

TEACHER PERCEPTIONS REGARDING ENHANCING  
SELF-ESTEEM IN YOUNG CHILDREN

by  
Julie A. Fiege

A Research Paper  
Submitted in Partial Fulfillment of the  
Requirements for the  
Master of Science Degree  
With a Major in

Home Economics Education

Approved: Two Semester Credits

---

Investigation Advisor

The Graduate College  
University of Wisconsin-Stout  
August 2000

The Graduate College  
University of Wisconsin Stout  
Menomonie, Wisconsin 54751

### ABSTRACT

	Fiege	Julie	A.
(Writer)	(Last Name)	(First)	(Initial)
<u>Teacher Perceptions Regarding Enhancing Self-Esteem in Young Children</u>			
(Title)			
Home Economics Education	Dr. Donald Stephenson	August 2000	56
(Graduate Major)	(Research Advisor)	(Month/Year)	(No. of Pages)
<u>American Psychological Association (APA) Publication Manual</u>			
(Name of Style Manual Used in this Study)			

The research hypothesis for this study was that teachers are sensitive to students because they believe it will improve their achievement. The purpose of this study was to describe how primary teachers (K-3) from rural and city schools in west central Wisconsin think self-esteem should be incorporated into the curriculum as measured by a researcher-developed scale. The study focused on the six main objectives which were to: (1) determine the demographic characteristics of early childhood teachers in Wisconsin, (2) determine if teachers do or do not teach self-esteem, (3) determine the five most common reasons for teaching self-esteem, (4) determine what training teachers have had for teaching self-esteem, (5) determine the five most common teaching strategies used to enhance self-esteem in primary students, and (6) determine the percentage of teachers who think self-esteem influences academic achievement.

The researcher-developed scale for this study was divided into four sections. Section I contained questions pertaining to demographic data. Section II consisted of

questions regarding teacher attitudes toward self-esteem. Section III consisted of questions related to teaching strategies used in the classroom. Section IV asked respondents to identify reasons for teaching self-esteem. Surveys were sent to 150 kindergarten, first, second, and third grade teachers. Data was collected from 71 completed surveys that the researcher received. The responses from the 71 participants were analyzed by the researcher and personnel in the University of Wisconsin-Stout Academic Computing Center. The major findings were: (1) the majority of the respondents were female, 95.8%; (2) sixty-two percent of the respondents had earned a Bachelor's Degree as their highest level of education; (3) most of the respondents, 84.5%, read professional literature on a daily, weekly, or monthly basis; (4) one hundred percent of the respondents indicated they either frequently or almost always enhance their students' self-esteem; (5) the highest ranked reason for teaching self-esteem, with a mean of 4.37, was "I want children to feel good about themselves;" (6) the majority of the respondents received training for teaching self-esteem through workshops, 66.2%, and inservices, 56.9%; (7) the highest ranked strategy for teaching self-esteem, with a mean of 4.80, was to hold children accountable for their own actions; (8) the least commonly used strategy, with a mean of 1.73, was to use locally or commercially prepared programs to teach self-esteem; (9) ninety-eight point six percent of the respondents agreed, or strongly agreed, that self-esteem influences achievement; and (10) ninety-eight point six percent agreed, or strongly agreed, that achieving goals raises self-esteem.

### Acknowledgements

I wish to thank the many people who have assisted me with suggestions and support throughout this study. Special thanks to Dr. Don Stephenson, my advisor, for his guidance and encouragement; Dr. Karen Zimmerman, my program director, for her guidance and support; Chris Ness, for her assistance at the University of Wisconsin-Stout Academic Computing Center; and Kathi Lehmann, for proofing and editing my thesis.

The warmest thanks and love go to my husband, Pat; my children, Josh, Jackie, and Nate; and Henry and Neva Fiege for their continual love, support, and encouragement.

## Table of Contents

	<u>Page</u>
ABSTRACT .....	i
ACKNOWLEDGEMENTS .....	iii
LIST OF TABLES .....	vi
 CHAPTER ONE	
Introduction .....	1
Statement of Problem.....	4
Research Objectives .....	4
 CHAPTER TWO	
Review of Literature .....	5
What is Self-Esteem? .....	5
Current Self-Esteem Trends in Schools .....	6
Problems with Approaches in Schools .....	6
Teacher Training Programs.....	8
Expectations .....	9
Parents and Society .....	10
Summary .....	10
 CHAPTER THREE	
Methodology .....	12
Subjects and Sample Selection.....	12
Research Questions .....	13
Instrumentation.....	13
Procedure .....	14
Data Analysis.....	14

## Table of Contents (continued)

	<u>Page</u>
CHAPTER FOUR	
Findings and Discussion .....	16
Demographic Characteristics .....	16
Gender .....	16
Age.....	17
Years Taught.....	18
Level of Education .....	19
Type of Degree .....	20
Grade Level Currently Teaching .....	21
Frequency of Professional Reading .....	22
Teach Self-Esteem.....	23
Enhance Self-Esteem .....	23
Do Not Teach Self-Esteem .....	24
Only Teach Academics .....	25
Reasons for Teaching Self-Esteem.....	26
Teacher Training for Self-Esteem .....	27
Strategies Used to Enhance Self-Esteem .....	30
Self-Esteem Influences Academic Achievement .....	32
CHAPTER FIVE	
Summary .....	36
REFERENCES.....	40
APPENDIX A – Letter to Respondent .....	41
APPENDIX B – Human Research Subjects Consent Form .....	42
APPENDIX C – Self-Esteem Survey.....	43

## LIST OF TABLES

Table	<u>Page</u>
1 Gender of Respondent.....	17
2 Age of Respondent.....	18
3 Years Respondent Taught.....	19
4 Level of Education.....	20
5 Type of Degree.....	21
6 Grade Level Currently Teaching.....	22
7 Frequency of Professional Reading .....	23
8 I Try to Enhance Children's Self-Esteem.....	24
9 I Do Not Teach Self-Esteem.....	25
10 Only Teach Academics.....	26
11 Five Most Common Reasons for Teaching Self-Esteem.....	27
12 Self-Esteem Training Through Undergraduate College Courses .....	28
13 Self-Esteem Training Through Graduate College Courses .....	28
14 Self-Esteem Training Through Workshops and Seminars .....	29
15 Self-Esteem Training Through Inservices .....	29
16 Self-Esteem Training Through Teachers' Convention.....	30
17 Self-Esteem Training Through Other.....	30
18 Five Most Common Strategies Used To Enhance Self-Esteem.....	31
19 Five Least Common Strategies Used To Enhance Self-Esteem.....	32
20 Self-Esteem Influences Achievement.....	33
21 Little or No Relationship Between Self-Esteem and Academic Achievement .....	33
22 Achievement Influences Self-Esteem.....	34
23 High Self-Esteem is a Requirement of Achievement.....	34
24 Self-Esteem Develops by Meeting Expectations and Goals.....	35

