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A study examining the "I Like Me" Program and its effects on self esteem

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A STUDY EXAMINING THE "I LIKE ME" PROGRAM

AND ITS EFFECTS ON SELF ESTEEM

by
Julie Ridgway

A THESIS

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1998

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ABSTRACT

Julie V. Ridgway
A Study Examining the "I Like Me" Program and Its Effects on Self Esteem
1998
Dr. John Klanderman, Advisor
Master of Arts in School Psychology

The purpose of this study was to examine the "I Like Me" Program and determine if the implementation and use of the "I Like Me" Program, in addition to the standard curriculum, in a second grade classroom will significantly increase the students' levels of self esteem as compared to students who are only exposed to the standard health and social studies curricula.

Two samples of students were pretested using the Piers-Harris Children's Self-Concept Scale. The "I Like Me" Program was implemented into one of the two classrooms (Sample B) over a 20 week period of time. The program consisted of problem solving activities, literature, writing activities, disciplinary techniques, communication styles, special visitors, and recognition awards. At the end of the 20 week period of time, the students were post tested using the same Piers Harris Children's Self Concept Scale.

Using t-tests for independent, between groups samples, it was found that the students in sample B achieved significantly higher scores on the post test as compared to Sample A $(t(50)=3.863, p<.01)$. It was concluded that the self esteems of second grade students can be significantly increased using the "I Like Me" Program.

MINI-ABSTRACT

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CHAPTER I: INTRODUCTION

How children feel about themselves represents a crucial component in child growth and development. Since children spend most of their growing years in classrooms, research pertaining to children's self-concept and self-esteem often has been conducted in these settings. Several studies found children's self-concept and self-esteem to be associated with their academic achievement, performance in sports, later involvement in substance use, teen-age pregnancy, quality of peer interactions, and adoption of specific coping skills (Torres, Fernandez, & Maceira, 1995).

Self esteem training should be an essential component in any curriculum for students at every grade level. With the physical and intellectual growth of youth, personal and social growth must be nurtured as well (Beane & Lipka, 1984). Self-esteem is learned and relatively unstable in young children, therefore it may be enhanced through positive educational experiences. Gurney (1987) feels that children's self-esteem can be enhanced by teachers' encouragement of self-rewarding behavior by their students. With increasing self-esteem comes improvement in academic performances which, in turn, enhances self-esteem. Above-average levels of self-esteem are associated positively with better adjustment, more independence, less defensive and deviant behavior, and greater social effectiveness and acceptance of others. In addition, individuals with high self-esteem (HSE) are thought to be more self-accepting, self-liking (Brown & Dutton, 1995), and to emphasize personal strengths and good qualities in their self-evaluations than persons with low self-esteem (LSE). Although both LSE and HSE

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persons prefer to succeed, it has been shown that HSE individuals expect to succeed more that those with LSE (McFarlin & Blascovitch, 1981). After an individual with LSE fails, he/she typically will develop lower expectations of being successful, lose motivation, and perform poorly, whereas after an individual with HSE fails, he/she is often unaffected or may display a slight improvement in motivation and performance (Brockner, Derr, & Laing, 1987).

Borba and Borba (1978) support incorporating and facilitating self-esteem building in the classroom. They contend self-esteem influences cognitive growth. In an environment structured by controlled limits children tend to develop more self-esteem than those set in a permissive situation. Samuels (1996) suggested positive teachers' attitudes transcend skills, and techniques in developing self-esteem in children. Classrooms that are calm, supportive, facilitative, and consistent provide the best environment for enhancing self-esteem. How teachers act, react, and interact with the students can affect their views of themselves.

Neal, among others, (Hayes & Fors, 1990) felt that since self-esteem is a learned concept, it can be changed. However, Guglielmo et al (1985) felt that despite the relationship between low self-esteem and problem behavior, it would be difficult to improve self-esteem because "the self-esteem, or evaluation of self, once learned, is very resistant to change". Time, then, becomes a factor when assessing the effects of self-esteem and the amount of time it is implemented within the classroom. Gurney (1987) cited studies in which self-esteem was enhanced coincidentally with specific classroom achievement. All programs lasted at least 10 weeks with 50 hours appearing to be the minimum time necessary for positive results in the affective domain.

Self-esteem results from a life-long process and accumulation of events, and therefore teachers cannot assume responsibility for the level of the students' self-esteem. Educators need to maintain a realistic perspective on their capabilities to "teach" self-esteem versus "enhance" self-esteem (Hayes & Fors, 1990).

Teachers need to provide opportunities for students to increase knowledge, improve attitudes, set and achieve goals, recognize personal strengths, improve communication skills and decision-making skills, understand influences on self-esteem and enhance their self-esteem.

NEED

The need for this study is crucial for demonstrating the following educationally important principles for servicing students in the classroom: (a) the value of increased self esteem in the classroom;   (b) a program for teachers to use in supplementing their existing curriculum to increase self esteem, and;   (c) the necessity for incorporating self esteem training into the curriculum in order to benefit the students.

PURPOSE

The purpose of this study is to examine the "I Like Me" Program and its effects on self esteem in a sample of second grade students. Levels of self esteem will be measured by use of the Piers-Harris Children's Self-Concept Scale. A pre- and post- test will be administered to the students in order to measure their growth over a period of twenty weeks.

These findings will be compared to another classroom, in which only the standard curriculum inclusion of self esteem will be used, for self esteem comparison purposes.

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HYPOTHESIS

In this study the following hypothesis will be examined:

> Implementation and use of the "I Like Me" Program, in addition to the standard curriculum, in a second grade classroom will significantly increase the students' levels of self esteem as compared to students who are only exposed to the standard health and social studies curriculum.

THEORY

In this section, the formulated model and the assessment approach for use in this study will be discussed, along with the types of students who can and will benefit from this approach, and the trainer attitudes needed for implementation.

The Self-Esteem Rating Scale used in this study is the Piers-Harris Children's Self Concept Scale (The Way I Feel About Myself). This scale was published by Western Psychological Services in 1983. The Piers-Harris is broken down into six subscales to assess how the test-taker feels about themselves. These include: Behavior, Intellectual and School status, Physical Appearance and Attributes, Anxiety, Popularity, and Happiness and Satisfaction.

The approach used to enhance self-esteem will be a self-formulated approach called the "I Like Me" Program, in which I will take advantage of a compilation of strategies suggested in various programs. Through implementation of teacher support and specific lessons, including: self-reflection through writing, discussion, hands-on group activities, videos and an adapted version of the Nationally recognized program

Circle Time, the students will have an increased self-concept and self-esteem at the close of the twenty week study.

The importance of educators to influence student self-esteem lies in two major categories: the relationship between teacher and student, and direct instruction related to self-esteem. Literature on self-esteem indicates the importance of significant others on developing self-esteem in children. In many studies, it has been found that self-esteem has positive benefits on our social and academic performance. Educators should be held accountable for providing opportunities for students to build their self-esteem (Hayes & Fors, 1990).

