

# Self-Esteem of Adolescents Participating in a Peer Support Group

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# Abstract

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The study examines the self-esteem of high school students who have been identified as at-risk through a needs assessment and/or school referral. Identified students were given the Rosenberg Self-esteem survey as a pre test. The data was scored and then stored in a secure location. Students then participated in a peer support group. There were several different groups that focused on varying topics including social issues, grief and loss, anger management and drug/alcohol use. The groups existed for the duration of one academic semester. Near the end of the group, students who participated in the support groups were given the same self-esteem survey as a post test. The data was scored again and the results compared.

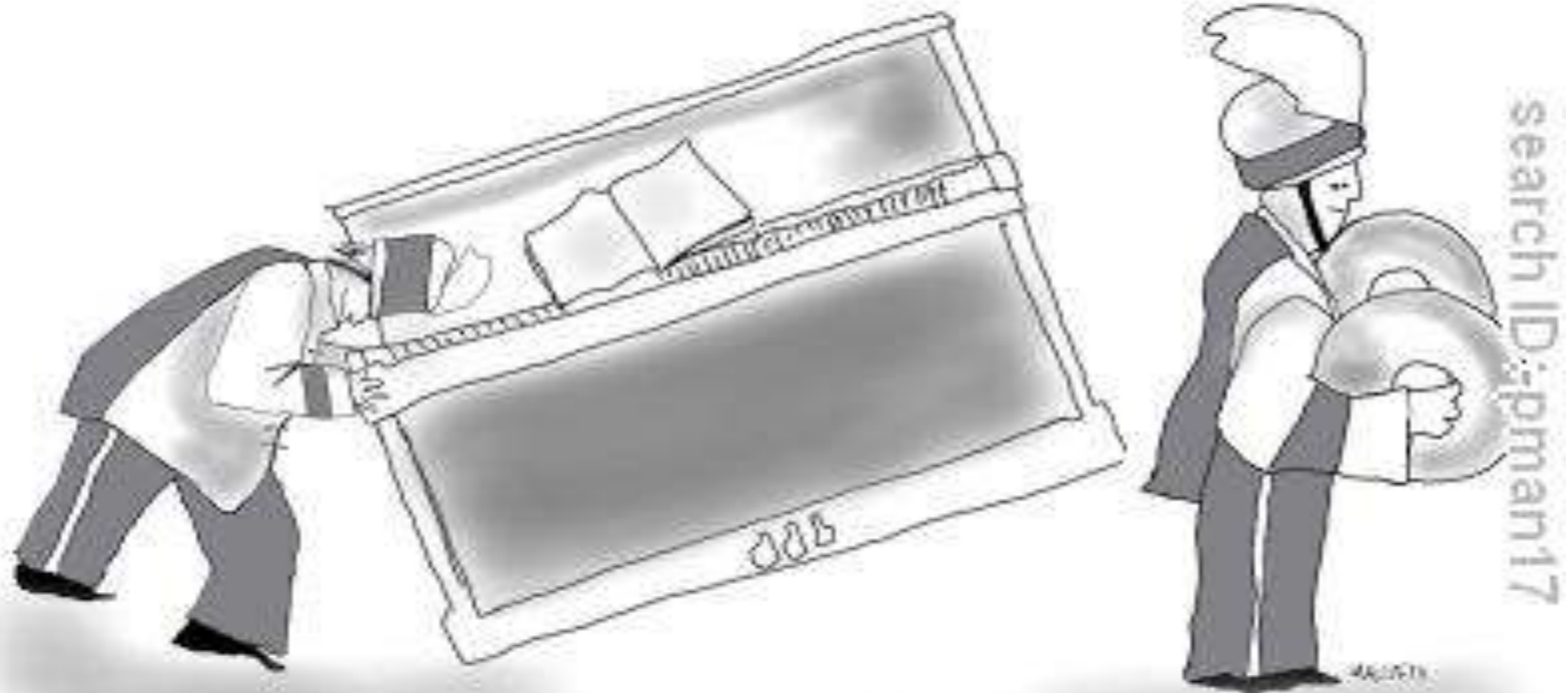
The intention of this performing the pre and post tests were to determine if participation in a peer support group improved the student's self-esteem, as measured by the scores on the Rosenberg Self-esteem Tests.

# Participating Student Demographics

Case ID	Grade Level	Gender	Age
1	12 <sup>th</sup>	Male	18
2	10 <sup>th</sup>	Female	15
3	10 <sup>th</sup>	Male	16
4	12 <sup>th</sup>	Female	18
5	12 <sup>th</sup>	Female	18
6	11 <sup>th</sup>	Female	18
7	12 <sup>th</sup>	Female	18

# Utilized Instruments

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Jimmy soon came to regret his choice of instrument

# Rosenberg's Self-esteem Scale

- 1. I feel that I am a person of worth, at least on an equal plane with others.
- 2. I feel that I have a number of good qualities.
- \*3. All in all, I am inclined to feel that I am a failure.
- 4. I am able to do things as well as most other people.
- \*5. I feel I do not have much to be proud of.
- 6. I take a positive attitude toward myself.
- 7. On the whole, I am satisfied with myself.
- \*8. I wish I could have more respect for myself.
- \*9. I certainly feel useless at times.
- \*10 . At times I think I am no good at all.

