

Literature Review

INTRODUCTION

Significance

Over the last 5 years, positive psychology has become more openly discussed in psychological groups and in society in

Definitions

general. Positive psychologists have tried to enhance our understanding of happiness and are studying the positive emotions, positive character traits, and how positivity is created.

Definitions

Maslow, as a humanistic psychologist believed that humans strive to be a 'full functioning person', or to be 'self actualised' (1987, p. 43). He believed that people strived to do what they were 'born to do' (1987, p,127). To reach this self actualised state, Maslow believed the person needed to have a sense of fulfilment and achievement. The need for esteem is included in this. This involves both the need for self esteem and for the esteem one gets from others. Self esteem has an effect on how we contribute to society. Given that much research about self esteem has gone into exercise, the focus of my research is on the area of self esteem and performing arts, especially dance and drama. This is a personal interest area. My research hoped to find a positive correlation between those involved formally in the performing arts and high self esteem.

Reference quotes with page number

Identifies topic and hypothesis

FIRST POINT

How does self esteem develop?

Significance

What is self esteem? Why is it important?

In recent years, the importance of a high self esteem has been greatly emphasised. Resulting from this, parents and educators have become more concerned with how to raise a child's self esteem. **Self esteem is the extent to which one prizes, values, approves or likes oneself** (Maslow, 1987; Neto, 2015). Self esteem is recognised as a basic personality

References a key CAFS theorist

Includes key words from theory

Briefly explains how the theory links to her topic

[Statistics would have helped establish significance]

Significance

If lots of sources say the same thing, summarise it in your words and put the references together

If more than one author with same surname, include initial

characteristic of positive and productive behaviour. Young people who have a positive self esteem are likely to be better students, have healthier friendships, and progress to adulthood with a greater ability to overcome obstacles (Neto, 2015; Horowitz, 2001; Gerald, 2009). Self esteem helps people to feel they can develop their own skills and contribute to their community (Horowitz, 2001). Lowered self esteem has been consistently found to occur in several psychiatric disorders including major depressive disorders, eating disorders, anxiety disorders and alcohol and drug abuse. (Neto, 2015; Lee, A, 2010). Findings like these **create a need to discover what can be done to create a higher self esteem in individuals, especially in any programs that a school like Riverside Girls High School can incorporate.**

Each point elaborates on the key word from the previous sentence to develop a strong definition and establish the vital significance of the research

Ends with statement about why it's significant at RGHS

SECOND POINT

How self esteem is created

How does self esteem develop?

(a) childhood

A child's self-esteem develops through the perceptions of those closest to them (parents, siblings or caregivers) and then expands, as the child gets older, to outside the nuclear family (Neto, 2015; Kogler, 1999; Murgatroyd, 2003).

Children will internalize the feelings and experiences they encounter through these relationships and incorporate them into a definition of who they are. **Children** begin to make judgements about their self worth and competence in the areas of **physical appearance, social acceptance, scholastic ability, athletic and artistic skills**. These areas make up the child's global view of themselves. (Neto, 2015; Murgatroyd, 2003). **Self esteem emerges as the child is able to initiate behaviour with competence, evaluate their accomplishments in terms of their worthiness, and experience a process or attitude between the two** (Neto, 2015). As a child's age increases, so do their **social contacts,**

Explains HOW self esteem works.

Sentences explain step by step process through stages

Definition of Self esteem keeps building

Identifies key areas of life where self esteem develops

life experiences and the expectations placed upon them. The child develops an increasing awareness of those things they are good at, and those they are not good at. Self esteem then begins to effect behaviour as the individual attempts to maintain and protect their sense of self worth against the challenges, problems and experiences of life (Neto, 2015; Murgatroyd, 2003). Self esteem then acts as a filter through which we judge our own performances. This then determines how we approach future tasks. In adolescence, romantic relationships, peer relationships and relationships with family members are typical issues which can affect self esteem (Neto, 2015, Murgatroyd, 2003).

Identifies factors leading to self esteem (or lack of self esteem)

(b) Adolescence

Some cultures value the individual while other cultures, like Japan, value the collective and interdependent self. (Kohler and Flynn, 2003). In Japan, the term self esteem did not even exist until recently. The words that come closer to self esteem for them relate more to self confidence and self respect. To the Japanese, self esteem may equate more to arrogance (Kohler and Flynn, 2003). In a school of diverse cultures, such as Riverside, one needs to consider the cultural background may create discrepancies within the measurement processes i.e. a question relating to cultural background must be included within the questionnaire.