Goldener (1997) postulates how to help children learn to like themselves and as a result, build self-esteem at school. His research shows that children with high self esteem are often the leaders and achievers. They feel they have a place and purpose in the world, which helps them accept responsibility. He maintains that the family and school must work as partners to help the child form a healthy self image and obtain the confidence to be successful. His list of helpful steps give instructions as to which words an educator can use that will encourage, and support, as well as ideas for supplemental lessons to implement in the classroom.

The National Council for Self-Esteem advocates including self-esteem content in the educational curricula. A self-esteem curriculum developed by Zevin (1989) includes components specifically designed to support self-esteem development such as understanding the concept of self-esteem, identifying influences and environments that foster high self esteem, setting and achieving goals, practicing communication and problem-solving skills, and practicing positive thinking.

The characteristics that are associated with LSE are very detrimental to a person's growth mentally, intellectually, personally and socially. Some include anger, impatience, sarcasm, dishonesty, shame, selfishness, immorality, sadness, fear of failure, and poor listening skills. Using the Quest for Self Esteem Program (1995), researchers found that we need to nourish the ego with care and self-rewards. Only when we take care of our own ego will we be able to deal positively with others and be able to experience happiness, success and high self-esteem.

In a heterogeneously grouped classroom, the teacher will be working with children of varying situations including a "normal" background, classification, 504 plans, language barriers, speech deficits, economically disadvantaged homes, single parent and foster family homes, etc. Each child brings, to the classroom setting, different background experiences that have affected their feelings about themselves.

DEFINITIONS

Classification refers to the label attached to those students who are evaluated by the child study team and found to have a learning disability based on perceptual, emotional or intellectual impairments. This program is funded by the state. These children are removed from the classroom for special education in a small group setting throughout the day.

The 504 Plan refers to a modification program that is individually based for certain students. These children are in a situation that is not debilitating enough for them to need special education. However, they need adjustments made for them in order for them to find success in their daily lessons. Attention Deficit Hyperactivity Disorder, physical disabilities and Perceptual impairment are examples of disorders that may cause

a child to need a 504 Plan. The plan is made by the school district specifically for them and includes modification strategies to help that child succeed.

Heterogeneous Grouping refers to a type of classroom placement. Some schools group the children entering a new grade level heterogeneously, where students performing at all levels are placed in one classroom. Each classroom in that grade level would have a certain number of high achieving students, a certain number of average functioning students and a certain number of low functioning students. In these schools, all classrooms are considered equal.

HSE is an acronym for High Self Esteem and refers to the concept and judgment some people feel about themselves. These individuals have taken care of their ego and are happy and well adjusted.

LSE is an anacronym for Low Self Esteem and refers to the concept and judgment some people feel about themselves. These individuals not comfortable with themselves and do not feel good about themselves.

Maintenance is a term used in self esteem building programs that refers to any effects of the self-esteem program that continue after that lesson has been completed.

Self-Concept refers to the description an individual attaches to himself or herself in terms of roles and attributes. It is only a description. It does not involve a value judgment. It should not be depicted as positive or negative.

Self Esteem refers to the evaluation one makes of the self concept description and to the degree to which one is satisfied or dissatisfied with it, in whole or in part (King, 1996).

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ASSUMPTIONS

The researcher recognizes the following factors as possible sources of confounding variables: the educator's classroom manner, the sample selection, and the rating scale. As a result, these factors are discussed here to alleviate any cause for concern that they will impact the results of this study.

The instructors in this study have had no formal training in the teaching or enhancing of self esteem. However, each instructor seems to implement the same teaching manner and attitude in the classroom. Both teachers have been teaching approximately the same period of time and work closely in preparing their lessons.

The second source of concern is the sample selection. This researcher chose two classrooms to take the Pre-test and Post-test. All of the classrooms in the chosen setting are heterogeneously grouped, therefore, the two samples of students should match according to ability level.

Lastly, the rating scale may present a source for confounding variables in regard to the honesty of the students' self-ratings, and the manner in which it was administered in the two settings. Since, the tests will be administered in both classrooms in a manner so that each child has privacy at his/her desk, the children should feel little pressure to rate themselves dishonestly, unless the pressure comes from within. Also, the two teachers made efforts to explain fully and uniformly the directions for completing the self-esteem scale to their students.

LIMITATIONS

There are couple limitations in this study that impact on the generalizability of the results. First, research suggests that a certain amount of time is necessary in order to

positively change self esteem. 10 weeks or 50 hours of time is a minimal amount of time
necessary to effectively make use of a self-esteem program and be able to expect results.
As a result of the increasing demands in the elementary school curriculum, it is difficult
to consistently implement the program as planned. In order for these results to be
generalized, educators would have to coordinate the program and the curriculum very
consistently with the way it will be done in this study. This is to ensure the maximum
amount of time is used to enhance self-esteem. Different faculty members, that the
children come in contact with, also impact on the generalizability of the results in this
study. The students travel to special classes, such as; gym, art, music, computers and
library. This is the time in their schedule where their behaviors will not be reinforced in
the same manner as the primary educator reinforces through use of the "I Like Me"
Program. However, this researcher will argue that variation can be found to be healthy in
teaching styles. The students must learn to adapt to different situations and feel secure.
Also, the differences are minimal since federal, state and community standards and
norms ultimately control how our educators interact with students.

OVERVIEW

In this section, an overview of what will occur in the ensuing chapters is
presented. In chapter 2, a detailed review of the literature is provided. Research studies
outlining and explaining the importance of: (a) building self-esteem in the classroom
and (b) achieving high self-esteem will be reviewed. In addition, the results of the
literature will show the effects of various self-esteem building techniques on student
populations. In Chapter 3, the research design chosen for this study will be outlined in
detail. Finally, in Chapter 4, an analysis of the results will be presented.

CHAPTER II: REVIEW OF LITERATURE

INTRODUCTION

The importance of including self esteem programs in classrooms is being emphasized more in both educational settings and the research literature. Findings from numerous research studies are similar; self esteem is directly correlated to many healthy lifestyle characteristics (Wiggins et al, 1994). Children with high self esteem act positively, assume responsibility, tolerate frustration, feel able to influence their environments, and are proud of their deeds. Conversely, children with low self esteem are easily led by others, become frustrated quickly and easily, often blame others for their shortcomings, and tend to avoid difficult situations.

Research indicates that self esteem can affect the grades a child earns in school, his health, and his behavior. Children with high self esteem seem to be better students, more persistent in academic tasks, more active in participation, and uninhibited in expressing their creativity. Their is a positive relationship between how a student feels about himself and his academic achievement (Wiggins et al, 1994). Therefore, for a student who is successful and achieves his goals in school, success encourages him to strive for more achievement and more success. However, for the student who does not succeed in school, he feels defeated and low self esteem tends to got lower. Poor self esteem causes poor mental health, physical health, and often increases the tendency for behavior problems. Programs have been developed and implemented in the school

setting in order to promote enhanced self esteem so that children can live healthier and happier lives.

