




Jessica Paola Palacios Garay, Ulises Córdova García, Sofía Sairitupac Santana. (2020).
Dramatization as a didactic resource for the development of self-esteem in university students.
International Journal of Early Childhood Special Education (INT-JECSE), 12(1): 459-466.
DOI: 10.9756/INT-JECSE/V12I1.201026

Received: 24.02.2020 Accepted: 11.05.2020

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Dramatization as a didactic resource for the development of self-esteem in university students

Abstract

The objective of the research was to establish the influence of dramatization as a didactic resource for the development of self-esteem. The research was applied, under the quantitative approach, with an experimental design. The sample of 44 university students was made up of two groups: one of control and the other experimental. The instrument used to measure self-esteem was the Coopersmith questionnaire. For the results, U-Mann-Whitney was used; These results evidenced that dramatization, as a didactic resource, significantly influences the development of self-esteem in university students.

Keywords: dramatization, didactic resource, self-esteem, university students

Introduction

Dramatization allows us to explore our potential as communicators and also allows for subsequent reflective analysis of what happened in the process. Moreover, the dramatic act builds a space where the processes of education in values can be developed, which are usually difficult to achieve in educational contexts (Núñez and Navarro, 2007). Such education in values is not the object of theorization or academic approaches; it must be built in otherness and from the relationship with the other, a condition that facilitates the relational space of the dramatic act.

Despite the benefits and possibilities that the dramatic act provides as a pedagogical resource, the scarce training of education professionals in this strategy means that it is not generally present in our classrooms (Navarro, 2007).

Dramatization, as a field of action, is a resource of great pedagogical effectiveness for university students to internalize various attitudes, positions, reasoning and thoughts in addition to developing dialogue, tolerance, reconciliation, understanding and collaboration, actions necessary to promote a culture of peace.

The orientation of each and every one of the pedagogical sessions to be developed must have a collective character since it is a question of combining personal creation and collaboration (Núñez and Navarro, 2007).

The University and the bodies within its competence are committed to encouraging their students to develop skills of self-control, self-knowledge, self-esteem and emotional control as an important basis for them to assume greater responsibility in the direction of their lives in the future, as well as the cognitive skills that will enable them to progress in their university

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career, within the student environment and, subsequently, in their future professional life (Valbuena, 2002).

Self-esteem is a feeling of supreme respect for oneself; each person is worthy of love and security, and this is achieved through the practice of dramatization as a pedagogical resource.

Each human being was created in the likeness of God; but, in the end, one is different because of how one acts, thinks and feels. Everyone wants happiness; but not necessarily is to have a good economy. Happiness can be achieved from various perspectives and conditions.

The best wealth in life is to enjoy every moment and others. It is always the best, even if there are moments that affect the thoughts that cause the pain, because there should reflect the good self-esteem to be strong and overcome the various obstacles of life (Silberstein, 2011).

The study by Oguz-Duran and Tezer (2009) focused on analyzing the benefits of high self-esteem for university students.

These authors showed that higher self-esteem leads to personal resources to achieve greater academic goals by students. In this sense, González, Souto, Fernández and González (2016) point out that a high self-esteem on the part of university students can lead to a greater perception of their academic competence, feeling more fulfilled and more committed to their studies.

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3. Importance of self-esteem in university students

Self-esteem is a set of attitudes that makes a person love and value himself; confidence is gravitating to act and think about life, so you can overcome the challenges that are put in the way (Branden, 2010; Ahmadi, et al, 2014; Simamora, et al, 2019). Each one is capable of setting goals for himself; but the challenge is to fulfill them and that is where the capacity to achieve them is demonstrated.

There will not always be happiness, there will also be unpleasant moments; however, if self-esteem is adequate, people will be able to stand out with courage and prosperity. According to Vizcarra and Chura (2007), self-esteem is the feeling of valuing our being, our way of being,

who we are, the set of corporal, mental and spiritual features that make up our personality. This is learned, changed and we can improve it.

On the other hand, the Ministry of Education (2016) affirmed that self-esteem is the inner strength that the individual has to be able to evaluate and think positively as well as negatively, and to be able to face the adversities that may arise.

Coopersmith's (1990) theory of self-esteem was observed through a psychology of behavioral perspective; the author affirms certain main bases of self-esteem: meaningful competence, virtue and powers, on which people evaluate themselves. In addition, he focused on the relationship between threatened and defensive self-esteem.