## Chapter One

### Introduction

The role the school plays in the development of self-esteem has been under debate recently. The belief that schools impact self-esteem has been around since the early part of the 20th century. However, it was in the 1980s that self-esteem became linked not only to academic achievement, but also to substance abuse, antisocial acts, adolescent pregnancy, suicide, and other self-destructive behaviors. Self-esteem programs have gained ground in the past decade as public schools from Pennsylvania to California have embraced the goal to improve academic achievement and deal with the emotional needs of students (Hardy, 1996). During this time, many educators and policy makers accepted the theory that people, including the young, will not hurt themselves if they like themselves. Moreover, if they have self-confidence, they are more likely to do well at whatever they try to do (Beane, 1991). The acceptance of this theory caused many states and school districts to add the development of self-esteem to their list of goals. Their move into the mainstream has brought an outcry from those concerned that the programs may teach students to feel good about themselves regardless of achievement. Critics charge this may leave students ill-prepared for a demanding and competitive workplace (Hardy, 1996). Consequently, self-esteem, or the lack of it, has come to be the standard explanation for many, if not all, problems American children face according to Rosemond (1994), as stated in Tobin and Hwang (1997). Meanwhile, in the schools, the terrain is cluttered with conflicting and contradictory theories about self-esteem and ways to enhance it (Beane, 1991).

In recent years, an increasing number of researchers (e.g., Marshal, 1995; Sarler, 1992; Stevenson, 1992) have begun to reveal the fallacy and the danger of the popular self-esteem approaches being pursued in schools (Tobin and Hwang 1997). Many of the current approaches being used tend to breed false or feel-good self-esteem. False self-esteem is unjustified self-esteem that comes not from



achievement, but from parents and teachers telling kids how great they are. It is a by-product of only emphasizing the reflective outer component of self-esteem.

A study conducted by Brad Bushman, of Iowa State University, and Roy Baumeister, of Case Western Reserve University, examined inflated or feel-good self-esteem. The researchers found high self-esteem that is unjustified and unstable might be dangerous (Begley and Rogers, 1998). Researchers found that this type of self-esteem can trigger hostility and aggression, and may even underlie violence like that in recent school shootings (Begley and Rogers, 1998). If children develop an unrealistic view of themselves and the view is rejected by others, the children are at the risk of turning violent or dangerous.

There is also a debate concerning the assumption that positive self-esteem is necessary for school achievement. Many factors fuel this debate. First, it seems that while elementary school students in Japan, Taiwan, and China easily out performed their American counterparts when tested on academic skills, the Americans exhibited a significantly higher self-evaluation of their academic ability than their foreign peers (Shokraii, 1998). The young people in South Korea and Japan scored higher than those in the United States on international comparison tests in mathematics, but the American students came out on top in measures of self-esteem (Krauthammer, 1990) as cited in Beane, 1991. American students combined a lousy performance with a high sense of self-esteem. Secondly, there has been considerable criticism on California's effort, the \$735,000 California Task Force on Self-Esteem, to promote self-esteem. According to Leo, 1996, a book surveying this research states, "One of the disappointing aspects of every chapter in this volume... is how low the associations between self-esteem and its consequences are in research to date.' In fact, one common finding in the literature is that high self-esteem is often linked to low performance."

American schools are being criticized by the media and the public. In a 1996 Washington Post survey, people were asked what worried them most about the future. Of the dozens of choices, 62% of the people considered the deterioration of public schools to be the country's most pressing problem (Shokraii, 1998).

Schools have experimented with the importance of self-esteem for several years. It is clear from either looking at professional literature or examining the testing results, that the "feel-good" approach is not working. It is time that schools start providing students with the elements that real self-esteem is made of. In order to do this, educators need to realize the considerable harm global self-esteem is producing both academically and emotionally in students.

It is important to gain an understanding of how educators feel about teaching self-esteem. Without this understanding, it will be difficult to make changes in the future. Therefore, my study will be focusing on how teachers think self-esteem should be incorporated into the curriculum. A review of the literature shows American teachers' priority in the classroom focus more on sensitivity to students than their academic performance. It also shows that educators are taught to refrain from making judgments or using negativity to protect the student's ego and ability to achieve. Therefore, the research hypothesis for this study is that teachers are sensitive to students and use self-esteem approaches because they believe it will improve their achievement.

The information from this study might help educators refocus. As schools turn away from false self-esteem building, they must focus more on reinstalling high standards and expectations, and holding children accountable for their actions. Schools will still need to pay attention to children's needs and concerns as individuals, however, the parents will need to start taking on more responsibility. Parental involvement remains one of the most important factors in determining a child's academic success. Parents, through individualized interaction at home and special

caring, and positive and negative reinforcement, far supersede teachers at building earned self-esteem in their children.

### Statement of Problem

The purpose of this study is to describe how primary teachers (K-3) from rural and city schools in west central Wisconsin think self-esteem should be incorporated into the curriculum as measured by a researcher-developed scale.

### Research Objectives

The study will focus on the following objectives:

1. To determine if differences exist in the demographic characteristics of these teachers.
2. To determine whether teachers purposely teach self-esteem.
3. To determine the five most common reasons for teaching self-esteem.
4. To determine what training teachers have had for teaching self-esteem.
5. To determine the five most common teaching strategies used to enhance self-esteem in primary students.
6. To determine what percentage of teachers think self-esteem influences academic achievement.

## Chapter Two

### Review of Literature

Educators face difficult decisions on a daily basis. They make decisions about situations which will affect how children in their class will grow and develop emotionally, socially, physically, and academically. All of these situations require informed, professional decisions leading to a plan of action. What causes educators to make the choices they do and how are their choices affecting children?

This chapter will examine what the literature has to say about self-esteem, current self-esteem trends in schools, and self-esteem in relation to achievement. It will also review what current literature says in regards to teacher training programs and the philosophy of how children should be taught. Lastly, the chapter will look at expectations that parents and society have for today's teachers.

#### What is Self-Esteem?

In order to understand how to enhance self-esteem in children, we must first have an understanding of what self-esteem is and how it develops. There are two components of self-esteem. The reflective outer component, which is derived from feeling loved and worthy, is enhanced by adults helping children feel loved and worthy by treating them with respect, setting fair but firm limits, and making them feel good. The second component of self-esteem is the active inner source, which is based on children's actual competencies. Inner self-esteem is enhanced by helping children develop the necessary skills to succeed in school, and act in socially competent and morally responsible ways. Inner self-esteem leads to competency-based self-esteem (Owens, 1997). Competency-based self-esteem stresses that self-esteem is something earned, not instantly given. It develops from meeting realistically established and challenging standards. It also develops from meeting expectations and goals, and from behaving in a socially acceptable way.