RESEARCH ON SELF ESTEEM

The importance of self esteem programs in the school settings is being reviewed more and more in the research literature. Research indicates that self esteem can be modified. In a study conducted by Necessary and Parish (1993), it was documented that the self esteem of children could be increased following treatment, and that it remained increased when retested at a later time. Coopersmith (1967) presented similar results, however, her found that it was a difficult and time intensive process to change the self esteem of a child. Piers (1975) studied the changes that take place in the self esteem of children and found the changes to be unstable. When tested again, the original changes were not significant. McCarty (1991) found that although nurturing individuality, trust, and competence in a child is important, self esteem is conditional and affected by life's later failures and successful experiences. He found that it takes three to five years for self esteem to change.

Self esteem programs have been conducted in the classrooms, such as Ammerman's (1975) self-portrait photography project. This experiment was implemented in fourth grade classroom over a five week period of time. Ammerman found the experimental group to have significantly increased self esteem ratings as compared to the control group. Role play techniques and bibliotherapy have been found to be effective in adolescents (Nicoll, 1994). Altmann and Firnesz (1973) attempted to enhance the self esteem of fourth grade students using role play exercises. They found self esteem ratings increased as well. Many other classroom procedures have been

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conducted in support of increased self esteem (Mendler, 1993; Carlsson-Paige & Levin, 1993; Hazler et al, 1993; Oakden, 1997).

OPPONENTS OF SELF ESTEEM PROGRAMS

Through research, many strategies and techniques have been developed to improve self esteem in children.   As with any topic of research, there are theorists in opposition to many of the strategies for several different reasons:

Narcissism

Opponents of the self esteem strategies, which encourage activities that focus on the student (e.g. "I love....", "Me and My....", "All About Me"), contend that as important as it is for children to have high self esteem, many strategies unintentionally cause narcissism. The children become preoccupied with themselves. They are so caught up in themselves that they show virtually no interest toward others (Katz, 1993). Their attention is directed inward and therefore, they miss out on many of life's challenges and curiosities.

It's No Wonder Drug

Kaplan (1995) challenges self esteem programs and finds them suspect. Counselors, educators, and media have been promoting self esteem as the newest psychological wonder drug. Kaplan agrees with Sarler (1992) who wrote that the United States has received international criticism for our preoccupation with self esteem as a national reluctance to grow up and take responsibility. Individual and group counseling can help students learn now to ask teachers for help, properly express anger, and how to feel sad without feeling guilt. However, self esteem cannot be given to a person, no matter now much positive attention is received from the parents and teachers. It must be

earned by individual effort, persistence, mastery and meaningful achievement.

<u>Dependency</u>

Some theorists oppose the use of praise in self esteem programs. They feel that students should be "encouraged" (Johnson, 1993, Katz, 1993). They argued that praise does not allow children to see any growth on their own. Instead, praise provides an extrinsic reward upon which they become dependent. However, encouragement becomes an intrinsic reward by pointing out the positive aspects of what the child did, the child is able to internalize the feelings of self worth. With encouragement, the child is not dependent upon the teacher in order to feel valuable. Praise tells students how great they are, without telling them why. Encouragement gives them not only the reason but also the chance to determine those reasons themselves.

ADVOCATES OF SELF ESTEEM PROGRAMS

There are a substantial amount of strong arguments against self esteem programs, but strong positions are held in support of self esteem programs as well:

<u>Self Worth</u>

Theorist in support of these programs feel that a child must learn to love himself before he can love others. Until a child has established a sense of self worth and an acceptance of his own individuality, he will not be able to value others (Braden, 1987). Self worth and internalized praise must be modeled for the child before he is expected to feel them on his own. Once a child is taught to love and respect himself, encourage and reward himself, he can be expected to do the same for other people (Parish & Necessary, 1993). Most programs balance these two components, wherein they teach the child to both love and respect himself, as well as, love and respect others.

Effects on Academics

Wigging, Scats, & West (1994) suggest that the cognitive and affective domains cannot be separated. They administered the School Form of the Self Esteem Inventory (SEI; Coppersmith, 1981) and presented high SEI scores that were directly and significantly correlated with high grade point averages. Conversely, low SEI scores positively correlated with low GPA. They recommend that continued efforts be made to involve all teachers in the importance of self esteem to academic growth.

Open Communication

Blake & Slate (1993) studied the effects of parental verbal interaction and its relationship to self esteem in adolescents. They found verbal abuse to adversely affect self esteem and self concept, leaving emotional scars just as devastating as physical abuse. The unseen damage often results in a victim's self-degradation and blaming for his or her failure to thrive. This issue is important for both counselors and teachers who work with adolescents. With the use of encouraging language and positive communication skills, it may be possible to enhance the self esteem of children.

SELF ESTEEM PROGRAMS

Circle Time

Circle Time is a nationally recognized program that focuses on cooperation and problem solving. Children sit together in a circle for a period of time at a consistent time each day to discuss the activities that occurred during their time together. The children are encouraged to listen to each other and respond positively to their classmates. No child is disciplined in the circle. It is to be a place of safety. This is to ensure honesty when children are discussing a possible problem that occurred during the day. Studies

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have shown that this time together helps each child to feel like an important member of their group and encourages cooperative problem solving.

Forest Friends

Forest Friends was developed by the Atlantic County Council on Alcoholism and Substance Abuse. The program focuses on helping children to grow emotionally. The program uses puppets to teach valuable lessons. Children can learn to feel important and strong by learning and dealing with feelings, and developing honesty with others while showing respect. Studies done by the Council found that once children feel this inner strength, they can make good choices and utilize their individual talents to the fullest.

Comer's School Improvement Program

Comer's (1980) School Improvement Program was developed to help the schools meet the individual needs of their student bodies. One characteristic of the program is to increase parental involvement. Parental involvement has shown to be a benefit to the students. A survey of parents and school personnel in the Comer program generated a list of 11 categories of parent-school activities. The activities rating highest, in their effectiveness and importance to the children, were assisting in the classroom. The program found that the parent volunteers infused mundane and unpleasant tasks with vitality. This resulted in typically listless students becoming attentive and more involved with a seemingly, higher sense of self worth.

Adlerian Guidance Programs

William G. Nicol (1994) researched the increased call for the implementation of classroom-based guidance programs to facilitate students' social-emotional development. The goal of these programs is to strive to develop behavioral skills that are based on a specific, recognized content of personal characteristics, values and attitudes deemed

important for healthy, productive, social living. Nicol suggests that Adlerian psychology is the only personality and counseling theory that provides a useful theoretical framework from which to develop classroom guidance programs. A clearly delineated theoretical framework enables the integration of many activities and programs currently in use into a single comprehensive classroom guidance program (Adler, 1979). In these programs, the individuals are taught the social skills implied by these objectives: understanding self and others, empathy skills, communication skills, cooperation skills, and the skills of responsibility. Nicol researched eight affective Education Programs including: Developing Understanding of Self and Others (DMSO-R. &R.), Human Development Program (HAP), Project AWARE, Developing Effective Classroom Groups, Refusal Skills Training, Grow With Guidance, Character Education Curriculum, and Skill streaming. He found that these popular and highly effective programs to include the specific objectives previously researched to be the framework for successful classroom-based guidance programs.

