



دانشگاه علوم پزشکی تهران  
دانشکده پرستاری و مامایی تهران

## بررسی تأثیر اجرای برنامه ارتقای عزت نفس بر عملکرد تحصیلی در کودکان کار

پایان نامه برای دریافت درجه کارشناسی ارشد

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## چکیده فارسی

### مقدمه و هدف:

کودکان کار پدیده‌ای نوظهور است که در زمره مشکلات اجتماعی کشورها شناخته می‌شود. کار در خیابان اثرات زیانباری بر کودکان تحمیل می‌کند. به طوری که، بسیاری از آنها دارای مشکلات سلامتی، رفتاری، روانشناختی و عملکرد ضعیف اجتماعی هستند. این مشکلات سبب اختلال در عزت نفس کودکان و عملکرد ضعیف تحصیلی آنها می‌شود. لذا، هدف از این مطالعه، تعیین تاثیر اجرای برنامه ارتقای عزت نفس بر عملکرد تحصیلی کودکان کار بود.

### روش اجرا:

در این مطالعه نیمه تجربی، ۶۰ کودک کار در دو مرکز حمایت از کودکان کار در بازار و خاوران تهران به صورت در دسترس انتخاب شدند معیارهای ورود به مطالعه شامل داشتن محدوده سنی ۱۲ تا ۱۵ سال، نداشتن مشکلات جسمی که می‌تواند مانع تحصیل شود و نداشتن مشکلات روانی و معلولیت بود همچنین کودکان با غیبت (حتی یک جلسه) از جلسات آموزشی و دریافت نمره بالاتر از ۴ براساس معیار دروغ سنجی پرسشنامه عزت نفس کوپر اسمیت از مطالعه خارج شدند. کودکان دارای صلاحیت ورود به مطالعه در مرکز بازار به عنوان گروه مداخله و مرکز خاوران به عنوان گروه کنترل در نظر گرفته شد. در گروه مداخله، برنامه ارتقای عزت نفس شامل ۱۸ جلسه آموزش نظری بود. در گروه کنترل تنها آموزش‌های روتین مراکز داده شد. ابزار جمع آوری داده‌ها در این مطالعه پرسشنامه شامل اطلاعات جمعیت شناختی، عزت نفس و عملکرد تحصیلی بود. مشخصات جمعیت شناختی شامل اطلاعات فردی کودک شامل سن، جنس، شغل، تحصیلات پدر و مادر بود. پرسشنامه عزت نفس کوپر اسمیت (SEI) و پرسشنامه عملکرد تحصیلی (EPT) در قبل از مداخله، بلافاصله، یک ماه بعد از مداخله و سه ماه بعد از مداخله (در مجموع شش ماه) توسط گروه کنترل و مداخله پاسخ داده شد و نتایج آن بررسی شد. تجزیه و تحلیل اطلاعات با استفاده از بسته نرم افزاری SPSS 16 صورت گرفت. توزیع نرمال متغیرها به وسیله آزمون کولموگروف اسمیرنوف مورد بررسی قرار گرفت. با استفاده از آزمون مربع کای یا آزمون دقیق فیشر جهت داده‌های اسمی، آزمون‌های مقایسه میانگین شامل تی مستقل یا آنالیز واریانس جهت یک داده عددی یک داده اسمی انجام شد. سطح معناداری ۵ درصد در نظر گرفته شد.



**Teheran University of Medical Sciences  
School of Nursing & Midwifery**

**Title:**

**The effect of enhancing self-esteem program on the academic  
performance of child labours.**

**"A thesis submitted as partial fulfillment of the requirements for Master of Science  
(MSc) Degree"**

**In  
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## **Abstract:**

### **Background:**

Child labor is an emerging phenomenon that is recognized as one of the social problems of countries. Working on the street has harmful effects on children. As a result, many have health, behavioral, psychological problems and poor social function. These problems cause children to lose their self-esteem and have poor academic performance. Therefore, the aim of this study was to determine the effect of enhancing self-esteem program on the academic performance of child labours.

### **Materials and Methods:**

In this quasi-experimental study, 60 child labours were selected in two child support centers in Bazaar and Khavaran, Tehran through convenience sampling. Inclusion criteria were an age range of 12 to 15 years, no physical problems that could prevent education and no psychological problems or disabilities. Also, children were excluded, if they were absent in training sessions (even one session) and received a score higher than 4 based on the Lie scale on Cooper-Smith Self-Esteem Questionnaire. Eligible children in the Bazar center were considered as the intervention group and the Khavaran center as the control group. In the intervention group, 18 training sessions were presented. In the control group, only the routine trainings of the centers were given. Data collection tools in this study were questionnaire that includes demographic information, self-esteem and academic performance. Demographic characteristics included the child's personal information including age, sex, occupation, and parents' education. Cooper-Smith Self-Esteem Questionnaire (SEI) and Academic Performance Questionnaire (EPT) were answered by the control and intervention groups before the intervention, immediately after the intervention, one month after and three months after the intervention (six months in total). Data analysis was performed using SPSS version 16 software package. The normal distribution of the variables was examined by Kolmogorov-Smirnov test and chi-square test or Fisher's exact test used to determine the relationships of variables for nominal data, mean comparison tests including Independent t-test or analysis of variance was performed for a numerical data. A significance level of 5% was considered.

### **Results**

Most children in the intervention group (46.6%) and children in the control group (53.3%) were 13 years old. Most of the children in the intervention group (76.7%) and children in the control group (90%) were boys and in the intervention group (40%) and children in the control group (46.6%) were peddlers. Most parents of children in the intervention group and parents of children in the control group were illiterate. No significant difference was observed between the two groups in terms of demographic information. Most children in the

intervention group (76.6%) and the control group (80%) had poor self-esteem scores. No significant difference was observed between the two groups in terms of self-esteem score before the intervention ( $p = 0.754$ ). There was a significant difference between the two groups in terms of Cooper-Smith questionnaire scores after the intervention, one month and three months after intervention. So that, children in the intervention group had a higher self-esteem score than children in the control group ( $p < 0.001$ ). Also, the self-esteem score of children in the intervention group was better over time than the score of children in the control group ( $p < 0.001$ ). Most children in the intervention group (56.7%) and children in the control group (63.5%) had poor academic performance scores before the intervention. There was no significant difference between the two groups in terms of academic performance scores ( $p = 0.774$ ). There was a significant difference between the two groups in terms of the score of the academic performance questionnaire after the intervention, one month and three months after the intervention. So that children in the intervention group had higher academic performance scores than children in the control group ( $p < 0.001$ ). The children's academic performance score in the intervention group was better over time than the children's score in the control group ( $P < 0.001$ ).

**Conclusion:**

The results of this study showed that the enhancing self-esteem program improved the self-esteem of child labours and this positive effect was continuous. In addition, enhancing self-esteem program improved children's academic performance and maintained its effectiveness after three months.

**Key words:**

Self-esteem, performance, education, children, work, enhancing self-esteem program