### Current Self-Esteem Trends in Schools

With an understanding of the two components of self-esteem, let us take a look at how self-esteem is being taught in schools. According to current literature, there are three main approaches that account for how self-esteem is taught in education. The first approach is centered around personal-development activities and emphasizes skills, such as sensitivity training. In practice, a teacher would be sitting with a group of students talking about how much they like themselves and everyone else for 20 minutes. The second approach involves putting the children through some type of a self-esteem program. In this approach, the teacher continues to emphasize good feelings, but also comes armed with a self-esteem curriculum, either locally prepared or commercially purchased. The teacher reassures the students that after completing the self-esteem program, they will have better self-esteem and, thus, be immune to self-destructive behaviors and school failure. The third approach to enhancing self-esteem in students, in the school setting, recognizes the power of the environment and searches for possibilities across the whole institution. This type of school could be characterized by a humanistic and democratic climate, student participation in decision making, heterogeneous grouping, and positive expectations. They would also focus on collaborative planning among teacher and student; cooperative learning; student self-evaluation; community service projects; multicultural content; and activities that involve making, creating, and doing.

### Problems with Approaches in Schools

There are several problems with the approaches currently being used in schools. First of all, the outer source of self-esteem is the predominant component being recognized and being used to design programs (Owens, 1997). These programs are designed on the basis that if children feel good about themselves, they will perform better in school. The by-product of emphasizing only the outer component is feel-good or false self-esteem. As a result of praising children without any achievement

necessary on their part, and ignoring the inner component of self-esteem, we have large numbers of children who cannot read, write, spell, or act in morally and socially appropriate ways. Statistical measures show that a majority of today's self-satisfied kids are unable to write a persuasive letter, to date the Civil War, or to calculate simple interest (Zinsmeister, 1996). Given that, a little more self-doubt might not be such a bad thing.

Creating a sense of false self-esteem in children can also be dangerous. Research suggests that self-esteem is primarily based on self-evaluations. Data suggests that children rely more on their direct actions and their self-evaluations in determining how smart, and socially and morally competent they are (Owens, 1997). High self-esteem that is unjustified and unstable (narcissism), puts a kid at risk of turning violent (Begley and Rogers, 1998). Put simply, the child's view of himself is in conflict with that of society. Unjustified self-esteem needs constant propping up by external sources. If this doesn't happen, the child could turn violent.

Next, many people believe that there is a direct relationship between high self-esteem and high achievement. This is the premise on which the self-esteem approaches being used in schools are based on. However, after more than 25 years of research, there is virtually no evidence that such a link exists and there is almost zero evidence that failure to learn is tied to low self-esteem (Leo, 1996). A 1979 survey of self-esteem studies in the Review of Educational Research found that "neither the internal needs model (i.e., self-esteem) nor the identification with one's ethnic group model has stimulated an educational model with positive results linking self-concept with academic achievement (Shaw, 1994)." Again, in 1989, a team of researchers summarizing the literature in an article in the American Sociological Review concluded: "Research shows that efforts to improve academic performance by raising self-esteem have generally not met with success (Shaw, 1994)." There is, however, evidence that success or achievement add to self-esteem.

Finally, in addition to the self-esteem programs, several educational reforms have been introduced to schools to preserve or boost children's self-esteem and make children more equal. Some of these reforms are watered-down curricula; inflated grades; and the end of ability grouping, inclusion, and automatic promotion. The results of these policies have been lower standards and expectations, and a drop in academic performance. Figures from the College Board, which oversees the SAT test, document this decay. In 1972, when data first began to be collected, 28% of college-bound seniors reported having an A or B high school average. By 1993, 83% had an A or B average. Given that, the average SAT score fell by 35 points over the same period; this clearly represents outrageous grade inflation (Zinsmeister, 1996).

### Teacher Training Programs

Why do educators use self-esteem approaches with their students? We will examine this by looking at the programs that train the nation's teachers and produce its administrators.

One of the most recognized universities for education is Columbia University Teacher College. Philosophy at this college is based on the work of John Dewey, who believed that schools should be centered on the child's social functioning, rather than his intellectual functioning. Here, in the 1920s-30s, the ideas began that the rigid, authoritarian, traditional, structured school day would be replaced. Projects and reading to "life experiences" would come before books. Cooperation would take the place of competition and the emphasis would be on group work, rather than individuals' work. Children would learn about the "here and now" through active experiences, rather than learning about far off places. It was this philosophy that began to filter through the schools of education.

A great deal can be learned about our schools by examining teacher preparation courses. According to Kramer, (1997), who spent a year observing classes and talking with students, faculty, and administrators in schools, colleges, and departments of

education in various parts of the country, education has been displaced by therapy. One observation is that students take several teaching strategy courses. These classes introduce various instructional strategies and some are based on current fads. According to the students, these classes are not very helpful. Most students find that they learn how to teach from practice teaching with experienced teachers and not from the teaching strategies classes. On the other end of the spectrum, the students take several foundations courses in philosophy of education. These classes teach political attitudes. There are very few courses that teach subject matter and little examination of student teacher's knowledge of subject matter.

The preferred pedagogy is to be non-judgmental. Some of the comments made by professors caution young teachers against correcting children's spelling and punctuation, and not to correct children's invented spelling. Student teachers also receive a list of "value words" they are to avoid when evaluating children's work. Two of the words on the list are "right" and "wrong."

Teachers are taught to be facilitators. One professor at the SUNY Plattsburgh campus, in upstate New York, says to a class of student teachers, "We don't want children to feel we're controlling them. We want them to feel they are responsible for their own learning, and for each other's learning (Kramer, 1997)."

The emphasis of progressive education is on the group rather than the individual, on example rather than precept, on modeling over lecturing, and on doing over reading (Kramer, 1997). Professors talk about role models and role-playing, peer interaction, and support groups. In other words, teaching is seen as a "helping profession."

### Expectations

Teachers, administrators, and districts are accountable to show student progress to many people. They are accountable to their students, the students' parents, school board members, and community members. People and institutions like to see concrete results that show how all children are performing in comparison to one another.



## Parents and Society

Throughout the world, educational systems have been founded on the idea that parents are an extension of the school and vice versa. However, in today's society, this is not true. The traditional family now accounts for only one-third of all families. Forty-six percent of children live in homes in which both parents (or the only parent) work outside the home. Due to divorce and unwed mothers, 60% of all American children will live in a single-parent family for some period of their lives (Hodgkinson, as cited Hwang, 1995). These changes in society have caused educators to take on responsibilities that parents were expected to do in the past. Educators are struggling to meet these impossible goals.

When parents do get involved, it is to excuse the child for their behavior or poor performance and blame the school. In this way, parents dictate the standards that teachers set for children. Parents are not about to let their child get a bad grade or fail a class because they think it will hurt their child's self-esteem. "Virginia teacher, Ed Cannon, tells of an affluent mother who showed up at his classroom door before 7 a.m. one school day to complain about the B+ he had given her son. 'English is his forte; you are destroying his self-esteem,' she snipped (Zinsmeister, 1996)." Another teacher commented, "Nowadays, it's the kids who have the power. When they don't do the work, and get lower grades, they scream and yell. Parents side with the kids and pressure teachers to lower standards (Zinsmeister, 1996)." Too many parents expect the "system" to solve all the problems. If a child fails, everybody is at fault and responsible, except the child who failed. This is the belief that American society has.