Let's Get Excited About Life

The "Let's Get Excited About Life" Program was developed by Parish and Necessary. They used two second grade classes to study the effects of this program on the self esteem of the participating students. The program consists of five thirty- minute audio-visual films. The topics include self-image, goal setting, stress management, positive attitudes, and successful experiences (Parish & Necessary, 1993). In agreement with the other programs, an improvement in the self esteem of the second graders, who were pre-and post-tested, was significant. The teacher does not have a dominant role. Instead, it is up to the student to internalize the knowledge that the video presentations provide without additional activities.

Project Self Esteem

Project Self Esteem is a national program originated in California in 1978. It is an eight to twelve week curriculum which involves a series of lessons. It is intended for children from kindergarten through eighth grade. Each lesson focuses on a different issue such as, friendship, peer interaction and conformity, and goal setting (Garrett, 1990). The lessons involve a stress reduction exercise, a demonstration, and a class discussion. This program is intended to be taught by parent volunteers in the classroom. The volunteers receive training and a self esteem manual as well as the demonstration materials necessary for their lessons. Communication is a strength in Project Self Esteem. The children learn to communicate with both adults and their classmates. During the class discussion portion of the lessons, the students found that they shared common interests and ideas with students with whom they would not ordinarily interact. With the realization that every person has something worthwhile to offer, they may internalize this feeling and see that they have many things to offer. Student relations improved, student problem-solving skills improved, and student self esteem improved as well. Project Self Esteem encouraged the students to recognize their strengths, acknowledge and accept their weaknesses, and work with others. The rewards in the program are intrinsic which allows the students to discover their values and subsequently, the values of other people.

Green Circle

Green Circle is a Nationally recognized program that focuses on the sense of belonging. Students at the high school level are taught by National representatives how to implement lesson plans to elementary school children. The lessons help the children recognize the feeling of safety within the different systems of their lives. The effects of a

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strong sense of belonging and safety have been found to positive on the level of self esteem in children.

Bibliotherapy

Bibliotherapy has been proven as an effective strategy for increasing self esteem. Bibliotherapy allows the reader to learn problem-solving strategies as characters in the literature seek solutions to their problems (Oliver et al, 1994). The reader may attempt to solve a real problem by reading literature that portrays characters in similar situations. Many studies have found bibliotherapy to be an effective way to change negative attitudes and increase self esteem (Jamon, 1972, Oliver, 1994). However, the effects of bibliotherapy are seldom maintained. Also, cautions are noted concerning potential hindrances and pitfalls during the process. Literature needs to be carefully chosen as the reader may re-enact a heroic solution suggested in a book. These characters sometimes, resort to painful and violent acts. A counselor or teacher must be careful in choosing literature for bibliotherapy (Oliver, 1994).

SUMMARY

In reviewing the previously examined research studies, one can see that self esteem programs can be successfully implemented in a variety of ways. Individuals who demonstrated significant self esteem deficits in have been taught to respect themselves and others increasing their self esteem. Individuals who demonstrated average or high self esteem, further increased their feelings of self worth. The most effective approaches to increasing self esteem, as indicated by research findings, seem to be those that incorporate one or more of the following components: (a) bibliotherapy; (b) role playing; (c) parent-volunteers; (d) audio-visual films; (e) journal exercises; (f) classroom

discussions; (g) modeling; (h) cooperation and; (I) direct instruction. Strategies that research has shown to be most effective in enhancing self esteem are those that use encouragement to help teach the children how to intrinsically reward themselves and increase their self worth.

This present study adds to the current knowledge base of self esteem improvement research by: (a) using all of the above mentioned techniques in a original self esteem program; (b) measuring the student levels of self esteem based on Piers-Harris rating scales; (c) comparing the self-rating scores of students in the "I Like Me" program to those of the "regular curriculum" without supplementation; (d) measuring and comparing any significant difference in the pre- and post-tests administered to the students in both classes and; (e) using an applied setting in a public school.

CHAPTER III: DESIGN OF STUDY

INTRODUCTION

The "I Like Me" program will be implemented in a second grade classroom. This program will be used in conjunction with the standard second grade curriculum. The use of this program will significantly increase the students' levels of self esteem as compared to the students who are only exposed to the standard health and social studies curricula.

SAMPLE

Fifty two second grade students, between the ages of seven and eight were selected for this study. The students attended a public elementary school which houses only first and second grade students. The school is located in a middle-class suburban area in southern New Jersey.

A general description of the characteristics of the subjects participating in this study are as follows: The sample group consisted of 52 students from two second grade classes. The subjects were seven and eight years of age. The sample was divided into two groups. One group (sample A) only received the standard health and social studies curricula. The second group (sample B) participated in the "I Like Me" Program, which consisted of daily activities designed to increase self esteem, in addition to the standard health and social studies curricula.

All of the classrooms in the chosen setting were heterogeneously grouped, therefore, the two samples of students were assumed to match according to ability level.

The two classes chosen by this researcher for this study were similarly matched in background as well. The control classroom (sample A) contained 26 students. Fourteen students were female and twelve were male. Of the fourteen female students, all were white. Of the twelve males, two were African American, one was Asian, and nine were white. The socioeconomic make up of the class ranged from low to middle income families. There was one speech student, five students receiving supplemental basic skills instruction, five free lunch recipients due to the low income of their household, two students receiving medication for behavioral diagnosis, one student referred for special services, who still remained on the waiting list and two English as a Second Language (ESL) students.

The sample B classroom also contained 26 students of which eleven were female and fifteen were male. Of the class population of 26 students, all were white. The socioeconomic make up of the class ranged from low to middle income families. There were two speech students, nine children receiving supplemental basic skills instruction, three free lunch recipients, zero students receiving medication for behavioral diagnosis, one student referred for special services who still remains on the waiting list and no English as a Second Language students. This study was based on the assumption that the classrooms are collectively equal.

MEASURES

Self esteem was measured using the Piers-Harris Children's Self-Concept Scale, entitled "The Way I Feel About Myself". This test focuses on children's conscious self-perceptions, rather than attempting to infer how they feel about themselves from their

behaviors or the attributions of others. Therefore, it does not include observations made by parents and teachers.

The Piers-Harris is an eighty item, self-report questionnaire designed to assess how children and adolescents feel about themselves. As an aid to more detailed clinical interpretation, the Piers-Harris also provides six "cluster scales". Those sub-scales include: Behavior, Intellectual and School Status, Physical Appearance and Attributes, Anxiety, Popularity, and Happiness and Satisfaction. Each subject is given a score for the six sub-scales. A total score can then be derived which indicates the overall self-esteem for that subject. The six cluster scales can be similarly used to determine the self esteem of a subject in relation to a particular sub-scale. That is, the overall self esteem of a subject may be evaluated as positive, but his self esteem in the area of behavior may be low. This researcher was interested in the overall scores of the subjects tested. However, the cluster scales are useful when intervention in a specific area of self esteem is to be explored.