According to this, the capacity to appreciate oneself depends on the expectations, pretensions or plans that are made about oneself and their verification in reality; therefore, a person who has a very high expectation can easily be disillusioned, not achieving what he or she desires, while another who expects almost nothing from life can easily be satisfied in spite of not having achieved any success because he or she is satisfied with his or her low expectation.

In psychological terms, self-esteem provides a mind game that prepares the person to respond according to expectations of success, acceptance and personal strength. Self-esteem has three characteristics: (1) it shows that people are generally reluctant to accept evidence that they are better or worse than they have decided, and resolve any divergence between the evidence and their judgment in favor of their customary judgment, (2) self-esteem can vary across different areas of experience and according to gender, age and other role-defining conditions, and (3) is related to the term "self-assessment", refers to a process of judgment in which a person examines his or her performance, capabilities and attributes according to personal norms and values, arriving at a decision on his or her merit.

For Montoya and Sol (2004), self-esteem is a platform to obtain a productive life, one should work daily to create a tower of good esteem which will be built by quality arguments; the authors mentioned that one should look for happiness inside oneself and not outside. Discovering the essence of the soul in order to enjoy what one has will make a person not waste energy in searching for something that he has always had which is happiness. Self-esteem nourishes and benefits to enjoy life; it is a component that collaborates in psychological, physical and biological stability. It is part of every corner of the body, it makes a harmony when acting, thinking and living in every human being.

Factors that influence self-esteem

Factors influencing self-esteem play a very important role in personal growth (Yelon and Weinstein, 2008). The following factors of self-esteem were determined: (a) Family factor, the family nucleus is a very important base within the formation of the child since it forms the personality, and the parents have a fundamental role in the formation of self-esteem.

They have the obligation to forge values and harmony within the home. The family environment is made up of parents and children, a space that is nourished by love, affection, love and protection; the family must be made up of the father, the mother and the children; but it will not always be this way.

The parents influence the self-esteem of the child since they live with them as long as possible, if that base is not secure during childhood, when they reach adolescence, the formation that was given will be reflected, whether it is good or bad; (b) Social factor, the social environment helps to form the character of the person, therefore, it is important to be surrounded by people who collaborate positively in promoting the self-esteem of the young person.

Growing up, changes in thoughts and actions are made, the young person modifies his life leaving behind the norms established by his parents, and the desire to be independent awakens the sense of seeking his path. Society plays an important role in social development and sometimes young people observe negative examples that will make them act in an inappropriate way; (c) Psychological factor, the mind is complex can manage thoughts and actions, it is essential to have good mental health to help in self-esteem.

This factor, if it is not stable, will deteriorate all the positive things that it has of the person until arriving at the emotional instability and harming the global context of the person; and (d) Spiritual factor, the human being is not only flesh; but spirit since the beliefs are part of the customs that inculcate the parents; the love to good helps, many times, to feel that peace that fills the spirit.

The practice of dramatization, as a pedagogical instrument in university students, acquires enormous relevance since by acting as a mirror technique it allows the reflection of attitudes, actions, and styles of thought that, when exposed, allows the re-evaluation of such actions creating a situation of rationalization, critical coherence and reflexive self-evaluation; therefore, it allows an attitudinal and behavioral change.

Dramatization, as an educational technique, is important in the development and formation process; unfortunately, it is very little developed

at the university level as a learning procedure due to the lack of knowledge of some teachers and students. In Peru, there are no studies on dramatization at the university level; therefore, the research acquires significant relevance since it allows the description and analysis of the pedagogical transcendence of dramatization as a technical-methodological element to enable an attitudinal change.

Methodology

In the present work, applied research was used because it seeks to know in order to do, to act, to build, to improve; it is concerned with immediate application to a circumstantial reality rather than the development of knowledge of universal value (Sánchez and Reyes, 2015); the research corresponds to pedagogical practice in the classroom since a dramatization workshop was applied through the execution of 16 learning sessions in order to verify the results.

The research design was experimental since the independent variable (cause) was intentionally manipulated to analyze the consequences of such manipulation on the dependent variable (effects) (Hernández and Mendoza, 2018). In this design, the experimental group receives the stimulus, but the control

group does not (Hernández and Mendoza, 2018).

The sample was obtained by means of an intentional sampling and it was conformed by two groups: one experimental and one control, conformed by 22 students each group. The participants recruited were from the Education career who were studying the third cycle of studies at the time of the evaluation.

The instrument used to measure the dependent variable was the Copermsmith self-esteem test, which evaluates three components: cognitive (20 items), affective (15 items) and behavioral (15 items). The items present four response options ("not true" "more or less true" "quite true" "completely true")

The present study was developed within a research project presented to the university. The students carried out the workshop outside their usual class hours upon verbal request for their collaboration and the signing of an informed consent through which it was specified that participation was completely voluntary.

