SIMILARITIES AND DIFFERENCES OF SELF-ESTEEM AND PERCEIVED PHYSICAL ACTIVITY LEVEL OF 9TH GRADE STUDENTS AT MARINETTE HIGH SCHOOL

By

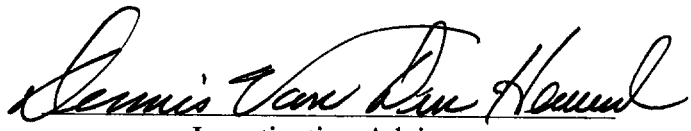
Joanne T. Dusso

A Research Paper

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

Guidance and Counseling K-12

Approved: 2 Semester Credits



Investigation Advisor

The Graduate College
University of Wisconsin-Stout
May, 2000

ACKNOWLEDGEMENTS

I would like to thank all of my professors at the University of Wisconsin-Stout for the help and guidance they have given me over the past 3 ½ years. My sincere gratitude goes to Dr. Bob Wurtz and Dr. Dennis Van Den Heuvel. Both of these men have shown me what my true purpose in life was meant to be.

I would also like to thank my husband, Mike, and my three children, Ryan, Justin and Tyler for putting up with the lonely weekends and summers while I pursued my dream.

I would also like to give credit to a dear friend and fellow graduate student, Cynthia Nieminski. Without her friendship and support, this project would not have been completed.

The Graduate College
University of Wisconsin-Stout
Menomonie, Wisconsin 54751

ABSTRACT

DUSSO JOANNE T.

SIMILARITIES AND DIFFERENCES OF SELF-ESTEEM AND PERCEIVED PHYSICAL ACTIVITY LEVEL OF 9TH GRADE STUDENTS AT MARINETTE HIGH SCHOOL

K-12 GUIDANCE & COUNSELING DENNIS VAN DEN HEUVEL

AUGUST 2000 17 PAGES

APA STYLE

Statement of the Problem

The purpose of this study was to determine the similarities and differences between perceived physical activity level as measured by Student Questionnaire and actual self-esteem as measured by the Self-Esteem Indicator for 9th grade students at Marinette High School.

Research has shown that there are definite advantages to exercise. It has also been shown that there is a connection between exercise and self-esteem. There is a lot more to exercise than building muscles, increasing endurance and creating a strong heart. A regular exercise program boosts morale, strengthens the mind, and contributes to a

healthier, happier life. Elementary school children love physical education class and are extremely busy during recess breaks. When does this love for activity decline? Why do so many teenagers view physical activity as a punishment? Why are so many teenagers avoiding physical activity? Many teenagers see the value of physical activity for their appearance, health and self-esteem. Unfortunately, there is also an increasing number of teenagers that do not share these beliefs.

This study examined the actual self-esteem of 9th grade students enrolled in Health Education at Marinette High School and compared their score against their perceived physical activity level. The data collected will be used to enhance the Health and Physical Education curriculums and improve the quality of life for the students.

Fifty one ninth grade students completed anonymous surveys. On the Self-Esteem Indicator, 23 students matched 12 or more of the 16 items, which ranked them with high self-esteem. 22 students matched between 7 and 11 items and 7 students matched 6 or less of the 16 items, which ranked them with low self-esteem. On the Student Questionnaire, a total of 51 students responded that they enjoyed physical activity. Of those that responded yes, one reported themselves as minimally active, 20 as moderately active and 30 as highly active.

This information will be given to Physical Education Teachers at Marinette High School to be used to improve teaching methods, raise class morale, increase physical fitness levels and self-esteem levels.

