The Impact of Teaching Environment on Adolescent Self – esteem Formation

Asta Meškauskienė

Department of Education, Lithuanian University of Educational Sciences, Lithuania

Email: asta.meskauskiene@leu.lt

Abstract

For teacher who is seeking to implement modern educational goals, it is important to create prosperity educational and learning environments, which were not relevant to the traditional paradigm. The learning environment is one of the most important factors influencing the successful formation of student self-esteem, their self – expression and creative autonomy. The concept of learning environment includes - the school's tradition, domestic regulations, pupil and teacher relationship, the psychological climate, school management and teacher's work style. It is typical for the autocratic teacher work style to stereotype and depersonalise the pupils, this weakens the students' self-esteem. Meanwhile, the democratic procedure, learner's participation in decision making, respectful relationship, honesty and self-discipline promotes learner's self-confidence and enhances self-esteem. Well organised learning environment is a good atmosphere to motivate pupils and encourages them to become a proactive, independent and responsible person.

Keywords: Learning environments, training culture, teacher work style, adolescent self-esteem

Introduction

Relevance of the research

Different branches of psychology (humanistic, existential, positivistic, social psychology, etc.) that focus on the aspects of individual's self-evaluation and esteem treat self-esteem as one of the crucial constructs of personality, influencing the individual's welfare and remaining in permanent relationship with other characteristics of personality throughout one's lifetime. In view of many psychologists (Erikson, 1997; Baummeister, 1993; Myers, 2000; Lemme, 2003; Mruk, 2006), self-esteem is a steadily-observable criterion in establishing individual's self-esteem at different stages of personal development, irrespective of changes in value orientations, life ambitions and needs. Researchers who studied the construct of self-esteem (Amundson,1991; Atchley, 2001; Mruk, 2006; Swinson, 2008) pointed out the tendency towards deminishing self-esteem in the period of adolescence in comparison with other periods of individual's personal development. On the other hand, researchers in the field of educational sciences and psychology (Barkauskaitė, 2001; Petty, 2006; Robichoud,2007; Legkauskas, 2013; etc.) lay special emphasis on adolescent's self-esteem as the significant factor for the integrational processes to take place while becoming a member of society and leading a meaningful life at school, with well-orchestrated relationships with peers and adults, which, in turn, facilitates identification of own ambitions, abilities and possibilities, and reduces the risks of encountering social, emotional, and behaviour problems. However, it should be noted that up to now there has not been sufficient attention given to the role of self-esteem while discussing the issues of learning motivation, proficiency, morally-grounded behaviour from the psychological and educational perspectives. It could also be asserted that there has not been adequate evaluation of the impact of low self-esteem on irregularities of individual's cognitive development, poor school attendance, the feelings of powerlessness, anxiety, isolation, and a sense of guilt, alongside individual's passivity, depression and destructive behaviour arising out of low self-esteem. As all these negative phenomena mean a serious concern to all parties involved, the teenager, school and society at large, they demand undelayed response and solutions to the problems.

One of the biggest challenges to school in Lithuania is the widespread lack of mutual respect, especially, manifestations of bullying. The latter problem requires combined effort as all participants of the processes appear under threat, namely, school prestige, educational processes, relationships within school community resulting in the atmosphere of psychological and physical insecurity at school as well as lack of students' self-esteem. The researchers (Legkauskas, 2013; Robichoud, 2007; Valickas,1997) consider that low self-esteem is one of the main pre-conditions for bullying as well as its outcome; it is highlighted that both bullies and their victims are generally characterised by their low self-esteem. A feeling of psychological discomfort that is related to the unrealized need for self-esteem provokes a variety of negative