Identifies biases that might affect her research based on the definitions first point

Methodology

The self esteem and self confidence of a person are affected by the person's relationships with other people, especially those who are close to him or her, including family members, friends, peers and authority figures (text). Self esteem and self confidence are enhanced when individuals feel valued by these significant people. People want to be liked and accepted by the groups to which they belong. Adolescents participated in a complex social environment.

If there are two authors cite both

Relates them to her methodology

Summarises main points for this subheading

Research has shown a relationship between a sense of belonging and acceptance and self esteem. (V) Building a sense of classroom belonging and the sense of self and peer acceptance has been shown to promote higher achievement (Dembrowsky, 1990; Washiawotok, 1993). The questionnaire developed for this research includes a question regarding the groups to which the participant belongs in order to see if any trend emerges regarding group belonging and self esteem, or if the dance or drama group are the only groups to which the participant belongs.

Identifies questions used in methodology that address this subheading

Features of Self Esteem

THIRD POINT

What does self esteem look like?

Lishner (1997), cited in Zeynel (2000) summarised the characteristics of High Self Esteem and low Self Esteem as follows.

Identifies key theorist

High self-esteem	Low self-esteem
<ul style="list-style-type: none"> • Displays initiative, independence, Curiosity, confidence • Shows pride in their work • Trust their ideas • Sets goals independently • Explores and asks questions • Initiates activities with confidence • Adapts to change or stress • Handles teasing and 	<ul style="list-style-type: none"> • Does not display initiative, independence, curiosity, confidence • Shows little pride in their work • Does not trust their ideas • Has problem setting goals • Does not explore • Lacks confidence to initiate or approach activities. • Has difficulty reacting

Table summarises main points for this subheading

[Tables are awesome for summarising ideas in CAFS!]

If it's a citation in another book, you need to include both references

Table is a QUOTE so it needs a page number.

<p>criticism</p> <ul style="list-style-type: none"> • Can adapt to change • Tolerates frustration • Describes themselves in positive ways • Is generally cheerful 	<p>to change or stress.</p> <ul style="list-style-type: none"> • Shows immature behaviour when facing stress • Gives up easily when frustrated • React inappropriately to accidents • Displays a depressed mood • Describes themselves in negative ways
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FOURTH POINT

How does self esteem relate to the performing arts?

Relationship between exercise, dance, drama and self esteem

[Topic is introduced and then sub-points ordered from most to least known information]

A major developmental task in adolescence is the development of a sense of identity (Neto, 2015; Murgatroyd, 2003). It is a period where people can feel insecure about themselves, about who they are, and what they will become(Neto, 2015). Developmental psychologists, policy makers and practitioners working with adolescents believe that providing adolescents with positive opportunities and experiences can reduce the likelihood and magnitude of youth related problems (Neto, 2015; Lee, A, 2010). As a result, many youth developmental programs have been developed. The focus of most of the programs has mainly been on sports activities, leadership training, healthy lifestyle programs and art (Lee, A, 2010).

Relates previous points to topic

Restates significance

Needs more references for this to validate her choice to study perf. Arts.

(a) Fitness

Exercise and Self Esteem

There is **strong evidence for the benefits of exercise** generally and The Cochrane Collaboration (2004) undertook a review of **23 randomised controlled trials** which investigated if exercise can improve self esteem among children and young people. Thirteen trials compared exercise alone with no intervention. Twelve trials compared exercise as part of a comprehensive program with no intervention. The overall conclusion of the Cochrane report was that **exercise has positive short term effects on self esteem in children and young people**. The feelings of **accomplishment, sense of belonging**, and acquiring of **new skills** that sport and exercise offers have been offered as explanations for this finding (Cochrane Collaboration, 2004).

