

Neuro-Linguistic Programming as a Tools to Enhance Self-Esteem among Juvenile Offenders in Juvenile Rehabilitation

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ABSTRACT

Self-esteem among juvenile offenders should bring attention for the government and society. Studies proved that juvenile offenders have unhealthy self-esteem, and the mentioned factor correlates with criminal behavior. But there is limited research that focuses their research for treatment intervention to this issue. Addressing the limitation, the researcher carried out a study using Neuro-Linguistic Programming (NLP) as an intervention to enhance self-esteem among juvenile offender in juvenile rehabilitation. Self-esteem in this study focuses on the three parts which are self-efficacy, self-mastery, and self-liking and competence. Pre and post-test with a qualitative approach by using interviews, observation, and documents to two juvenile offenders have been conducted. The data has been transcribed and analyzed using thematic analysis. This study shows that the intervention of NLP techniques enhanced self-esteem for both juvenile offenders effectively.

Keywords: *Neuro-Linguistic Programming, Self-Esteem, Self-Efficacy, Self-Mastery, Self-Liking and Competence, Juveniles Offender*

1.0 INTRODUCTION

Self-esteem is an attitude about oneself and identified with individual convictions about skills, value, abilities, social connections, and future outcomes (Dembo et al.). Many juveniles' offender report unhealthy self-esteem as well as trauma history, which can adversely influence their future (Lee et al.).

There are numerous scholars such as Abdul-Khalek & Ahmad, 2016, Ulrich & Richard, 2014, and Liz Hartsz et al., 2005, proved the significance of self-esteem among individuals, especially towards adolescents. Silverstone & Salsali, 2003, stated that unhealthy self-esteem level has a relationship with negative attitude and feeling, for example, depression, anxiety, and the tendency to do something which is opposite to the society norms. In the meantime, Rosenberg, and Owen, 2001, said that individuals with unhealthy self-esteem are increasingly disturbed by disappointment and interpret things as negative. This, in turn, distracts them from building a good relationship with others as they feel awkward, shy, and unable to adequately express themselves when interacting with others. Moreover, unhealthy self-esteem individuals tend to be skeptical about people and society.

Thus, with the adverse effects on unhealthy self-esteem levels, it is very important to enhance self-esteem among juvenile's offender, so that they can motivate themselves and become individuals who look to the positive part of all aspects in life. This research focuses on 3 part of self-esteem that needs to be enhanced that is, self-mastery, self-efficacy, and self-

liking and competence.

By considering the correlation of self-esteem and the negative outcomes, an intervention of NLP therapy was used in this study which aims to enhance self-esteem and to grasp the mind transformation among juvenile offenders. It provides a way to help the juveniles to become more competent in whatever they do, having more control over their minds, feelings, and actions. This makes the juveniles more positive in whatever approach they take in life and achieves the desired results. In this study, NLP techniques as one of the means of communication that affects the mind and behavior of the juveniles to achieve success, positive and successfully control their emotions.

In this paper, the researcher will explain about the definition of terms used in the study in the literature review chapter, and then discuss the methodology used for the data collection along with the instruments used. At the end of the chapter, the researcher will present the findings of the study which are the result before the intervention of the therapy as well as after the intervention.

2.0 LITERATURE REVIEW

This chapter explains two key points of term that is referred to the self-esteem and its parts: self-efficacy, self-mastery, self-liking and competence, and the Neuro-Linguistic Programming.

2.1 Self-esteem

Self-esteem alludes to a person's generally positive assessment of the self (Gecas & Victor, 1982), Rosenberg & Owens, (2001), Rosenberg et al.,1995). It consists of two parts, competence and worth (Gecas & Victor, 1982, Gecas et al., 1983). The competence parts allude to how much individuals consider themselves to be competent and worth. The worth parts allude to how much people feel they are worth. There is a lot of attention given to self-esteem that is synonymous with self-concept while writing about the self (Rosenberg, 1979). This attention on self-esteem has a great extent because of the relationship of healthy self-esteem with various positive results for people and society (Baumeister, 1993 and Smelser, 1989). Besides, enhancing a person's self-esteem (particularly child and adolescence) would be helpful for them and society. Subsequently, people with healthy self-esteem regard themselves as worthy. While unhealthy self-esteem suggests dismissal, self-disappointment, and self-hatred (Neel et al.,).

However, in this research, the researcher focusses on the three parts of self-esteem which is self-efficacy, self-mastery, and self-liking & competence. Self-efficacy is a belief in one's ability to prevail at tasks and confidence in one's ability to deal with undertakings. Self-efficacy, characterized as belief in a single person's capacities to mobilize motivation, cognitive resources, and strategies expected to satisfy given situational needs (Wood & Bandura, 1989 and Pearlin & Schooler, 1978). Self-mastery is a type of perceived individual control, a feeling of control over the occasions in life. Unhealthy self-mastery has been connected to mental health. A healthy self-mastery is related to positive emotional mental health. The third parts are self-liking and competence which allude to the assessment of individual worth, how much a person loves their-selves, while self-competence is the feeling of one's ability got from numerous experiences of successful intentional goal pursuit. Strong self-esteem is made with both of this mix between self-liking and competence (Tafarodi et al.,).