## Summary

Our schools are using approaches that foster false self-esteem in children. There is current literature that reveals our children are not benefiting from self-esteem programs, and they may even be potentially dangerous. Our schools need to change their approach.

Academically, children need to learn that they are responsible for their own actions and that they need to work hard for self-worth. Socially, we need to encourage children to become less egocentric and more sociocentric. Children need to learn how to cooperate, share, communicate, listen, and deal with conflict. Children need to develop sensitivity and concern for others. Authentic self-esteem must be accompanied by accomplishments and personal qualities, or it is counterfeit and meaningless (Owens, 1997).

## Chapter Three

### Methodology

The procedure used to test the research questions is the focus of this chapter. A description of the subjects and the selection of the sample, the development of the instrument, and the format used for analysis of the data are included.

The purpose of the descriptive study was to identify teacher perceptions regarding how self-esteem is taught to young children.

#### Subjects and Sample Selection

Subjects selected for this study were a random sample of kindergarten, first, second, and third grade teachers from Wisconsin. The Department of Public Instruction did a random search for 150 subjects who taught kindergarten through third grade within Wisconsin. All of the subjects were surveyed during the spring of the 1999-2000 school year.

Seventy-one of the 150 subjects (47%) responded to the survey. Of the 71 subjects, three were male and 68 were female. The subjects ranged in age. There were 13 subjects between the age of 20-30, 18 subjects between the age of 31-40, 17 subjects between the age of 41-50, and 23 subjects 51 or older. The subjects had varying years of teaching experience. Twenty of the subjects had taught 0-9 years. Twenty-two of the subjects had taught 10-20 years. Nineteen of the subjects had taught 21-30 years. Only ten of the subjects had taught 31-40 years. Twenty-seven of the subjects had acquired a Master's Degree and 44 of them had a Bachelor's Degree. Of the 71 subjects, 15 taught kindergarten; 19 taught first grade; 16 taught second grade; 16 taught third grade; and five taught in a multiage, split, or looped class.

### Research Questions

1. The first research question was to ascertain if differences exist in the demographic characteristics of these teachers.
  - a. Gender
  - b. Age
  - c. Years taught
  - d. Level of education
  - e. Type of degree
  - f. Grade level currently teaching
  - g. Frequency of professional reading
2. The second research question was to ascertain if teachers purposely teach self-esteem.
3. The third research question was to ascertain the five most common reasons for teaching self-esteem.
4. The fourth research question was to ascertain what training teachers have had for teaching self-esteem.
5. The fifth research question was to ascertain the five most common strategies used to enhance self-esteem in students.
6. The sixth research question was to ascertain what percentage of teachers think self-esteem influences academic achievement.

### Instrumentation

The instrument was developed by the researcher. The instrument was divided into four sections: Section I - Demographic Variables, Section II – Attitudes, Section III - Teaching Strategies in the Classroom, and Section IV - Reasons for Teaching Self-Esteem. Every section, except Section I, included an equal amount of negative and positive statements, which are based on a five-point Likert Scale.

Data from Section I of the survey addressed research questions #1 and #4. Items 1-8 pertained to demographic information. This section includes information about the subjects' gender, age, degree, years of teaching experience, grade level they are currently teaching, how often they read professional literature, and how they acquired training for self-esteem.

Section II is concerning teacher attitudes about self-esteem and addressed research question #6. The statements are related to perceptions about self-esteem. Response options range from strongly agree to strongly disagree.

Section III refers to teaching strategies in the classroom and addressed research questions #2 and #5. The questions are related to whether teachers do or do not teach self-esteem and the teaching strategies used in the classroom to teach or enhance self-esteem. The scale ranges from never to almost always.

The last section, Section IV, surveys reasons for teaching self-esteem and addressed question #3. The questions are related to why educators teach self-esteem in the classroom. The scale ranges from never to almost always.

### Procedure

Questionnaires were sent by mail to 150 randomly selected K-3 grade teachers. A cover letter was enclosed which explained how the researcher was examining teacher opinions regarding self-esteem in the classroom. A self-addressed, stamped envelope was enclosed for the teachers to return the survey. Seventy-one of the 150 surveys were returned.

### Data Analysis

Survey results were analyzed by the researcher and personnel at the University of Wisconsin-Stout Academic Computing Center.

To determine if teachers do or do not teach self-esteem, a table was used to represent the percentage of teachers who do teach self-esteem.

To determine the five most common reasons for teaching self-esteem, a table was used to show rankings. The reasons are ranked in order, and the mean and standard deviation are shown.

A table was used to show rankings regarding training teachers have had for teaching self-esteem. The table shows what means provides the most training for teachers. They are ranked in order from most to fewest, and the mean and standard deviation are listed.

To determine the five most common teaching strategies used to enhance self-esteem, a table was used to show rankings. Frequency and percentage were used to find the five most common strategies.

To determine what percentage of teachers think self-esteem influences academic achievement, a table was used which shows percent and frequency.

## Chapter Four

### Findings and Discussion

The purpose of this chapter is to analyze the data as it relates to the five research questions as presented in Chapter One.

#### Demographic Characteristics

The first research question was to ascertain if differences exist in the demographic characteristics of teachers who teach self-esteem including:

- a. Gender
- b. Age
- c. Years taught
- d. Level of education
- e. Type of degree
- f. Grade level currently teaching
- g. Frequency of professional reading

#### Gender

The teachers were asked to identify their gender. The percentage who were female was 95.8%, while 4.2% were male. (See Table 1.)

Table 1

Gender of Respondent

Gender	Frequency	Percent
Female	68	95.8
Male	<u>3</u>	<u>4.2</u>
	71	100.0

Age

The ages of each respondent ranged from 20 years of age to 51 or older. Eighteen point three percent of the respondents were 20-30 years of age, 25.4% were 31-40 years of age, 23.9% were 41-50 years of age, and 32.4% were 51 years of age or older. An analysis of the ages of the respondents can be found in Table 2.



Table 2

Age of Respondent

Age	Frequency	Percent
20-30 years old	13	18.3
31-40 years old	18	25.4
41-50 years old	17	23.9
51 years or older	<u>23</u>	<u>32.4</u>
Total	71	100.0

Years Taught

The respondents were asked to identify how many years they had taught, not including student teaching. Twenty-eight point two percent have taught 0-9 years, 31.0% have taught 10-20 years, 26.8% have taught 21-30 years, and 14.1% have taught 31-40 years. (See Table 3.)

Table 3

Years Respondent Taught

Years Taught	Frequency	Percent
0-9 years	20	28.2
10-20 years	22	31.0
21-30 years	19	26.8
31-40 years	<u>10</u>	<u>14.1</u>
Total	71	100.0

Level of Education

Survey respondents were asked to indicate the highest degree they had earned. Sixty-two percent had earned a Bachelor's Degree, while 38% had earned a Master's Degree. (See Table 4.)

