

THE INFLUENCE OF SELECTED GROUP ACTIVITIES  
ON THE SELF-CONCEPT OF SIXTH-GRADERS

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A THESIS

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We hereby recommend that the \_\_\_\_\_ thesis \_\_\_\_\_ prepared under  
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This thesis is dedicated to...

My Mom, whose faith and confidence in me  
has helped to enhance and maintain my  
self-concept beyond words.

and to...

My Dad, whose love and support have  
seen me through this undertaking.

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## CHAPTER I

### INTRODUCTION

#### Rationale for the Study

Success is essential for developing and maintaining a positive self-concept. Human beings have an insatiable need to maintain and enhance the self. Throughout life maintenance of the self is most crucial and is the main motivational force in humans (Combs & Snygg, 1959).

Diggory (1966) reports that people tend to judge themselves according to their achievements and successes. He also indicates that success in one area has carry over value to other activities. Coopersmith (1967) explains that given the importance of achievement in American society and the impact of school on children's lives that there is little reason to doubt that self-concept will not be affected by success and failure in the school setting.

However, it is not an easy task to determine the relationship between self-concept and success since it is difficult to determine the level of an individual's self-concept. Self-report instruments are not entirely reliable because of their dependence on the cooperation of the individual. Self-reports rely on the amount of information the individual wishes to disclose at that particular time and the truthfulness of the answers given

(Gordon, 1966). However, inferences about self-concept can be made on the basis of behavior (Purkey, 1970; Silvernail, 1981). Types of behavior which infer negative or positive feelings of the individual and are observable in the classroom are indicated in the literature (Coopersmith, 1967; Gordon, 1972; Silvernail, 1981).

The outsider hoping to understand the self-concept of another individual also attempts to assess it through inference. If each individual behaves in terms of his self-concept, then it should be possible for an outsider, by observing the behavior of an individual, to infer the nature of self-concept (Combs & Saper, 1957, p. 137).

There is good reason to believe that success within the school setting will lead to a positive self-concept (Glasser, 1969). Thus, it seems appropriate to investigate the relationship between success and classroom behavior.

This study was an attempt to incorporate into the daily classroom work a series of activities designed to provide an opportunity for the student to experience success. The purpose of these specific activities was to enable the individual to develop interaction skills necessary for acceptance by others. Experiencing success through the selected activities could therefore lead to the enhancement of self-concept.

### Purpose of the Study

The purpose of this study was to determine the effectiveness of a series of self-actualizing and valuing experiences specifically designed to improve self-concept.

### Statement of the Problem

This study was conducted to determine if any changes in classroom behavior would take place following a series of planned activities related to self-concept. The setting for the study was Ginnings Elementary School, Denton Independent School District, Denton, Texas. Twenty-five sixth-grade males and females were selected as the subjects. The study took place during January and February 1985.

The subjects were observed for 90 consecutive minutes during regular classroom activities. A videotape format was utilized to record the subjects' classroom behavior. The tapings took place before the experimental treatment, at the conclusion of the treatment and 2 weeks after the conclusion of the treatment. All tapes were subsequently analyzed by three trained observers. Data were analyzed using The Friedman two-way analysis of variance for ranks.

### Hypotheses

The following null hypotheses were tested for significance at the .05 level.

1. There will be no significant differences among the number of positive classroom behaviors viewed during the three observation periods.
2. There will be no significant differences among the number of negative classroom behaviors viewed during the three observation periods.

### Limitations

The proposed study was limited by:

1. The degree to which the students were typical of their age group
2. The cooperation of the students
3. The enthusiasm and cooperation of the teacher
4. The observers' ability to correctly interpret the students' behavior
5. Occurrences in the students' environment other than the experimental activities that might have influenced the students' self-concept

### Delimitations

The proposed study was delimited to:

1. One class of 25 6th-grade students
2. Group activities conducted daily, by the classroom teacher, for a 2 week period
3. Three observations, the final observation being made 2 weeks after the conclusion of the treatment

### Definitions

The following terms were defined as they related to the study:

1. Negative behaviors - actions, such as hitting, cursing, verbal disruptions and daydreaming, that are not conducive to positive classroom interaction or interpersonal relationships.
2. Positive behaviors - actions, such as volunteering, offering suggestions and courteous gestures, that are conducive to positive classroom interactions or interpersonal relationships.
3. Selected group activities - activities that provide an opportunity for peer and self acceptance and feeling exploration. They are designed for the enhancement of a positive self-concept.

4. Self-concept - The totality of the self.  
Perceptions of ourselves and our actions  
(Silvernail, 1981).
5. Self-esteem - used to denote a similiar  
connotation as self-concept  
(Shavelson, Hubner & Stanton, 1976).

## CHAPTER II

### REVIEW OF THE LITERATURE

A survey of the literature shows that extensive research has been completed in the area of self-concept. This review of literature deals with two specific areas of self-concept: its relationship to classroom behavior and programs intended to improve self-concept and behavior. The present study was based on the premise that behavior is an inference of self-concept, therefore, the following studies are pertinent.

#### Self-Concept and Classroom Behavior

Shiffler, Lynch-Sauer and Nadelman (1977) studied the relationship of classroom behavior and level of self-concept in two informal multigrade classroom settings. Group I contained 27 students in grades one through three. Group II contained 26 students in grades four through six.

Self-concept was measured on three levels: the students' perceptions of themselves, how they felt their peers perceived them and how they felt their teachers perceived them. Categorization of the subjects into low, moderate or high levels of self-concept occurred as a result of the subjects' responses on the questionnaire. Behavioral observations took place over a 3 week period. Each subject was observed by at least five and no more than nine

observers at five minute intervals for a total time of at least 25 minutes. Social interactions, on task time, aggressiveness, passiveness and helping behaviors were focused on during the observations.

Findings supported the hypothesis that the high self-concept groups demonstrated more frequent task-oriented behaviors than did the low groups. A high positive correlation between the three levels of self-concept was confirmed.

A major implication of this study was the cycle that occurs in the classroom regarding children with high or low self-concepts. Generally, children with a high self-concept are able to stay on task longer, make choices about their learning activities and are more persevering in their work. Acceptable classroom behavior usually receives positive reinforcement from the teacher and therefore the self-concept is enhanced. On the other hand, children with a low self-concept are less likely to demonstrate appropriate behavior and in turn attract negative feedback from the teacher thus confirming their negative self-image. It is important to find ways to break this pattern for those with poor self-concepts.

An investigation by Reynolds (1980) found a moderate relationship between self-esteem and appropriate classroom

behavior. His subjects were 54 5th and 6th-grade students from two parochial schools in a suburban area of New York State.

The Coopersmith Self-Esteem Inventory was used to assess self-esteem. The teachers rated the subjects' classroom behavior using the Classroom Behavior Rating Scale (CBRS). The CBRS, designed to measure learning related classroom behaviors, consists of behavioral statements. The statements are followed by a rating scale based on a continuum from "never" to "constantly" as applies to the subject. The behaviors focused on were attention, persistence and direction response.

A positive correlation between behavior and self-esteem was found in these subjects. An indication from this research is the need to enhance and maintain the self-esteem of students when considering the modification of classroom behavior.

Starr and Pearman (1980) examined the relationship between self-esteem and clinically relevant behavior in ten year olds. They hypothesized that children with low self-esteem exhibit more physical and verbal aggression than those with a high self-esteem.