2.2 Neuro-Linguistic Programming

Neuro-linguistic programming (NLP) is an approach that involves analyzing strategies to reach a personal goal. The strategies involved the use of thoughts, language, and also

patterns of behavior learned through experience to specific outcomes (Revell & Norman, 1997). NLP is based on suppositions and beliefs about how the mind functions and how individuals connect and learn (Albalawi, 2014).

Every individual has a physical area in the mind where the experience is sent, prepared, and stored (Bandler & Grinder, 1985). Although most people have a favored sense for learning, it is imperative to enable learners to find their styles. In that manner, learners work and build up the senses they use to amplify potential learning. Subsequently, one of the NLP essential abilities is to perceive how individuals are thinking.

NLP underlines the potential for self-determination through breaking one's self-limit potential (Bandler & Andreas, 1985). It was depicted in the book of Bandler & Grinder (1975) as sharing the resources of all those who are involved in finding ways to help people have better, fuller, and richer lives. NLP is a skill that makes the outcomes we genuinely need while making value for others in the process. It is a powerful therapy in many fields such as education, counseling, business, and treatment.

3.0 METHOD

This chapter discusses the research methodology which comprises several key areas throughout the research process, such as research design, participants and instruments for Pre and Post Interview.

3.0 Research Design

This research is adopting case study using a qualitative approach. Researchers are using a qualitative approach in these studies by incorporating NLP therapy to juvenile offenders because of several reasons. First, it is appropriate to explore the less investigated area and can give a detailed understanding of the phenomena studied (Cresswell, 2002). Secondly, qualitative studies did not have a limitation where it can provide a rich and detailed perspective as compared to quantitative approach. Third, qualitative studies help researchers understand deeper about the juvenile offender's self-esteem. This is in line with Denzin & Lincoln, (1994) views stating that other methods are less successful in elaborating complicated and complex issues. Moreover, a case study with qualitative design helps the study being carried out in detail as this design generally generates detailed, open, and deep information such as sources of information regarding the attitude, beliefs, and opinions of the informants (Patton, 2002).

Although Walcott (2009) claims that case studies are not a strategy for conducting research but as a form of reports, Bryman & Bell (2007) recognizes case studies as one of the research strategies. Yin (2009) describes as a research strategy, case studies are used in many situations as well as being a common research strategy in the field of psychology, sociology, political science, social work, business, and community planning. She also explains case studies can be adapted in all phases of study design, data collection, analysis, and reporting. A case study is a form of study involving a particular case or place. It also means the observation of a particular phenomenon specific to a specific individual. Case studies are made to explore, make discoveries and interpretations rather than to test hypotheses. Case study according to Van Maanen (1983) is an in-depth exploration that can lead to the conceptualization and is appropriate for a thorough investigation.

3.1 Participants

This study uses a purposeful sampling strategy to evaluate NLP modules in enhancing self-esteem among juvenile offenders. In this study, critical cases sampling was used to select the

sample based on certain criteria which were very significant to this research. In general, the subjects included in this study are two women at the Henry Gurney Juvenile School which have been selected based on different serious cases and received intervention offer in this study.

3.2 *Instruments*

Instrumentation in Zaidah (2007) view is the process of selecting and designing instruments as well as procedures and conditions of the instrument's administration. There are several instruments or tools used to obtain data in this study, that is interviews, observations, documents, and self-esteem enhancement modules using NLP therapy. The interview instrument is to obtain the primary data in this study while observation and documents are secondary data which aimed at reinforcing primary data. While the module was used as a procedure of therapy in this research.

3.2.1 *Pre-and post-interview*

In achieving the objective of the study, which is to apply and evaluate NLP module in enhancing self-esteem for juvenile offenders in juvenile rehabilitation researchers conducted case studies by incorporating NLP therapy on two juveniles and using semi-structured interview instruments in collecting data on the evaluation of NLP therapy. According to Noraini Idris (2010), interviewing techniques can be used as the primary method of data collection. Meanwhile, for a case study design, interviews are a good technique for collecting data. The semi-structural interview technique is used when researcher has determined the number of interview questions and researchers can add interview questions during the interview session to obtain additional information. The researcher provided the interview question protocol and started the interview with some important questions. In this study, pre-and post-interview was conducted to evaluate the informant's self-esteem. The word used by juveniles can be analyzed through an interview with several questions.