outcomes and pushes the individual to search for the environment in which they would feel worthy and acknowledged human-beings. A point of serious concern in present-day Lithuania are big numbers of adolescents under the age of 18 that do not attend school. According to the data provided by the Information System for Non-attending School Individuals (NEMIS), over the period of 2012–2013, as many as 16,737 students did not attend school (Analysis of Educational Problems, 2013). Researchers of educational sciences (Barkauskaitė, 2011; Civinskas, Levickaitė, Tamutienė, 2006), who studied the reasons for non-attending school in-depth, established that the problems were closely related to unattractive and 'cold' (i.e. hostile) school climate, with an unfriendly type of relationships with teachers and peers dominant, accompanied by failure in learning, absence of personal aspirations, aims in life and clearly-shaped values as well as the fear of getting offended. Analogous reasons for non-attending school are found in the study of 2007 on early drop-outs from the formal schooling system. The study revealed that the cases of early drop-outs from formal schooling system were pre-conditioned by personal/psychological reasons: learning difficulties, emotional and psychological insecurity, relationships with teachers and peers; also by structural-systemic reasons: poor school climate, ineffective school management, drawbacks in lesson organization, problems of assessment, lack of individual student-oriented attention, focusing teaching tasks on average-level learners, strict discipline requirements, lack of specialised pedagogic and psychological support, shortcomings of 'the traditional school', social exclusion (Prevention of Early Drop-out from the Formal Schooling System. Report on the Survey, 2007).

Underpinning of the research problem

Having surveyed the major issues in enhancing self-esteem, it is legitimate to assert that the very idea of enhancing self-esteem that originated at the end of 20th century has not lost its relevance. The movement for learner self-esteem that sprang in the USA several decades ago in protest at autocratic forms of dicipline and unconditional obedience at school was meant to fight against the teaching practices that involved learner embarrassment and humiliation means. As a result of the movement, a number of theories have been developed that focused on the role that self-esteem plays in the learner's well-being; alongside, research has been carried out about ways of building learner self-esteem, and programmes have been devised and put into practice on how to enhance learner self-esteem at school. There has been research done on the assessment of exclusively self-esteem-focused programme effectiveness. (Helping Children to Build Self-esteem; Enhancing Self-esteem in the Clasroom, Life Routes, etc.). The data of the research revealed the main shortcomings of those programmes, namely, their fragmentary character, inconsistency, lack of continuity. The researchers (Babu, 2005; Allison, Schultz, 1994) established that the self-esteem-focused programmes embraced merely superficial activities which, to a large extent, were individual teacher initiative-driven. Babu, Allison, Schultz point out the need for

long-term impact on self-esteem enhancement, constituted by purposeful and consistent activities, directed towards systemic self-esteem building.

It could be stated with certainty that researchers who investigated the construct of self-esteem have emphasised the significance of self-esteem for the individual's personal development, psychic condition, learning motivation and interpersonal relationships. However, the research focused on the analysis of adolescent self-esteem building within the schooling system is very scarce. More research is needed to disclose the impact of factors like educator personality, teaching methods and styles, the role of assessment and self-assessment as well as of overall learning environment on enhancing adolescent self-esteem.

The researchers, who have studied self-esteem, unanimously acknowledge that self-esteem is formed and strengthened in an educational environment that stimulates the recognition of a pupil and gives way for adequate self-perception. It is important that the education of self-esteem is be based on the social cultural view of the pupil as an individual, and creation of an environment that is essential for the expression of individuality. Under such conditions, the pupil, as a person and an individual, gains the same rights and possibilities during the education process to get to know the world along with adults. The idea of a pupil's self-esteem education is becoming important in the education system. However, the topic of self-esteem remains under-researched on the conceptual level; the school pedagogical staff do not completely understand their impact on the formation of pupils' self-esteem.

The goal of the research – to determine the characteristic that outlines positive or negative affect on self-esteem in an educational environment.