The Piers-Harris is intended for use with children who are between the ages of eight and eighteen. The scale may be administered either individually or in groups. Children are shown a number of statements and are asked to indicate whether each statement applies to them using "yes" or "no" responses. The subjects circle the response that most clearly represents how they feel. Items include "My classmates make fun of me", "I am an important person", "I am obedient at home", "I have a good figure", and "I cry easily" and other similar questions which determine how the subject feels about himself in the six cluster scale areas. The items are not divided into sub-scales on the test. There is not a specific section on the test which only asks questions about anxiety or behavior. Instead the items are randomly numbered and combined. Each item is

given a ranking in its score for each of the sub-scales. For instance, "My classmates make fun of me" is the highest ranked item in the Popularity sub-scale, but it also indicates self esteem in the other five cluster scales.

The Piers-Harris has divided the T-Scores into nine ranges and descriptors. A score is described as very much above average if it is greater than 70. It is considered very much below average is it falls below 30. Ranges in between include much above average (66-70), above average (61-65), slightly above average (56-60), average (45-55), slightly below average (40-44), below average (35-39), and much below average (30-34). Once the researcher had determined the pre-test and post-test raw scores of each subject, a t-test was completed to determine if the difference in scores was significant.

Reliability

Test-retest reliability coefficients of the Piers-Harris ranged from .42 (with an interval of 8 months) to .96 (with an interval of three to four weeks). The median test-retest reliability was .73. Shorter test intervals are associated with higher reliability estimates since there is less of a chance that environmental or developmental changes will have affected children's self esteem. Also, self esteem may be less stable among younger children whose sense of self worth is still under development. Therefore, low test-retest reliability in the lower age ranges may be partially due to the instability of the underlying construct rather than measurement error.

Test-retest reliability of the Piers-Harris using the revised 80-item scale, was found to have better stability than the previously used 95-item (1964) test, using both a two month interval (r =.77) and a four month interval (r = .77).

<u>Validity</u>

Four major types of validity considerations need to be noted: (a) "faking", (b) acquiescence and negative response set, (c) random responding, and (d) special populations and moderator variables. Each of these issues poses a real threat to the validity of the scale results. "Faking" refers to a more or less deliberate attempt by a child to distort his answers in order to present himself in a positive or negative light. The unusually high self concept score suggests the possibility of either conscious or unconscious distortion. However, low scores on the Piers-Harris generally reflect truly low self-esteem. This does not mean that negative distortions do not occur, only that they are rare. Acquiescence and Negative Response Bias refers to the tendency to circle "yes" or "no" to all or almost all of the items regardless of their content. The Piers-Harris was constructed with approximately half the items phrased in the directions of higher self concept and half phrased in a lower self concept direction. Therefore that validity concern should be controlled. Random Responses refers to logically inconsistent responses to items that go together. This suggests that the child may have responded randomly to some of the items. Whatever the reason for responding randomly, this type of response pattern has a serious effect on the validity of the scale for a particular child. The Inconsistency Index was developed as an aid to detecting random response patterns. Special Populations and Moderator Variables refer to children that differ in ethnicity , socioeconomic level, or institutionalized living and may respond differently to the Piers-Harris. In this situation, there should not be a significant difference to threaten the validity of the tests.

DESIGN

This study had a repeated measures design with a pretest administered, the "I Like Me" Program implemented and a post test administered on the same samples twenty weeks later. The Piers-Harris Self-Concept Scale (see appendix A) was administered to the subjects in both sample A and B. The students were assured that this was not a test and that their results would be secret. Each student was assigned a number in place of his name. Students were then asked to complete the information on the front of the test booklet which included the age and sex of the student.

After directions were provided and questions from the students were answered , the researcher read each question to the students. They chose the answer which most closely resembled how they felt. Students were asked to circle either yes or no for each question. The researcher continually checked the scale of each student to be certain that no student was circling both or working on the wrong item during administration. If the students appeared to be confused over the language used on a specific item, the researcher stopped and explained the question briefly. Once every student understood, the researcher moved on to the next item.

Over the next 20 weeks this researcher completed a series of self esteem activities compiled into a self developed program called "I Like Me". This included many problem solving activities, literature, writing activities, disciplinary techniques, communication styles, special visitors and recognition awards. Most of the activities were completed at the same time each day but some techniques were implemented throughout the daily curricula.

"I Like Me" journals

Each day the students wrote in their journals about themselves. Writing activities focused on each child's positive attributes. Topics encouraged the children to think about times when they have felt popular, responsible, proud, happy, attractive and intelligent. The purpose was to make the children aware of their abilities and positive characteristics.

Sharing Time

Each Friday the children were provided with an opportunity to share with their classmates a special talent or ability or even a special experience they have had. Stories consisted of times spent with their family, friends, teachers, or pets. The children shared a wide variety of talents, such as karate, baton twirling, and musical presentations. They were permitted to bring in their pets to share as well.

Parent volunteers

Many parents volunteered to come in to the classroom each day to help out with various activities. Each week, at least two different volunteers would come in to the classroom each day. They would sit with a small group and work on a particular activity, academic or enrichment related. This provided a new vitality to the mundane classroom activities, as well as a new voice praising them for their efforts and accomplishments.

Forest Friends

A representative from Forest Friends visited the classroom twice to present a puppet program. The lessons taught in each puppet show focused on self esteem and feelings. Through the use of puppets, the puppeteer presented an interactive lesson for the children followed by a group discussion and a reinforcing activity. The children were

able to identify with the lovable puppets' life-like situations and in turn learn how to emotionally and psychologically deal with situations in their own lives.

Discipline

A firm yet positive approach to discipline was implemented in the classroom where the children learned to manage their activities within a controlled set of limitations that remained consistent. Understanding the rules and the limits encouraged the children to follow the rules and otherwise deal with the consequences. The children played an active part in setting the rules in the beginning of the study and therefore took a higher level of responsibility for their actions. When the children broke a rule, they were privately spoken to by the teacher and the consequences were set. Encouragement and positive reinforcement was used a great deal in order to prevent inappropriate behaviors. This stimulated the students to act in positive ways and be proud of their actions. They also encouraged each other to act constructively.

Good Citizen Bulletin Board

Each week, two children were chosen to be recognized on the good Citizen Bulletin Board. Underneath their picture was a brief summary of why they were recognized and the child was presented with a certificate. The children wanted to be recognized, conversed positively about the people chosen and were proud of themselves when they were acknowledged.

Circle Time

This activity consisted of the children sitting in a circle and saying positive things about each other, or their day. During circle time any problems that occurred during the day were discussed and solved. Lessons taught during the day were highlighted in order to reinforce skills learned. Within the circle, children seemed to feel comfortable and

part of a group. They freely talked out their problems. It was structured by a stuffed Berenstein Bear. Students would pass the bear to another student to talk about different things. This encouraged the students to listen to each other and feel more comfortable with something to hold while talking to the group.

