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Creating a Humanized Environment to Enhance Self Esteem

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Please return to:

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CREATING A HUMANIZED ENVIRONMENT TO
ENHANCE SELF ESTEEM

A PROPOSAL PRESENTED TO THE
FACULTY OF THE GRADUATE
SCHOOL OLD DOMINION
UNIVERSITY

IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE
DEGREE MASTER OF ARTS
IN EDUCATION

BY JAMES J. THOMPSON, JR., 1977

This research proposal was prepared by James J. Thompson under direction of the instructor in Education 535, Research Methods in Education and the Industrial Arts Department graduate advisor.

Date _____

Approved by:

Mr. David I. Joyner
Industrial Arts Department
Graduate Advisor

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CHAPTER I

INTRODUCTION

The following correlation that education without self knowledge is incomplete. Self knowledge, like education, is a process which goes on throughout life. In my opinion, the public education system in this country has ignored self knowledge development in its curriculum. Self knowledge is a prime factor in the growth of self esteem. Research shows the relationship between self esteem and academic achievement to have a positive correlation. This suggests that the importance of self esteem should no longer be ignored in the educational process.

I. PURPOSE

This is an investigation to show a correlation between humanized environment and growth of self esteem. The hypothesized results should prove that a humanized classroom environment will foster an increase in self esteem.

II. SCOPE

This study will include the self esteem growth records of 15 students who will have been exposed to a humanized classroom environment and 15 students who will not have been exposed to a humanized environment. The study will be conducted from the first week in February, 1978, to the second week in March, 1979.

III. ASSUMPTIONS AND LIMITATIONS

It is assumed that the resulting data will demonstrate that today's education system has a need for a humanized environment to create an atmosphere which will enhance self esteem.

The first limitation is the teacher. The success of the study will depend upon the teacher's own self esteem. Only if I, the teacher, am my own being, value myself, feel at ease and comfortable with myself, and give the students in the study their right to be themselves, can I hope to enhance their self esteem.

The second limitation is the number of subjects who will be involved in the study. Because only 30 students could be included in this study, I will not be able to prove conclusively that a humanized environment will create an atmosphere to enhance self esteem.

The third limitation is the wide range of ability levels among the students in the study, because I had to use students who had signed up for my classes. This factor could not be controlled in the selection of the experimental and control groups.

A fourth limitation is prior to the beginning of the study in January, I will have interacted with the students for one semester. Thus, the classroom environment would have been influenced by my presence.

IV. SIGNIFICANCE

Research literature indicates that cognitive learning is enhanced when self esteem is enhanced. This study should demonstrate to educators that there is a relationship between humanized environment and enhanced self esteem.

The data from this study will provide educators with a methodology of how to enhance self esteem within the classroom. I will be able to help other teachers who want to enhance self esteem in their classroom by explaining methodology used in the study.

V. DEFINITION OF TERMS

For the purposes of the study the terms listed below have the following meanings:

SELF ESTEEM

SELF ESTEEM includes all the beliefs and attitudes one has about oneself. Self esteem will be measured by the self observation scale form C.

HUMANIZED ENVIRONMENT

A humanized environment is relaxed, friendly and cooperative. A sense of community exists between members of the class and teacher. The students and teacher are supportive of each other, offering and accepting each other's help and encouragement. Trust and lack of competition is felt within the classroom. The teacher acts more as a friend and resource person ^N ~~that~~ as a dispenser of knowledge. The teacher must let students know that he cares about them. He, also, must be willing to listen to them attentively without passing judgement.

CHAPTER II

REVIEW OF THE LITERATURE

The most important issue adolescents must define is the clarification of what their lives mean to them, (Freidenburg, 1959). How we see ^{selves} ourselves and what we will do to maintain and enhance self is the motive behind all behavior. (Combs and Snygg, 1959) Each of us is constantly striving to maintain, enhance and protect the self that we know.

Without a humanized environment of trust, caring, and openness, the teacher's efforts to enhance pupils' sense of self esteem will be seriously limited. Roger's summary of research on facilitative relationships in the classroom has indicated that supportive environment (humanized environment) will optimise growth of self esteem. One can enhance the impact of a positive strengthening experience by relating it to other people in a trusting, open, accepting atmosphere. (Roger's 1969) Contributing factors to a positive classroom environment are:

1. Accepting pupil contributions without judgement.
2. Maintaining a "you can do it" attitude.
3. Listening, Listening, Listening.
4. Being, in all ways, a friend.