Table 4

Level of Education

Degree	Frequency	Percent
Bachelor's Degree	44	62.0
Master's Degree	<u>27</u>	<u>38.0</u>
Total	71	100.0

Type of Degree

Variations were found in the types of degree secured by the respondents. Five point six percent of the respondents had a degree in early childhood (preschool through third grade), 59.2% had an elementary education degree (1-6 or 1-8), 9.9% had both an early childhood and elementary education degree, 14.1% had special certification (learning disabilities, special education), and 11.3% had a combination of either early childhood or elementary education with other special certification. (See Table 5.)

Table 5

Type of Degree

Certification	Frequency	Percent
Early Childhood (Pre-3)	4	5.6
Elementary (1-6 or 1-8)	42	59.2
Combination (E.C. and El. Ed.)	7	9.9
Other (Special Ed. or L.D.)	10	14.1
E.C. or El. Ed. with other	<u>8</u>	<u>11.3</u>
Total	71	100.0

Grade Level Currently Teaching

Respondents were asked to specify the grade level in which they were currently teaching. Teaching kindergarten was reported by 21.1% of the respondents, 26.8% taught first grade, 21.1% taught second grade, 23.9% taught third grade, and 7% taught in a multiage classroom or engaged in looping. (See Table 6.)

Table 6

Grade Level Currently Teaching

Grade Level	Frequency	Percent
Kindergarten	15	21.1
1st grade	19	26.8
2nd grade	15	21.1
3rd grade	17	23.9
Multiage/Looping	<u>5</u>	<u>7.0</u>
Total	71	100.0

Frequency of Professional Reading

Respondents were asked to indicate how often they read professional literature. Two point eight percent reported reading professional literature daily, 38.0% reported reading weekly, 43.7% reported reading monthly, 8.5% reported reading four to six times a year, and 7.0% reported reading one to three times per year. (See Table 7.)

Table 7

Frequency of Professional Reading

Amount of Time	Frequency	Percent
Daily	2	2.8
Weekly	27	38.0
Monthly	31	43.7
4-6 times per year	6	8.5
1-3 times per year	<u>5</u>	<u>7.0</u>
Total	71	100.0

Teach Self-Esteem

The second research question was to ascertain if teachers do teach self-esteem. The results are found in Tables 8, 9, and 10.

Enhance Self-Esteem

Respondents were asked to indicate whether or not they try to enhance their students' self-esteem. Forty-two point three percent of respondents indicated they "frequently" tried to enhance students' self-esteem, and 57.7% of respondents indicated that they almost always tried to enhance their students' self-esteem. (See Table 8.)

Table 8

I Try to Enhance Children's Self-Esteem

Scale	Frequency	Percent
Never	0	0.0
Rarely	0	0.0
Sometimes	0	0.0
Frequently	30	42.3
Almost Always	<u>41</u>	<u>57.7</u>
Total	71	100.0

Do Not Teach Self-Esteem

Respondents were also asked to indicate if they do not teach self-esteem. Thirty-two point four percent of the respondents indicated that they “never” do not teach self-esteem (meaning that they always teach self-esteem), 23.9% indicated that it is rare that they would not teach self-esteem, 31% indicated that sometimes they wouldn’t teach self-esteem, 5.6% indicated that frequently they do not teach self-esteem, and 2.8% indicated that “almost always” they do not teach self-esteem. (See Table 9.)

Table 9

I Do Not Teach Self-Esteem

Scale	Frequency	Percent
Never	23	32.4
Rarely	17	23.9
Sometimes	22	31.0
Frequently	4	5.6
Almost Always	<u>2</u>	<u>2.8</u>
Total	71	100.0

Only Teach Academics

Subjects were asked to respond to whether they only teach academic and do not enhance self-esteem. Of the 71 Respondents, 2.8% did not respond, 2.8% also indicated that they frequently only teach academics, 14.1% indicated that they sometimes teach only academics, 26.8% indicated that they rarely teach only academics, and 53.5% indicated that they never teach only academics. (See Table 10.)



Table 10

Only Teach Academics

Scale	Frequency	Percent	Valid Percent
Never	38	53.5	55.1
Rarely	19	26.8	27.5
Sometimes	10	14.1	14.5
Frequently	2	2.8	2.9
Almost Always	0	0.0	<u>0.0</u>
Missing System	<u>2</u>	<u>2.8</u>	
Total	71	100.0	100.0

Reasons for Teaching Self-Esteem

The third research question was to ascertain the five most common reasons for teaching self-esteem. See Table 11 for results.

Table 11

Five Most Common Reasons for Teaching Self-Esteem

Reasons	Mean	S.D.
1. I want all children to feel good.	4.37	.78
2. I believe it improves children's academic achievement.	4.11	.84
3. I was taught in college to be careful about what I say and do to children as to not damage their self-esteem.	3.13	1.19
4. I feel pressure from parents to make students feel good.	2.27	1.04
5. It is part of the curriculum.	2.08	1.05

Teacher Training for Self-Esteem

The fourth research question was to ascertain what training teachers have had for teaching self-esteem. Respondents were asked to indicate where they received their training for implementing self-esteem approaches. See Tables 12, 13, 14, 15, 16, and 17 for the results of this question.

Table 12

Self-Esteem Training Through Undergraduate College Courses

Scale	Frequency	Percent	Valid Percent
Yes	27	38.0	41.5
No	38	53.5	<u>58.5</u>
No Response	<u>6</u>	<u>8.5</u>	
Total	71	100.0	100.0

Table 13

Self-Esteem Training Through Graduate College Courses

Scale	Frequency	Percent	Valid Percent
Yes	17	23.9	26.2
No	48	67.6	<u>73.8</u>
No Response	<u>6</u>	<u>8.5</u>	
Total	71	100.0	100.0

Table 14

Self-Esteem Training Through Workshops and Seminars

Scale	Frequency	Percent	Valid Percent
Yes	43	60.6	66.2
No	22	31.0	<u>33.8</u>
No Response	<u>6</u>	<u>8.5</u>	
Total	71	100.0	100.0

Table 15

Self-Esteem Training Through Inservices

Scale	Frequency	Percent	Valid Percent
Yes	37	52.1	56.9
No	28	39.4	<u>43.1</u>
No Response	<u>6</u>	<u>8.5</u>	
Total	71	100.0	100.0

Table 16

Self-Esteem Training Through Teachers' Convention

Scale	Frequency	Percent	Valid Percent
Yes	15	21.1	23.1
No	50	70.4	<u>76.9</u>
No Response	<u>6</u>	<u>8.5</u>	
Total	71	100.0	100.0

Table 17

Self-Esteem Training Through Other

Scale	Frequency	Percent	Valid Percent
Yes	7	9.9	10.8
No	58	81.7	<u>89.2</u>
No Response	<u>6</u>	<u>8.5</u>	
Total	71	100.0	100.0

Strategies Used to Enhance Self-Esteem

The fifth research question was to ascertain the five most common strategies used to enhance self-esteem in students. The five most common strategies as identified by the respondents are in Table 18 and the five least common strategies are in Table 19.