Thirty-eight children from a Lancaster, Pennsylvania School District and 32 children from the Lancaster Cleft

Palate Clinic were selected as the subjects. The groups were combined and then divided into high self-esteem (N=34) and low self-esteem (N=36) groups. The Missouri Children's Behavior Checklist was used to measure behavior.

The two groups were found to be significantly different at the .01 level for physical and verbal aggression. The low group displayed more of those traits than the high group. A higher activity level was also exhibited by the low self-esteem group. The researchers concluded that observing behavior could help to identify individuals in need of counseling services concerning their self-esteem.

Kugle and Clements (1981) investigated the relationship between self-esteem and disruptive classroom behavior. Thirty-three 5th-graders from a rural southwestern Texas school district served as the subjects. The Piers-Harris Children's Self-Concept Scale was used to measure stability and self-esteem. Teachers rated the students on disruptiveness on a scale from one (considerably below average) to five (considerably above average).

The study failed to show any significant relationship between self-esteem and disruptiveness. The authors attributed the lack of significance to the manner in which behavior was assessed. Their recommendation was to use observers along with the teacher ratings.

Programs to Affect Change in  
Self-Concept and Behavior

A lengthy study by Becker, Madsen, Arnold and Thomas (1972) used teacher praise and attention in an attempt to reduce classroom behavior problems. Five different classrooms in an elementary school in Urbana, Illinois were used in this study. The investigators selected two target children in each classroom based on observations of problem behavior. This behavior occurred frequently enough to allow for a reliable rating. Verbal and non-verbal deviant behaviors included anything that was incompatible with learning.

The teachers gave explicit instructions to students concerning their expectations of appropriate classroom behavior. In addition, the teachers were to ignore unacceptable behavior unless someone was in danger of being hurt and to reinforce acceptable behavior. The importance of incorporating all these approaches at the same time was stressed. Previous studies had shown the ineffectiveness of using one without the other. Additional instructions were given in regard to the target subjects.

Baseline data were collected 5 weeks prior to the intervention. The experimental period lasted 9 weeks. Observers were trained to accurately appraise and record

classroom behavior. Subjects were observed 20 minutes a day, 4 days a week. Weekly averages were computed due to the varied activities which contribute to fluctuation in behavior.

During the baseline period the average time of deviant behaviors was 62.13% and during the experimental period the percentage dropped to 29.19%. A t-test showed a significant change in behavior at the .001 level. All teachers who were involved reported remarkable improvement in the behavior of the target subjects as well as in the general classroom climate.

Becker et al. (1972) concluded that teachers do influence students through their attitudes. Much can be done to eliminate behaviors which are not conducive to learning without intense changes in the home environment or therapy.

Dinkmeyer (1970) designed Developing Understanding of Self and Others (DUSO) for children ages five through eight years. The program includes stories, posters, puppetry and role playing to help children become more aware of themselves and their relationships with others. DUSO activities are usually teacher led but can also be administered by a counselor.

In 1972, Koval and Hales investigated the effects of

the DUSO program on children from two elementary schools in a rural southeastern Ohio school district. Two classrooms on three grade levels, one through three, from each school participated. One classroom on each grade level was randomly assigned as the experimental group and the other as the control.

Researcher Koval, who was also the school counselor, conducted 30 minute sessions, once a week, with the experimental groups using DUSO materials. At the conclusion of the 10 week program the subjects took four subtests of the California Test of Personality. "Sense of Personal Freedom", "Self-reliance", "Feeling of Belonging" and "Sense of Personal Worth" were the variables tested.

Several findings were revealed through this study. Overall, children who received the experimental treatment felt a greater acceptance ( $p < .05$ ) by others and were capable of self-directed activities. Also, the first graders were significantly different from the other subjects in their ability to take responsibility for their own conduct. Koval and Hales concluded that all the subjects' sense of belonging tended to grow stronger with the grade level increase.

Elridge, Bracikowski and Witmer (1973) attempted to replicate Koval and Hales' (1972) study with three

modifications. The investigation involved second graders only. Teachers led the activities instead of a counselor and more than one instrument was used to measure possible changes in self-concept. Ninety-eight subjects from two elementary schools in eastern Ohio were randomly assigned to two experimental and two control groups.

The teachers administered the Children's Self-Concept Index to all subjects as a pretest. Thirty-minute-experimental-treatment sessions, using the DUSO program, took place five times per week for 5 weeks. At the conclusion of the program the first four parts of the California Test of Personality (CTP) and the DUSO Affectivity Device, Part I (DUSO AD-I) were used to measure self-identity. The Pier's-Harris Children's Self-Concept Scale was also given to assess changes in self-concept.

There was a significant increase at the .05 level in self identity for the experimental groups on the DUSO AD-I. There was no increase in self-concept from pretest to posttest. The researchers attributed this to the fact that 5 weeks was not an adequate amount of time to expect changes in self-concept.

The teachers who participated in the study felt they were more sensitive to their students and their needs. They also noticed more sensitivity in the students' attitudes towards each other.

During the 1972-73 school year, Van Boven (1973) set up an elementary school program utilizing parents to tutor underachievers. The subjects were selected by referral from teachers who indicated the students were performing at least one year below grade level in reading or math. Every third name was chosen from an alphabetized list until the desired number of 20 was reached.

The investigator met with parent volunteers and explained the program. At the meeting the goal of the program was described. The goal was to bring about a positive change in academic achievement, self-concept and behavior by establishing a good relationship with the students.

Tutoring sessions took place twice a week for 14 weeks. Nine tutors were assigned two children each and two parents were each assigned one child. During each half-hour session the students performed academic tasks and self-concept activities.

Self-concept was measured at the beginning and the end of the program. Teachers and parents filled out a questionnaire indicating their perceptions of the subjects' self-concept. The respondents had four choices from which to select, "always", "frequently", "seldom" or "never". The responses were tallied before and after the program to

determine if there had been an increase or decrease in self-concept. Behavior was measured from different items on the same questionnaire.

Eighteen of the original 20 subjects finished the program. Self-concept gains were demonstrated by 15 subjects. The most significant outcome that related to the present study was the change in classroom behavior. The subjects were categorized as either aggressive, withdrawn or normal through initial observations. At the conclusion of the study four of the withdrawn subjects were classified as outgoing: five of the seven aggressive subjects were less aggressive and two of the three normals remained the same.

The main focus of Garner's (1973) study was to work toward holding students accountable for their behavior and for assuming responsibility for behavioral changes. The study consisted of six experimental and six control groups of 4th, 5th and 6th-grade students. The experimental groups were trained in observing and analyzing behavior. They were then videotaped eight different times in a classroom situation. After each taping the subjects coded their own talking and listening behaviors. After viewing the eight tapes the subjects reviewed their own tally sheets. In addition, the experimental groups took part in role playing and discussions concerning the affects of behavior on others and on self-discipline.

Improvements occurred in self-concept and non-verbal behavior but not in verbal behavior. The investigator concluded that intermediate grade level students are capable of analyzing their behavior and assuming responsibility for change of inappropriate behavior.

