THE EFFECTS OF CLASSROOM GUIDANCE ACTIVITIES ON THE SELF CONCEPT OF FIFTH GRADE STUDENTS

A Thesis

by

KENNETH RUSSELL FOSTER

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APPROVED BY:

David F. Robinson
Chairperson, Thesis Committee

Harry G. Lodge
Member, Thesis Committee

J. Edward Harvill
Member, Thesis Committee

Fred T. Balder
Chairperson, Department of
Counselor Education & Research

Joyce V. Lawrence
Dean of the Graduate School

THE EFFECTS OF CLASSROOM GUIDANCE ACTIVITIES ON THE SELF CONCEPT OF FIFTH GRADE STUDENTS. (May 1983)

Kenneth Russell Foster, B. A.,
University of North Carolina at Chapel Hill
Ed.S., Appalachian State University
Thesis Chairperson: David T. Robinson

The purpose of this study was to investigate whether classroom guidance activities led by a trained school counselor improve the self concept of fifth grade students.

The subjects were a total control group of fifty-seven students and a total experimental group of fifty-three students. There were twenty-four females in the control group and twenty-two females in the experimental group. For males, there were thirty-three in the control group and thirty-one in the experimental group. The total experimental group was treated with seven hours of classroom guidance activities. The Piers-Harris Children's Self Concept Scale was administered as a pretest and posttest to total control and total experimental groups. The data were treated to a series of t tests.

Although results were mixed, classroom guidance activities may improve the self concept of some students. On the one hand, the total control group made a significant gain in perception of self in relation to Physical Appearance and Attributes in comparison with the total experimental group. The males in the control group made a significant gain in perception of self in relation to Physical Appearance and Attributes. There was a negative trend for the total experimental group in comparison with the total control group in perception of self with regard to Behavior. Also, there was a negative trend in mean scores for males in the experimental group compared to males in the control group on Total Self Concept, perception of self in regard to Behavior, Popularity, and Happiness and Satisfaction.

On the other hand, there was a positive trend in the mean scores of the total experimental group compared to the mean scores of the total control group in five of seven comparisons including Total Self Concept, Intellectual and School Status, Anxiety, Popularity, and Happiness and Satisfaction. On all seven comparisons the scores of females in the experimental group exhibited a more positive trend than the scores of females in the control group. Also, there was a positive trend in mean scores of males in the experimental group compared to

males in the control group in perception of self in regard to Intellectual and School Status and Anxiety.

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Chapter 1

INTRODUCTION TO THE PROBLEM

In recent years a number of leading theorists in the fields of psychology and education have come to believe that self concept is the core factor in the motivation of all human behavior (Purkey, 1978:23). Subsequently, a theory of self concept has developed. Accordingly, each person strives to maintain and enhance his/her perception of self. This perception relates to one's view of his/her characteristics as a person and one's view of his/her total worth as a person. In her warm and human manner, Satir (1972:21) states:

> In my many years of teaching young children, treating families of all economic and social levels, training people from all walks of life--from all the day-to-day experiences of my professional and personal living, I am convinced that the crucial factor in what happens both inside and between people is the picture of individual worth that each person carries around with him....

In addition to Satir's personal comment about self concept, many research findings indicate the importance of self concept to educators. A summary of these findings reveal that in many classrooms student disruption, inattention, apathy, and anxiety problems stem from

negative self concept as learners from the students' point of view (Purkey, 1978:24-25).

How can the public schools improve the self concept of students and encourage them to grow academically, personally, socially, and vocationally? Can it be demonstrated that the particular guidance service of classroom guidance activities help children in the adjustment process?

Statement of Problem

Do classroom guidance activities led by a trained school counselor improve the self concept of fifth grade students?

Significance of Study

In an era of budget-cutting in public education, elementary school guidance and counseling programs are in great jeopardy. For the first time, since elementary counselors were hired in the Wilkes County Public Schools of North Carolina, cuts were made for the 1982-1983 school year (Parker and Broyhill, 1982).

Elementary school guidance and counseling is a comparatively new field in the Wilkes County Public Schools. In a personal interview, the researcher found that in the late 1960's there was one elementary guidance teacher in the school system (Whittington, 1982).

In another interview the researcher learned that the first elementary counselor was hired in 1970 (Higgins, 1982). By 1978, there were eight elementary counselors in the school system (Whittington, 1980:29).

Still, in the history of education and elementary school guidance, the programs are relatively young and not well established. Thus, elementary guidance is vulnerable to budget-cutting in financially hard-pressed school districts. It is paramount that research be conducted to demonstrate the effectiveness of various vehicles for the delivery of guidance services. With this in mind, this study is designed to investigate the effectiveness of certain classroom guidance activities in enhancing self concept.

Hypotheses

In this study a major null hypothesis and twenty-one null subhypotheses are offered.

Major Null Hypothesis

There is no significant difference between fifth grade students who participate in seven hours of classroom guidance activities and fifth grade students who participate in no classroom guidance activities on scores of Total Self Concept, Behavior Factor, Intellectual and School Status Factor, Physical Appearance and Attributes Factor, Anxiety Factor, Popularity

Factor, and the Happiness and Satisfaction Factor as measured by the Piers-Harris Children's Self Concept Scale with regard to variables of total group and sex.

Null Subhypotheses

The major null hypothesis is elaborated in twenty-one null subhypotheses.

Null subhypothesis 1. There is no significant difference between fifth grade students who participate in seven hours of classroom guidance activities and fifth grade students who participate in no classroom guidance activities on scores of Total Self Concept as measured by the Piers-Harris Children's Self Concept Scale with regard to total group.

Null subhypothesis 2. There is no significant difference between fifth grade students who participate in seven hours of classroom guidance activities and fifth grade students who participate in no classroom guidance activities on scores of the Behavior Factor as measured by the Piers-Harris Children's Self Concept Scale with regard to total group.

Null subhypothesis 3. There is no significant difference between fifth grade students who participate in seven hours of classroom guidance activities and fifth grade students who participate in no classroom

guidance activities on scores of the Intellectual and School Status Factor as measured by the Piers-Harris Children's Self Concept Scale with regard to total group.

Null subhypothesis 4. There is no significant difference between fifth grade students who participate in seven hours of classroom guidance activities and fifth grade students who participate in no classroom guidance activities on scores of the Physical Appearance and Attributes Factor as measured by the Piers-Harris Children's Self Concept Scale with regard to the total group.

Null subhypothesis 5. There is no significant difference between fifth grade students who participate in seven hours of classroom guidance activities and fifth grade students who participate in no classroom guidance activities on scores of the Anxiety Factor as measured by the Piers-Harris Children's Self Concept Scale with regard to total group.

Null subhypothesis 6. There is no significant difference between fifth grade students who participate in seven hours of classroom guidance activities and fifth grade students who participate in no classroom guidance activities on scores of the Popularity Factor

as measured by the Piers-Harris Children's Self Concept Scale with regard to total group.

Null subhypothesis 7. There is no significant difference between fifth grade students who participate in seven hours of classroom guidance activities and fifth grade students who participate in no classroom guidance activities on scores of the Happiness and Satisfaction Factor as measured by the Piers-Harris Children's Self Concept Scale with regard to total group.

Null subhypothesis 8. There is no significant difference between fifth grade students who participate in seven hours of classroom guidance activities and fifth grade students who participate in no classroom guidance activities on scores of Total Self Concept as measured by the Piers-Harris Children's Self Concept Scale with regard to females.

Null subhypothesis 9. There is no significant difference between fifth grade students who participate in seven hours of classroom guidance activities and fifth grade students who participate in no classroom guidance activities on scores of the Behavior Factor as measured by the Piers-Harris Children's Self Concept Scale with regard to females.

Null subhypothesis 10. There is no significant difference between fifth grade students who participate in seven hours of classroom guidance activities and fifth grade students who participate in no classroom guidance activities on scores of the Intellectual and School Status Factor as measured by the Piers-Harris Children's Self Concept Scale with regard to females.