Empirical research data and methods of data collection

The present research, which aims at revealing adolescent self-esteem enhancing and diminishing factors within the context of natural educational processes at school, is based on the following **metodological assumptions**:

Assumptions and principles of humanistic education. The content of the theory of humanistic education can be briefly outlined through the notions of social justice, tolerance, respect, self-esteem, and empathy. The essence of humanistic approach is grounded on attention and consideration of individuals, their identity, ability to perceive the value of one's self and others. These underlying assumptions of the humanistic theory give rise to the main principles of humanistic education, namely, that learning to learn is more important than factual knowledge; when learners feel capable of understanding what they need and what they should learn, they can choose the learning content in a more meaningful way. Thus the task for the school is to build the kind of school environment that would encourage learner self-realisation and skill development, to create situations leading to experiencing success stories, with the aim of motivating learners for higher academic achievement and enhancement of self-

esteem. In view of the humanistic theory, the only meaningful evaluation is self-evaluation, therefore, the most significant evaluation of learner academic indicators is learner self-assessment of own academic achievement. For these reasons, humanistic education maintains a critical view towards grade-based system of assessment of learner academic achievement as it hinders the processes of meaningful learning as learners tend to study for the sake of grade and not out of sheer interest in investing own effort to gain the joy of discovery and experience pride on having done it by oneself. Humanistic education emphasizes the significance of learner-acquired knowledge and social skills for learner personal development and points out that efficient and effective learning is only possible in the environment that offers acknowledgement and respect towards learners.

The theory of social constructivism is based on the principle that mental activity is inseperable from mental development preconditioned by purposeful social interaction between individual and environment. Vygotsky (1984) underpinned the significance of social environment for child's cognitive development asserting that child's learning starts with the environment. Vygotsky treated the learning process in relation to the concepts of zones of child's psychic development. Vygotsky distinguished two zones: the zone of actual development (manifested by child's truly existing possibilities) and the zone of proximal development (manifested by child's potential possibilities related to the child's ability to perceive the teaching material under teacher's assistance). Vygotsky defined the zone of proximal development as 'the distance between the child's present development defining the child's ability to independently solve problems and the possible ability to solve problems under adult's guidance or in cooperation with peers' (Vygotsky, 1984). According to Vygotsky, the teacher's major function is to create suitable learning-favourable environment that would reveal the learner's inner potential and encourage to seek new knowledge and skills, with due support of learner initiative in the process of learning. The learning that is based on the learner's zone of proximal development is child-centred, and it enables the learner to relate learning with the sociocultural environment by giving meaning to one's individual experience within a broader social context.

Methods of data collection for the research

 The partially-structured interviu was used to reveal the in-depth experiences of the two major agents of education, teachers and learners, with the focus on teenagers' experiences that can disclose their self-esteem enhancing or diminishing factors in the process of education, and also revealing teachers' attitudes towards specific factors that increase or lower teenagers' self-esteem in the process of education.

Methods of data analysis of the research. The accumulated qualitative data were analysed by applying the method of **content analysis,** based on multiple readings of the text and dividing it into sections directly related to the object of study. Statements

of closely related meanings were grouped into categories and subcategories. Subcategories were established with the help of heuristic approach, namely, "while reading the answer of the respondent, its abstracted informational content was identified and placed under a certain subcategory" <...> different subcategories were united under the same category when there could be recognized a unifying common idea, worded in the category; several categories made up a common topic group"(Bubnys, Žydžiūnaitė, 2012, 31). While grouping the statements that illustrate separate subcategories, the most typical and originally-sounding statements of the respondents were selected.

The basis of the empirical research and its sample. The sampling of respondents for the qualitative research was preconditioned by the aim of the study, namely, to investigate the immediately relevant phenomenon in the broad perspective and rather intensive but not extensive way. The informativeness of the respondents in terms of the aim of the study preconditioned their selection. It is not generally indicated in research literature how the sufficient sample of the qualitative research should be selected. In the process of study, it is usually relied on the concept of saturation (the number of 'saturated opinions'), which states that the sample is big enough if the information obtained from respondents starts repeating itself, and the additionally received opinions of the respondents do not influence the results of the study. The decision to limit the population of respondents to forms 7 to 9 was based on the assumption that adolescents of this particular age group best represent their age group-specific characteristics, with the greatest number of physical and psychic changes taking place exactly at this period. The overall sample was made up of 136 learners in forms 7 to 9 and 86 teachers.