<u>Accomplishment Folders</u>

On the cover of the folder that the teacher had given to each class member for the transport of their homework, was a laminated sheet of paper that could be written on and wiped off to facilitate daily use. Two sentences were on the front that were to be completed daily: "Today, I felt good when....." and "Today, I learned....". The children wrote on the folders each day before dismissal. It allowed them to think about pleasant experiences during the day and think about it and also, to reinforce something they learned in their minds. In addition to this activity being beneficial to the students in school, it also became beneficial to them at home. When many children go home, their parents ask them what they did during the day and they respond, "nothing". The intention with the folders was to give the parents a hint of what was enjoyable or interesting to them during the day and talk about it. This would give the child the opportunity to once again think about it and feel proud of themselves.

<u>Bibliotherapy</u>

Through the use of books, children were able to identify with the characters and learn problem solving strategies. They would read or listen to a story read by either a parent volunteer, the teacher or another student and then talk about the lesson the main character learned. They would sometimes role play where they acted out a particular scene in the story and then replay it using their own words to solve the problem.

<u>Video Instruction</u>

The teacher also implemented instructional videos that dealt with goals, healthy living, responsibility, problem solving, and coping strategies. These were used in the same manner as bibliotherapy.

<u>Teacher-Student Relations</u>

The teacher used a great deal of encouraging language and modeled positive communication skills. If positive things occurred in the room, the teacher would address it in front of the students and give them the chance to feel good about it or congratulate the students involved. The teacher encouraged positive speech amongst the students and discouraged competitive, nasty, or derogatory comments made by students in any manner. The teacher remained consistent in her manner so that the students felt comfortable in her actions and reactions to classroom situations. The students were given many opportunities to give praise to each other. Both oral and written compliments were given to the students by one another as well as by the teacher. They compiled all of their compliments and made a classroom book. The compliments were intended to be added to their yearbook in June.

At the end of the 20 week period of time, this researcher again administered the Piers-Harris scale to the students exactly as it had been administered in the pretest phase.

TESTABLE HYPOTHESIS AND ANALYSIS

The null hypothesis states that there will be no significant difference between the test scores obtained from students before and after experiencing the "I Like Me" Program. The alternate hypothesis states that the self esteem of second graders will significantly increase after experiencing the "I Like Me" Program. This researcher set

out to find enough support for this hypothesis to reject the null hypothesis with 99

percent confidence. The activities implemented in the"I Like Me" Program will increase

the self esteem of second grade students. The Piers-Harris pretest and post-test will

provide an accurate measure of increased self-esteem. The difference between their

pretest and post-test scores will significantly increase. The t-test for independent

samples will determine the difference to be significant where $p<.01$. The independent

variable in this study is the compilation of activities implemented in the "I Like Me"

Program and their presentation by the teacher. The dependent variable is the difference

in the scores of the pre-test and post-test of the Piers-Harris Children's Self-Concept

Scale. Assuming that the students will benefit from the activities provided for them and

that their responses are true and accurate, their self-esteem will increase during the

course of the 20 week period of time.

SUMMARY

Children spend most of their growing years in classrooms and research has found

children's self esteem to be associated with their academic achievement, performance in

sports, and later involvement in healthy lifestyles and coping skills. Self esteem is

learned and therefore it may be enhanced through positive educational experiences. The

"I Like Me" Program was developed in order to allow children the opportunities to build

their self esteem and realize their own personal worth. This study will support findings

that an increase in self esteem is attainable in the proper environment with positive

experiences and growth techniques. The "I Like Me" Program will significantly increase

self esteem in second graders.

CHAPTER IV: ANALYSIS OF FINDINGS

INTRODUCTION

The purpose of this study was to determine if the self-esteem levels of second grade students could be significantly increased, over a period of 20 weeks, using the "I Like Me" Program. The study was conducted in a suburban school district in southern New Jersey. The population tested consisted of 52 second grade students (n=52).

The hypothesis stated: Implementation and use of the "I Like Me" Program, in addition to the standard curriculum, in a second grade classroom will significantly increase the students' levels of self esteem as compared to students who are only exposed to the standard health and social studies curricula. The difference between their pretest and post test scores will significantly increase. The t-test will determine the difference to be significant where p<.01.

The Piers-Harris Children's Self-Concept Scale was used as the measuring instrument to score the self esteem of each student. A pretest using this instrument was administered in October. Over the next 20 weeks, the subjects were exposed to the "I Like Me" Program, in addition to the standard health and social studies curricula. The activities and techniques implemented in the program were developed to enhance self esteem. At the end of a 20 week period of time (March), the students were post-tested using the same instrument. A score was calculated for each subject.

INTERPRETATION OF RESULTS

The Piers-Harris children's Self-Concept Scale has a total of eighty items. Using a scoring key provided by Western Psychological Services, the researcher determined a score for each subject, between 0 and 80. The raw scores from the pretests and post tests were compared and used for calculations. These scores were then organized into a table in order to examine the results (appendix B). In the group using the "I Like Me" Program (sample B), all but one subject's score increased after participating in the program for 20 weeks. In the group of subjects exposed to the standard curriculum (sample A), only 10 scores increased after the same period of time.

T-TEST

The hypothesis stated that the children involved in the "I Like Me" Program will show increased self esteem compared to the children exposed to the standard health curriculum only. The difference between each group's pretest and post test scores will show the different levels of their self esteem after a 20 week period of time. The t-test will determine the difference of the group using the "I Like Me" Program to be significant where $p<.01$.

T-tests for independent, between groups samples were used. The researcher ran two t-tests to attain a t-value for the differences between the means of sample A's pretest and post test and sample B's pretest and post test.

A statistical analysis of both groups' pretest and post test scores was completed. Sample B, including the "I Like Me" Program subjects had a pretest score mean of 63.7308 and a post test score mean of 72.6538. Sample A, including the control classroom subjects had a pretest score mean of 64.8077 and a post test score mean of

64.5385. Table 4.1 statistically compares both groups' pretest scores. A statistical

analysis compares the two groups' post test means in Table 4.2.

Table 4.1:

Statistical analysis of the pretest scores gathered from the "I Like Me" Program
sample and the control sample.

Sample	N	Mean	Std. Deviation	Std. Error Mean
1: "I Like Me"	26	63.7308	7.7022	1.5105
2: Control	26	64.8077	10.1194	1.9846

Table 4.2:

Statistical analysis of the post test scores gathered from the "I Like Me" Program
sample and the control sample.

Sample	N	Mean	Std. Deviation	Std. Error Mean
1: "I Like Me"	26	72.6538	5.0907	.9984
2: Control	26	64.5385	9.4244	1.8483

An independent between groups samples test was used to compare the pretests of

samples A and B. With sample B having a pretest score mean of 63.7308 and sample A

having a pretest score mean of 64.8077, a t-value was calculated as -.432. T(50)=-.432,

p,.668. The probability level was insignificant. These values shown in table 4.3 indicate

that differences between the subjects within each group at the beginning of the 20 week

period of time were insignificant.

