

**Fostering self-esteem in the French primary classroom
through the use of personal social and citizenship
education.**

SUBMITTED BY

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ABSTRACT

The aim of this study was to investigate the role of personal, social and citizenship education (PSCE) in fostering positive self-esteem in two instrumental case studies which took place in two classrooms of 7-10 year old children (N=40) in France during the 2007-2008 school year. The study used a mixture of quantitative and qualitative methodologies including a self-esteem survey administered to pupils in the two case-study classrooms as well as to students in two control classrooms (N=47) at the beginning and end of the school year. Throughout the course of the year a series of semi-structured interviews was also conducted with six focus children selected from each class (2 high, 2 medium and 2 low self-esteem children) as well as with the two class teachers and the parents/step-parents of the focus children. In addition, the study included non-participant observation which focussed on the participation and behaviour of the focus children during PSCE lessons and other lessons through the use of three separate observation schedules.

The study found evidence of the important influence of significant others, in particular, parents, peers and teachers, on the focus children's self-esteem. Although the quantitative analysis of the self-esteem questionnaires showed no statistically significant increase in self-esteem at the group level over time, the qualitative findings indicate that teachers' relationship with their students, their promotion of responsibility and self-efficacy, and their careful implementation of PSCE practices contributed to increases in individual children's self-esteem. There was also evidence that the implementation of PSCE activities contributed to improvements in children's peer relations.

TO MY CHILDREN

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