In 1970, Bessell and Palomares (cited in Medway & Smith, 1978) created the Human Development Program (HDP) designed to enhance classroom communication. HDP's intended learning outcomes include developing interpersonal skills and enhancing self-concept. "Magic Circle" is a term almost synonymous with HDP because it is the formation used by the group during activities. The activities are most often teacher facilitated discussions to clarify students' thoughts and feelings.

Mestler (cited in Medway & Smith, 1978) conducted a study to determine the effectiveness of the HDP on student self image and attitudes toward school. Ninety-six Mexican and black students from four classes were designated as the subjects. Two classes, designated as the experimental groups, received HDP activities twice a week while the other two classes served as the control, receiving no treatment. At the end of the semester, one of the experimental groups increased significantly in self-image and both experimental groups improved significantly in attitudes toward school.

In 1976, Keelin (cited in Medway & Smith, 1978) studied the effect of the HDP on 4-year-olds and their task behavior. A teacher led two groups, with one being exposed to Magic Circle discussions while the other group discussed holidays and work. Both groups improved in their behavior with no significant difference in the degree of improvement between the groups.

Cobb and Richards (1983) sought to determine the effectiveness of a program implemented by both teachers and counselors. The intent of the program was to improve classroom behaviors. Ninety 4th and 5th-graders in four classes were designated as the subjects. One fourth-grade and one fifth-grade class was randomly assigned to receive the treatment and labeled Group 1. The remaining two classes, Group 2, received no intervention. From Group 1 a target group was selected to receive additional counseling sessions.

The treatment consisted of counselor-led sessions conducted once per week for a half hour. In addition, the teacher spent a minimum of 40 minutes per week conducting selected activities. The objective of the treatment was to increase student awareness of themselves and others. The target group participated in additional group counseling sessions, twice a week for the 8 week period.

Data were collected by five observers, four classroom teachers and one outside observer who was not aware of the intervention taking place. The Behavior Problem Checklist was used to determine behavioral problems. The problems were grouped into three categories, Factor I - conduct disorders; Factor II - personality problems; and Factor III - immature behaviors. Observations were made three times through the use of a pretest and two posttests.

Results for all 90 subjects indicated a decline on all three factors. The most pronounced decreases of problematic behaviors were found in the the experimental groups with a statistical significance of .05 for all groups. A perceived favorable outcome by the teachers may have contaminated the observations. The researchers viewed this result as worthwhile because of the positive experience reported by those involved in the study. Overall, the researchers concluded that it was possible to improve undesirable behavior when a concerted effort was made by both teachers and counselors.

## CHAPTER III

### METHODOLOGY

The purpose of this chapter is to describe the procedures that were followed in order to conduct the study. The chapter is divided into the following sections: Preliminary Procedures, Selection of the Site, Selection of the Subjects, Selection and Administration of the Activities, Selection and Training of the Observers, Collection of the Data, and Treatment of the Data.

#### Preliminary Procedures

Prior to the beginning of the study, a tentative outline was presented to the members of the Thesis Committee. Revisions were made and a Prospectus was filed in the Office of the Provost of the Graduate School.

A research proposal (Appendix A) for the study was submitted to Mr. Dean Anthony, Director of Elementary Education for the Denton Independent School District, Denton, Texas. The proposal was approved and permission was granted on the contingency that the principal of the selected site would allow the study to be conducted.

### Selection of the Site

Ginnings Elementary School was selected as the site for this study because it met the following criteria:

1. The site must be within the Denton Independent School District
2. The principal of the site must be willing to give permission for the study (Appendix B)
3. The site must have a self-contained classroom
4. The teacher of the classroom must be willing to become acquainted with and administer the daily activities for two weeks
5. The principal at the site must be willing to allow the subjects to be videotaped during regular classroom time

### Selection of the Subjects

The students in a sixth-grade class were selected as the subjects for this study because they met the following criteria:

1. Subjects must be upper elementary grade level students
2. Subjects must be willing to participate in the study
3. Parents of the subjects must be willing to give written permission for their

children to participate (Appendix B)

4. Subjects must be present for a majority of the self-concept activities (6 of 10)
5. Subjects must be present for all three videotapings

Initially, there were 11 females and 15 males. One female moved before the final taping. Data on that subject were eliminated from the calculations.

#### Selection and Administration of the Activities

The main objective of the activities (Appendix C) chosen for the experimental treatment was to enhance the self-concept of each participant. The selected activities met the following criteria:

1. Each activity must be completed in 45 minutes or less
2. Each activity must allow for group interaction
3. Each activity must be designed for either feeling exploration or value clarification
4. The reading level must be geared to upper elementary grade levels

The self-actualizing and valuing activities were chosen from pre-existing materials, adapted from pre-existing materials or developed by the investigator.

Prior to the beginning of the program implementation, the investigator compiled all the materials needed for the activities. A meeting was held with the teacher to familiarize her with the activities and instruct her in the administration of them.

Each day for 2 weeks the teacher incorporated an activity as an adjunct to regular classroom work. Subjects worked individually or in small groups, depending on the nature of the activity. The teacher was responsible for leading a total group discussion after each activity.

#### Selection and Training of the Observers

The three observers selected for this study met the following criteria:

1. They must have had at least two years experience with upper elementary grade children
2. They must have at least a bachelor's degree
3. They must be willing to attend a training session and be available to view each videotape at least twice

A pilot film was made of a group of elementary grade children, ages 7-12, in a structured recreational setting. The children were seated at a table and worked on various

tasks during the taping. This tape was used to train the observers. Before viewing the tape, the observers discussed what constituted appropriate and inappropriate behavior. As the tape was viewed, behavior was recorded independently by each observer. The observers then discussed the behavior patterns exhibited and compared their observations. Interpretations of the children's behavior were basically agreed upon so that the same standards for interpreting behaviors were used by each observer.

#### Collection of the Data

Data were collected three times: (1) prior to the beginning of the treatment (2) at the conclusion of the experimental period and (3) 2 weeks after the conclusion of the program. A videotape was made of the subjects for 90 consecutive minutes during regular classroom activities. These activities included a spelling test, an English lesson, a 15 minute break within the classroom and either a health or social studies lesson.

The investigator operated the camera which was set up in the front right corner of the classroom. To acclimate the subjects to the camera it was set up 30 minutes before the actual taping took place so they did not know when the taping began. It was necessary to pan the class as it was possible to only include three-fourths of the class in

camera view at one time. The same filming technique was used for all three taping sessions.

Each 90 minute tape was viewed twice by all three observers. Each student's positive and negative behaviors were recorded on the Behavior Recording Sheet (Appendix D) and tallied. This recording sheet was designed in the form of a classroom seating chart. Each subject was assigned a number and sat in the same seat for each taping. For this study positive behaviors were defined as: raises hand to answer or question, helps others, courteous gestures and evidence of caring, volunteers for classroom chores or errands and offers suggestions at appropriate times. Negative behaviors included: hitting, biting, poking, pushing, name calling, getting out of or turning around in seat at inappropriate times, cursing, verbal disruptions and not paying attention for more than five seconds (Coopersmith, 1967; Becker et al., 1972; Gordon, 1972; Silvernail, 1981).