Begins with something already explained:

Exercise

Mentions key study's methodology

Summarises its results

and conclusion

Identifies key factors she'll be exploring

(b) Dance

(a) Dance as a form of exercise

Dance can be defined as purposeful, intentionally rhythmic, culturally patterned sequences of non-verbal body movement that are different to normal motor activities and have aesthetic value (Vickers, 2016). **Dance represents an intense method of exercise**. There is the **physical aspect** of the movements, the **mental aspect** of having to remember the combination of steps, and the **musical aspect** of moving through space and time. Putting all aspects together can be difficult, and gives a **sense of pride** and **accomplishment**. The **support of peers** who struggle together and accomplish together (Vickers, 2016; Sutcliffe, 1995), reinforces the dancer's confidence and create a bond between role, practicing and "performing exercise in a role, rather than that of yourself". (Sutcliffe, 1995, p.238).

Defines new concept

Links dance to exercise

Identifies elements of dance that match the development of self esteem in **SECOND POINT**.

Introduces keywords relating to outcomes she'll explore in her research

Links dance to CAFS keywords

Definition of new concept

Mentions methodologies and identifies gap for her own research

Introduces keywords relating to outcomes she'll explore in her research

[Should not have mentioned drama until next section]

(c) Dance therapy

A review of dance teacher's literature suggests that self esteem, including **emotional, social and intellectual** learning is facilitated through dance (Vickers, 2016; Sutcliffe, 1995; Kirby, 2004). Emotionally, dance is important to improve self awareness, self confidence, and interpersonal interaction, and is an outlet for communicating feelings. (Vickers, 2016; Sutcliffe, 1995). **Dance therapy is based in the belief that the mind and body work together and that through dance, people can identify and express their innermost emotions, bringing those feelings to the surface.** (Sutcliffe, 1995). Although **individual anecdotal accounts** provide some of the support for the value of dance therapy, a few experimental studies evaluating the effects of dance therapy have been developed. **Clinical reports** suggest that dance therapy helps in **developing body image, improving self-concept and self esteem, reducing stress, anxiety, and depression, decreasing isolation, decreasing body tension and increasing communication skills and feelings of wellbeing** (Sutcliffe, 1995; Lee, Y, 2010).

In both dance *and drama*, **emotional, social and intellectual** dimensions may be developed due to the interpretative and **creative** aspects, the choreography, the precise use of verbal speech, the **concentration and memory** requirements, and the **interpersonal** social skills (Vickers, 2016). As group cooperation and student **interdependence** is needed to put on a dance *or drama* performance, this may also contribute to the increased self esteem of participant (Vickers, 2016)

(d) theatre

(b) Performing arts/Theatre/Drama

Performing arts, theatre especially is one of the common developmental programs used in the United States, Britain, Canada, Australia and New Zealand to enhance self esteem (Day, 2013; Marney, 2009; Park, L). Studies show that sustained involvement in the theatre produces gains in **reading proficiency, self-concept and motivation, and higher levels of empathy and tolerance for others** (Day, 2013; Sutcliffe, 1995; Park, L). In particular, role-play, script analysis, speech, improvisation, gesture, movement and characterisation all influence the development of self esteem (Day, 2013; Park, L).

[Needs definition of Drama]

Makes general statement summarising finds of various studies

Identifies outcomes she'll explore in her research

(i) Youth theatre in Malaysia

One of the most important functions of theatre is to give one the experience of situations they do not encounter often in real life (Wilson, 1994). Live performance allows human preoccupation and conflict to be played out, which allows for **self discovery** (Wilson, 1994; Day, 2013). **As adolescents struggle with the crisis of identity and role confusion, it is important to assist them in resolving this in a safe and healthy manner.** Day (2013) introduced a youth theatre initiative to their Malaysian community and found that role play, improvisation and characterisation are the element in the theatre performance that seemed to have the greatest influence on the development of self esteem. He suggests that emphasis should be on these elements in any theatre program looking to promote self esteem. They also suggested that other art elements including music, dance or non-performing arts could be useful.

Relates back to significance

(ii) High school drama programme in USA

Beales (1990) utilised a high school drama program and using the **Rosenberg Self Esteem Scale and a psychological**

Identifies methodology

inventory found the twenty participants in the program to have significant improvements in the areas of social presence, tolerance and achievement of independence compared with twenty students who did not participate. Kennedy (1990) investigated on-stage theatre and its effect on younger students (grades 2-5), and found the students involved built self esteem while developing interpersonal skills and self confidence.