Analysis of results

By the time children start going to school, their self-concept has generally already formed due to influence by the parents. Even though nothing influences the child's self-esteem more than their family (Coopersmith, 1967), the influence of the school environment remains very important. According to Hoge, Smit and Hanson (1990), during the academic period, the child's self-esteem is affected by school, family and inherent mental abilities. These are the fundamental factors.

Although most of self-esteem definitions seem to be clear, in reality they are quite controversial. Self-esteem is often perceived as an all-encompassing component of the personality construct, often named as "self-concept" or "self-perception" (Beane and Lipka, 1980; Rosenberg, 1979). Self-concept is considered to be the image of oneself that is essentially descriptive and not subject to criticism; and self-esteem is explained as being the aspects or attitudes that enable self-valuation. Some researchers (e.g. Beane and Lipka, 1980) think that when assessing the difference between how someone describes oneself (self-concept) and how one values/determines the value of oneself (self-esteem), the evaluation aspect is more

susceptible to the influence of situation and value. This work regards self-esteem as understanding the significance of one's own worth; being responsible for oneself; behaving responsibly with others.

Discussions about school environments generally distinguish between two types of it: custodial and humanistic (Beane, Lipka, 1980). The custodial environment is described as adhering to strict order, preference for autocratic work methods, stereotyping of pupils, and de-personalisation. The humanistic environment typically has democratic work methods, pupil participation and integration in decision making, respect, fairness, self-discipline, communication and flexibility. Deibert and Hoy (1974) determined that pupils in schools with a dominant humanistic environment demonstrated higher abilities than those in schools with a custodial environment. Coleman (2006) notices that pupil's self-esteem level depends on the school environment, Ryan and Grolnick (1986) claim that the more the school environment lets a pupil be responsible, independent and proactive, the higher that pupil's self-esteem will be. Thus, it appears that the custodial environment weakens the pupils' self-esteem, while the humanistic environment lets them believe in their own abilities more and increases their self-esteem.

While analysing the answers given by 7-9 grade pupils, we can notice that such self-esteem development aspects as high academic achievements, trust, teacher's support, encouragement, praise and respect of the pupil's opinion are very important and positively affect the formation of pupils' self-esteem. It is obvious that there is a strong connection between a pupil's self-esteem and the autonomy given my teachers.

The analysis of students' answers conveys the idea that some students tend to relate their self-esteem enhancing or diminishing situations to their high or low academic performance as well as to the presence or absence of their personal achievements. Adolescents mainly relate their self-esteem enhancing or diminishing experiences to their positive or negative relationships with their teachers. Teenagers' self-esteem showed a clear tendency for increased self-esteem when their teachers demonstrated readiness to accept teenagers the way they were, when teenagers felt respect and positive disposition towards them, - all that added to the teenager's overall feeling of being a worthy person. In turn, the teenagers' self-esteem mostly suffered not because of their difficulties in the academic matters, or because of lack of capability, or communication problems, or even their physical appearance but rather because of their experienced disrespect, intolerance, lack of trust, non-constructive, and even offensive, criticism when spoken out to the adolescents' address in public. When the natural conditions, so indispensable for experiencing one's self-esteem, are absent, teenagers' low self-esteem gets shaped, with the risk of facing serious psychological and social problems taking place and hindering coherent cognitive, psychological and social development of personality in the formative years. Our carried out analysis of adolescents' answers gives sufficient basis to assert that the teacher's personality is a factor of exceptional significance that plays the crucial role in the processes of shaping

teenagers' self-esteem. The teacher's ability to create the partnership-directed, interactive and emotionally favourable atmosphere of mutual respect, encouraging the student's self-realisation and leading to cooperation, is of utmost significance for enhancing the teenagers' self-esteem and revealing their inborn abilities on the way to realising personality needs.

