

Effect of Mirror talk on Self – Esteem in Students

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Abstract: Mirror talk is based on the principle that our reflection reflects back to us our inner feelings about ourselves. By recognising the resistance in our self-belief, we can use positive talk and affirmations to heal our negative self-view and learn to love ourselves. Although it may feel uncomfortable to maintain eye contact through a mirror for a sustained amount of time, the more we practice, the more benefits we will reap. Students who suffer from low self-esteem were selected and requested to practice mirror talk for ten consecutive days. Based on the observations before and after mirror talk, a profound hike in self-esteem was seen in all the students.

Key Word: Self esteem, Mirror talk, Self compétence, Affirmations.

1. Introduction

Self-esteem is nothing but one's own sense of personal worth. Having healthy self-esteem can influence your motivation, your mental well-being, and your overall quality of life. However, having self-esteem that is either too high or too low can be problematic. Better understanding what your unique level of self-esteem is can help you strike a balance that is just right for you. Key elements of self-esteem include: Self-confidence, Feelings of security, Identity, Sense of belonging and Feeling of competence. Other terms often used interchangeably with self-esteem include self-worth, self-regard, and self-respect. Self-esteem tends to be lowest in childhood and increases during adolescence, as well as adulthood, eventually reaching a fairly stable and enduring level. This makes self-esteem similar to the stability of personality traits over time.

Mirror Talk is the practice of saying a positive truth about yourself in the mirror. With regular practice, it can positively lift confidence and self-image. [The Mirror Talk](#) is an activity where students choose a statement. They face themselves in the mirror and repeat the statement, like a mantra. This activity will allow students (and even teachers) to look themselves in the eyes while stating positive messages. Over time, the experience can greatly affect a person's mindset. It builds trust and experience in self-love and provides an outlet for feelings of doubt.

2. Materials and Methods

This prospective study was carried out on students of Department of Management Sciences at J.N.N.I.E, Thiruvallur, Tamilnadu from March 15, 2023 to March 28, 2023. A total 20 adult subjects (both male and females) of aged ≥ 18, years were for in this study.

Study Design: Prospective open label observational study

Study Location: This was a college based study done in Department of General Medicine, at Management Sciences at J.N.N.I.E, Thiruvallur, Tamilnadu.

Study Duration: 10 days. March 15, 2023 to March 28, 2023

Sample size: 20 students.

Sample size calculation: The sample size was selected on the basis Rosenberg Self-Esteem Scale (RSES)

Subjects & selection method: The study population was drawn from lowest RSES score from March 15, 2023 to March 28, 2023.

Inclusion criteria:

1. Students scoring less than 20 in RSES (Rosenberg Self-Esteem Scale).
2. Less active students.

Exclusion criteria:

1. Vocal and participative students in class.

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2. Confident and extrovert students.
3. Students in a healthy and friendly group.

Procedure methodology

After oral informed consent was obtained, RSES scale was used to collect the data of the students. The questionnaire included self-competence and self-liking categories.

A mirror of 8" × 10" was used in the Dept of MBA in the morning before commencement of classes and in the evening after classes for repeating self-written affirmations.

The shyness and uncomfortable body language was noted while looking at mirror. Students tend to avoid gazing at their image or looking into their eyes in the first two days of research. The mirror was placed 70cm away from the students and low self-focused attention was advised. Following 3mins of mirror gazing, students experienced decreased satisfaction with their appearance and body focused shame which later turned into self-acceptance and high self-esteem.

Affirmations repeated were:

1. I believe in myself.
2. I'm strong and confident.
3. I choose to be happy.
4. I grow smart each day.
5. I'm the Best.

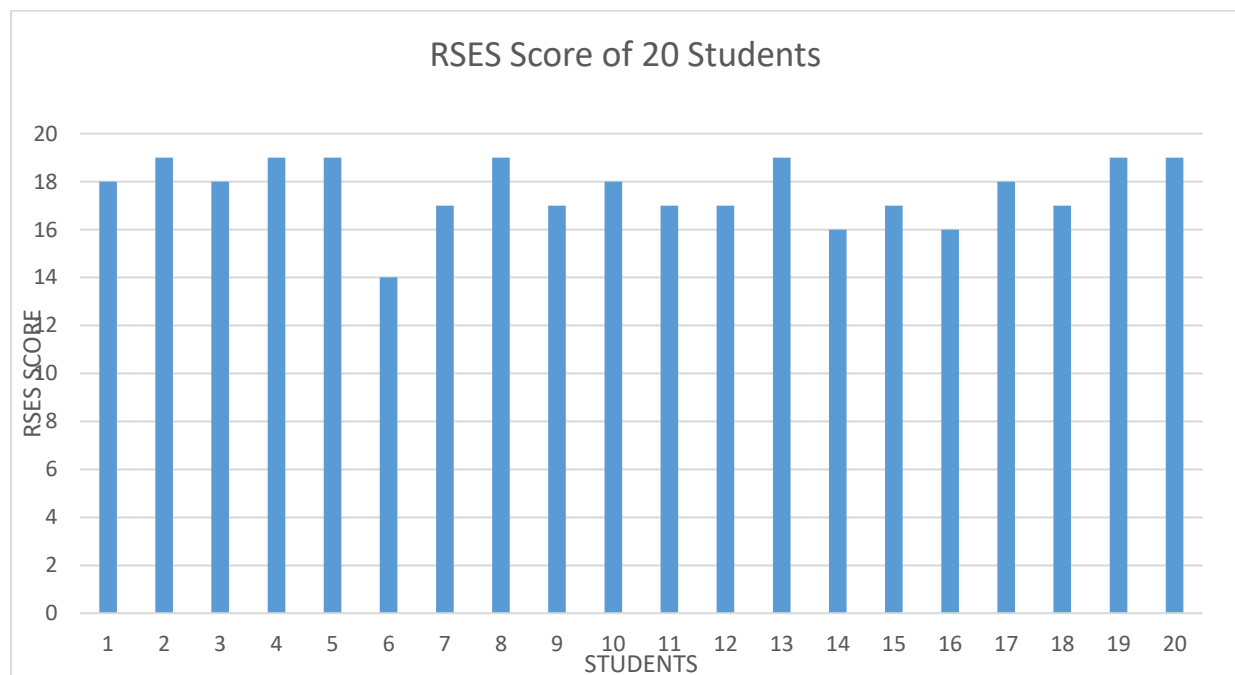
3. Result

After 10 days there was a significant positive growth in their self esteem by evaluating their RSES scale and by observation method.

Table no 1 Shows RSES score of students before mirror talk.

Table no 1 :Shows RSES score of 20 students before mirror talk.

S.no	Student	RSES Score	S.no	Student	RSES Score
1	Harshitha	18	11	Kameshwaran	17
2	Santha Kumar	19	12	Poornima	17
3	Sarath Kumar	18	13	Rikkesh	19
4	Hemalatha	19	14	Joyce	16
5	Sharmila	19	15	Bhuvaneshwari	17
6	Sumathi	14	16	Shruthi	16
7	Monisha	17	17	Yasar Arafath	18
8	Jeevan	19	18	Naveen	17
9	Janeshni	17	19	Kanmani	19
10	Reshmi	18	20	Bathma Sree	19

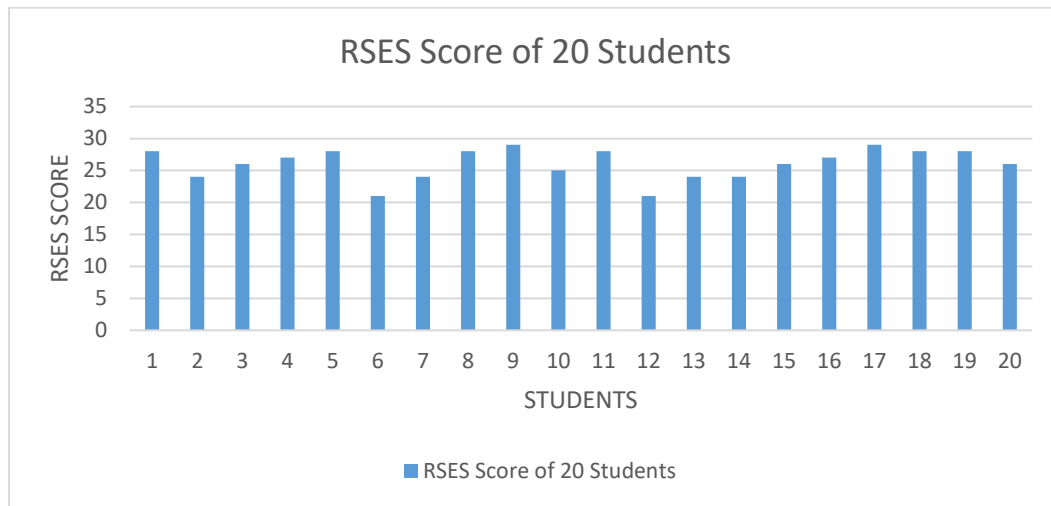


Follow up after 10 days

Table no 2: Records the new RSES Score of the 20 students after 10 days of Mirror talk.

Table no2: Records the new RSES Score of the 20 students after 10 days of Mirror talk.

S.no	Student	RSES Score	S.no	Student	RSES Score
1	Harshitha	28	11	Kameshwaran	28
2	Santha Kumar	24	12	Poornima	21
3	Sarath Kumar	26	13	Rikkesh	24
4	Hemalatha	27	14	Joyce	24
5	Sharmila	28	15	Bhuvaneshwari	26
6	Sumathi	21	16	Shruthi	27
7	Monisha	24	17	Yasar Arafath	29
8	Jeevan	28	18	Naveen	28
9	Janeshni	29	19	Kanmani	28
10	Reshmi	25	20	Bathma Sree	26



4. Discussion

The first five items in RSES represents the Self-competence evaluation while the last five items the Self-liking. It can be seen that Self-liking is more linked to Self-esteem than Self-competence through the RSES scores.

5. Conclusion

There is a positive linear relationship between Mirror talk and Self-esteem. Students' self-perception, their body language and their attitude towards life has greatly improved through mirror talk.

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