Introduces keywords relating to outcomes she'll explore in her research

Identifies problems with methodology tool she'll be using

(e) Summary In a school scenario, dramatic arts is used as a means of stimulating creativity and challenging student's perceptions. It provides the student with an outlet for emotions, thoughts and dreams. It provides training in the practical aspects of communication. Students who have participated in dramatic activities are less likely to have difficulty with public speaking. Participation in drama requires self control and discipline and requires students to listen to and accept the viewpoints and contributions of others. Overall, drama requires students to organise, synthesise and articulate their ideas. The competence and sense of accomplishment in acquiring these skills are likely to have a positive impact on the child's self esteem.

Identifies why the tool is still okay to use.

Explains theory behind the tool

Identifies assumptions behind the research

Summarises issues

POINT 5: How is self esteem measured?

Measurement of Self Esteem

Over the last 40 years, adolescents self esteem has been measured consistently by social psychologists (Neto, 2015; Zeynel, 2000). Overall, self esteem is multi-dimensional for girls (Zeynel, 2000). Women's self esteem is more strongly related to social acceptance and inclusion, rather than accomplishments. Kohler-Flynn (2003) questions whether

Identifies tool as most methodologically important

[This whole page is a bit repetitive and could have been said with less words]

there can be a universal self esteem scale and many agree that the theory and measurement surrounding self esteem is **problematic, especially given that self esteem theory reinforces masculine Western values that have an individualist tendency.**

The theory and measurement surrounding self esteem is problematic (Kohler-Flynn, 2003), but measures such as the Rosenberg Self Esteem Scale, and the Coopersmith Self Esteem Inventory are **used consistently., which gives them some validity.** Rosenberg's self esteem theory assumes that we become aware that we are objects of others attention, perception and evaluation. We come to see ourselves through the eyes of other. **It is assumed that high self esteem equates to a happy, healthy individual, while low self esteem equates to the unsatisfied, disconcerted individual, which is not always the case.** The ten-item Rosenberg Self Esteem Scale measures global self esteem and is the **most widely used of all self esteem measures.** It is now being questioned as being appropriate as a universal scale, having been created by a Western psychologist to explain self esteem. This **might not be appropriate across cultures.**

(a) Rosenberg Self Esteem Scale

The **Rosenberg Self Esteem Scale** was originally developed in 1965 to measure global feelings of self worth or self acceptance, and is **still generally considered the standard against which other measurements of self esteem are compared.** It has only ten items and is efficient to administer. The **RSES was normed on 5024 high school students from ten randomly selected schools in New York State.** It has excellent reliability and validity (Zeynel, 2000; McGovern and Pulman, 203) and its greatest strength is the

amount of research conducted over the years in support of it.

The RSES measures the extent to which a person is generally satisfied with their life, considers themselves worthy, holds a positive attitude towards themselves or alternatively feel dissatisfied (Zeynel, 2000). Participants use a 4 point Likert-type scale ranging from 'strongly agree' to 'strongly disagree'. Positively and negatively worded items have been balanced throughout the scale, which helps the respondent concentrate on the answer. Scores for the scale are obtained by adding the participant's responses to the ten items, with higher scores indicating higher level of self esteem.

Explains tool in detail, including how it works

**(b) Coopersmith
Self Esteem
Inventory**

The **Coopersmith Self Esteem Inventory (C.S.E.I)** was developed by Coopersmith in 1967. It is a 58 item self report instrumented to which each subject responds 'like me' or 'unlike me'. It was designed to measure attitudes toward oneself in general, and in relation the specific areas of peers, parents, school and personal interests. The CSEI has been well researched, documented and widely used. It has been frequently used to estimate an individual's balance of self esteem before initiating a self esteem enhancement program. It has acceptable reliability and validity, but as it has 58 items, only a few were chosen for this study – those most relevant to the research question, or not directly covered in the Rosenberg questionnaire.

Introduces a second tool

Explains why second tool was used

(I'd like to know why the RSES wasn't enough on its own and whether using just a few questions from the CSEI made it still valid?)

[Is this true? No references]

No conclusion

Lacks a conclusion

Research Question Is there a difference in the self esteem of teenagers in the performing arts (dance and drama), compared with the rest of the teenage population at Riverside Girls High School?