Table 1. Answers of schoolchildren. The situations enhancing and diminishing self-esteem

Describe the situation when You felt important, appreciated, worthy	Describe the situation when You felt humiliated, unappreciated, unnoticed
Enhancing situations High academic achievements; Schoolchild's learning progress; commends, encouragement, expectations; Confidence, teacher's expectations; Various personal achievements; Feeling as a team member Schoolchild's help for friends, teachers, parents and etc.; Schoolchild's appreciation by persons especially important for a schoolchild; Assessment of schoolchild's opinion; Assessment of schoolchild's abilities and importance for the others; Schoolchild's leading.	**Derogating situations** Learning difficulties, academic failures; Un-acceptance, un-appreciation, disregard, penalties; Un-acceptance, un-appreciation, disregard, penalties; Un-acceptance, un-appreciation, disregard, penalties; Un-acceptance, un-appreciation, disregard, penalties; Negative comments, replications by teachers; Sympathy and antipathy from teachers, comparison with the other schoolchildren; Lack of teacher's attention for a schoolchild; Taunts of academic failures by schoolchildren; Disregard, alienation; Difficulties in activities not related to learning; Taunting; Distrust.

Table 2. Answers of teachers. Social-emotional factors enhancing and diminishing self-esteem

Social-emotional aspects (learning environment, teacher's personality)		
Enhancing situations	Respectful attitude towards the pupil; Praise; Trust, belief in the pupil; Inspiring to improve oneself; Encouragement; Thanking for a job done, especially publicly; Respect of the pupil's opinion and view; Attention, support to the pupil.	Derogating situations
		Disrespect to the pupil; Distrust, not believing in pupil; Teacher's non-tolerance, disrespect to the pupil's opinion; Frequent critique of the pupil, especially public moralisation; Teacher's non-objectiveness; Lack of attention and support to the pupil; Autocratic teacher.

Our study of teacher-presented answers about their attitude towards teacher professional qualities, significantly effective in enhancing teenagers' self-esteem, allows to state that the majority of teachers and students alike mentioned very similar teacher qualities. This goes to prove the value of those qualities in developing adolescents' self-esteem.

It should also be pointed out that both the teacher and student population indicated very similar negative teacher qualities that lead to diminishing students' self-esteem. This fact could be regarded as convincing proof of the impact those qualities have on students' self-esteem. In conclusion, the study of teachers' views on their professional qulities revealed that teachers considered as enhancing students' self-esteem those qualities that encouraged partneship-based interaction with their students (respect, sincerity, trust, tolerance, and support) whereas the frequently mentioned teacher qualities that diminished students' self-esteem were the ones that led to formal types of relationship between students and teachers, that demonstrated teacher dominance in the educational processes and, naturally, resulted in stereotyped and destructive thinking.

One of the main categories of social relationships is trust. Any kind of communication, any passing of knowledge is based in trust. Communication cannot happen or be successful without the early act of trusting each other. According to Kavolis "trust emerges from a common spontaneous interest and the willing cooperation of the people, who are equal in regards to this interest, to fulfil this interest". The creation

of a trusting environment in the classroom is very important in keeping the inter-connection with pupils, guaranteeing safety and enabling free communication. One of the most important factors that influence the atmosphere of trust in a group is the teacher's own personality, their behaviour. By trusting a pupil, the teacher gives them more independency and responsibility. This way, by taking responsibility, the pupil becomes an active, rather than passive, participant in learning. According to Petty "when a teacher helps too much, the student develops a certain kind of dependency and loses the motivation to act on their own behalf" (G. Petty, 2004). Rogers (1994) claims that independent learning encourages pupils to take responsibility for their own development and learning results, that all this causes the maturation of personality and academic advancement. The more individual and independent decisions are made, the stronger individuality becomes. Chen, Gully, Eden (2004) discusses the idea of autonomy and interprets it as independence. They outlines three elements that make up autonomous learning: the learner's independence, the learner's created norms, and the learner's ability to assess the perspectives and make choices. Memorisation and contemplation can happen only when one is learning by their own free will.