Null subhypothesis 11. There is no significant difference between fifth grade students who participate in seven hours of classroom guidance activities and fifth grade students who participate in no classroom guidance activities on scores of the Physical Appearance and Attributes Factor as measured by the Piers-Harris Children's Self Concept Scale with regard to females.

Null subhypothesis 12. There is no significant difference between fifth grade students who participate in seven hours of classroom guidance activities and fifth grade students who participate in no classroom guidance activities on scores of the Anxiety Factor as measured by the Piers-Harris Children's Self Concept Scale with regard to females.

Null subhypothesis 13. There is no significant difference between fifth grade students who participate

in seven hours of classroom guidance activities and fifth grade students who participate in no classroom guidance activities on scores of the Popularity Factor as measured by the Piers-Harris Children's Self Concept Scale with regard to females.

Null subhypothesis 14. There is no significant difference between fifth grade students who participate in seven hours of classroom guidance activities and fifth grade students who participate in no classroom guidance activities on scores of the Happiness and Satisfaction Factor as measured by the Piers-Harris Children's Self Concept Scale with regard to females.

Null subhypothesis 15. There is no significant difference between fifth grade students who participate in seven hours of classroom guidance activities and fifth grade students who participate in no classroom guidance activities on scores of Total Self Concept as measured by the Piers-Harris Children's Self Concept Scale with regard to males.

Null subhypothesis 16. There is no significant difference between fifth grade students who participate in seven hours of classroom guidance activities and fifth grade students who participate in no classroom guidance activities on scores of the Behavior Factor

as measured by the Piers-Harris Children's Self Concept Scale with regard to males.

Null subhypothesis 17. There is no significant difference between fifth grade students who participate in seven hours of classroom guidance activities and fifth grade students who participate in no classroom guidance activities on scores of the Intellectual and School Status Factor as measured by the Piers-Harris Children's Self Concept Scale with regard to males.

Null subhypothesis 18. There is no significant difference between fifth grade students who participate in seven hours of classroom guidance activities and fifth grade students who participate in no classroom guidance activities on scores of the Physical Appearance and Attributes Factor as measured by the Piers-Harris Children's Self Concept Scale with regard to males.

Null subhypothesis 19. There is no significant difference between fifth grade students who participate in seven hours of classroom guidance activities and fifth grade students who participate in no classroom guidance activities on scores of the Anxiety Factor as measured by the Piers-Harris Children's Self Concept Scale with regard to males.

Null subhypothesis 20. There is no significant difference between fifth grade students who participate in seven hours of classroom guidance activities and fifth grade students who participate in no classroom guidance activities on scores of the Popularity Factor as measured by the Piers-Harris Children's Self Concept Scale with regard to males.

Null subhypothesis 21. There is no significant difference between fifth grade students who participate in seven hours of classroom guidance activities and fifth grade students who participate in no classroom guidance activities on scores of the Happiness and Satisfaction Factor as measured by the Piers-Harris Children's Self Concept Scale with regard to males.

Definition of Terms

For clarity and information the following terms have been defined:

Classroom Guidance Activities

Classroom guidance activities are firsthand experiences designed to enhance self concept, create an awareness of emotions, and improve interpersonal skills in a class of twenty-five to thirty-five students.

Small Group Guidance Activities

Small group guidance activities are firsthand experiences designed to enhance self concept, create an awareness of emotions, and improve interpersonal skills in a group of six to twelve students.

Self Concept

Self concept is the perception one has in regard to one's worth and ability as a person.

Assumptions and Limitations of the Study

The assumptions and limitations were recognized as follows:

Assumptions of the Study

For the purpose of the study the following assumptions were made:

1. The subjects of the study were a representative sample of fifth grade students at Moravian Falls Elementary School and C. C. Wright Elementary School in Wilkes County, North Carolina.

2. The subjects at C. C. Wright School and Moravian Falls School were similar in the areas of culture, race, socioeconomic level, and self concept.

3. The responses on the test questions were considered to be accurate as perceived and communicated by the respondents.

4. The Piers-Harris Children's Self Concept Scale (The Way I Feel About Myself) was a valid and reliable measure of self concept for this age public school child.

5. The six subfactors of the Piers-Harris Children's Self Concept Scale were valid and reliable for this age public school child.

6. The counselor who administered the scale was competent and did not in any significant way bias the responses.

7. The statistical techniques and analyses were adequate to treat and explore the data.

Limitations of the Study

The following limitations for this study were recognized:

1. The results were limited to the subjects in the study and to similar populations.

2. Any changes reported in self concept may not be permanent changes.

3. No generalizations are made beyond the described population for study.

Chapter 2

REVIEW OF RELATED LITERATURE

There is a vast quantity of related literature on the self concept of children. However, the researcher looked at how classroom guidance activities and small group guidance activities affect the self concept of children. The first section of this chapter examines the rationale of classroom guidance activities. The second section of the chapter inspects the literature on the effect of classroom guidance activities on the self concept of children. The third section of the chapter reviews the effect of small group guidance activities on the self concept of children.

Rationale of Classroom Guidance Activities

To a large extent, the self concept of a person is based upon "one's perception of others' responses to him" (Payne and Dunn, 1972:158). The way a person feels he or she is being treated has an impact on how he or she feels about the self, thus affecting the self concept.

It is interesting to note a study conducted by George (1979:106A). George investigated the effects

solo camping had on the self concept of campers who had been taught survival self sufficiency skills. George found that the special skills and the solo camping experience did not significantly change self concept. Thus, George went on to reason that self concept is really influenced by interactions with other people, not self sufficiency skills or solo experiences.

In a public school, classrooms are organizational units of students. The classroom is the home for a student for most of the day, approximately 180 days per year. Guidance activities in the classroom can have a positive effect on the interactions of the children and their self concept. Classroom teachers can further reinforce the guidance knowledge and skills taught by counselors with follow-up discussions and applications with their students.

Classroom Guidance Activities

Various types of classroom guidance activities and their effect on self concept of children are reviewed below.

Assertiveness Training and Human Relations Training

Norem (1979:5954A) studied the effectiveness of assertiveness training and human relations training on the self concept of twelfth grade students. There

was no comparison or control group. He did find that assertiveness training did improve the self concept of the female students. There was no improvement found in the self concept of students in the human relations group. There were twenty-eight students in the human relations training class and thirty students in the assertiveness training class.

Later, the effects of assertiveness training on self concept were investigated by Gundry (1981:4610A). The subjects were 178 seventh and eighth grade students. Gundry also examined the correlation between assertiveness and self concept. Instruments were the Piers-Harris Children's Self Concept Scale and the modified Rathus Assertiveness Schedule. Statistical analyses were t tests, 3-way analysis of covariance, and Pearson product-moment correlation. No significant evidence was found to indicate that participation in an assertiveness program would increase self concept. However, significant correlations were found between assertiveness and self concept scores.

Behavior-Awareness Skills Training

In a classroom guidance program with second grade students, Quesnell (1979:5956A) found that a non-verbal-behavior-awareness skills training program promoted self concept. Quesnell used the Self-Esteem

Inventory to measure self concept in pre- and post-tests. The sessions were held thirty minutes per week for eight weeks.

Values Clarification

A study was performed by Kelley (1976:1889A). Values clarification activities were used in fourth, fifth, and sixth grade classrooms by six teachers who had been trained in values clarification activities. A control group of 120 pupils was utilized. A significant improvement in self concept was found in the experimental group.