Analysis of results

The findings of both the descriptive and inferential aspects of the control group and the pre and post test experimental group are reported below.

Table 1.
Levels of self-esteem in the pre and post test

			Levels of self-esteem			
			Low	Medium	High	Total
Control Group	Pre	Fi	17	4	1	22
		% fi	77.3	18.2	4.5	100
	Pos	Fi	18	3	1	22
		% fi	81.8	13.6	4.5	100
Experimental Group	Pre	Fi	19	1	2	22
		% fi	86.4	4.5	9.1	100
	Pos	Fi	3	6	13	22
		% fi	13.6	27.3	59.1	100

In table 1, it is appreciated that the pre-test and post-test control present similar conditions; while, in the pre-test of the experimental group, 86.4% is at a low level, 4.5% is at a medium level and 9.1% is at a

high level. In the post-test of the experimental group, 13.6% presents a low level, 27.3% presents a medium level and 59.1% presents a high level of self-esteem.

Table 2.
Level of significance of self-esteem before and after applying the program

Ranks				
	GRUPO	N	Average range	Sum of ranks
Self-esteem Pretest	Control	22	25,02	550,50
	Experimental	22	19,98	439,50
	Total	44		
Self-esteem Postest	Control	22	13,16	289,50
	Experimental	22	31,84	700,50
	Total	44		

	Test statistics ^a	
	Self- esteem Pretest	Self- esteem Posttest
U de Mann-Whitney	186,500	36,500
W de Wilcoxon	439,500	289,500
Z	-1,304	-4,824
Sig. asyntotic (bilateral)	,192	,000

a. Grouping variable: GROUP

In table 2, the self-esteem of the control and experimental group are presented in the U-Mann-Whitney test: 36,500 and $z = 4,824$ with a $p = 0.000$ ($p < 0.05$), rejecting the null hypothesis.

Therefore, the scores of the self-esteem variable of the experimental group present significant improvements with respect to the control group and it is stated that dramatization as a didactic resource significantly influences the development of self-esteem in undergraduate students of a national university in Lima.

Table 3.

Level of significance of cognitive self-esteem before and after applying the program

Ranks				
	GRUPO	N	Promedio rank	Sum of ranks
Cognitive self-esteem Pretest	Control	22	22,64	498,00
	Experimental	22	22,36	492,00
	Total	44		
Cognitive self-esteem Posttest	Control	22	12,73	280,00
	Experimental	22	32,27	710,00
	Total	44		

	Test statistics ^a	
	Cognitive self-esteem Pretest	Cognitive self-esteem Posttest
U de Mann-Whitney	239,000	27,000
W de Wilcoxon	492,000	280,000
Z	-,071	-5,054
Sig. asyntotic (bilateral)	,944	,000

a. Grouping variable: GROUP

In table 3, the self-esteem, of the control and experimental group present in the U-Mann-Whitney test: 27,000 and $z = 5,054$, with a $p = 0.000$ ($p < 0.05$), rejecting the null hypothesis.

Therefore, the scores of the cognitive self-esteem variable of the experimental group present significant improvements with respect to the control group and it is stated that dramatization as a didactic resource significantly influences the development of the cognitive dimension of self-esteem in undergraduate students of a national university in Lima.

Table 4.

Level of significance of emotional self-esteem before and after applying the program

Ranks				
	GRUPO	N	Average range	Sum of ranks
Emotional self-esteem Pretest	Control	22	23,59	519,00
	Experimental	22	21,41	471,00
	Total	44		
Emotional self-esteem Posttest	Control	22	14,25	313,50
	Experimental	22	30,75	676,50
	Total	44		

	Test statistics ^a	
	Emotional self- esteem Pretest	Emotional self- esteem
U de Mann-Whitney	218,000	60,500
W de Wilcoxon	471,000	313,500

Z	-,565	-4,282
Sig. Asyntotic (bilateral)	,572	,000

a. Grouping variable: GROUP

In table 4, the affective self-esteem, of the control and experimental group present in the test of (U-Mann-Whitney: 60,500 and $z=4,282$), with a $p = 0.000$ ($p < 0.05$), rejecting the null hypothesis.

Therefore, the scores of the affective self-esteem variable of the experimental group

present significant improvements with respect to the control group and it is stated that dramatization as a didactic resource significantly influences the development of the affective dimension of self-esteem in undergraduate students of a national university in Lima.

Table 5.