When speaking about external affecting means, i.e. rewards, punishments and encouragements, Adler (1998) outlines the importance of encouragement. Rewards as well as punishments only temporarily change a specific behaviour of the individual but do not teach self-assurance and confidence. Encouragement gives confidence even in those situations where the support of the surrounding people is barely noticeable, while reward for a good behaviour teaches to rely on the surrounding people more than on one's own choices or skills. The Adleristic teaching methods rely more on encouragement than rewards; and logical and natural consequences rather than punishments, thus they can be named as part of a democratic interpersonal relationship because they show respect to another person. Authoritarian and liberal methods do not develop trust, because these methods do not show respect to the person. Overly great liberalism, connivance also do not give the individual the feeling of order, which is essential for self-confidence and necessary to make choices effectively.

Encouragement is an especially effective means to enhance the motivation to learn, and the pupil's behaviour, self-confidence, willingness to improve oneself and learning results directly depend on it. Encouragement should be given immediately after a suitable behaviour. A pupil who was praised immediately after her work will strive to achieve good results more than one who receives encouragement only after some time.

Robichaud (2007) notices the meaning of formulating praise, for example, the praise "you are gifted" given to encourage pupil with the hope that the student will consider herself gifted and thus get more confident. However, according to Robichaud, "these words do not have such a magical effect that we hope for. When we say to a student,

who succeeds, "you are gifted", we are addressing her "me" rather than appropriate strategies which would help her learn".

A praise formulated in such a way even damages the formation of personal competence. Robichaud (2007) gives an example: when a pupil does not succeed in solving a task, she will tend to think that she is not gifted, "instead of using her mistakes and checking the learning strategies". This phrase can even give feelings of insecurity to a pupil who has difficulties, because it assesses her personal worth and there is a risk to make her dependent on teacher's praise. Robichaud claims that "when wanting to help the children develop the feeling of personal competence, one should encourage the usage of strategies that help to overcome obstacles" (Robichaud, 2007, 24). Thus instead of saying "you are gifted" one should say "you have understood the task well", "you chose a right formula", etc. In other words, the teacher should notice and encourage actions which will help the pupil complete tasks successfully. It is imperative to differentiate between behaviour and a person, because it is much easier to accept criticism meant for a specific action rather than directed towards personality. Petty (2004) speaks about smart advisory criticism, which is accepted by the pupils as encouragement and thus they do not lose motivation: "the teacher gives the criticism aimed towards the future, in a positive way, and not negatively. It is an effective way to encourage a pupil to find the mistakes herself". The most effective are those praises that specifically outline what the pupil has done, when the worth and behaviour of completing a task is shown, when the praise is said sincerely. A pupil who is deprived of praise and encouragement and experiences failure after failure, will lose self-confidence, her self-esteem will diminish or crumble. Positive reinforcement, experience of success strengthens, while negative reinforcement and failures diminishes a child's self-worth.

Teachers should notice students who have leadership abilities, so that their leadership is based on respect, initiation of support, communication. It is especially important for the teacher to notice all students and see the emotional state of each of them. The students who do not have leadership abilities, are not decisive and self-confident, are generally not as encouraged. It is a traumatising experience when a child is shown to be dragging behind or not clever in front of the whole class. This affects others' and also the pupil's own attitude toward themselves and their abilities. This claim is not referring to a few insulting remarks, but to constant apathy and humiliation. The role of an outcast is torturing and difficult to bear. Ignoring and casting-off painfully affect the self-confidence and self-esteem. When studying emotional neglect of a child, Rohner (1986) determined several outcomes of such behaviour:

- Increased dependency – defensive independence

- Aggressive behavior

- Emotional insensitivity (apathy, indifference, reserved behaviour)

- Low self-esteem

- Negative view of the world

- Emotional instability.

The school should take all measures and firstly support those pupils who feel rejected, ignored. According to Robichaud, "despite of the young children's age, one must help the victims understand the dynamics of the problem and the fact that first of all, they must change themselves". This refers not to changing the personality of the pupil, but to "give them the tools – abilities that are necessary to defend oneself, and to work with the child and develop their self-worth" (Robichaud, 2007). One can expect better effectiveness and quicker results when the teacher acts not by herself, but also involves other pupils. The lack of confidence is more quickly "eliminated" by having the peers' support and the self-esteem is more rapidly formed and strengthened.