Later, Chapman (1979:2441A) investigated the effect of a values clarification program on the self concept and academic achievement of sixth grade pupils. The treatment group consisted of fifty-nine students and the control group consisted of fifty-five students. The groups contained intact classes and were not assigned. An analysis of variance was conducted and no significant difference between treatment and control groups was found on the pretest variable at the beginning of the treatment. The Piers-Harris Children's Self Concept Scale was utilized to measure self concept. The treatment consisted of a fifty minute session each week for fourteen weeks. The control group continued with regular classroom activities. It was found that

there was no significant difference between treatment and control groups on total self concept. However, on the subfactors more positive trends were found on physical appearance and attributes, and happiness and satisfaction in the experimental group than in the control group. Of note, for the above mentioned study, Pearson Product Moment Correlation Coefficients showed a high correlation between post total self concept scores and post achievement test scores.

Magic Circle of Human Development Program

McMurray (1977:2669A) studied the effectiveness of Magic Circle of the Human Development Program on the self concept of third, fourth, and fifth grade students. The total classroom guidance approach was used. One hundred fifty-five students were the subjects. There was no control group. The program lasted for six weeks. At the .05 level, no significant difference was found in self concept. An analysis of variance and t tests were the statistical techniques used.

The effectiveness of Magic Circle of the Human Development Program was not demonstrated in a study by Spector (1979:5422A). A first grade class was exposed to forty sessions over thirteen weeks of Magic Circle. Self concept was measured by the Pictorial Self-Concept Scale for Children (PCSC). The self concept of the

students improved, but Spector found that it was not the guidance activities of Magic Circle that were producing observable results. It turned out that the personality of the teacher and the style of teaching used by that teacher influenced the improvement in self concept.

Thus, an important element is involved in classroom guidance activities, and that is the personality of the counselor or teacher. Guidance activities in and of themselves may not necessarily produce successful outcomes. The elements of personality and leadership style of the classroom leader, be it counselor or teacher, can be a major factor influencing the outcome of the guidance activities.

Later, Giltzow (1982:3493A) used the Human Development Program Magic Circle as treatment in an experimental study. The treatment lasted for four months. Giltzow found that the "Magic Circle" treatment produced significantly higher student self concepts compared to the control group at the .0001 level of confidence. Another related finding was that the Magic Circle treatment yielded significantly higher teacher self concepts compared to the control group at the .02 level of confidence.

Another study looked at the effect of Magic Circle of the Human Development Program on self concept

(Bickett, 1979:3111A). Bickett selected subjects from nine classrooms: three intact classes from second grade, three intact classes from third grade, and three intact classes from fourth grade all at the same school. Then classrooms were assigned to treatment or control groups randomly. After the treatment twelve students were randomly picked from each class and their test scores were used. Thus actual subjects totaled 108. Pretest and posttest scores were obtained with the Piers-Harris Children's Self Concept Scale, the Human Figure Drawings Test, and Coopersmith's Self-Esteem Behavior Rating Form (Revised 1975). There were no significantly different findings between treatment and control groups on any measurements of the four instruments. Bickett suggested a longer treatment time in future studies applying Magic Circle. The period of time Bickett used was not mentioned in the reviewed article.

DUSO D-2 (Developing Understanding of Self and Others)

The guidance activities of DUSO D-2 (Developing Understanding of Self and Others) were used in a study by O'Rourke (1979:170A). O'Rourke used two large groups of intermediate grade students. The total sample was thirty-nine subjects. From this total were

pulled the experimental and control groups. The instrument used was the Barclay Classroom Climate Inventory (BCCI). The BCCI measured social and affective interactions in the classrooms. No significant improvement was found.

Structured Compared to Unstructured Groups

In another study, classroom guidance was used with junior high students identified as having low self concepts (Golden, 1977:1889A). Golden used two experimental groups. One experimental group was minimally structured. The other experimental group was highly structured having planned activities. The research design was pretest-posttest control group. The Piers-Harris Children's Self Concept Scale was the instrument used. The data were treated with an analysis of covariance with no significant differences reported.

Talking Circle

In a somewhat unique approach, Oxford (1980:5310A) studied the effects of classroom group counseling on self concept of kindergarten, first grade, third grade, fourth grade, fifth grade, and sixth grade students. Oxford called his treatment program "The Talking Circle." However, "The Talking Circle" was not explained in detail in the reviewed article, and no

mention was made relative to the instrument used in assessing the self concept. Oxford reported that his results were not statistically significant.

Communication Skills

In a study of a somewhat different design, Calsyn, Quicke, and Harris (1980:48-53) explored the effects of communication skills activities on the self esteem of fourth and fifth grade students. The 2X2 nonequivalent control group design, with pretest and posttest, looked at the factor of fourth grade against fifth grade and the factor of treatment group against control group. A ten item scale from the Youth in Transition study was utilized to measure self esteem. The treatment involved four sessions of sixty minutes each. In an analysis of covariance, no significant improvement in self concept was found.

Human Relations Program

In another study, Dygert (1981:4978A) investigated the effects of a human relations program on the self concept and achievement of eighth grade students. The study contained seventy-two males and seventy-three females. The Piers-Harris Children's Self Concept Scale and the Tennessee Self Concept Scale were used to measure self esteem, in pre- and posttests. Intact classes were randomly assigned to either the

experimental group or the control group. Dygert used t tests to compare all scores and variables between pretest and posttest. Findings from the Tennessee Self Concept Scale did not suggest an increase in self concept for the treatment group. However, findings from the Piers-Harris did show a slight increase in self concept.

General Classroom Guidance Activities

Bagley (1979:4130A) used classroom guidance activities with fourth, fifth, and sixth grade students. These activities were related to human relations, multiple talent development, values clarification, self-awareness techniques, and problem solving decision making. The total sample consisted of 660 pupils. Also, there were thirty-four teachers involved. The improvement in self concept of fourth grade students was found to be significant. Fifth and sixth grade students showed slight improvements in self concept.

Classroom guidance activities produced significant improvement in self concept of fourth grade students in a study by Gentry (1978:74). Fifth grade students were included in the study but did not make a significant gain in self concept. There were sixteen weeks of classroom guidance activities, one session per week. The control group was made up of fifty-five students

and the experimental group was made up of fifty-four students. The Primary Self-Concept Inventory was used to measure self esteem. The data were treated with a multivariate analysis of variance, with an F-ratio of .05, .01, and .001 being considered significant.

Last, Cargile (1980:5318A) made a study of the effects of a classroom guidance program on the self concept of students in grades kindergarten through eight. The study was quasi-experimental, used a four-group design with random selection, and consisted of 386 subjects in three different schools. One school contained a control group and a comparison group. A second school contained the treatment group. A third school contained a comparison group. The treatment consisted of weekly classroom guidance sessions during the school year. The nature of the treatment was "a direct, group-sharing approach with emphasis on assisting the child in understanding himself and others, and accepting and expressing feelings." No changes were made in the regular classroom program at the other schools. Measures of the variables were four subtests of the California Test of Personality and interviews with teachers and counselors at the treatment school. A pretest and posttest were given to the treatment and control groups. The comparison group received only a posttest. The four subtests were self reliance, sense of personal

worth, sense of personal freedom, and feeling of belonging. The instrument was different from that of this researcher. No differences of statistical significance were found. Cargile recommended further research and "more tightly designed experimental procedures" to identify weaknesses in instruments, programs, research procedures, or some combination of the above.

Small Group Guidance Activities

Various studies on small group guidance activities and their effect on self concept are reviewed below.

Affective Sexuality Training

One researcher (Wick, 1979:5339A) studied the effect of small group affective sexuality training on the self concept of adolescents. Wick used a total of nineteen students in the eleventh and twelfth grades. He had a treatment group and a control group. He used a four part guide for four weeks. The Piers-Harris Children's Self Concept Scale was the instrument used. Wick found that the treatment had no significant effect on the self concept of the subjects in the treatment group.

Awareness of Sex Role Stereotyping

Small group counseling centered around becoming aware of sex role stereotypes was attempted in order to find any measurable effect on the self concept of fifth grade students (Mitchum, 1979:4062A). There were eight sessions, for thirty minutes each week, over a four week period. The experimental groups contained six members each, and the control groups contained six members each. A total of 192 students were involved in the study as well as twenty-one counselors. Self concept was measured with the Self Esteem Inventory (SEI). No significant difference was found in the self concept of the experimental group.