Table 18

Five Most Common Strategies Used To Enhance Self-Esteem

Strategies	Mean	S.D.
1. Hold Children Accountable for Their Actions	4.80	.40
2. Praise Children for Their Accomplishments	4.51	.69
3. Teach Children to Feel Good About Themselves Regardless of Achievement	4.10	.81
4. Try to Make All Children Feel Equal	4.09	.97
5. Teach Self-Esteem Through the School Environment	3.99	.80

Table 19

Five Least Common Strategies Used To Enhance Self-Esteem

Strategies	Mean	S.D.
1. Use a Locally or Commercially Prepared Self-Esteem Program	1.73	1.07
2. Chant Affirmation Statements With Students	2.21	1.18
3. Offer Classes That Boost Self-Image	2.85	.97
4. Use Stickers to Praise Children	3.32	1.05
5. Set High Standards and Expect Children to Achieve Own Worth	3.50	1.10

Self-Esteem Influences Academic Achievement

The sixth research question was to ascertain what percentage of teachers think self-esteem influences academic achievement. The respondents were asked several questions regarding self-esteem and achievement. The results are in Tables 20, 21, 22, 23, and 24.

Table 20

Self-Esteem Influences Achievement

Scale	Frequency	Percent
Strongly Disagree	0	0.0
Disagree	0	0.0
Undecided	1	1.4
Agree	26	36.6
Strongly Agree	<u>44</u>	<u>62.0</u>
Total	71	100.0

Table 21

Little or No Relationship Between Self-Esteem and Academic Achievement

Scale	Frequency	Percent
Strongly Disagree	46	64.8
Disagree	23	32.4
Undecided	2	2.8
Agree	0	0.0
Strongly Agree	<u>0</u>	<u>0.0</u>
Total	71	100.0



Table 22

Achievement Influences Self-Esteem

Scale	Frequency	Percent
Strongly Disagree	0	0.0
Disagree	0	0.0
Undecided	1	1.4
Agree	34	47.9
Strongly Agree	<u>36</u>	<u>50.7</u>
Total	71	100.0

Table 23

High Self-Esteem is a Requirement of Achievement

Scale	Frequency	Percent
Strongly Disagree	4	5.6
Disagree	23	32.4
Undecided	18	25.4
Agree	17	23.9
Strongly Agree	<u>9</u>	<u>12.7</u>
Total	71	100.0

Table 24

Self-Esteem Develops by Meeting Expectations and Goals

Scale	Frequency	Percent
Strongly Disagree	1	1.4
Disagree	2	2.8
Undecided	7	9.9
Agree	38	53.5
Strongly Agree	<u>22</u>	<u>31.0</u>
Total	71	100.0

## Chapter Five

### Summary

A summary of the study including procedures and findings is presented in this chapter. Conclusions based on the findings of this study are included.

The purpose of this study was to identify teacher perceptions and practices regarding self-esteem. The information gathered will lead to a greater understanding of how self-esteem is perceived and taught by teachers within Wisconsin. Enhanced awareness of ongoing practices in this area will allow school districts to be more responsive to the needs of young children and their families. The results of this descriptive study were intended to answer the following research questions:

1. The first research question was to ascertain if differences exist in the demographic characteristics of teachers who teach self-esteem including:
  - a. Gender
  - b. Age
  - c. Years taught
  - d. Level of education
  - e. Type of degree
  - f. Grade level currently teaching
  - g. Frequency of professional reading
2. The second research question was to ascertain if teachers purposely teach self-esteem.
3. The third research question was to ascertain the five most common reasons for teaching self-esteem.
4. The fourth research question was to ascertain what training teachers have had for teaching self-esteem.
5. The fifth research question was to ascertain the five most common strategies used to enhance self-esteem in students.

6. The sixth research question was to ascertain what percentage of teachers think self-esteem influences academic achievement.

The subjects of the study consisted of 150 kindergarten, first, second, and third grade teachers from the state of Wisconsin. These subjects were selected through a random search done by the Wisconsin Department of Instruction. All of the subjects were surveyed during the spring of the 1999-2000 school year. A total of 71 surveys were completed and returned.

The survey was developed by the researcher. The instrument was divided into four sections. Section I - Demographic Variables; Section II - Attitudes; Section III - Teaching Strategies in the Classroom; Section IV - Reasons for Teaching Self-Esteem.

Data from Section I of the survey answers research question #1 and #3. Items 1-8 pertained to demographic information. This section includes information about the subjects. It includes information about the subjects' gender, age, degree, years of teaching experience, grade level they are currently teaching, how often they read professional literature, and how they acquired training for self-esteem.

Section II is concerning teacher attitudes about self-esteem and answers research question #5. The statements are related to perceptions about self-esteem. Response options range from strongly agree to strongly disagree.

Section III refers to teaching strategies in the classroom and answers research questions #1 and #5. The questions are related to whether teachers do or do not teach self-esteem and the teaching strategies used in the classroom to teach or enhance self-esteem. The scale ranges from never to almost always.

The last section, Section IV, surveys reasons for teaching self-esteem and answers question #2. The questions are related to why educators teach self-esteem in the classroom. The scale ranges from never to almost always.

Responses to the instrument were processed by the researcher and personnel in the University of Wisconsin-Stout Academic Computing Center. Frequency counts and

percentages for the total group of respondents were used as an analysis for all survey items in Part I, II, III, and IV. In addition, the means and standard deviation were calculated. Lastly, a one-way analysis of variance was done for Sections II, III, and IV using years of teaching experience and grade taught as independent variables.

Demographic data revealed that the respondents varied in age from 20 to 51 years or older, but 32.4% of them were 51 or older. The majority of the respondents were female, 95.8%. Variation was found in the years the respondents had taught with 31% of them teaching 10-20 years. Sixty-two percent of the respondents had earned a Bachelor's Degree and 38% had secured a Master's Degree. In terms of type of degree or certification, most of the respondents, 59.2%, had an Elementary Education Certification. It was found that almost equal amounts of kindergarten, first, second, and third grade teachers responded to the survey and 7% of the respondents taught in a multiage classroom. Most of the respondents, 84.5%, read professional literature on a daily, weekly, or monthly basis.

One hundred percent of the respondents indicated that they either frequently or almost always try to enhance their students' self-esteem. Only 2.8% of respondents indicated that they only teach academics.

The five most common reasons for teaching self-esteem were identified and ranked. The highest ranked reason for teaching self-esteem, with a mean of 4.37, was "I want children to feel good about themselves." The second highest reason, with a mean of 4.11, was "I believe it improves academic achievement."

Fifty-eight percent of the respondents indicated that they didn't receive training for teaching self-esteem in undergraduate college. The majority of the respondents received their training through workshops, 66.2%, and inservices, 56.9%.

Teaching strategies used to enhance self-esteem were identified and ranked. The highest ranked strategy, with a mean of 4.80, was hold children accountable for their own actions. The second highest strategy was praise children for their

accomplishments, with a mean of 4.51. The least commonly used strategy was to use locally or commercially prepared programs to teach self-esteem, with a mean of 1.73.