3.2.2 *Observation*

At the same time, an observation towards some criteria of healthy self-esteem should be considered while handling an interview. This evaluation was filled by the therapist while handling an interview, before and after therapy. Besides, researchers use the 'direct observation' types, where researchers observe juveniles directly when the therapy session begins until the end of the therapy session. Meanwhile, data collection through observation in this study will be analyzed qualitatively by observation during the process of in-depth with interviews. Likewise, Burns & Anderson (1987) explain that the observations made must be accompanied by interviews. Without interviews, the data obtained from observation did not give a complete picture of what was observed. The criteria need to be observed as below:

- Maintain eye contact
- Has erect open posture/body language
- Speaks clearly and audibly
- Request/accept help
- Interact positively
- Accept criticism
- Communicate appropriately

- Behave appropriately
- Display initiative
- Friendly
- Aware of own strength and weaknesses

3.2.3 Observation

During this process, the juveniles were required to perform a self-evaluation chart before and after the therapy. After the juveniles fill the chart, the therapist will analyze the chart and differentiate the information before and after therapy. Self-evaluation charts are used in this process to help the juveniles examine themselves to find out how much progress they have made. It requires them to monitor their own abilities and evaluate strengths and weaknesses. The purpose of the evaluation chart is to highlight strengths and skills and to correct performance weaknesses and to help an individual know the extent of their abilities and to improve upon them. To do this, the juveniles must be willing to recognize areas that need improvement or development. A self-evaluation means considering questions such as:

- What do you most like about yourself?
- What do you most dislike about your job?
- Things you want to improve and what improvements could be made to make yourself better?
- Your achievements or something about you that you are most proud of?

4.0 PROCEDURE

In this study, there are eight NLP techniques used as an intervention, which are rapport technique, SCORE model, six step-re-framing, mind to muscle, visual squash, circle of excellence, developing self-appreciation and swish pattern. The techniques were validated by eight NLP experts by using card sorting and in-depth interview. The chosen techniques are matched with three parts of self-esteem, which is self-efficacy, self-mastery, and self-liking and competence. Rapport technique is compulsorily to be used in each session, while the SCORE model was used to gather information of the juveniles.

The therapy interventions are carried out in nine sessions within two months of study. The gap between each session is one week. On the first session and the last session, the informant will answer an interview question and required to fill a self-evaluation chart. The interview, observation and the self-evaluation chart should be done before and after each therapy to evaluate the differences of self-esteem before and after therapy. After the pre-evaluation was done, the intervention of therapy started based on the chosen NLP technique. Results. In this study, the results from the two juveniles were interpreted from three instruments which are firstly from the pre- and post-interview, secondly pre-post observation and lastly pre-post documents evaluation.

4.1 Assessment for Pre and Post Interview

The researcher has classified the questions of pre- and post-interview in this study into three categories according to the self-esteem parts. First category regarding the self-efficacy, second category regarding the self-mastery and last is the self-liking and competence.

For self-mastery enhancement, both juveniles (Siti and Noor), not their real name, showed significant changes after the treatment. From the analysis of transcription, it is found

that before the intervention of the NLP therapy, both juveniles did not sure whether they can solve a problem and control their emotion because of too many reasons such as anger, revenge, and lack of resources to solve any problem. But after the treatment, both said that they should control their emotions so that they can solve the problem. They said they will control their emotions based on the technique learned from the therapy session.

For the self-efficacy enhancement, both juveniles gave a positive answer that they are willing to change their attitudes after the treatment even if it is challenging. Before the treatment, Siti mentioned that her attitude depends on how people treat her, while Noor said that she was not sure about that. While, for the second question, the result shows both juveniles feel more confident to face the outside world after therapy. Before the therapy, both said that they do not know how they are going to survive and face the outside world because of many obstacles.

For self-liking and competence enhancement, both juveniles, before the intervention, said that they hate themselves because they are useless. Noor, before the intervention of therapy, admits that she hates herself because she is useless and stupid, she said that she hates herself so much and felt very uncomfortable when she thinks about herself. While Siti said that she hopes that she won't be born in this world, and she also has tried several times to commit suicide.

But after the therapy intervention, Noor said that she knows that she is a strong person and strong enough to face the world. She also said that she felt that she just had a new "Noor" that is more successful and positive. While Siti said that she loves herself so much and she felt grateful for being alive and changing herself for the better one.

When asked the second question before the therapy, Noor said she wanted to succeed but could not possibly succeed because she is stupid and had nothing to succeed. But after therapy was given, the answer changes completely. She says that she has an incredible cooking talent, and she is confident she will succeed when she is released later.

While Siti, before therapy, Siti admitted that she was a smart student, but after she was admitted to Henry Gurney school, her future was destroyed. She says that she will not be accepted anywhere to start a new life after release. But, after the intervention, Siti confidently said she was eager to be free from Henry Gurney school and she would make sure she continued her studies at the University.