Unstructured Group Counseling

Group counseling with no planned activities was investigated by Armstrong (1978:1332A). The experimental group contained twenty tenth grade students. The control group contained twenty tenth grade students. The sessions lasted for one hour per week for one semester. No significant difference in self concept was found.

Ohlsen and Gazda (1965:81) used small group counseling with a group of eight underachieving bright pupils. The group sessions tended to be unstructured.

There were no significant findings as a result of the small group counseling sessions (1965:80). The researchers pointed out that there were poor conditions for the research study. The sessions were held in the cafeteria, and there were many interruptions (1965:79).

Small Group Developmental Counseling

Barnes (1977:5920A) found small group counseling with primary grade children to be effective in enhancing self concept. There were a total of twenty-nine subjects in the experimental group and a total of twenty-nine subjects in the control group. The experimental group was broken down into small groups of five to six students each. There were nine weeks of developmental counseling with two thirty-minute sessions per week. One instrument, the Human Drawing Figure Test, showed a significant improvement in self concept.

Assertiveness Training

Knauss (1978:5356A) implemented a small group guidance study. He used an approach of group assertiveness training with fourth grade boys. He found no significant difference in self concept, at the .05 level of significance. Knauss had six subjects in an experimental group and six subjects in a control group.

Small Group Self Concept Activities

Small group self concept activities were found to be effective in bringing about a significant increase in self concept in fourth, fifth, and sixth grade students (Moore-Howard, 1979:111A). Moore-Howard used a combination of certain carefully selected activities with the students. The control group had thirty-seven students and the experimental group had thirty-three students. The instrument used in the research was the DUSO Affectivity Device. A significant increase in self concept in the experimental group was found at the .005 level of significance.

Human Relations Training

Human relations training has been found successful in improving self concept of low income high school students (Saporito, 1979:113A). Saporito used four small groups as his treatment group. He used one small group as his control group. The treatment group received fifteen hours of human relations training over a five week period. Two treatment groups used specific, structured activities. The other two treatment groups used unstructured activities. The unstructured treatment groups made significantly higher gains on self concept than the structured groups. Both structured and unstructured treatment groups scored higher on self

concept than the control group. The Tennessee Self Concept Scale (TSCS) was used as a pretest and posttest instrument. The statistical technique applied to the data was an Analysis of Covariance.

Kerwin (1977:5568A) used human relations training on a small group of ninth grade students in an effort to improve self concept. No significant improvement was reported when the treatment and control groups were compared.

Counseling Group

A study involving small group guidance in fourth, fifth, and sixth grades found small group guidance to be effective in changing the child's perception of self (Kern, Kelley, and Downey, 1973:70). These researchers used a small counseling group, a halo consultation group, and a no contact group. They selected the six most poorly adjusted children from each of nine classrooms. The California Test of Personality (CTP) was used for pre- and posttest measures. In the small counseling group an experienced counselor encouraged the students to explore their feelings, to build interpersonal relationships, and to provide mutual support. The halo consultation group played with games, arts, crafts, and records; they received no counseling or guidance. Kern, Kelley, and Downey also noted that the

halo consultation group improved too because of the positive feedback with classroom teachers.

Client-Centered Counseling

Client-centered group counseling was studied by English and Higgins (1971:507). Fourth and fifth grade students were the subjects of the research study. There were ten students in the experimental group and ten students in the control group. English and Higgins found that "client-centered group counseling as assessed in this research had no significant effect on self acceptance" of the students (1971:509). English and Higgins went further to say that the lack of structure or activities in the group appeared to place unrealistic demands on children of this age group. These unrealistic demands were "to assume responsibility, and initiative, especially for verbalizing" (1971:509).

Glasser Discussion Technique

The Glasser discussion technique has been used with small groups of third grade students (Fletcher, 1974:1). There were six groups of ten students each. Two groups were led by counselors, two groups were led by teachers, and two groups served as controls. Pre- and posttreatment scores were obtained on the students by the use of the SCAMIN Inventory. There were weekly sessions. A significant increase in self concept was

found in the teacher-led groups when compared to counselor-led and control groups (1974:2). Counselor-led groups scored higher than the control groups. Because self concept tends to remain stable, a .10 level of significance was used (1974:6). An analysis of variance was applied to compare the pre- and posttest means for the groups. Fletcher suggested that in future studies group counseling sessions be held over a long time span.

Affective and Cognitive Groups

Small group counseling with second grade students was studied by Bishop (1978:3948A). Bishop used two counseling approaches. First, one treatment group was exposed to an affective approach with a focus on feelings. The other treatment group was exposed to a cognitive approach with instruction in cognitive restructuring. Each treatment group met three times per week for a total of six hours. Instruments were the Piers-Harris Children's Self Concept Scale and the Coopersmith Behavior Rating Form. No significant differences were found in the area of self concept.

Modeling and Role-Playing

Wilder examined the effects of small group counseling on the self concept of black juvenile delinquents (1979:7171A). These were imprisoned youngsters

ranging in age from ten to nineteen. There were sixty persons in the treatment group and sixty persons in the control group. The treatment group received reteaching modeling and role-playing designed to improve self concept and adjustment. The Tennessee Self Concept Scale (TSCS) was used for measurements. The data were treated to t tests and one-tail probability. Wilder found that group counseling did not significantly increase the self concept of black juvenile delinquents.

Guidance Activities with Physical Education

Aronin and others (1974:233) found that group guidance activities, along with physical education tutoring, enhanced the self concepts of kindergarten and first grade pupils. Counselors and physical education tutors provided tutoring, classroom experiences, and small group activities. Findings were based on informed observations by counselors and participating physical education teachers.

Semi-Structured Sessions

Semi-structured small group counseling with socioeconomically deprived students was found to cause a significant enhancement in self concept (Thornton, 1976:5006A). Thornton used forty-five minutes sessions for eight weeks.

Social Development Activities

Ptaschnik (1967:14-2) produced a program for the social development of sixth and seventh grade pupils. There were small groups which met twice a week for a minimum of forty minutes. Trained group leaders were used. The goal of the program was to enhance self concept (1967:14-4). There was an emphasis on disadvantaged black students. A total of 224 students participated in the study (1967:14-2). Students were selected by faculty and principals as having anti-social behavior and low self concept (1967:14-4). The groups were composed of students having similar intellectual ability; the groups were racially balanced; and there were separate groups for girls and boys. Specific activities were used in the group sessions (1967:14-1). Ptaschnik provided no form of scientific evaluation of the effectiveness of the program.

Specific Guidance Activities

Payne and Dunn (1972:156-158) studied the effects of small group guidance activities on the self concept of culturally different fourth and fifth grade students. This guidance program was funded through the Elementary and Secondary Education Act, Title I. Three small groups of disadvantaged students, ten students per

group, formed the experimental group of the study. Eighteen specific small group guidance activities were presented for fifty minutes per week. No significant findings came out of the study. But there were indications that small group guidance activities were an important agent of change in self concept, particularly in "Self as Object," the way a person perceives how others see him/her (1972:162).

Activity and Discussion

Runion (1976:5057A) examined the effectiveness of activity small group guidance in improving children's self concept and social power. One hundred fifth grade students were the subjects of the study. There were three groups with ten students in each group. The subjects were picked by means of random selection. One experimental group was treated with Activity Group Guidance. The second experimental group was treated with Discussion. The third group served as a control group. The activity and discussion groups met nine times during an eight week period. Self concept was measured by the Piers-Harris Children's Self Concept Scale once at the end of the treatment. The data were treated by the statistical technique of multiple regression. The hypothesis that the treatment would significantly enhance self concept was not supported by the data.