Table 4.3:

Independent Samples Test - Pretests

	t-test for Equality of Means						
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Mean	
						Lower	Upper
Equal variances assumed	-.432	50	.668	-1.0769	2.4940	-6.0864	3.9325

The statistical comparison of the post test scores were organized into Table 4.4.

Sample B, using the "I Like Me" Program, scored a mean of 72.6538 on the post test.

Sample A, which served as the control group, scored a 64.5385 on the post test. With

t(50)=3.863, this value was found to be significant at a probability level where p<.000.

Table 4.4:

Independent Samples Test - Post Tests

	t-test for Equality of Means						
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Mean	
						Lower	Upper
Equal variances assumed	3.863	50	.000	8.1154	2.1007	3.8961	12.334

There was a .000 probability (.0-.1%) that the difference in the self esteem scores of the subjects was due to chance.

The hypothesis predicted that the post test scores of the children in the "I Like Me" Program would significantly increase where p<.01. Therefore, the results of the t-test supported the alternate hypothesis and the null hypothesis was rejected. The self esteems of second grade students can be significantly changed in a short period of time. Figure 1 illustrates the differences in the pretests and post tests of both groups.

Figure 1:
An illustration of the increase in the self esteem mean score of sample B in comparison to the sample A.
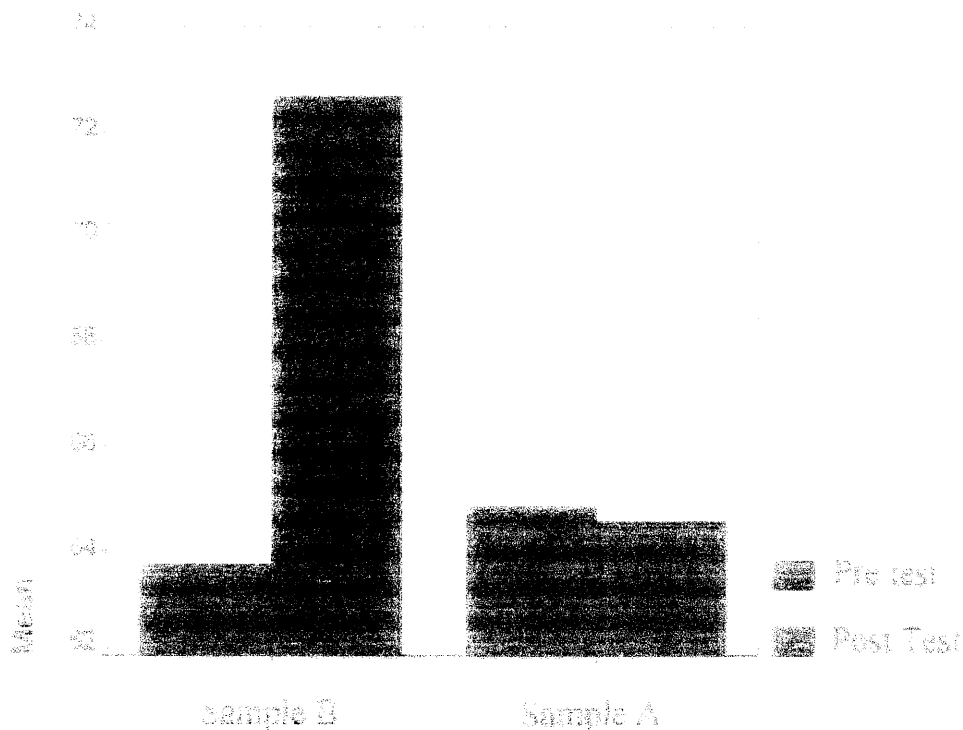
CHAPTER V: DISCUSSION

SUMMARY

In this section a summary will be presented on the problem, purpose, need and hypothesis examined. The important findings of the literature review and the design of the study will be highlighted. Also, a presentation of what the analysis of data revealed in regard to the hypothesis will be summarized. Finally, the conclusions based on the results will be presented.

Self esteem training should be an essential component for students at every grade level. With the physical and intellectual growth of youth, personal, and social growth must be nurtured as well (Beane & Lipka, 1984). Self esteem has been linked to academic achievement, personal and social growth, and overall health and happiness (Gurney, 1987). The focus of this study was to explore the importance of including self esteem training in the curriculum in elementary school. Also, this study focused on presenting a new method, that can be used by teachers, to increase self esteem in the classroom. Educators need to introduce activities, environments, lessons, and other methods, which help our students to learn about themselves, learn to love themselves, and learn to love others.

The purpose of this study was to implement the "I Like Me" Program in the classroom and examine the self esteem of second grade students after a 20 week period of exposure to it.

The study aimed to support its hypothesis that states that the self esteem of second grade students would significantly increase as a result of their participation in the "I Like Me" Program. The difference between their pretest and post test scores would significantly increase as compared to another classroom, assumed to be equal. The t-test will determine the results to be significant where p<.01.

The results of the literature review revealed that self esteem can affect the grades a child earns in school, his health, and his behavior. Children with high self esteem seem to better students, more persistent in academic tasks, more active in participation, and uninhibited in expressing their creativity. Their is a positive relationship between how a student feels about himself and his academic achievement (Wiggins et al, 1994). Poor self esteem causes poor mental health, physical health, and often increases the tendency for behavior problems.

Research indicates that self esteem can be modified. Necessary and Parish (1993) found that the self esteem of children could be increased following treatment, and that it remained inflated when retested at a later time.

The sample (n=52) consisted of two second grade classrooms that were assumed to be equal based on their ability levels, amount of students, male/female ratio, and socioeconomic incomes. One classroom served as the control group, with the children receiving the standard instructional health and social studies curricula. The other classroom participated in the "I Like Me" Program, which included a variety of daily activities designed to increase self esteem, in addition to the standard curriculum. The researcher administered the Piers-Harris Children's Self concept Scale. Pretest scores were calculated. Over the next 20 weeks, the "I Like Me" Program was implemented in the sample B classroom and at the conclusion of the 20 week period, the

researcher again administered the Piers-Harris Children's Self Concept Scale. Post test scores were calculated from this test.

Using a t-test for independent between groups samples, the researcher examined the effects of the "I Like Me" Program on the subjects in sample B, in comparison to the subjects in sample A, who received only the standard curriculum. The overall increase in self esteem shown in the difference between their pretest and post test scores was found to be significant where p<.000. This probability was more significant than the hypothesized p<.01. Therefore, the hypothesis was accepted.

CONCLUSIONS

The conclusions reached based on the analysis of data are presented here in regard to the hypothesis tested:

1. The "I Like Me" Program was a highly effective program

    for increasing the self esteem of second grade students.

2. The self esteem of second grade students can be significantly

    increased through participation in the "I Like Me" Program.

3. Self esteem scores can significantly increase over a period of

    20 weeks, if self esteem is nurtured and enhanced through

    the activities used in the "I Like Me" Program.

DISCUSSION

Self esteem affects academic achievement, personal and social growth, as well as health and happiness. If there were a widely accepted method to improve the self esteems of students, educators as well as parents would most likely use it. This study

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supports one program that could be used as a method to help students. This program and its effects on these students support the fact that there are daily activities which can be used to benefit our students and our children.