# Scoring

- Students answer questions by selecting

**Strongly Agree   Agree   Disagree   Strongly Disagree**

- Values are given to each answer

**Strongly Agree = 4**

**Agree = 3**

**Disagree = 2**

**Strongly Disagree = 1**

- Questions with an asterisk (\*) are scored in reverse
- Add all ten values to determine self-esteem score
- Scores below 15 suggest low self-esteem

# Examples of Topics Discussed in Peer Support Group

Family

Peers

Community

Grades

Stress/Pressures

Body Image

Media Messages

Perceived Self

Self Management

Life Obstacles

# Pre-Test and Post-Test Scores

Case ID	Pre-test	Post-test	Change
1	19	26	+7
2	13	19	+6
3	13	22	+9
4	16	23	+7
5	20	25	+5
6	16	15	-1
7	11	15	+4

- Paired Samples Statistics

Pre-test mean: 15.4

Std. Deviation: 3.31

Post-test mean: 20.7

Std. Deviation: 4.49

- Paired Samples Test

T-value: -4.371

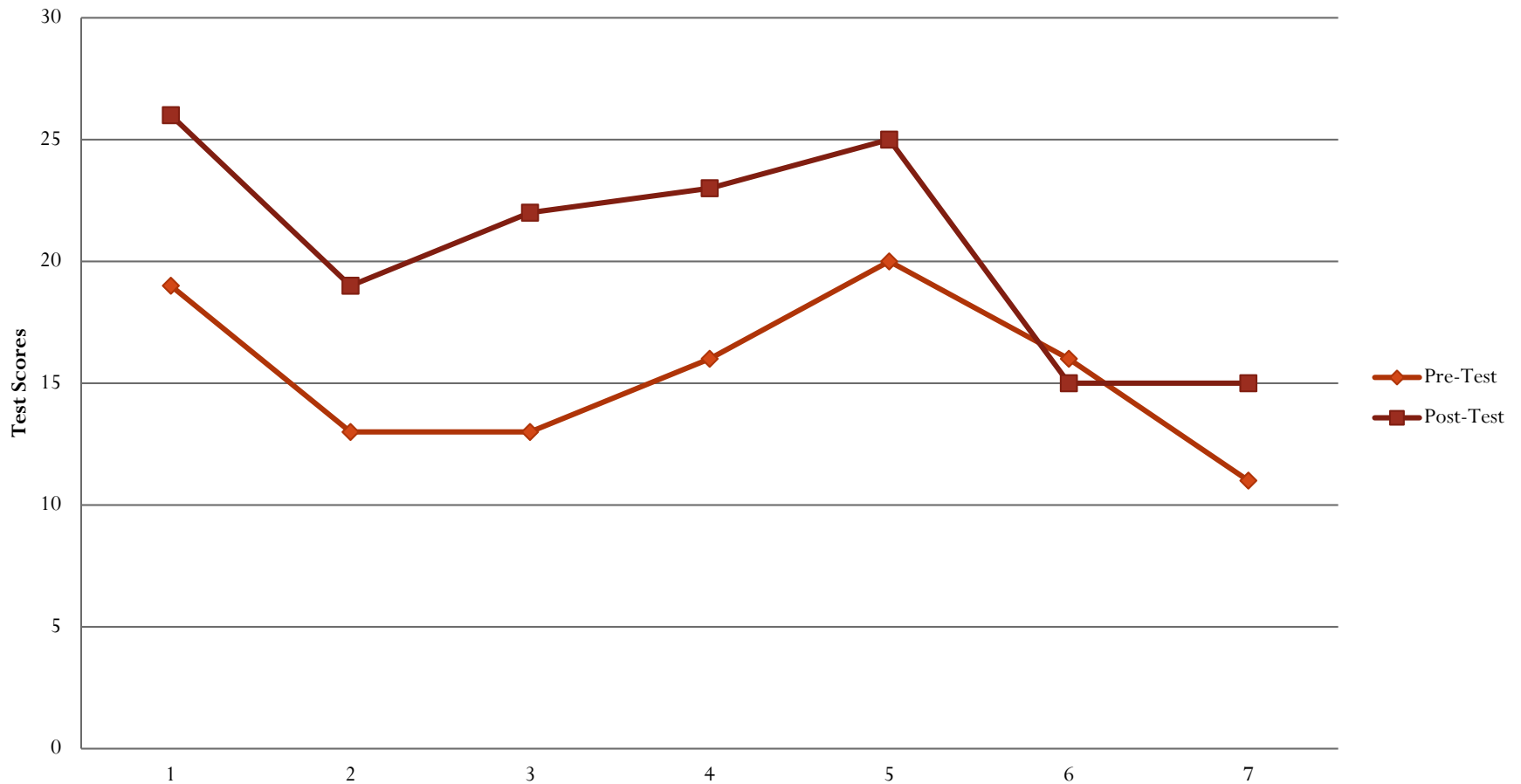
DF: 6

Sig. (2-tailed): .005



# Graph Analysis

## Pre-Test and Post-Test Comparison



# Limitations



Time



Instruments



Number of  
Participants



Participant  
Self Reports

# Conclusion

Six out of seven students participating in the peer support group reported higher levels of self-esteem on their post-test survey than they reported on their pre-test survey. The reported growth in self-esteem is corroborated by the .005 significance value determined by the paired samples T-test.

This concludes that student participation in a peer support group can significantly improve their self-esteem and in turn potentially improve school performance.