DUSO D-2

Wendel (1977:117A) used the DUSO D-2 (Developing Understanding of Self and Others) kit, in small groups of fith grade pupils. These small groups were structured. There were ten students in each small group. The groups met once per week for eight weeks. The instrument for measuring was the Self-Concept as a Learner Scale. The research was posttest only group design. Wendel found a significant increase in self concept at the .05 level. The students were randomly picked. Statistical techniques were t test and analysis of covariance. There were experimental and control groups.

Human Development Program and Transactional Analysis

Edmondson (1979:299) investigated the effectiveness of small group guidance activities in improving self concept. The activities were based on the Human Development Program (HDP) and Transactional Analysis (TA). The Transactional Analysis is similar to the researcher's study because of his heavy emphasis on Transactional Analysis activities. Edmondson's subjects were fourth grade pupils. Edmondson used small groups of eight to sixteen pupils, in contrast this researcher used entire classes. Edmondson completed sixteen and one-half hours of sessions over an eleven week period

of time. Similar to the present researcher's study, the Piers-Harris Children's Self Concept Scale was used as an instrument. However, the California Test of Personality was used too by Edmondson.

Edmondson used 165 subjects. A positive trend in enhancement of self concept was depicted when group-adjusted mean differences were computed for both experimental groups. Still, the difference in mean scores was not great enough between treatment groups to show statistical significance. Edmondson (1979:301) suggested that the positive trend in the scores could be increased if the HDP and TA programs were incorporated into the curriculum on a broader-based scale and for a longer duration of time. Also, she pointed out that training teachers in affective methods might add to the curriculum.

Multimodal Approach of HELPING

An interesting study was done by Durbin (1982: 288-295). Durbin organized a self concept group composed of four girls in the sixth grade. The multimodal approach of HELPING was implemented. The modes related to Health, Emotions, Learning, Personal Interactions, Imagery, Need to Know, and Guidance. A contract was made with each student for each mode. The Durbin study had no control group. There was a pretest and posttest

of a self concept scale adapted from the Piers-Harris Children's Self Concept Scale. The treatment lasted for eight weeks with one thirty-five minute session each week. All four students scored higher on the posttest of self concept. Although the results were positive, this could have been due to the Hawthorne Effect.

Two Group Interaction Models

Wotring (1980:6158A) investigated the effects of small guidance groups on the self concept of fourth grade children. Wotring's research design involved a treatment group which used play media and group interaction based on developmental needs, a second treatment group based on a modification of the Human Development Program emphasizing group interaction, and a comparison group. The comparison group listened to a person read stories each session. There were six groups of twelve subjects each totaling seventy-two subjects. Each experimental condition involved two small groups. The treatments consisted of nine thirty minute sessions. The instrument for measuring self concept was Lipsitt's (1958) Self-Concept Scale for Children. Data were analyzed by a two-factoral analysis of variance. There were no significant differences between the two

treatment groups and the comparison group, and for males and females.

Summary

Gazda and Larsen (1968:64) completed a comprehensive review of group guidance and counseling studies through 1967. They concluded that most findings in the area of group guidance and counseling were inconclusive. Many findings since 1967 are inconclusive too. Some of these studies have reported that classroom and small group guidance activities significantly improve self concept, and other studies have not. Still, more studies utilizing an assortment of types of treatment and a variety of research designs have provided valuable data for future research on the effects of classroom and small group guidance activities on the self concept of children.

Chapter 3

DESIGN OF THE STUDY

This chapter is divided into five parts: (a) subjects of the study, (b) procedures, (c) instrument, (d) statistical procedures employed in the treatment of data, and (e) a summary.

Subjects of the Study

The subjects of the study were 110 students in the fifth grade during the 1981-1982 school year. There were four intact classes containing these students. There were three intact classes at C. C. Wright Elementary School in Wilkes County, North Carolina. There was one intact class at Moravian Falls Elementary School in Wilkes County, North Carolina. These are rural public schools. There were eighty-four subjects at C. C. Wright and twenty-six subjects at Moravian Falls (see Table 1).

Procedures

The researcher sought an investigative approach that would be experimental in design, hoping to be as

Table 1

Subjects by School, Number, and Intact Classes

School	Number of Subjects	Number of Intact Classes
Moravian Falls Elementary	26	1
C. C. Wright Elementary	84	3

scientific as possible. He then reviewed and studied literature related to the topic. After a proposed research topic was outlined, he met with the assistant superintendent in charge of guidance in the Wilkes County Public Schools to discuss the research study and any possible problems.

Next the researcher met with the principal of C. C. Wright Elementary School and the principal of Moravian Falls Elementary School to discuss the research project and obtain their approval and endorsement. Then the researcher met with the teachers of the aforementioned fifth grade classes and very briefly presented the research project to them. Some teachers were curious and asked some questions. All teachers agreed to cooperate.

The names of all four classroom teachers were written on pieces of paper of equal size, weight, and texture. The researcher placed the slips of paper in a box. The first two names drawn were to become the experimental group. The second two names drawn were to become the control group. The names were drawn by a teacher not participating in the study.

Next the Piers-Harris Children's Self Concept Scale was administered to all of the fifth grade students in the four intact classes in the aforementioned schools, during the week of August 31, 1982. The

instrument was administered to the subjects in classes, according to the instructions of the Piers-Harris manual (1969:8-9). Care was taken that the scale be administered in the same manner in each classroom and with small groups of students who took make-up sessions.

Before the administration of the Piers-Harris Children's Self Concept Scale, the students were told by the researcher that the purpose of the scale was to find out how they felt about themselves so that their teacher and counselor (researcher) could find out their needs. Then the teacher and counselor would seek lesson plans or activities that would meet their needs. The students responded willingly to complete the scale.

The classes of the teachers in the treatment group received seven hours of classroom guidance activities in the first half of the school year. There were a total of fourteen sessions with each session being of thirty minutes in length. These sessions took place over a nineteen week period of time beginning September 7, 1981 and ending January 25, 1982.

The classes of the teachers in the control group received no classroom guidance activities during the first one half of the school year. To make the research project more palatable and fairer to the classes in the control group, these classes were to receive two sessions of classroom guidance activities of thirty

minutes duration each week during the last half of the school year.

The researcher chose to use guidance activities that he felt from previous experiences to be effective in promoting self concept in fifth grade students. Many of these activities were based on Transactional Analysis (Freed, 1974). The activities are outlined in the Appendix.

After the experimental group received the treatment of classroom guidance activities, both experimental and control groups were again administered the Piers-Harris Children's Self Concept Scale during the week of January 25, 1982. The posttest was administered in the same manner as the pretest. The protocols were handscored by the researcher. The protocols of subjects who moved into or out of the classrooms during the period of the research were discarded, allowing a final total of 110 subjects. As Table 2 indicates, there were fifty-seven subjects in the control group and fifty-three subjects in the experimental group. As shown by Table 3, there were twenty-four female subjects in the control group and twenty-two female subjects in the experimental group. There were thirty-three male subjects in the control group and thirty-one male subjects in the experimental group (see Table 4).

Table 2

Number of Subjects in Control and Experimental Groups

Group	Number of Subjects
Control	57
Experimental	53

Table 3

Number of Females in the Control and Experimental Groups

Group	Number of Females
Control	24
Experimental	22

Table 4

Number of Males in the Control and Experimental Groups

Group	Number of Males
Control	33
Experimental	31

Instrument

The instrument used in the study was the Piers-Harris Children's Self Concept Scale (The Way I Feel About Myself). Buros (1978:651) recommended the Piers-Harris Children's Self Concept Scale as a standardized instrument. The scale has been used successfully with children grades three through twelve (Piers and Harris, 1969:8).

The Piers-Harris manual (1969:4) reports internal consistency coefficients ranging from .78 to .93. In the area of stability test-retest coefficients of .77 were found. Thus the scale is judged to be reliable (Piers-Harris, 1969:5). In 1965 Mayer compared the scores on the Piers-Harris to scores on Lipsett's Children's Self Concept Scale (1958) and obtained a correlation of .68 (Piers-Harris, 1969:6) in the area of validity.

