be used.

B- Analysis of variance:

One of the assumptions in analysis of covariance is the homogeneity of regression coefficients in different groups; this means that the relationship between auxiliary and dependent variables must be the same in different groups. To investigate this hypothesis, the interaction effect of independent variable (group) and auxiliary variable (pre-test) on dependent variable (final test) was used. Obviously, rejecting the null hypothesis indicates that the regression coefficients are not homogeneous in the data. To test this hypothesis, the F test related to the interaction of independent and pre-test variables was investigated, the results of which can be seen in Table 2.

Table 3. Results of analysis of covariance to examine the differences in the variances of groups in the self-esteem variable

Source of changes	Total squares	Degrees of freedom	Average squares	The value of F	Significance level
Modified model	297.900	3	99.300	16.862	0.000
Post-test separator	980.100	1	980.100	166.432	0.000
Pre-test * Group	297.900	1	99.300	16.862	0.000
Error	212.000	36	5.889		
Total	1490.000	40			
Modified total	509.900				

R Squared = .584 (Adjusted R Squared = .550)

The results of Table 3 show that the value of F obtained is 166.432 and has been calculated with a significance level of 0.000, which is statistically significant. This means that the variance of different groups are significantly different from each other.

In order to determine the difference between the self-esteem scores of the two control and experimental groups in the self-esteem scores, the mean test of the two independent groups (t-test) was used, the results of which can be seen in the following tables.

Table 4 Assessing the difference between the mean scores of self-esteem between the two groups (pre-test)

variable	group	Average	Standard deviation	The value of t	Degree of freedom	Significance level	Mean differences
Self-esteem	experiment	4.20	2.57	0/985	18	0.338	1.20
	control	3.00	2.86				

According to the above table, it is clear that the average score of self-esteem of the experimental group is equal to 4.20 and the control group is equal to 3.00, according to the difference between the means (1.20 score) and the level of significance of the test. Independent t-test equal to 0.338 can be concluded that there is no significant difference between the two groups in self-esteem score in the pre-test.

Now, to determine the difference between the scores of these two groups after receiving the training, the t-test was used again to determine whether this training had an effect on increasing the self-esteem scores of the experimental group or not, the results of which can be seen in the table below.

Table 5 Measuring the difference between the mean scores of self-esteem between the two groups (post-test)

variable	group	Average	Standard deviation	The value of t	Degree of freedom	Significance level	Mean differences
Self- esteem	experiment	9.60	0.84	7.071	18	0.000	6.60
	control	3.00	2.82				

According to the table above, it is clear that the average score of self-esteem of the experimental group is equal to 9.60 and the control group is equal to 3.00, according to the difference between the means (6.60 points) and the level of significance of the test. Independent T-groups equal to 0.000 can be concluded that there is a significant difference between the two groups in the self-esteem score in the post-test. Thus, it turns out that self-care education has been able to increase the self-esteem of street children largely.

findings:

The aim of this study was to evaluate the effectiveness of self-care education on street children in Tehran. The two groups of Rosenberg self-esteem questionnaire were completed as pre-test and post-test. For the experimental group, the designed educational model was performed in 6 sessions. The self-care education of the children in the experimental group has been significantly effective in increasing the self-esteem of these children.

Discussion and conclusion:

Coopersmith believes that people with high self-esteem are very different from people with low self-esteem. People with high self-esteem are less likely to collapse when they fail, experience less stress and tension, are more receptive to criticism, have bigger goals in life, feel more in control of aspects of their lives, and feel less weak and helpless.

He believed that people with low self-esteem are afraid to come up with new ideas, they are not confident in themselves, they are afraid of others getting angry and less expressive, they are shy and prefer isolation to participate in various activities. High self-esteem will make a person resistant to all kinds of problems and issues of life, psychological pressures and related issues. Self-esteem is a factor that can affect the perception and interpretation and emotional reactions of a person and can also be a determining factor in the stressfulness of events.

The issue of street children as one of the social harms is an important and very significant issue. Tehran, more than 80% of these children are citizens of other countries), which is increasing every day due to the special economic and political conditions of this country, along with their families. It is not ineffective in the category of raising working children

Other factors affecting the increase of street children are poverty due to economic conditions and also the lack of specific laws in dealing with child labor. There are child labor, etc., but the number of street children can prove that these laws are not implemented properly.

Given the full-time presence of these children on the street, there is certainly no time for self-care and life skills training for them by families, although if the family themselves had benefited from this type of training, there would definitely be no place for children on the street.

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