#### Treatment of the Data

The Friedman two-way analysis of variance for ranks was used to determine if significant differences existed in the number of positive and negative behaviors observed before and after the treatment. This non-parametric statistic was appropriate for this study because the subjects' behavior

was measured repeatedly. This particular test can determine whether the three samples come from the same population (Huck, Cormier & Bounds, 1974). The BMDP3S statistical package on the DEC system 2050 mainframe computer, at Texas Woman's University, was used to analyze the data. The Friedman Post-hoc test (Marascuito & McSweeney, 1977) was used to determine between which observations significant differences occurred.

## CHAPTER IV

### RESULTS OF THE STUDY

The purpose of this study was to determine if the classroom behavior of sixth-grade students would change after participation in selected self-concept activities. The findings of this study are presented under (a) Description of the Subjects and Observers and (b) Statistical Analysis of the Data.

#### Description of the Subjects and Observers

Twenty-five 6th-grade students served as the subjects for this study. There were 10 females and 15 males in the group. All subjects were enrolled in a sixth-grade class at Ginnings Elementary School, Denton, Texas during January and February of 1985. All subjects participated in a majority of the daily self-concept activities, administered by the classroom teacher, and were present for all three videotape sessions.

The three observers for the study all had at least two years experience with upper elementary level children. One holds a master's degree and two were completing the requirements for a master's degree. The observers participated in a training session for behavior observation,

conducted by the investigator. The three videotapes of the subjects were viewed twice by each observer.

#### Statistical Analysis of the Data

The Friedman two-way analysis of variance by ranks was used to treat the data because the data were ordinal as to scale. The analysis reflected the rankings of subject behavior by three observers during three different observation periods. The statistical measurement used to determine the agreement among the three observers was the Kendall Coefficient of Concordance. This tool expresses the degree of association among the three observers (Siegel, 1956).

The mean of behavior tallies (Appendix E) was used as the score for each observation (on both the positive and negative behaviors) since the observers viewed each tape twice. Each set of data from all three observers was ranked for each of the three observations. The lowest number of positive and negative behaviors received a rank of 1, the next highest number of behaviors received a rank of 2 and the highest number of behaviors received a rank of 3. This ranking was made for each observer. Table 1 is a description of the raw scores and the rankings for the positive and negative behaviors. As indicated in the

Table 1  
Raw Scores and Rankings of Positive  
and Negative Behaviors

---

Observer	Raw Data			Rankings		
	<sup>a</sup> T1	T2	T3	T1	T2	T3
Positive behaviors						
1	38	65	170	1	2	3
2	50	102	183	1	2	3
3	25	75	161	1	2	3
Negative behaviors						
1	67	33	17	3	2	1
2	33	16	10	3	2	1
3	62	15	12	3	2	1

---

<sup>a</sup>T = Tape

table, the rankings of the behaviors by each observer were in agreement. The observed positive behaviors increased at each observation, whereas the negative behaviors decreased at each observation.

Table 2 presents the results of the Friedman two-way analysis of variance for ranks for the observations of positive behaviors.

Table 2

Analysis of Positive Behaviors

---

Observation	Rank Sum	$\chi^2_r$	<u>p</u>
1	3		
2	6	6.0	.049*
3	9		

---

\*p < .05

There were significant differences in the number of positive behaviors viewed during the three observation periods

( $\chi_r^2$  (2),  $p=.049$ ). The rank sums progressively increased from observation 1 to observation 3. The analysis of positive behaviors revealed significant differences at the .05 level, thus, a post-hoc analysis was run to determine where the significances were located.

Table 3 is an illustration of the Friedman post-hoc results for the observed positive behaviors.

Table 3

Post-Hoc Results for Positive Behaviors

---

Observation	Upper Limits	Lower Limits	Sign.
1 vs 2	0.998	-2.998	
1 vs 3	-0.002	-3.998	***
2 vs 3	0.998	-2.998	

---

As shown in the table, significances in observed behavior occurred between observation 1, prior to the treatment, and observation 3, 2 weeks after the conclusion of the

treatment. More positive behaviors were observed during the third taping session than during the first or second observations. No other pair-wise tests produced significant differences.

The agreement among the observers, as determined by the Kendall Coefficient of Concordance, was  $\underline{W} = 1.00$ . This value was interpreted as meaning that the observers applied the same criteria in ranking the subjects' behavior.

Table 4 presents the results of the Friedman two-way analysis of variance for ranks for the observations of negative behaviors. There were significant differences in the number of negative behaviors viewed during the three observation periods ( $\chi^2 (2), p=.049$ ). The rank sums progressively decreased from observation 1 to observation 3. Since the analysis of negative behaviors revealed significant differences at the .05 level, a post-hoc analysis was run to determine where the significances were located.

Table 5 is an illustration of the Friedman post-hoc results for the observed negative behaviors. The significant differences of observed negative behaviors occurred during the same observation periods as the positive behaviors, between observation 1 and observation 3. There were significantly less negative behaviors observed during

Table 4

Analysis of Negative Behaviors


---

Observation	Rank Sum	$\chi_r^2$	<u>p</u>
1	9		
2	6	6.0	.049*
3	3		

---

\*p < .05

observation 3 than during either of the first two observations.

The degree of agreement among the three observers for the negative behaviors was  $\bar{W} = 1.00$ . This value was interpreted as meaning the observers applied the same criteria in ranking the subjects' behavior.

Table 5

Post-Hoc Results for Negative Behaviors

---

Observation	Upper Limits	Lower Limits	Sign.
1 vs 2	2.998	-0.998	
1 vs 3	3.998	0.002	***
2 vs 3	2.998	-0.998	

---

**CHAPTER V**  
**SUMMARY, RESULTS, DISCUSSION, CONCLUSION,**  
**AND RECOMMENDATIONS**

Summary

The investigation was designed to determine if the classroom behavior of sixth-grade students would change after participation in selected self-concept activities. The 25 subjects were enrolled in a sixth grade class at Ginnings Elementary School, Denton, Texas during January and February of 1985. Self-concept activities were conducted daily by the classroom teacher for a 2 week period. All subjects participated in a majority of the activities and were present for three videotape sessions.

Classroom behavior was observed three times using a videotape camera. Observations took place prior to the treatment, immediately following the treatment and 2 weeks after the conclusion of the treatment. Three observers viewed and analyzed each tape twice.

The Friedman two-way analysis of variance for ranks was used to determine if significant differences existed in the number of observed positive and negative classroom behaviors during the three observational periods. The Friedman post-hoc test was used to identify where the significant differences were located.

### Results

The hypotheses were tested for significance at the .05 level. The results are as follows:

1. There will be no significant differences among the number of positive classroom behaviors viewed during the three observation periods. REJECTED

2. There will be no significant differences among the number of negative classroom behaviors viewed during the three observation periods. REJECTED

### Discussion

There were no significant differences in classroom behaviors of the subjects as a group, from the first observation, prior to the treatment, to the second observation, immediately following the experimental treatment. Perhaps there was an insufficient time lapse to allow for the activities to affect the behavior of the children. Although there were no statistically significant differences in observed behaviors from the first to the second observation, the observers did view increases in the number of positive behaviors and decreases in negative behaviors.

There was a significant increase in the number of positive classroom behaviors and a decrease in the number of negative classroom behaviors exhibited between observation

1, prior to the treatment and observation 3, 2 weeks after the conclusion of the treatment. Behavior of the subjects, which is often a manifestation of self-concept, did change. Factors that influence self-concept are varied and complex. No one factor is totally responsible for the development and maintenance of the self-concept but it is possible that participation in the self-concept activities was the reason for the change in the total number of observed behaviors.