The highest possible Total Raw Score for the Piers-Harris Children's Self Concept Scale is 80. The lowest possible Total Raw Score is 0. The responses are in the format of forced "yes" or "no" answers. Six interpretable factors of the scale have been identified. These are self in relation to: Behavior, Intellectual and School Status, Physical Appearance and Attributes, Anxiety, Popularity, and Happiness and Satisfaction.

In all factor scores, the higher the score the more positive that component of the self concept.

Statistical Procedure

For the purpose of treating data of the study a series of t tests were employed, utilizing the Appalachian State University computer. The experimental and control groups were treated by a t test on the pretest to identify any significant differences. Again on the posttest a t test was utilized in comparing experimental and control groups. The t test was employed in all comparisons. The .05 and .01 levels of significance were used as criteria for rejecting or not rejecting the null hypotheses.

Summary

The study involved 110 subjects who attended either C. C. Wright Elementary School or Moravian Falls Elementary School. All subjects were in the fifth grade. A total of fifty-three subjects in the experimental group were treated with seven hours of classroom guidance activities. During the same period of time fifty-seven subjects in the control group received no classroom guidance activities. The Piers-Harris Self Concept Scale was administered as pre- and posttests to both experimental and control groups. A

t test was employed in comparing experimental and control groups for pretest and posttest. The .05 and .01 levels of significance were used to reject or not reject the null hypotheses.

Chapter 4

ANALYSIS OF DATA

In this study the data were subjected to t tests applying the .05 and .01 levels of significance, of which only three comparisons were significant, one at the .01 level and two at the .05 level. With the exception of one comparison, i.e., females on the Behavior Factor (see null subhypothesis nine infra), there were no significant t ratios on pretest measures. Hypothesis four was rejected at the .01 level and hypothesis nine was rejected at the .05 level.

The significant t ratios were discussed under the headings of the specific and relating null subhypotheses. Tables 5 through 46 contain means, standard deviations, and t ratios for all comparisons. The nonsignificant t ratios were not discussed or reviewed further.

Null Subhypothesis 4

There is no significant difference on scores of the Physical Appearance and Attributes Factor between fifth grade students who participate in seven hours of

Table 5

t-ratios for Total Self Concept for Total Control and Total Experimental Groups on Pretest and Posttest

Comparison	t-ratio	Level of Significance
Control - Experimental - Pre	0.87	NS
Control - Experimental - Post	0.93	NS

Table 6

t-ratios for Behavior Factor for Total Control and Total Experimental Groups on Pretest and Posttest

Comparison	t-ratio	Level of Significance
Control - Experimental - Pre	0.17	NS
Control - Experimental - Post	0.30	NS

Table 7

t-ratios for Intellectual and School Status Factor for Total Control and Total Experimental Groups on Pretest and Posttest

Comparison	t-ratio	Level of Significance
Control - Experimental - Pre	0.83	NS
Control - Experimental - Post	0.56	NS

Table 8

t-ratios for Physical Appearance and Attributes Factor for Total Control and Total Experimental Groups on Pretest and Posttest

Comparison	t-ratio	Level of Significance
Control - Experimental - Pre	1.53	NS
Control - Experimental - Post	2.53	.01

Table 9
t-ratios for Anxiety Factor for Total Control and Total Experimental Groups on Pretest and Posttest

Comparison	t-ratio	Level of Significance
Control - Experimental - Pre	0.47	NS
Control - Experimental - Post	-0.61	NS

Table 10

t-ratios for Popularity Factor for Total Control and Total Experimental Groups on Pretest and Posttest

Comparison	t-ratio	Level of Significance
Control - Experimental - Pre	1.47	NS
Control - Experimental - Post	0.93	NS

Table 11

t-ratios for Happiness and Satisfaction Factor for Total Control and Total Experimental Groups on Pretest and Posttest

Comparison	t-ratio	Level of Significance
Control - Experimental - Pre	1.14	NS
Control - Experimental - Post	1.27	NS

Table 12

t-ratios for Total Self Concept for Females in Control and Experimental Groups on Pretest and Posttest

Comparison	t-ratio	Level of Significance
Control - Experimental - Pre	1.33	NS
Control - Experimental - Post	0.68	NS

Table 13

t-ratios for Behavior Factor for Females in Control and Experimental Groups on Pretest and Posttest

Comparison	t-ratio	Level of Significance
Control - Experimental - Pre	2.25	.05
Control - Experimental - Post	0.95	NS

Table 14

t-ratios for Intellectual and School Status Factor for Females in Control and Experimental Groups on Pretest and Posttest

Comparison	t-ratio	Level of Significance
Control - Experimental - Pre	0.65	NS
Control - Experimental - Post	0.54	NS

Table 15

t-ratios for Physical Appearance and Attributes Factor for Females in Control and Experimental Groups on Pretest and Posttest

Comparison	t-ratio	Level of Significance
Control - Experimental - Pre	1.49	NS
Control - Experimental - Post	1.36	NS

Table 16

t-ratios for Anxiety Factor for Females in Control and Experimental Groups on Pretest and Posttest

Comparison	t-ratio	Level of Significance
Control - Experimental - Pre	1.49	NS
Control - Experimental - Post	0.23	NS

Table 17

t-ratios for Popularity Factor for Females in Control and Experimental Groups on Pretest and Posttest

Comparison	t-ratio	Level of Significance
Control - Experimental - Pre	2.01	NS
Control - Experimental - Post	0.51	NS

Table 18

t-ratios for Happiness and Satisfaction Factor for Females in Control and Experimental Groups on Pretest and Posttest

Comparison	t-ratio	Level of Significance
Control - Experimental - Pre	1.36	NS
Control - Experimental - Post	1.53	NS

Table 19

t-ratios for Total Self Concept for Males in Control and Experimental Groups on Pretest and Posttest

Comparison	t-ratio	Level of Significance
Control - Experimental - Pre	0.01	NS
Control - Experimental - Post	0.65	NS

Table 20

t-ratios for Behavior Factor for Males in Control and Experimental Groups on Pretest and Posttest

Comparison	t-ratio	Level of Significance
Control - Experimental - Pre	-1.07	NS
Control - Experimental - Post	-0.21	NS

Table 21

t-ratios for Intellectual and School Status Factor for Males in Control and Experimental Groups on Pretest and Posttest

Comparison	t-ratio	Level of Significance
Control - Experimental - Pre	0.51	NS
Control - Experimental - Post	0.26	NS

Table 22

t-ratios for Physical Appearance and Attributes Factor for Males in Control and Experimental Groups on Pretest and Posttest

Comparison	t-ratio	Level of Significance
Control - Experimental - Pre	0.81	NS
Control - Experimental - Post	2.24	.05

Table 23

t-ratios for Anxiety Factor for Males in Control and Experimental Groups on Pretest and Posttest

Comparison	t-ratio	Level of Significance
Control - Experimental - Pre	-0.42	NS
Control - Experimental - Post	-0.66	NS

Table 24

t-ratios for Popularity Factor for Males in Control and Experimental Groups on Pretest and Posttest

Comparison	t-ratio	Level of Significance
Control - Experimental - Pre	0.14	NS
Control - Experimental - Post	0.81	NS

Table 25

t-ratios for Happiness and Satisfaction Factor for Males in Control and Experimental Groups on Pretest and Posttest

Comparison	t-ratio	Level of Significance
Control - Experimental - Pre	0.21	NS
Control - Experimental - Post	0.34	NS

Table 26

Means and Standard Deviations for Total Self Concept for Total Control and Total Experimental Groups on Pretest and Posttest

Group	Mean	Standard Deviation
Control:		
Pre	56.96	12.84
Post	59.79	12.69
Experimental:		
Pre	54.66	14.93
Post	57.51	12.89

Table 27

Means and Standard Deviations for Behavior Factor for Total Control and Total Experimental Groups on Pretest and Posttest