(Wells and Canfield 1971, 76)

The major task in education today is to define self esteem, and develop ways to nurture self esteem in education. California has added self esteem in its list of primary goals for education. (Vasconcellos 1976, 11)

In 1970, a study by Purkey revealed students' subjective and personal evaluations of themselves as an over ^{in school}powering influence on their success in school. (Purkey, 1970) A considerable number of studies support the positive correlation between ~~being~~ self esteem and achievement. Watterberg and Clifford studied kindergarden youngsters in an attempt to see if self esteem could predict reading success. After a 25 year study, they found that children with low self esteem did not learn to read as well as children with high self esteem. (Watterberg and Clifford, 1962, 377)

Development of positive esteem is the most neglected facet of our education. If one's self esteem is a measure of success or failure in life and of relationship with others, we should realize that most of us received at best and inadequate education in the area of self esteem. There is a gap between the basic philosophy of public education which professes to develop the "whole" person and actual classroom instruction, which makes no attempt to teach knowledge of oneself. I hope this study and others like it may show a need to revise curriculums to include the development of self.

CHAPTER III

THE RESEARCH METHOD AND PROCEDURES

I. THE DESIGN

A control group and an experimental group of fifteen male and female students, (Appendix A), will receive the self observation scale as a pre-^{test} and post-test which measures the following dimensions of a student's self esteem: 1) self acceptance, 2) self security, 3) social confidence, 4) self assertion, 5) peer affiliation, 6) teacher affiliation, ^{and} 7) school affiliation. The experimental class will participate in ten activities one week apart. The activities will be designed to develop self-knowledge (Appendix B).

The pre-^{test} and post-test was reviewed and approved by David I. Joyner Phd., Industrial Arts Department, Graduate Advisor.

II. INSTRUMENTATION

The Self Observation Scale, Form C, is the research instrument which will be used to collect data for this study. A copy of the Instructor's Manual and Scoring Sheet is included in Appendix C.

III. SAMPLING

This study will include students who registered for Mechanical Drawing I at Phoebus High School in the spring of 1977. These students were then placed in the two Mechanical Drawing classes by computer scheduling.

IV. DATA COLLECTION

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page

The students in the study were ^{pre-tested} ~~pre-tested~~ on October 3, 1977. The students will receive the post-test the second week in March, after they have participated in the ten activities aimed at humanizing the classroom environment.

V. DATA ANALYSIS

Scoring of the Self Observation Scale is based on national norms. For each scale, a child receives a standard score (T score), representing a distribution with a mean of 50 and a standard ^{deviation of 10} ~~score~~ also are provided. Responses to individual items are not given. The test results are returned in the following format:

Rosters which present T scores, percentiles and stanines for each pupil on each scale;

Summary Tables which present the number of pupils, the average T score, the standard deviation of the T scores and the percentile equivalent of the average T score for each scale;

Profiles which present graphically the percentile equivalent of the average T score ~~and~~ for each scale as well as the complete range of individual percentile score and the interquartile band, ^c (Containing the second and third quartiles of the distribution).

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APPENDIX A

CONTROL GROUP

	AGE	SEX	GRADE IN SCHOOL	VR/NR	MECHANICAL REASONING	SPACE RELATIONS
MICHAEL DUNNELL	15	M	10	55	85	55
LENN BRYANT	14	F	11	40	75	50
TERRY BERRY	15	M	10	97	95	85
JOE BERRY	15	M	10	55	45	-
MATTHEW COONIN	15	M	11	75	35	50
DONALD CHOCAN	17	M	11	50	2	25
CATHERY WANDY	17	F	11	40	1	35
ANNE JONES	16	F	11	97	85	99
STIMPORN JONES	15	M	10	20	1	15
KEVIN KEENE	15	M	10	70	25	25
JACKIE KILLIENS	16	F	11	40	35	1
KIRSTY LANGLY	16	M	11	40	5	20
RONALD MARTENS	15	M	10	25	65	85
CHRISTIN PARKER	16	F	11	75	75	60
MARK BEATFIELD	16	M	11	55	60	15

APPENDIX A
EXPERIENTIAL GROUP

	AGE	SEX	GRADE IN SCHOOL	VR/NA	MECHANICAL REASON	SPACE RELATIONS
JOHN J. BROWN	17	M	12	-	-	-
JOHN J. BROWN	17	F	11	45	40	75
JOHN J. BROWN	17	M	12	25	40	25
JOHN J. BROWN	17	M	12	25	40	50
JOHN J. BROWN	17	F	12	60	40	35
JOHN J. BROWN	17	F	12	60	40	90
JOHN J. BROWN	17	F	11	40	-	-
JOHN J. BROWN	17	F	11	35	40	50
JOHN J. BROWN	17	F	12	50	40	80
JOHN J. BROWN	17	M	12	25	40	20
JOHN J. BROWN	17	M	12	25	40	40
JOHN J. BROWN	17	M	12	25	40	90
JOHN J. BROWN	17	M	12	25	40	20
JOHN J. BROWN	17	M	12	25	40	50