Effective dialogue is based on the equality of partners. This means that at a given moment, anyone can be a teacher and a learner. This is based on an assumption and everyone has certain knowledge and that everyone needs to learn. When education is considered an interaction between the superior (teacher) and the inferior (pupil), questions about control arise inevitably, i.e. can one trust that pupils will be able to perform what is best if the teachers do not control them? The answer depends on how one views the human nature – If it is considered worthy of trust, then the role of control will always be lesser.

During these times of postmodernism, the decline of politeness and its influence on the quality of life of every social level irrespective of social status is increasingly discussed. Impolite behaviour – insults, taunting, deception and swearing have become commonplace in the present-day world. It is thought that the differences of the values of different generations, new media, technologies, changes in family structure and being opposed to the old settled views are factors that add to the decline of politeness. Considering the lack of education of etiquette and behaviour culture in families, schools and societies, the increasing lack of politeness is a considerable challenge to society.

Politeness is firstly kindness, attentiveness, empathy. These are the most important principles of polite behaviour, ones that are based on respect, temperance and responsibility. Carter (1998) claims that politeness is more than just being good, nice or saying polite words to people. Researchers tell that "politeness is a way of life <...>, how you behave and get along with others". Politeness means the behaviour norms that reflect caring for the welfare of citizens, good will and the feeling of citizenship. Gonthier (2002) defines politeness as "constant devotion of attention to a person's self-esteem in their own area. Politeness means not nice relationships, but, on the

whole, a way of life and how we behave with other people". Respect to a person is a social and ethical value which is noticed in everyday life only in interpersonal relationships.

Conclusions

Self-esteem is perceived as understanding one's own worth and meaning, being responsible for oneself, behaving responsibly with others. One of the most meaningful results of the research was the finding that teachers fully agree that respecting the pupil, trusting her, praising and encouraging increase self-esteem. Those pupils who have the qualities of responsibility, independence and trustworthiness, tend to have high self-esteem.

Increased dependency – defensive independence.

When seeking effective results for the education of pupils' self-esteem, it is very important for the pedagogical staff to understand their attitude towards self-esteem. Organisation of self-esteem themed training sessions could help the teachers understand the essence of self-esteem and its effect on pupils, help the teachers develop their own skills in creating a favourable social-emotional environment for the pupil, one that would strengthen their self-esteem.

It is important to form such an education environment in which the humanistic atmosphere, that is based on respect for the pupil, would be dominant and would enhance pupils' responsibility, independence, free will and confidence in their abilities.

It is important to form such an education environment in which the humanistic atmosphere, that is based on respect for the pupil, would be dominant and would enhance pupils' responsibility, independence, free will and confidence in their abilities.

The education of a pupil's self-esteem should be included into educational programmes.

To develop and coordinate the means of support to pupils, so their academic achievement levels and possibilities for the formation of their self-esteem are increased.

To be sensitive to pupils' aspirations in the events of risk or failures.

References

[1] Adler A. (1998).*Understanding Human Nature*. Hazelden Publishers.

[2] Allison B. N., Schultz, J. B. (2004). Parent-adolescent Conflict in Early Adolescence. *Adolescence*, 39 (153), 101-119.

[3] Amundson, K. J. (1991). *Building self-esteem: A quide for parents, schools, and communities*. Arlington, VA: American Association of school Administrators.

[4] Ankstyvojo pasitraukimo iš švietimo sistemos prevencija. Tyrimo ataskaita, (2007). Švietimo ir mokslo ministerija.

[5] Atchley, R.C. (2001). Continuity and Adaptation in Aging: Creating Positive Experiences. *Contemporary Sociology*, Vol. 30, No. 5, pp. 472-474.

[6] Babu, M. S. (2009). Why Curriculum for self-esteem? A Comparative Sketch on Self-esteem Among Rural School Goings. *The Journal of Progressive Education,* 2, 46-55.