Group	Mean	Standard Deviation
Control:		
Pre	12.44	3.03
Post	11.86	3.34
Experimental:		
Pre	12.34	3.04
Post	11.66	3.57

Table 28

Means and Standard Deviations for the Intellectual and School Status Factor for Total Control and Total Experimental Groups on Pretest and Posttest

Group	Mean	Standard Deviation
Control:		
Pre	12.21	3.84
Post	12.95	3.53
Experimental:		
Pre	11.60	3.87
Post	12.57	3.67

Table 29

Means and Standard Deviations for Physical Appearance and Attributes Factor for Total Control and Total Experimental Groups on Pretest and Posttest

Group	Mean	Standard Deviation
Control:		
Pre	8.51	3.40
Post	10.04	3.08
Experimental:		
Pre	7.43	3.98
Post	8.42	3.64

Table 30

Means and Standard Deviations for Anxiety Factor for Total Control and Total Experimental Groups on Pretest and Posttest

Group	Mean	Standard Deviation
Control:		
Pre	9.65	3.43
Post	10.33	3.22
Experimental:		
Pre	9.34	3.42
Post	10.70	3.01

Table 31

Means and Standard Deviations for Popularity Factor for Total Control and Total Experimental Groups on Pretest and Posttest

Group	Mean	Standard Deviation
Control:		
Pre	8.37	2.65
Post	8.98	2.45
Experimental:		
Pre	7.55	3.21
Post	8.51	2.89

Table 32

Means and Standard Deviations for Happiness and Satisfaction Factor for Total Control and Total Experimental Groups on Pretest and Posttest

Group	Mean	Standard Deviation
Control:		
Pre	8.02	2.20
Post	8.21	2.04
Experimental:		
Pre	7.47	2.80
Post	7.68	2.33

Table 33

Means and Standard Deviations for Total Self Concept for Females for Control and Experimental Groups on Pretest and Posttest

Group	Mean	Standard Deviation
Control:		
Pre	55.58	13.28
Post	58.71	12.01
Experimental:		
Pre	50.04	14.94
Post	56.09	14.04

Table 34

Means and Standard Deviations for Behavior Factor for Females for Control and Experimental Groups on Pretest and Posttest

Group	Mean	Standard Deviation
Control:		
Pre	13.75	2.03
Post	12.83	2.76
Experimental:		
Pre	12.27	2.41
Post	12.09	2.54

Table 35

Means and Standard Deviations for Intellectual and School Status Factor for Females for Control and Experimental Groups on Pretest and Posttest

Group	Mean	Standard Deviation
Control:		
Pre	11.96	4.36
Post	13.00	3.60
Experimental:		
Pre	11.14	4.16
Post	12.41	3.84

Table 36

Means and Standard Deviations for Physical Appearance and Attributes Factor for Females for Control and Experimental Groups on Pretest and Posttest

Group	Mean	Standard Deviation
Control:		
Pre	7.54	3.43
Post	9.25	3.18
Experimental:		
Pre	5.91	4.01
Post	7.82	3.97

Table 37

Means and Standard Deviations for Anxiety Factor for Females for Control and Experimental Groups on Pretest and Posttest

Group	Mean	Standard Deviation
Control:		
Pre	8.71	3.62
Post	9.71	3.54
Experimental:		
Pre	7.50	3.57
Post	9.95	3.74

Table 38

Means and Standard Deviations for Popularity Factor for Females for Control and Experimental Groups on Pretest and Posttest

Group	Mean	Standard Deviation
Control:		
Pre	8.00	3.12
Post	8.75	2.80
Experimental:		
Pre	6.14	3.17
Post	8.27	3.56

Table 39

Means and Standard Deviations for Happiness and Satisfaction Factor for Females for Control and Experimental Groups on Pretest and Posttest

Group	Mean	Standard Deviation
Control:		
Pre	7.62	2.50
Post	8.21	2.08
Experimental:		
Pre	6.45	3.31
Post	7.18	2.46

Table 40

Means and Standard Deviations for Total Self Concept for Males for Control and Experimental Groups on Pretest and Posttest

Group	Mean	Standard Deviation
Control:		
Pre	57.97	12.63
Post	60.58	13.28
Experimental:		
Pre	57.94	14.27
Post	58.52	12.14

Table 41

Means and Standard Deviations for Behavior Factor for Males for Control and Experimental Groups on Pretest and Posttest

Group	Mean	Standard Deviation
Control:		
Pre	11.48	3.30
Post	11.15	3.57
Experimental:		
Pre	12.39	3.46
Post	11.35	4.17

Table 42

Means and Standard Deviations for Intellectual and School Status Factor for Males for Control and Experimental Groups on Pretest and Posttest

Group	Mean	Standard Deviation
Control:		
Pre	12.39	3.47
Post	12.91	3.54
Experimental:		
Pre	11.94	3.69
Post	12.68	3.61

Table 43

Means and Standard Deviations for Physical Appearance and Attributes Factor for Males for Control and Experimental Groups on Pretest and Posttest

Group	Mean	Standard Deviation
Control:		
Pre	9.21	3.25
Post	10.61	2.93
Experimental:		
Pre	8.52	3.65
Post	8.83	3.39

Table 44

Means and Standard Deviations for Anxiety Factor for Males for Control and Experimental Groups on Pretest and Posttest

Group	Mean	Standard Deviation
Control:		
Pre	10.33	3.17
Post	10.79	2.93
Experimental:		
Pre	10.64	2.66
Post	11.22	2.29

Table 45

Means and Standard Deviations for Popularity Factor for Males for Control and Experimental Groups on Pretest and Posttest

Group	Mean	Standard Deviation
Control:		
Pre	8.64	2.26
Post	9.15	2.18
Experimental:		
Pre	8.55	2.88
Post	8.68	2.34

Table 46

Means and Standard Deviations for Happiness and Satisfaction Factor for Males for Control and Experimental Groups on Pretest and Posttest

Group	Mean	Standard Deviation
Control:		
Pre	8.30	1.94
Post	8.21	2.04
Experimental:		
Pre	8.19	2.15
Post	8.03	2.20

classroom guidance activities and fifth grade students who participate in no classroom guidance activities as measured by the Piers-Harris Children's Self Concept Scale for the Total Group.

Null subhypothesis four was rejected. There was a significant difference between the experimental group and control group on the posttest for the Physical Appearance and Attributes Factor for the Total Group. Table 8 shows a t ratio of 2.53 and significance at the .01 level. Subjects in the control group showed significantly greater gains in a positive direction in their perception of themselves in Physical Appearance and Attributes than did the subjects in the experimental group. Table 29 reports the means and standard deviations for this Factor. The experimental group made a positive gain in mean score in regard to pretest and posttest, but the gains between pretest and posttest were greater in the control group.

Null Subhypothesis 9

There is no significant difference on scores of the Behavior Factor between fifth grade students who participate in seven hours of classroom guidance activities and fifth grade students who participate in no classroom guidance activities as measured by the

Piers-Harris Children's Self Concept Scale with regard to females.

Null subhypothesis nine was not rejected. There was no significant difference between the experimental group and control group on the posttest for the Behavior Factor for females. However, Table 13 shows a t ratio of 2.25 and significance at the .05 level on the pretest between experimental and control groups of females. On the pretest the difference between the means of the control and experimental groups was 1.48 (see Table 34). On the posttest the difference between the means of the control and experimental groups had dropped to .74, indicating that the experimental group mean had decreased but not nearly as much as the decrease in the control group mean. This was viewed positively as a definite, but not significant, move toward a positive perception of self with regard to Behavior in the experimental group.

Null Subhypothesis 18

There is no significant difference on scores of the Physical Appearance and Attributes Factor between fifth grade students who participate in seven hours of classroom guidance activities and fifth grade students who participate in no classroom guidance activities as

measured by the Piers-Harris Children's Self Concept Scale with regard to males.