The design of the study did not include the use of a control group and no attempt was made to control outside variables. As far as the investigator could ascertain, in conference with the teacher, there were no major influences on the subjects during the experimental period which would explain the differences in behavior during the observational periods, other than the self-concept activities. Even though there were no statistical differences in classroom behavior between the first and second observations, the teacher noticed a change in the atmosphere of the class during that time period. She indicated that the students were more sensitive and open to each other after participating in the activities. The teacher was enthusiastic about the positive changes she observed during the entire testing period of 4 weeks.

Although an individual's self-concept is an

intrinsically guarded ideal and resistant to change, it can change. Change in self-concept takes place gradually and requires nurturing by many individuals (Canfield & Wells, 1976).

#### Conclusion

The self-actualizing and valuing experiences specifically designed to improve self-concept appeared to have a delayed effect on behavior. Significant changes in behavior were observed at the end of a 4 week period. Positive behaviors increased and negative behaviors decreased. No change occurred during the first 2 week period.

#### Recommendations

As a result of this study, the investigator makes the following recommendations:

1. A replication of the study should be conducted using a control group.
2. A replication of the study should be made with the addition of a fourth observation at 6 weeks after the conclusion of the treatment. This could indicate if the treatment has a lasting effect on the subjects' behavior.
3. A replication of the study should be conducted with a longer treatment period, 6 weeks or more.

4. A replication of the study should be conducted with observations made outside the classroom setting, such as in the lunchroom or in physical education class.

APPENDICES

Appendix A  
Research Proposal Submitted  
To Mr. Dean Anthony

RESEARCH PROPOSAL

I. General Information

Date October 26, 1984

Person(s) conducting research MaryAnn Linco

Address 2211 N. Bell #212 Phone 566-8027 Home  
383-3569 Office

Level of Research            Doctoral   XX   Masters            Undergraduate

Title of Project The influence of selected group activities on the  
self-concept of intermediate grade children as evidenced by behavior change.

Preferred Research Locations (if known) Ginnins

Numbers Involved: Classrooms/teachers   1   Students 20-30 Level 4th, 5th or  
6th. grade

Beginning Date Fri. Jan. 11, 1985 Ending Date Mon. Feb. 11, 1985

II. Research Procedures and Needs

Provide a one-two page summary of proposed research which includes the following:

1. Purpose of research
2. Research procedures (include description of tests or surveys to be used, information to be obtained from the District, or any special procedures or equipment needed or to be used)
3. Time Requirements (specify class time, out of class time for students and teacher/administrator time required)

III. Feedback to the District

Anyone conducting research in the Denton I.S.D. is required to submit to the District a summary of all results obtained in the research. The Departmental Chairman will be notified when this requirement is not met.

IV. University Approval (Signature Required)

Major Professor(s) Dr. Ruth Tandy Signature *Ruth Tandy*  
Department Health Education  
Phone 383-3569

V. Number of Copies

One copy of this request should be prepared for the Office of Instruction and one copy for each school in which the researcher seeks to work.

-----  
District Use Only

School(s) accepting (1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_

Researcher Notified \_\_\_\_\_ Date \_\_\_\_\_

Final Summary Received \_\_\_\_\_

#### Purpose

The purpose of this study is to determine if the behavior of students will change after exposure to group activities in which the students can achieve success.

#### Procedures

1. \*Observe the students prior to the treatment for two hours.
2. Administer the treatment. The treatment consists of daily activities for a two week period ( 10 class days ). The activities are designed for students to explore feelings and develop interaction skills in a group setting. The activities will be conducted by the classroom teacher. All materials needed will be supplied by the researcher.
3. \*Observe the students at the conclusion of the experimental period for two hours.
4. \*Observe the students two weeks after the conclusion of the experimental period for two hours.

\*Observation will be made by a videotape recorder.

Daily activities will take approximately 20-25 minutes each. Tentative dates for observations depending on the school schedule are Friday January 11, 1985; Friday January 25, 1985 and Friday February 8, 1985.

Time of day for the observations would be established in cooperation with the classroom teacher.

APPENDIX B

1. Permission To Use The Site
2. Parental Permission of  
Subjects to Participate

# Denton Independent School District

OFFICE OF CURRICULUM/INSTRUCTION  
P. O. BOX 2387  
DENTON, TEXAS 76202

November 16, 1984

Ms. MaryAnn Lingg  
2211 North Bell, No. 212  
Denton, Texas 76201

Dear Ms. Lingg:

I am pleased to inform you that Ginnings Elementary School has accepted your research proposal. You will be able to begin your study in Mrs. Martin's sixth grade class in mid-January. Be sure to submit a summary of the results to this office after the completion of your study.

If I can be of further assistance, please call my office. Good luck with your project!

Sincerely,



Dean W. Anthony  
Director of Elementary Education

DWA/se



Texas Woman's University

P.O. Box 23717, Denton, Texas 76204 (817) 383-3569

DEPARTMENT OF HEALTH EDUCATION  
COLLEGE OF HEALTH, PHYSICAL EDUCATION, RECREATION, AND DANCE

December 17, 1984

Dear Parents,

MaryAnn Lingg, a graduate student at Texas Woman's University will be conducting a research project at Ginnings Elementary School in Mrs. Martin's sixth grade class.

She would like the students to participate in daily group activities for a two week period. These activities will be conducted by Mrs. Martin during the regular school day. The program will take place from January 14-25, 1985.

Miss Lingg would also like to videotape the students to observe classroom behavior. Taping will take place on Fridays Jan. 11, Jan. 25 and Feb. 8. Names of the students will not be used in the study. The tapes are for this research project only and will be discarded at the conclusion of the study.

I hereby give my permission for \_\_\_\_\_ (child's name) to participate in the activities. I also give research student MaryAnn Lingg the right to film my child within the class setting. I understand that the videotape is for research purposes only and will not be published in anyway.

\_\_\_\_\_  
Parent or Guardian

\_\_\_\_\_  
Date

Approved by:

Roger Shipley  
Dr. Roger Shipley  
Department Chairman  
Health Education  
Texas Woman's University

Ruth Tandy  
Dr. Ruth Tandy  
Research Chairperson  
Texas Woman's University

\*\*\*\* Please return this form to Mrs. Martin by Friday Dec.21,1984\*\*\*\*  
If you have any further questions please contact MaryAnn Lingg at 383-3569

APPENDIX C

Self-Concept Activities

Teacher and Student Directions

## Teacher Directions

### PERSONAL COAT OF ARMS

To begin this activity distribute a coat of arms diagram and instruction sheet to each student. Verbally explain to the students that they are to express in drawings what the written directions are asking for.