When asked to indicate whether self-esteem influences academic achievement, 98.6% of respondents agree or strongly agreed to this statement. Most respondents, 84.5%, also agreed that self-esteem develops by meeting expectations and goals, and 98.6% agreed or strongly agreed that achieving goals raises self-esteem.

On the basis of this study, it can be concluded that the field of early elementary education (kindergarten through third grade) primarily consists of female teachers. All respondents, 100%, try to enhance their students' self-esteem. Most of the respondents, 87.3%, feel the most important reason for teaching self-esteem is to ensure that each child feels good about him/herself. Most respondents feel that holding children accountable for their actions is the best strategy to raise self-esteem. Ninety-eight point six percent of the respondents feel teaching children to feel good about themselves improves academic achievement.

## References

- Beane, J. (1991). Sorting Out the Self-Esteem Controversy. Educational Leadership, 49(1), 25-31.
- Begley, S., & Rogers, A. (1998). You're Ok, I'm Terrific: 'Self-Esteem' Backfires. Newsweek, 131(2), 69-70.
- Hardy, A. (1996). Self-Esteem Education Earns Mixed Marks. Christian Science Monitor, 88(90), 1-2.
- Hwang, Y. (1995). Student Apathy, Lack of Self-Responsibility and False Self-Esteem Are Failing American Schools. Education, 115(4), 484-491.
- Kramer, R. (1997). Inside the Teachers' Culture. Public Interest, 126, 64-75.
- Leo, J. (1996). Let's Lower Our Self-Esteem. US News & World Report, 120(24), 25-26.
- Owens, K. (1997). Six Myths About Self-Esteem. Journal of Invitational Theory and Practice, 4(2).
- Schickedanz, J. (1994). Early Childhood Education and School Reform: Consideration of Some Philosophical Barriers. Journal of Education, 176(1), 29-48.
- Shaw, P. (1994). Education Bulletin: Self-Esteem Rises To All-Time High; Test Scores Hit New Lows. Antioch Review, 52(3), 467-575.
- Shokraii, N. (1998). The Self-Esteem Fraud. USA Today, 126(2632), 66-69.
- Tobin, R., & Hwang, Y. (1997). The Dangers Of The Self-Esteem Rhetoric In Educating Children With Disabilities. Education, 118(1), 130-133.
- Zinsmeister, K. (1996). Doing Bad & Feeling Good. American Enterprise, 7(5), 46-48.

## Appendix A

### Letter to Respondent

March 27, 2000

Dear Teacher,

I am writing to ask for your assistance in learning more about current teacher perceptions and programming in the state of Wisconsin. Specifically, I am a graduate student at UW-Stout and I am researching teacher perceptions and practices regarding self-esteem. The information gathered through the enclosed survey will lead to a greater understanding of how self-esteem is taught within our state. Enhanced awareness of ongoing practices in this area will allow school districts to be more responsive to the needs of young children and their families.

Enclosed is a survey that asks about K-3 teacher attitudes, programming, and strategies that are in place in your school district. The survey should take about 15-20 minutes to complete. I have enclosed a self-addressed, stamped envelope for returning the completed survey. Please understand that your participation in this study is voluntary. The data from survey responses will be aggregated in summarizing the results.

It is likely that K-3 teacher attitudes and programming vary across school districts. Therefore, your responses are important if the findings are to represent current practice across the state of Wisconsin. Any questions that you have about the survey can be answered by: Julie Fiege, School District of the Menomonie Area, (715) 664-8546.

Thank you in advance for your assistance.

Sincerely,

Julie Fiege  
Kindergarten Teacher  
School District of the Menomonie Area



## Appendix B

### Human Research Subjects Consent Form

I understand that by returning this questionnaire, I am giving my informed consent as a participating volunteer in this study. I understand the basic nature of the study and agree that any potential risks are exceedingly small. I also understand the potential benefits that might be realized from the successful completion of this study. I am aware that the information is being sought in a specific manner so that no identifiers are needed and so that confidentiality is guaranteed. I realize that I have the right to refuse to participate and that my right to withdraw from participation at any time during the study will be respected with no coercion or prejudice.

NOTE: Questions or concerns about participation in the research or subsequent complaints should be addressed first to the researcher or research advisor and second to Dr. Ted Knous, Chair, UW-Stout Institutional Review Board for the Protection of Human Subjects in Research, 11 HH, UW-Stout, Menomonie, WI, 54751, phone (715)232-1126.

## Appendix C

### Self-Esteem Survey

This questionnaire is part of a study designed to explore teachers' perceptions about self-esteem and how it should be incorporated into the curriculum. Your cooperation in this study would be greatly appreciated. All answers are confidential and anonymous. Please answer **all** questions and **do not** put your name on this questionnaire.

#### SECTION 1- General Information

1. Gender:

\_\_\_\_\_ Male  
\_\_\_\_\_ Female

2. Your age:

_____ 20-25 years	_____ 46-50 years
_____ 26-30 years	_____ 51-55 years
_____ 31-35 years	_____ 56-60 years
_____ 36-40 years	_____ 61 or older
_____ 41-45 years	

3. Years taught (not including student teaching):

_____ 0	_____ 16-20
_____ 1-5	_____ 21-25
_____ 6-10	_____ 26-30
_____ 11-15	_____ 30 or more

4. Indicate with a check mark if you have :

\_\_\_\_\_ a Bachelor's Degree  
\_\_\_\_\_ a Master's Degree  
\_\_\_\_\_ a Doctoral Degree

5. Indicate with a check mark if your degree is in:

\_\_\_\_\_ early childhood education (preschool-3)  
\_\_\_\_\_ elementary education (1-6 or 1-8)  
\_\_\_\_\_ general education (1-12)  
\_\_\_\_\_ other \_\_\_\_\_

## 6. Grade level currently teaching:

☐ kindergarten                      ☐ 2nd  
☐ 1st                                      ☐ 3rd

## 7. Employment status:

☐ full time  
☐ part time  
☐ job share  
☐ other \_\_\_\_\_

## 8. Do you have children of your own?

☐ yes  
☐ no

If yes, how many children do you have?

☐ 1-2  
☐ 3-4  
☐ 5 or more

## 9. Indicate with a check mark if you acquired training for teaching self-esteem through:

☐ undergraduate college courses  
☐ graduate college courses  
☐ workshops or seminars  
☐ inservices  
☐ teachers' convention  
☐ other \_\_\_\_\_

## 10. Indicate with a check mark how often you read professional journals, articles, or books related to your profession.

☐ daily  
☐ weekly  
☐ monthly  
☐ 4-6 times per year  
☐ 1-3 times per year  
☐ never  
☐ other \_\_\_\_\_

## SECTION II: Attitudes

The following statements are related to perceptions about self-esteem. Using the scale below, indicate the extent to which you agree or disagree with each of the statements by selecting a number from 1-5.