[7] Barkauskaitė, M. (2001). *Paaugliai: sociopedagoginė dinamika*. Vilnius: VPU leidykla.

[8] Baumeister, R. (1993). *Self-esteem: the puzzle of low self regard*. New York: Plenum Press.

[9] Beane, A. & Lipka, R.P. (1980). Self concept and sef-esteem: A construct diffentation. *Child Study Journal*, 10.

[10] Bubnys, R., Žydžiūnaitė, V. (2012). *Refleksyvusis mokymas(is) aukštosios mokyklos edukacinėje aplinkoje: dėstytojų mokymo patirtys*. Šiauliai: Lucilijus.

[11] Coopersmith,S. (1967). *The antecedents of self-esteem*. San Francisco: W.H.Freeman.

[12] Coleman, D. (2006). *Oxford Dictionary of Psychology*. Oxford: Oxford University.

[13] Carter S. (1998). *Civility – Manners, Morals and Etiquette of Democracy*. Harper Perennial Press.

[14] Civinskas, R., Levickaitė, V.,Tamutienė, I. (2006). *Vengiančių mokyklą lankyti vaikų problemos ir poreikiai.* Vilnius: Leidykla Garnelis.

[15] Chen, G., Gully, S. M., & Eden, D. (2004). General self–efficacy and self–esteem: toward theoretical and empirical distinction between correlated self–evaluations. *Journal of Organizational Behavior*, 25.

[16] Deibert, J. & Hoy, W. K. (1974). Custodial high schools and self-actualization of students. *Educational Research Quarterly*, 2, 24-31.

[17] Gonthier G. (2002). *Rude – Awakenings – Overcoming the Civility Criss in the Workplace*. Dear trade Publishing, Chicago.

[18] Hoge, D.R., Smit, E.K.,& Hanson, S.L. (1990). School experiences predicting changes in self-esteem of sixth and seventh grade students. *Journal of Educational Research*, 82 (1).

[19] Kavolis V.(1997). Pasitikėjimo problema. Pergalės ir atsitraukimai / *Sociologija*, Nr. 1.

[20] Myers, D.G. (2000). *Psichologija*. Kaunas: Poligrafija ir informatika.

[21] Mruk, Ch. J. (2006). *Self-esteem Research, Theory, and Practice. Toward a Positive Psychology of Self-esteem.* New York: Springer Publishing Company.

[22] Lemme, B.H. (2003) *Suaugusiojo raida.* Kaunas: Poligrafija ir informatika.

[23] Legkauskas, V. (2013). *Vaiko ir paauglio psichologija.* Vilnius: Vaga.

[24] Petty G. (2004). *Teaching today: A Practical Guide Nelson Thornes*. Cheltenham, GL53 7TH, UK.

[25] Robichaud, M. G. R. (2007). *Vaikas kenčia pažeminimus mokykloje*. Vilnius: Baltos lankos.

[26] Rosenberg, M. (1979). *Conceiving the self*. New York: Basic Books.

[27] Rohner RP.(1986). *The warmth dimension.Foundation of parental accepatnce-rejectio theory*. Beverly Hills.

[28] Ryan, R.,M.,& Gronick, W.W.(1986). Origins and pawns in the classroom; Self report and projective assessments of individual differences in children's perceptions. *Journal of Personality and Social Psychology* (50).

[29] Rogers C. (1994). *Freedom to Learn.* (3th edition). New York: Merrill.

[30] Swinson, J. (2008). The self esteem of pupils in schools for pupils with social, emotional and behavioral difficulties: myth and reality. *Britich Journal of Special Education,* 3. Prieiga per internetą: http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8578.2008.00389.x/pdf

[31] Valickas, G. (1997). *Asocialaus elgesio ištakos*.Vilnius: Vilniaus universitetas.

[32] Выготский, Л., С. (1984). *Детская психология.* Москва: Педагогика.

[33] Эриксон, Э. (1997). *Юность: идентичность*. Москва.