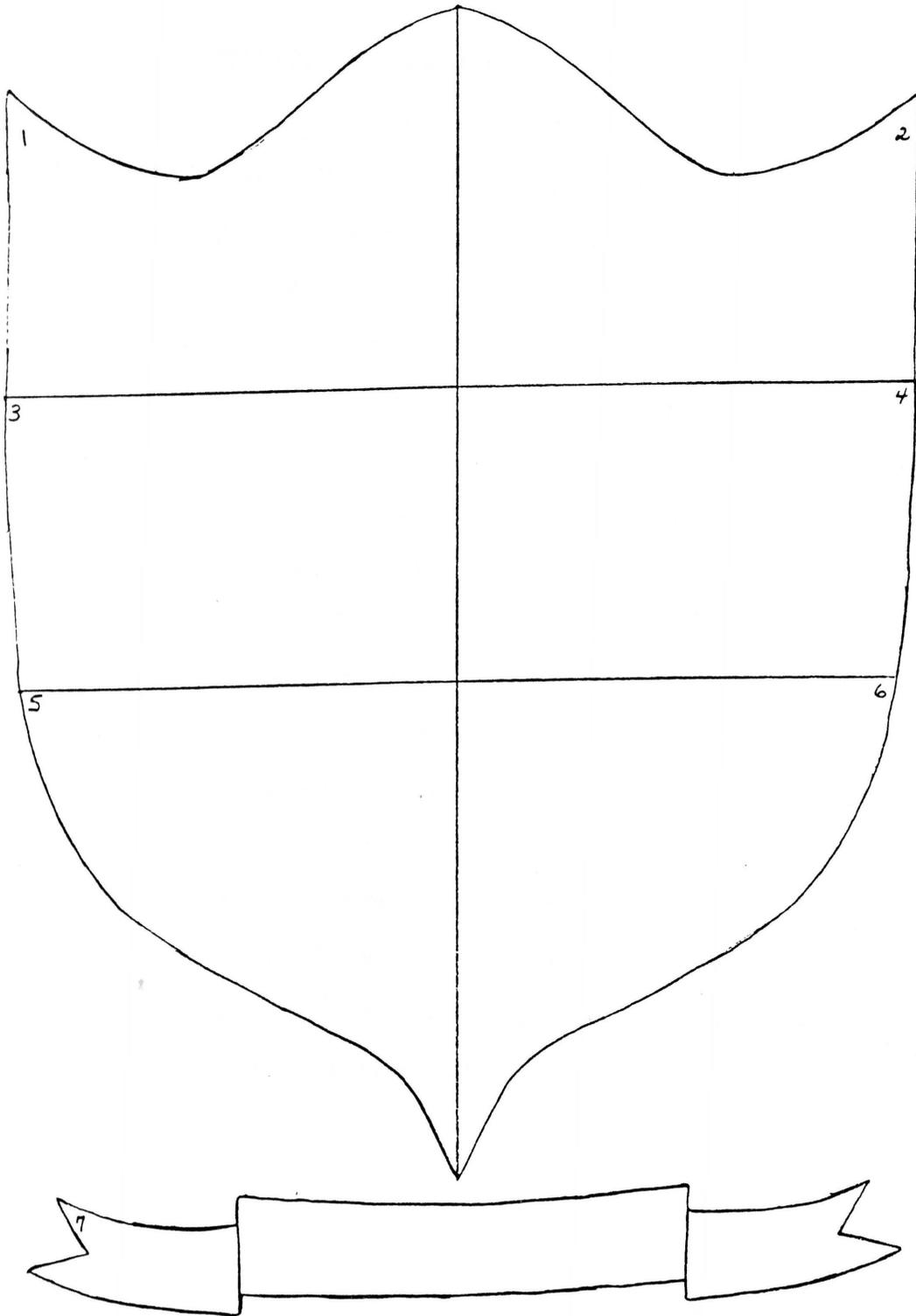
When the drawings are complete ask the students to form small groups of four to five and share what they have drawn. After approximately ten minutes bring the students back into a large group and ask the students what they have learned. When the activity is finished post the coat of arms on the wall for a few days for everyone to see (Canfield & Wells, 1976).

## Student Directions

## PERSONAL COAT OF ARMS

Each section on the personal coat of arms is numbered from 1-7. In each section you are to express in a drawing what is asked for in the following seven statements.

1. Draw the favorite thing that you own.
2. Express in a drawing what you want to be when you grow up.
3. Express in a drawing the happiest day of your life.
4. Express in a drawing something you are looking forward to.
5. Express in a drawing your favorite day of the week.
6. Draw a picture of the person that you would most like to meet.  
That person could be living or dead.
7. Write down three words that best describes you.



## INDIVIDUAL PERSONALITY CHARACTERISTICS

This activity begins with a discussion on personality characteristics. The teacher helps the students understand that we all are unique because of our different traits. Even though we may all have some of the same traits, they are still special to each one of us.

After the discussion have the students list on a piece of paper as many good traits about themselves as they can. Continue the discussion again by pointing out that we all have good and bad traits but today you are going to concentrate only on the good ones. Explain that it is good to be aware of the positive aspects about ourselves to enable us to grow as a person. This does not necessarily mean you are bragging about yourself.

Now have each student say one of their traits outloud. Emphasize there are to be no comments or judgements from the rest of the class. After each student has had an opportunity, ask the class if they have anything nice to say about anyone else (MaryAnn Lingg, investigator).

## GOOD FOR YOU

Have all the students write down on a piece of paper as many things they have done in the past or will do in the future that they feel good about. Now in groups of five have each student read their statements out loud. After each statement is read the other students in the group should say "good for you". Each student should be given the opportunity to read their list. After all the lists have been read the students have the chance to say good things about each other. At the conclusion of the small groups, the teacher should lead a discussion on what the students learned emphasizing that everyone does good things that are worth recognizing (adapted from Greenberg, 1978).

Teacher Directions  
CHARACTERISTICS OF  
BEING A GOOD FRIEND

The students are to rank, in order from 1-6, the following characteristics of being a good friend. One is the most important.

___ friendly	___ sense of humor
___ honesty	___ trustworthy
___ loyalty	___ good listner

Students are to work in groups of four to five with a teacher appointed leader. The leader should call on each member of the group for their comments. They must come to a group decision in approximately 10 minutes.

After the group discussion bring the class back together and have the leaders report. The teacher should then lead a class discussion on characteristics of being a good friend (MaryAnn Lingg, investigator).

## CHARACTERISTICS OF BEING

## A GOOD FRIEND

Following is a list of six personality characteristics. In your small groups you are to rank them from 1-6. Rank them according to how important they are in being a good friend. One is the most important and six is the least important. You must come to a group decision by everyone discussing the importance of the characteristics.

\_\_\_ friendly

\_\_\_ sense of humor

\_\_\_ honesty

\_\_\_ trustworthy

\_\_\_ loyalty

\_\_\_ good listner

## PICK A FEELING

Answer each of the questions by filling in the blank with one of the feelings from the list. If what you feel is not on the list fill in the blank with a word that best describes how you feel (adapted from Canfield & Wells, 1976).

HAPPY	SAD	PROUD
EMBARRASSED	LUCKY	IMPORTANT
CONFUSED	HURT	BRAVE
NERVOUS	CONFIDENT	AFRAID
USEFUL	ANGRY	FRUSTRATED
SMART		

HOW DO YOU FEEL WHEN...?

1. you are called on in class to answer a question? \_\_\_\_\_
2. you are given a compliment? \_\_\_\_\_
3. summer vacation is very near? \_\_\_\_\_
4. you cannot work all of your math problems?  
\_\_\_\_\_
5. someone you know dies? \_\_\_\_\_
6. you have to go to the dentist? \_\_\_\_\_
7. you fail a test? \_\_\_\_\_
8. you make a new friend? \_\_\_\_\_
9. someone tells a lie about you? \_\_\_\_\_

10. you help your parents around the house?