The range of activities implemented in the "I Like Me" Program was diverse enough that it was beneficial to a significant amount of students in sample B. The activities included (1) lessons that focused on individual positive attributes as well as group positive attributes, (2) additional adults to provide praise and encouragement, (3) written activities, (4) oral activities, (5) listening activities, (6) discipline techniques, (7) self- reflection activities, (8) reading activities, and (9)positive relations with a teacher. This highly varied range of activities played a part in the program's success. Children have very different learning styles. In order for a program to reach a significant amount of students, it must incorporate many of those learning styles. The "I Like Me" Program used so many techniques that it was able to consistently make a difference in many children's days over a 20 week period of time.

In order to measure an increase in self esteem and be confident that the increase was due to the program and not external factors, this study used a control group as a comparison. This allowed the researcher to conduct this study and state with a high degree of confidence that the "I Like Me" Program increased the self esteem of second graders. There are certainly other factors that contribute to any situation. Positive family and social situations outside of school are important. However, the researcher can be confident that the program in and of itself was successful as a result of comparing the test scores of sample B with the control group, sample A.

This study was conducted over a period of 20 weeks. This amount of time allowed the children to get comfortable with the consistency of their daily routine,

teacher, discipline, and classroom atmosphere. Changes do not occur overnight. They take time to establish themselves and become permanent manifestations. The longer the treatment phase, the more likely the results would be to last.

IMPLICATIONS

The length of treatment seems as though it would make a difference. It would be interesting to administer the Piers Harris Children's Self Concept Scale again at some point after the treatment phase was over. The results may show a decrease in self esteem from the point when they took their post test at the conclusion of the treatment phase. This research could be extended for study longitudinally. The group of children who participated in the "I Like Me" Program could be retested year to year to examine whether or not the program had a lasting effect or not.

One change that should be made if a subsequent study would be done. The researcher who administers the Self Concept Scale should not be the same person who administers the regular classroom exams. In this study, the teacher administered the Self Concept Scale. It is the researcher's opinion that the children may have altered their real thoughts because they thought it would impact on them upon review. This could be argued either way. Children who do not feel good about themselves may not indicate these negative feelings on the scale because they fear the teacher may be upset about it and then they will have to talk about it, such as: "I hate school", "I feel left out of things". On the other hand, the opposite phenomena may occur with children who do feel good about themselves but want additional attention. If the Self Concept administrator was different than the teacher and, in fact, the teacher was completely out of sight, it may not

occur to those children that they should indicate feelings other than those which they are really feeling.

This study should be replicated in a different geographical area. The results may vary from one place to another. There are areas where most families are affluent, happy, available to their children, and or nurturant. There are also areas where most families are financially disadvantaged, preoccupied with work, single parented, or abusive. It could be that the scores in different areas would also change at different rates. This could imply that adjustments could be made in programs to be more beneficial to children in different geographical areas.

This study should also be replicated in different elementary grade levels. The younger a child is, the more unstable his self esteem is and the more easily influenced he may be. Age would be an important factor to examine when developing and implementing a self esteem enhancement program. If this study were implemented in a fifth grade classroom, the results may not be significant. Each grade level would need an specific program which addressed issues appropriate for that level. The "I Like Me" Program was developed for the second grade level as it was to be used in this study and it was successful in increasing the self esteems of the children who participated in it.

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APPENDIX A

The Piers-Harris Children's Self-Concept Scale

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Name: _____ Today's Date: _____

Age: _____ Sex (circle one): Girl Boy Grade: _____

School: _____ Teacher's Name (optional): _____

Directions: Here are a set of statements that tell how some people feel about themselves. Read each statement and decide whether or not it describes the way you feel about yourself. If it is *true or mostly true* for you, circle the word "yes" next to the statement. If it is *false or mostly false* for you, circle the word "no." Answer every question, even if some are hard to decide. Do not circle both "yes" and "no" for the same statement.

Remember that there are no right or wrong answers. Only you can tell us how you feel about yourself, so we hope you will mark the way you really feel inside.

TOTAL SCORE: Raw Score_____ Percentile_____ Stanine_____

CLUSTERS: I_____ II_____ III_____ IV_____ V_____ VI_____

W-180A

41. I have nice hair .... yes no

42. I often volunteer in school .... yes no

43. I wish I were different .... yes no

44. I sleep well at night .... yes no

45. I hate school .... yes no

46. I am among the last to be chosen for games .... yes no

47. I am sick a lot .... yes no

48. I am often mean to other people .... yes no

49. My classmates in school think I have good ideas ...... yes no

50. I am unhappy .... yes no

51. I have many friends .... yes no

52. I am cheerful .... yes no

53. I am dumb about most things .... yes no

54. I am good-looking .... yes no

55. I have lots of pep .... yes no

56. I get into a lot of fights .... yes no

57. I am popular with boys .... yes no

58. People pick on me .... yes no

59. My family is disappointed in me .... yes no

60. I have a pleasant face .... yes no

61. When I try to make something, everything seems to go wrong .... yes

62. I am picked on at home .... yes

63. I am a leader in games and sports .... yes

64. I am clumsy .... yes

65. In games and sports, I watch instead of play .... yes

66. I forget what I learn .... yes

67. I am easy to get along with .... yes

68. I lose my temper easily .... yes

69. I am popular with girls .... yes

70. I am a good reader .... yes

71. I would rather work alone than with a group .... yes

72. I like my brother (sister) .... yes

73. I have a good figure .... yes

74. I am often afraid .... yes

75. I am always dropping or breaking things .... yes

76. I can be trusted .... yes

77. I am different from other people .... yes

78. I think bad thoughts .... yes

79. I cry easily .... yes

80. I am a good person .... yes

APPENDIX B

Raw Scores of Pretests and Post Tests

Sample B: Using the "I Like Me" Program						Sample A: Using Standard Curriculum only					
Subj.	Pretest	Post Test	Subj.	Pretest	Post Test	Subj.	Pretest	Post Test	Subj.	Pretest	Post Test
1	65	71	14	72	75	1	76	71	14	75	72
2	63	67	15	60	68	2	71	68	15	75	71
3	47	58	16	67	74	3	67	41	16	62	63
4	74	78	17	68	76	4	74	77	17	48	67
5	70	75	18	69	74	5	50	48	18	72	73
6	55	65	19	56	72	6	63	61	19	55	68
7	63	75	20	67	74	7	72	69	20	66	64
8	64	78	21	68	79	8	54	46	21	56	55
9	49	64	22	77	76	9	70	62	22	58	59
10	70	78	23	64	76	10	74	79	23	73	76
11	51	75	24	72	77	11	75	72	24	48	60
12	57	75	25	67	71	12	43	60	25	72	70
13	64	68	26	58	70	13	64	66	26	72	60

This table organizes the collected data into two groups. Sample B consists of subjects in the "I Like Me" Program. Sample A consists of subjects in the control classroom. The pretest and post test scores are given for each subject. The subjects were scored on a scale with 80 items.