Null subhypothesis eighteen was rejected. There was a significant difference between the control and experimental groups on the posttest for the Physical Appearance and Attributes Factor for males. Table 22 illustrates a t ratio of 2.24 and significance at the .05 level on the posttest. Male subjects in the control group showed significantly greater gains in a positive direction in their perception of themselves in Physical Appearance and Attributes than did male subjects in the experimental group. Table 43 shows the means and standard deviations for this factor. The experimental group made a positive gain in mean score in regard to pretest and posttest, but the gains between pretest and posttest were much greater in the control group.

Summary

In this study there were twenty-one null subhypotheses, nineteen of which were not rejected in the computation of t ratios. Null subhypothesis four was rejected in the computation of the t ratio in favor of the control group for Total Group Physical Appearance and Attributes Factor. Null subhypothesis eighteen was rejected in the computation of the t ratio in favor of

the control group for the Physical Appearance and Attributes Factor in Males. In null subhypothesis nine there was a significant difference between control and experimental groups on the pretest for the Behavior Factor for Females. Both groups showed a loss of self esteem during the treatment period. However, the experimental group showed less movement in a negative direction than did the control group.

Chapter 5

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

In chapter 5 the summary is presented, conclusions of the study are offered, and implications of the study are discussed.

Summary

An experimental research design was employed. A control group and an experimental group were identified. A pretest of the Piers-Harris Children's Self Concept Scale was administered to control and experimental groups. A treatment of seven hours of classroom guidance activities was applied to the experimental group, while the control group received no classroom guidance activities. After the treatment was completed, a posttest of the Piers-Harris Children's Self Concept Scale was administered to the control and experimental groups.

The subjects of the study were fifth grade students in intact classrooms at C. C. Wright and Moravian Falls schools in Wilkes County, North Carolina. There were a total of 110 subjects, fifty-three in the experimental group and fifty-seven in the control group.

There were twenty-two females in the experimental group and twenty-four females in the control group. For males, there were thirty-one in the experimental group and thirty-three in the control group.

After obtaining approval from administrators and teachers whose students would be participating in the study, the intact classes for control and experimental groups were picked in a random manner. A pretest of the Piers-Harris Children's Self Concept Scale was administered to control and experimental groups. Then seven hours of classroom guidance activities led by the researcher (counselor) were presented to the subjects for their participation. These activities took place over a period of nineteen weeks. At the end of the treatment, a posttest of the Piers-Harris Children's Self Concept Scale was administered to control and experimental groups. The responses for the pre- and posttests were handscored by the researcher.

To measure self concept, the Piers-Harris Children's Self Concept Scale was used. The Piers-Harris Children's Self Concept Scale had been used successfully with subjects of this age level before. Reliability and validity studies have indicated that the instrument is an excellent standardized measure. The format for responses is forced choice "yes" or "no." Besides providing a Total Self Concept Score, perceptions

of self in regard to Behavior, Intellectual and School Status, Physical Appearance and Attributes, Anxiety, Popularity, and Happiness and Satisfaction are offered on the scale.

The data were treated to t-test analysis to determine homogeneity of control and experimental groups on the pretest, for variables of Total Group and Sex. After treatment t tests were computed for posttest scores for control and experimental groups. Significance at the .05 and .01 levels, for variables of Total Group and Sex were determined.

Conclusions

Of twenty-one null subhypotheses, nineteen were not rejected. One other comparison produced a level of significant difference, but this was on the pretest. Also conclusions in regard to trends are offered.

1. Null subhypothesis four was rejected. The total control group made a significant gain at the .01 level on Physical Appearance and Attributes Factor in comparison with the total experimental group. The total experimental group may have been more open and honest and felt the need to be less defensive about their Physical Appearance and Attributes.

2. Null subhypothesis nine was not rejected. However, females in control and experimental groups had

a significantly different perception of themselves in regard to Behavior on the pretest at the .05 level. Mean scores for females in control and experimental groups dropped on the posttest. However, the mean for the experimental group declined less than the mean for the control group.

3. Null subhypothesis eighteen was rejected. The males in the control group made a significant gain at the .05 level on Physical Appearance and Attributes Factor in comparison with the males in the experimental group. Again, males in the experimental group may have been more open and honest, and felt the need to be less defensive about their Physical Appearance and Attributes.

4. There was a positive, but not significant, trend in mean scores for the total experimental group in comparison with the total control group in Total Self Concept, in perception of self with regard to Intellectual and School Status, Anxiety, Popularity, and Happiness and Satisfaction Factors. This positive trend was noted in five of seven comparisons between total control and total experimental groups. This may have been due to classroom guidance activities. The positive trend may be very important in light of research findings that indicate students' self image

tends to fall as students advance in age and grade through the public educational system (Purkey, 1978:29).

5. There was a negative, but not significant, trend in mean scores for the total experimental group in comparison with the total control group in perception of self with regard to Behavior.

6. On all seven comparisons the scores of the females in the experimental group exhibited a more positive trend than the scores of the females in the control group.

7. There was a positive, but not significant, trend in mean scores for males in the experimental group compared to males in the control group in perception of self in regard to Intellectual and School Status and Anxiety.

8. There was a negative, but not significant, trend in mean scores for males in the experimental group compared to males in the control group on Total Self Concept, in perception of self in regard to Behavior, Popularity, and Happiness and Satisfaction.

Implications of Study

In the study, only two null subhypotheses were rejected, and these were in favor of the control group. Still, based on the findings of the study, the following implications are made:

1. That other variables, including each classroom teacher's personality and sex, may have affected the outcome of the study, or contributed to improved self esteem.

2. That further research is needed to identify the types of guidance activities that are most effective in improving self concept at this grade level.

3. That further research is needed to determine long term effects of classroom guidance activities on the self concept of children.

4. That further research is needed to determine the most effective frequency of classroom guidance activities, as well as span of time.

5. That because perception of self in regard to Behavior declined for the total sample of this study, an approach needs to be found and implemented to improve the perception of self in regard to Behavior for these students.

6. That the treatment in the study may have provided encouragement and support to the experimental group.

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APPENDIX

Classroom Guidance Activities

Classroom Guidance Activities

I. People Scavenger Hunt

II. Warm Fuzzy Story

III. Prinzes and Frozzes

IV. Warm Fuzzies

V. Feeling Good and Feeling Bad

VI. How a Froz Truned into a Prinz

VII. Being Angry

VIII. Positive Ways to Release Angry Feelings

IX. Being Afraid and What to Do About It

X. The O.K. Society of the World and Humor

XI. Twenty Things I Like to Do

XII. Draw Poster of Positive Way to Release Angry Feeling

XIII. Discuss Posters in Session XII

XIV. Me, Myself and I

VITA

Kenneth Russell Foster was born in Wilkes County, North Carolina, on February 9, 1951. He attended elementary school in the county and graduated from Wilkes Central High School in 1969. In 1973 he graduated from the University of North Carolina at Chapel Hill with a Bachelor of Arts degree in Psychology.

In 1974, he was employed by the Wilkes County Public Schools as a school social worker and served in the position for three years. In 1975 he entered graduate school at Appalachian State University. He received a Master of Arts degree in School Counseling in 1977.

Upon graduation he became an elementary school guidance counselor in the Wilkes County Public Schools. He has served in this position for the past six years. In 1978 he again entered Appalachian State University and began work towards an Educational Specialist degree in School Counseling.

The author is a member of the North Carolina Personnel and Guidance Association, North Carolina School Counselors Association, North Carolina Association for Religious Values and Issues in Counseling, American

Personnel and Guidance Association, and the American School Counselors Association.

Mr. Foster's address is Route 1, Box 243-A, Millers Creek, North Carolina.

His parents are Mrs. Edith Foster of Wilkesboro and Mr. Russell Foster of North Wilkesboro, North Carolina. He is married to the former Teresa Livingston of Wilkesboro, North Carolina.