4.2 Pre- and post-observation

The second instrument is used to analyze the effectiveness of the NLP intervention, by using pre- and post-observation. According to the criteria observed, there was a very significant change during pre-observation and post-observation after nine weeks of therapy sessions. The changes in the criteria observed can be shown as below:

Table 1. Observation Criteria

Criteria Observed	Pre- Observation (Noor)	Post Observation (Noor)	Pre- Observation (Siti)	Post Observation (Siti)
Maintain Eye Contact	X	✓	X	✓
Has erect open posture/ body language	X	✓	✓	✓
Speaks clearly and audibly	X	✓	✓	✓

Request/ accept help	✓	✓	X	✓
Interact positively	X	✓	X	✓
Accept Criticism	✓	✓	X	✓
Communicate appropriately	X	✓	X	✓
Behave appropriately	X	✓	X	✓
Display initiative	X	✓	X	✓
Friendly	X	✓	✓	✓
Aware of strength and weaknesses	X	✓	X	✓

4.3 Self-evaluation chart

This self-evaluation chart is also analyzed as same as in the interview session. The words used by juveniles will be determined according to the concepts used in this study, namely self-mastery, self-efficacy and self-liking, and competence. The highlighted text with red means the negative words used by juveniles who show unhealthy self-esteem within themselves. While blue-colored writing is a positive word that shows an enhancement in their self-esteem and changes that occur within them.

There are changes in juveniles' responses before and after therapy. In self-mastery aspect, Noor, before therapy listed four things to change, but she wrote that there is no solution to change it. However, after the therapy was given, she found some solutions for her to change the things she wanted to change. She also wrote that she could not control her feelings and she declared that she is a resentful person. However, after therapy, Noor no longer wrote the matter. While, Siti has written three things she wants to achieve, but she also does not know what to do to achieve those things. However, after the therapy was conducted, Siti was able to find a solution to the problems she faced.

For self-efficacy, Noor before therapy wanted to be a successful person in her life, but she had no way to make herself successful. She also added that she is not good in her study. However, after the therapy was conducted, Noor could see how she could succeed, she says that her abilities would make her a successful Chef. While Siti, before therapy she said she wanted to study at the university, but she had no way to achieve that goal. She knows she's good English, but she says it's no longer useful. After therapy was conducted, Siti's self-efficacy was seen to improve. She has a clear goal and a way to achieve that goal.

For self-liking and competence, before therapy, Noor lists many things she does not like about herself and her life. However, after the therapy was conducted, Noor had seen many abilities and potentials in herself. At the same time, she writes that she has many friends, and her teacher likes her. This is the result of her self-liking. When she starts to value herself, she begins to realize that the people around her are also valuable.

Overall, there is a change in self-mastery, self-efficacy, and self-liking & competence amongst juveniles after therapy was done. Both juveniles began to make a good decision and they could control their negative feelings. At the same time, they can assess their abilities and make their abilities as a factor to succeed.

5.0 DISCUSSION AND CONCLUSION

This study was conducted to evaluate NLP techniques in enhancing self-esteem for juvenile offenders in juvenile rehabilitation. The evaluation of NLP techniques was studied by looking at differences of self-efficacy, self-mastery and self-liking and competence, before and after

therapy. The findings of the study showed that there was a difference in the behavior and emotional state between the juveniles, before and after the therapy. The differences of results can be seen during the pre and post interview session, through the observation session and through self-evaluation chart. The usage of negative word, negative emotional expression, negative thinking, and behavior was evaluated on the pre interview, while the positive changes in term of self-efficacy, self-mastery and self-liking and competence can be seen after the intervention of the therapy. In conclusion, juveniles who had received the NLP Intervention found that this intervention was able to help them in dealing with their problems, especially in behaviors that could cause problems to themselves.

As a conclusion, this study has proven the intervention of Neuro-Linguistic Programming (NLP) is effective in enhancing self-esteem among juvenile's offenders. The self-esteem addressed in this study covers aspects of self-confidence, self-ability, value of one's self-worth and the value of appreciating others. This research indicates that understanding the power of beliefs, emotional control and self-worth are important to build a success among juveniles' offender because juveniles who do not recover from the psychological aspect, have a potential to repeat a crime after release.

Overall, the findings show that the intervention of NLP therapy is effective in enhancing self- esteem among juvenile offenders, even with different previous life background, different types of crime and different types of symptoms or problem. With nine-session therapy, the NLP helps in enhancing their self-esteem. But it is important to know that different individuals need a different number of sessions due to acceptance limitation and different circumstances. In this study, it is hoped that the enhancement in self-esteem among these juveniles' offender will reduce the risk of repatriation or recidivism of the crime after being released.

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