\_\_\_\_\_

11. you are punished? \_\_\_\_\_

12. it rains? \_\_\_\_\_

13. you are chosen for a team? \_\_\_\_\_

14. you have a problem? \_\_\_\_\_

15. it is your birthday? \_\_\_\_\_

16. you are doing your favorite activity?

\_\_\_\_\_

17. your friends want you to do something you  
know is wrong? \_\_\_\_\_

18. you win a prize? \_\_\_\_\_

19. you cannot have your own way? \_\_\_\_\_

20. you are wearing your favorite clothes?

\_\_\_\_\_

## Teacher Directions

## MY LIFE

Ask the students to fill out their papers. When they are finished center the discussion around how everyone has things in their life that they do and do not like. We are not always satisfied with ourselves or our lives. The important thing is what we do about it. Are we mean and in a bad mood? Do we try to ignore the bad things? Do we try and make them better? Do we try and shut things out of our life by taking drugs or drinking to make us feel better? What do you do when you have a problem? What can you do when you have a problem? There are solutions to problems if you take the time to work on them (MaryAnn Lingg, investigator).

## MY LIFE

Write down three (3) things that you like best about your life.

Write down three (3) things that you like least about your life or things you would like to change.

## Teacher Directions

## SURVIVAL JUSTIFICATION

After distributing the papers with the situation on it, give the students approximately 5-10 minutes to write down their reasons for being saved. When they are finished put them into groups of four to five. Students should have a chance to explain why they should be allowed to be saved. After the students have given their reasons have them vote on who should be saved in their group. Bring the class back together and discuss who was saved and why.

## SURVIVAL JUSTIFICATION

You are on a large ship in the middle of the ocean when a fire breaks out on board. Not everyone will be able to fit into the lifeboats. You must explain to the captain why you should be one of those chosen to survive. In the space provided below write down the reasons you would give to the captain for allowing you to be saved (adapted from Greenberg, 1978).

## STARE

The class should be divided into groups of five. One person is "it". Each student will have an opportunity to be "it". All students sit in a circle with "it" in the middle. All those around the circle are to stare at "it" for one minute. No one may attempt any verbal or non-verbal communication.

After all the students have had a chance to be "it" a discussion should follow. Students can now express how it felt being stared at and also what it felt like having to stare at someone else (Greenberg, 1978).

## Teacher Directions

### MORAL DILEMMA

Distribute copies of the Moral Dilemma activity to the students. Explain that they are to read the situation and then rank the characters according to how they admire them for their actions. After the students have finished break them into groups of four to five. In their groups they are to rank the characters again but this time they must come to a group decision. Give them approximately 10 minutes and then bring them back together for a class discussion. Discuss how they ranked the characters and why.

## MORAL DILEMMA

John, Mark, Paul and Tom love to play basketball. Next year when they go to junior high they will be able to try out for the school team. Three times a week the boys stop at the playground to practice with some of the older guys from the high school. One day when they arrived at the playground the older guys were just standing around. When the four boys walked up to them they realized they were smoking marijuana. One of the older boys offered them some. John really liked the high school guys a lot and wanted them to like him as much so he said "sure" and joined them. Paul wasn't sure what to do but after a little coaxing he tried it too because he didn't want the others to think he was a sissy. Mark said "no way, I came to play basketball and if you're not going to I'll just go home to practice, I don't need that stuff". Tom wasn't quite sure what to do either so he just hung around trying to act like nothing was unusual. The guys teased him pretty bad about being a chicken so he left. When he got home he told his dad what had happened. His dad then called the parents of Tom's friends and told them also what happened (MaryAnn Lingg, investigator).

RANK THE PEOPLE BELOW IN THE ORDER THAT YOU ADMIRE  
THEM THE MOST FOR THEIR ACTIONS

\_\_\_\_\_ Mark

\_\_\_\_\_ Tom

\_\_\_\_\_ Paul

\_\_\_\_\_ John

\_\_\_\_\_ high school boys

\_\_\_\_\_ Tom's dad

## ROUND UP

Students are to sit in a circle for this activity. The teacher is actively involved by asking and answering the questions. Ask the questions one at a time. Each student takes a turn answering the questions moving along in the circle until all have answered. Alternate who answers first. Students may pass the first time around but there are no permanent passes. Come back to those who have passed. Instruct the students that there are to be no comments or judgements about the answers given. If time permits you can ask the students if they have any questions they would like to ask the class. Ask these before question ten on the list (adapted from Canfield & Wells, 1976).

1. If you could meet anyone, living or dead, who would it be?
2. If you could be an animal what would it be and why?
3. What is one thing you like best about yourself?
4. If you could live anywhere in the world besides Denton, where would it be?
5. What do you think is the biggest problem in the world today?
6. What are you afraid of the most?
7. Name the person you would most like to be like.

8. If someone gave you \$1,000 for your birthday, what would you do with it?
9. What has been your greatest accomplishment so far this year?
10. Who did you learn the most about today?

APPENDIX D

Behavior Recording Sheet

BEHAVIOR RECORDING SHEET

	27	26	25	24	23	22	21
Positive							
Negative							
	20	19	18	17	16	15	14
Positive							
Negative							
	13	12	11	10	9	8	7
Positive							
Negative							
		6	5	4	3	2	1
Positive							
Negative							

POSITIVE BEHAVIORS

- raises hand to answer
- helps others
- courteous gestures and evidence of caring
- volunteers for classroom chores and errands
- offers suggestions and opinions at appropriate times

NEGATIVE BEHAVIORS

- hitting, biting, pushing
- poking, kicking
- namecalling
- cursing
- blurting out
- doing something other than paying attention for more than 5 seconds
- getting out of or turning around in seat

APPENDIX E

Raw Data

Behavior Observation Tallies

## POSITIVE BEHAVIORS

JANUARY 11, 1985

TAPPE 1 VIEWING 1				TAPPE 1 VIEWING 2			
<u>Subject</u>	O <sub>1</sub>	O <sub>2</sub>	O <sub>3</sub>	<u>Subject</u>	O <sub>1</sub>	O <sub>2</sub>	O <sub>3</sub>
1	a			1	a		
2	3	2	1	2	3	5	2
3	3	4	0	3	4	4	3
4	3	1	1	4	3	2	1
5	0	1	0	5	0	1	0
6	0	1	0	6	1	1	0
7	3	3	1	7	3	2	3
8	4	2	0	8	4	6	2
9	5	3	3	9	8	9	6
10	0	2	0	10	0	2	1
11	0	2	0	11	0	1	0
12	1	3	0	12	1	2	0
13	1	1	1	13	1	3	1
14	3	2	2	14	1	1	1
15	b			15	b		
16	1	2	1	16	3	2	2
17	1	2	0	17	2	5	0
18	0	0	1	18	2	1	3
19	2	0	0	19	0	3	0
20	0	0	0	20	0	1	0
21	3	3	2	21	2	3	3
22	0	0	0	22	0	0	1
23	1	0	0	23	0	2	1
24	1	2	1	24	0	0	1
25	1	2	1	25	0	3	2
26	1	1	1	26	0	0	0
27	1	1	0	27	0	0	0
TOTAL	38	40	16		38	59	33