If you agree strongly with the statement, enter a 5.

If you disagree strongly with the statement, enter a 1.

If your feelings are not strong, select a number between 1 and 5.

Please consider each question carefully, but answer the questions as rapidly as you can. There are no right answers, only your personal opinions.

- |  |                      |          |           |       |                   |
|--|----------------------|----------|-----------|-------|-------------------|
|  | 1                    | 2        | 3         | 4     | 5                 |
|  | strongly<br>disagree | disagree | undecided | agree | strongly<br>agree |
- 
- \_\_\_\_\_ 1. Feeling loved and worthy is the source of self-esteem.
  - \_\_\_\_\_ 2. Self-esteem is something that is earned.
  - \_\_\_\_\_ 3. Self-esteem is something that is given to us by others during infancy or toddler-hood.
  - \_\_\_\_\_ 4. Opinion of others is the substance of self-esteem.
  - \_\_\_\_\_ 5. Generous praise enhances children's self-esteem.
  - \_\_\_\_\_ 6. Authentic self-esteem derives from children developing competencies in academic, social, physical, and moral areas.
  - \_\_\_\_\_ 7. Encouragement is more valuable than praise in enhancing self-esteem.
  - \_\_\_\_\_ 8. Self-esteem develops by meeting challenging standards, expectations and goals.
  - \_\_\_\_\_ 9. Praise is ineffective in raising self-esteem.
  - \_\_\_\_\_ 10. Self-esteem influences achievement.
  - \_\_\_\_\_ 11. There is little or no relationship between self-esteem and academic achievement.
  - \_\_\_\_\_ 12. It is important to make children feel equal.
  - \_\_\_\_\_ 13. Achievement influences self-esteem.

- \_\_\_\_ 14. Every child is entitled to success no matter what, and deserves rewards.
- \_\_\_\_ 15. Teachers must act in a way to protect children's self-esteem from injury.
- \_\_\_\_ 16. Healthy self-esteem can be supported by approval, praise, and acceptance.
- \_\_\_\_ 17. Children must work for self-worth.
- \_\_\_\_ 18. We need to teach children to feel good about themselves regardless of achievement.
- \_\_\_\_ 19. Schools should use self-esteem programs with students.
- \_\_\_\_ 20. Schools need to teach children how to develop self-confidence.
- \_\_\_\_ 21. I think there is a great deal of confusion about self-esteem.
- \_\_\_\_ 22. Self-esteem is a consequence, not a requirement of achievement.
- \_\_\_\_ 23. Frequent praise makes children feel vain and self-centered.
- \_\_\_\_ 24. Children need to work for their self-worth by meeting realistic goals.
- \_\_\_\_ 25. Self-esteem isn't something earned, but given.
- \_\_\_\_ 26. When a child fails to learn, many parents excuse the child and blame the school.
- \_\_\_\_ 27. Schools success and failure largely depends on students' attitudes.
- \_\_\_\_ 28. Too many parents expect the school to solve all their child's problems.
- \_\_\_\_ 29. Schools are struggling to achieve goals educating children without parental support.
- \_\_\_\_ 30. Responsibilities that were historically expected of parents, have been given to schools.
- \_\_\_\_ 31. Teaching children to feel good is unnecessary.

### SECTION III: Teaching Strategies in the Classroom

The following questions are related to teaching strategies used in classroom to teach or enhance self-esteem. The scale ranges from never to almost always. Please read each statement and circle the response that is most representative of how often you use the technique.

N = Never, R = Rarely, S = Sometimes, F = Frequently, AA = Almost Always

- |   |   |   |   |   |    |
|---|---|---|---|---|----|
| 1. I try to enhance children's self-esteem.   | N | R | S | F | AA |
| 2. I praise children for their accomplishments.   | N | R | S | F | AA |
| 3. I try to make all children feel equal.   | N | R | S | F | AA |
| 4. I use stickers to praise children.   | N | R | S | F | AA |
| 5. I set monthly goals to enhance self esteem.  | N | R | S | F | AA |
| 6. I hold children accountable for their actions.   | N | R | S | F | AA |
| 7. I hold group sessions to get children to tell how they feel about themselves and others.   | N | R | S | F | AA |
| 8. I set up academic goals with built-in rewards.   | N | R | S | F | AA |
| 9. Our school offers classes that boost children's self-image.  | N | R | S | F | AA |
| 10. I set up social goals with built-in rewards.  | N | R | S | F | AA |
| 11. I teach children to feel good about themselves regardless of achievement.   | N | R | S | F | AA |
| 12. I chant affirmation statements with my students, (example, I feel good. I'm smart.)   | N | R | S | F | AA |
| 13. I do not teach self-esteem.   | N | R | S | F | AA |
| 14. I teach self-esteem through the use of the use of the school environment (cooperative learning, student/teacher planning, student self-evaluation). | N | R | S | F | AA |

- |  |   |   |   |   |    |
|--|---|---|---|---|----|
| 15. I only teach academics to children, no feel good self-esteem stuff.            | N | R | S | F | AA |
| 16. I teach children to feel good about themselves to improve their achievement.   | N | R | S | F | AA |
| 17. I set high standards for kids and expect them to achieve their own self-worth. | N | R | S | F | AA |
| 18. I use a locally or commercially prepared self-esteem program.                  | N | R | S | F | AA |
| 19. I do not praise children for behaviors they are expected to demonstrate.       | N | R | S | F | AA |

#### SECTION IV: Reasons for Teaching Self-Esteem

The following questions are related to why educators teach self-esteem in the classroom. The scale ranges from never to almost always. Please read each statement and circle the response that is most representative of what you believe.

N = Never, R = Rarely, S = Sometimes, F = Frequently , AA = Almost Always

- |   |   |   |   |   |    |
|---|---|---|---|---|----|
| 1. I feel pressure from the administration to teach self-esteem.  | N | R | S | F | AA |
| 2. I feel pressure from parents to always make students feel good about themselves.                             | N | R | S | F | AA |
| 3. I was taught in college to be careful about what I say and do to children as to not damage their self-image. | N | R | S | F | AA |
| 4. I teach self-esteem because I believe it improves their academic achievement.                                | N | R | S | F | AA |
| 5. I teach self-esteem because I want all children to feel good about themselves.                               | N | R | S | F | AA |
| 6. I teach self-esteem because it is part of the curriculum.  | N | R | S | F | AA |
| 7. I teach self-esteem because I was taught to in college.  | N | R | S | F | AA |

- |     |   |   |   |   |   |    |
|-----|---|---|---|---|---|----|
| 8.  | I have been reprimanded by administration for not giving enough "warm fuzzies."   | N | R | S | F | AA |
| 9.  | I have had parents get upset with me for holding their child accountable and responsible for his/her actions or behavior. | N | R | S | F | AA |
| 10. | I have had parents get upset with me for marking answers wrong on their child's paper.                                    | N | R | S | F | AA |
| 11. | I have had parents accuse me of setting standards that were too high.   | N | R | S | F | AA |