Level of significance of active behavioral self-esteem before and after applying the program

Ranks				
	Group	N	Ranks promedium	Sum of ranks
Behavioral self-esteem Pretest	Control	22	24,80	545,50
	Experimental	22	20,20	444,50
	Total	44		
Behavioral self-esteem Postest	Control	22	13,86	305,00
	Experimental	22	31,14	685,00
	Total	44		

Test statistics^a

	Behavioral self-esteem Pretest	Behavioral self-esteem Postest
U of Mann-Whitney	191,500	52,000
W of Wilcoxon	444,500	305,000
Z	-1,190	-4,471
Sig. asyntotic (bilateral)	,234	,000

a. Grouping variable: GROUP

In table 5, the self-esteem of the control and experimental groups are presented in the test of (U-Mann-Whitney: 52,000 and $z=4,471$), with a $p = 0.000$ ($p < 0.05$), rejecting the null hypothesis.

Therefore, the scores of the self-esteem variable of the experimental group present significant improvements with respect to the control group and it is stated that dramatization as a didactic resource significantly influences the development of the behavioral active dimension of self-esteem in undergraduate students of a national university in Lima.

Discussion

The objective of the research was to analyze the influence of dramatization as a didactic resource for the personal development of self-esteem in university students. The results allowed to identify the students' self-esteem levels: in the pre-test of the experimental group, they are at a low level with 86.4%; in this regard, Miranda (2005) states that self-esteem is the sense of personal merit or self-worth, security of one's own value, an affirmative attitude towards the right to live and to be happy. It is the comfort

in properly expressing thoughts, desires and needs; feeling that joy is the natural right.

On the other hand, dramatization, as a learning technique, significantly influences the strengthening of the cognitive dimension of self-esteem in undergraduate students at a national university in Lima and according to the test of (U-Mann-Whitney: 27,000 $z=5,054$ $**p=000<.05$).

In this regard, Núñez and Navarro (2007) point out that dramatization is a highly effective resource for students to internalize attitudes such as dialogue, tolerance, reconciliation, understanding and collaboration; values necessary to promote a culture of peace. Likewise, dramatization is considered a practical instrument of great pedagogical value where emotions and communication converge, as Pérez (2004) points out.

With respect to the second dimension, dramatization, as a learning technique, significantly influences the strengthening of the affective dimension of self-esteem in undergraduate students at a national university in Lima, according to the test (U-Mann-Whitney: 60,500 $z=4,282$ $**p=000<.05$).

The result coincides with the literature that affirms that the educational processes, based on the dramatic act, will facilitate an experiential

learning through simulations in imagined and planned context, ideas defended by Winston (2000) and Zillmann (1994). Galimberti's (2018) affirmation was corroborated since self-esteem is the consideration that a subject has of himself contains two complementary aspects: the intimate conviction of his own value as a person and the perception of a personal competence; aspects that can be translated in the being and in the doing of the subject, according to Poletti and Dobbs (2005).

On the other hand, dramatization, as a learning technique, significantly influences the strengthening of the behavioral active dimension of self-esteem in the undergraduate students of a national university of Lima, according to the test of (U-Mann-Whitney: 52,000 $z = 4,471$ $**p = 000 < .05$). This allows us to infer that the orientation of each and every one of the learning sessions must have a collective character; it is about combining personal creation and collaboration, avoiding excluding competitiveness, as previously pointed out by Silberstein (2012), since self-esteem is a feeling of supreme respect for oneself, each person is worthy of love and security.

Conclusions

It can be concluded that dramatization, as a didactic resource, significantly influences the development of self-esteem in undergraduate students of a national university in Lima and, according to the test (U-Mann-Whitney: 36,500 $z = ,824$ $**p = 000 < .05$); dramatization is also a personal phenomenon, as stated by Navarro (2007, 2006, 2009); Navarro and Mantovani (2012), who studied the contributions of dramatization to the field of emotional education and experiential learning concluding that it is an extraordinary experience for the discovery, development and growth of the person himself.

Regarding the practical implications of the use of dramatization as a pedagogical tool for learning, and according to our findings, we can say that the benefits and possibilities provided by the dramatic act, as a pedagogical resource in the training of education professionals, makes it present, generally, in university classrooms, according to Navarro (2007).

Finally, it is recommended that university teachers receive training in the use of strategies and didactic resources in their learning sessions; among them, activities referring to the use of dramatization in learning sessions in order to develop self-esteem and design coping strategies in the face of stressful situations both academically and personally. It would be interesting to carry out future research complementary to this investigation in order to have a much broader view of this problem.

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