a=left school                      b=seat unoccupied

## NEGATIVE BEHAVIORS

JANUARY 11, 1985

TAPE 1 VIEWING 1				TAPE 1 VIEWING 2			
<u>Subject</u>	O <sub>1</sub>	O <sub>2</sub>	O <sub>3</sub>	<u>Subject</u>	O <sub>1</sub>	O <sub>2</sub>	O <sub>3</sub>
1	a			1	a		
2	24	13	20	2	19	12	18
3	1	0	0	3	0	0	0
4	3	2	3	4	0	0	1
5	1	0	2	5	1	0	0
6	0	0	1	6	0	0	0
7	5	2	7	7	3	6	4
8	4	1	4	8	0	0	3
9	1	1	1	9	0	0	0
10	5	1	2	10	4	0	2
11	3	3	2	11	1	2	2
12	0	1	0	12	0	0	0
13	1	0	1	13	0	0	1
14	6	6	6	14	4	5	4
15	b			15	b		
16	2	1	4	16	0	1	3
17	1	0	1	17	1	0	0
18	6	0	3	18	1	0	0
19	2	0	1	19	0	1	1
20	1	0	2	20	1	0	0
21	1	0	0	21	1	0	0
22	3	0	2	22	3	1	2
23	2	1	1	23	2	1	1
24	2	0	1	24	0	0	1
25	7	1	1	25	0	0	2
26	5	0	2	26	1	1	1
27	1	2	6	27	5	0	4
TOTAL	87	35	73		47	30	50

a=left school

b=seat unoccupied

## POSITIVE BEHAVIORS

JANUARY 25, 1985

Tape 2 Viewing 1				Tape 2 Viewing 2			
<u>Subject</u>	O <sub>1</sub>	O <sub>2</sub>	O <sub>3</sub>	<u>Subject</u>	O <sub>1</sub>	O <sub>2</sub>	O <sub>3</sub>
1	a			1	a		
2	1	3	2	2	3	7	2
3	1	2	1	3	1	3	1
4	2	5	4	4	4	3	3
5	1	1	2	5	2	1	0
6	0	0	0	6	0	1	1
7	2	4	2	7	4	6	5
8	4	5	8	8	9	11	6
9	0	1	3	9	2	4	1
10	1	4	4	10	4	7	6
11	4	8	4	11	10	9	6
12	6	5	4	12	10	10	5
13	1	4	4	13	1	6	3
14	3	4	4	14	4	7	5
15	b			15	b		
16	1	3	2	16	2	4	2
17	2	5	4	17	3	6	3
18	3	1	4	18	2	3	2
19	1	4	3	19	4	3	3
20	1	2	2	20	2	2	2
21	1	3	3	21	3	4	3
22	0	0	0	22	0	1	0
23	3	5	3	23	5	6	3
24	0	4	2	24	3	2	2
25	0	2	5	25	5	7	6
26	3	4	3	26	1	4	2
27	2	2	3	27	3	6	4
TOTAL	43	81	76		87	123	73

a=left school

b=seat unoccupied

## NEGATIVE BEHAVIORS

JANUARY 25, 1985

TAPE 2 VIEWING 1				TAPE 2 VIEWING 2			
<u>Subject</u>	01	02	03	<u>Subject</u>	01	02	03
1	a			1	a		
2	7	4	3	2	7	2	3
3	0	0	0	3	0	0	0
4	0	1	0	4	2	1	1
5	0	0	0	5	0	0	0
6	0	0	0	6	2	0	0
7	2	0	0	7	0	1	0
8	3	0	1	8	3	0	0
9	0	0	0	9	0	0	0
10	0	0	0	10	3	2	0
11	1	0	1	11	2	1	1
12	0	0	0	12	0	0	0
13	0	0	0	13	0	0	0
14	5	5	2	14	3	6	3
15	b			15	b		
16	0	1	0	16	0	0	0
17	0	0	0	17	0	0	0
18	0	0	1	18	0	0	0
19	0	0	0	19	1	0	0
20	1	0	0	20	0	0	0
21	0	0	0	21	0	0	0
22	0	0	1	22	1	0	0
23	0	0	1	23	1	0	0
24	4	3	3	24	5	3	5
25	2	1	1	25	4	1	2
26	0	0	0	26	2	0	0
27	1	0	0	27	3	0	0
TOTAL	26	15	14		39	17	15

a=left school

b=seat unoccupied

## POSITIVE BEHAVIORS

FEBRUARY 8, 1985

TAPE 3 VIEWING 1				TAPE 3 VIEWING 2			
<u>Subject</u>	O <sub>1</sub>	O <sub>2</sub>	O <sub>3</sub>	<u>Subject</u>	O <sub>1</sub>	O <sub>2</sub>	O <sub>3</sub>
1	a			1	a		
2	8	14	8	2	8	12	11
3	7	6	7	3	8	4	6
4	8	6	5	4	4	5	3
5	1	3	6	5	5	5	7
6	5	1	4	6	0	2	1
7	13	17	11	7	13	15	13
8	12	11	7	8	13	13	8
9	9	7	7	9	8	5	6
10	3	2	4	10	6	3	4
11	5	8	8	11	6	6	10
12	7	8	6	12	8	9	7
13	3	5	5	13	6	6	5
14	8	10	9	14	11	9	6
15	b			15	b		
16	12	12	9	16	14	15	13
17	12	16	12	17	16	22	15
18	8	7	6	18	5	10	7
19	5	5	5	19	5	7	6
20	5	11	7	20	7	8	6
21	5	5	4	21	4	6	5
22	4	5	4	22	3	4	5
23	0	1	0	23	1	1	2
24	10	5	5	24	9	6	6
25	10	11	9	25	9	8	8
26	5	2	4	26	3	4	6
27	2	1	4	27	0	1	4
TOTAL	167	179	153		172	186	169

a=left school

b=seat unoccupied

## NEGATIVE BEHAVIORS

FEBRUARY 8, 1985

TAPE 3 VIEWING 1				TAPE 3 VIEWING 2			
<u>Subject</u>	O <sub>1</sub>	O <sub>2</sub>	O <sub>3</sub>	<u>Subject</u>	O <sub>1</sub>	O <sub>2</sub>	O <sub>3</sub>
1	a			1	a		
2	7	6	6	2	11	9	8
3	0	0	0	3	0	0	0
4	0	0	0	4	0	0	0
5	0	0	0	5	0	0	0
6	0	0	0	6	0	0	0
7	2	2	2	7	2	2	1
8	1	0	1	8	0	0	0
9	0	0	0	9	0	0	0
10	0	0	0	10	0	0	0
11	1	0	1	11	1	0	1
12	0	0	0	12	0	0	0
13	0	0	0	13	0	0	0
14	0	0	0	14	0	0	1
15	b			15	b		
16	0	0	0	16	0	0	0
17	0	0	0	17	0	0	0
18	0	1	0	18	1	0	0
19	0	0	0	19	1	0	0
20	0	0	0	20	0	0	0
21	0	0	0	21	0	0	0
22	0	0	0	22	0	0	0
23	0	0	0	23	0	0	0
24	1	0	0	24	2	0	1
25	1	0	0	25	2	0	1
26	0	0	0	26	0	0	0
27	0	0	0	27	0	0	0
TOTAL	13	9	10		20	11	13

a=left school

b=seat unoccupied

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