TABLE OF CONTENTS

Title Page

Abstract

Chapter One
Introduction to the Problem page 1

Chapter Two
Review of Literature page 6

Exercise page 7

Self-Esteem page 8

Chapter Three
Methodology page 11

Procedure for Data Collection page 12

Chapter Four
Findings page 13

Chapter Five
Summary, Implications & Recommendations page 15

Bibliography page 16

Student Questionnaire Appendix I

Self Esteem Indicator Appendix II

Self Esteem Indicator Scoring Sheet Appendix III

Permission Letter Appendix IV

CHAPTER ONE

INTRODUCTION TO THE PROBLEM

Exercise, as defined by Webster's New World Dictionary, "is activity for the purpose of training or developing the body or mind; bodily exertion for the sake of health." Physical Education is defined as "instruction in the exercise, care, and hygiene of the human body." (Webster, 1970) The state of Wisconsin requires 1 ½ credits of Physical Education in order to graduate from high school. It is a requirement that not only benefits the physical body of the student, but also the mind.

A good exercise program not only strengthens the body, but prepares the mind to accept and overcome life's major challenges. It is well known that exercise benefit results in many physical benefits. These benefits include improving the operating efficiency of various body parts: muscles, lungs, circulatory system, and heart; aiding in digestion, cutting down on bone mineral loss associated with aging and lowering stress levels. (Parachin, 1996)

Many studies and scholarly articles praise the benefits of consistent exercise. Regular activity helps participants achieve and maintain healthy body and weight composition, raises beneficial cholesterol levels, assists in the treatment of Type II diabetes, and reduces the risk of osteoporosis, heart disease and some types of cancer. In addition, exercise helps reduce premenstrual distress, constipation, insomnia, and varicose veins.

A consensus statement from the National Institute of Mental Health (NIMH) in the early 1990's concluded there are positive psychological benefits to regular exercise.

(Bradley, 1996) Exercise has been associated with a decreased level of mild to moderate depression, a lessening of anxiety levels, decline in stress, a reduction in neuroticism and an increase in self-esteem and well being.

Self-esteem is the value we place on our lives, skills, ability to function, cope, love and be loved. (Bradley, 1996) There are ways to enhance self-esteem through physical education. The key is to understand fitness and wellness as a process and not a product, as a continuum and not an end point. It is vital that fitness professionals teach a skill and also to educate students about the role exercise plays in health and wellness and help them better understand how they can make fitness a lifetime commitment.

Research has shown that there are definite advantages to exercise. It has also been shown that there is a connection between exercise and self esteem. There is a lot more to exercise than building muscles, increasing endurance and creating a strong heart. A regular exercise program boosts morale, strengthens the mind and contributes to a healthier, happier life. Elementary school children love physical education class and are extremely active during recess breaks. When does this love for activity decline? Why do so many teenagers view physical activity as a punishment? Why are so many teenagers avoiding physical activity? Many teenagers see the value of physical activity for their appearance, health and self-esteem. Unfortunately, there is also a large population that doesn't see the benefits.

Self-esteem is an important determining factor of student success. There are ways to enhance self-esteem through physical activity. The terms of exercise and self-esteem are further defined in this study to show how they are related to one another and that self-esteem impacts on the physical activity level of the student.

By gathering data related to perceived physical activity level and actual self-esteem level, we will be able to determine if students actually can understand the connection. We then will be able to design a physical education curriculum to reach all students and teach them to take care of themselves, for their own lifetime.

Research has shown there is numerous benefits to exercise. The exercise industry is a multi-billion dollar business. Fitness Centers, YMCA's, and Recreation Centers are filled with people trying to get back into shape. "Polls show that between 52% and 70% of all Americans believe they need to lose weight. Over 50% of all Americans are overweight. This is a huge problem-the single most prevalent health risk in America today. And it gets worse every year. At this rate, it is estimated that by the year 2230, virtually everyone will be too fat!" (Leichtberg, 1997) What kind of message does this give us? In a world that puts a strong value on fitness and appearance, why are there so many overweight Americans?

Where has physical education gone wrong? Is there a way to make a connection between teenager's perception of self esteem and physical activity? How can we rejuvenate the enthusiasm and positive attitude toward physical activity?

Take a look into the average elementary school. Ask students, "What is your favorite subject?" The answer more often than not will be "lunch", "gym" or "recess". Elementary age children love movement. They thrive on exercise. Classroom teachers notice a difference in the classroom environment when activity is restricted. Attention span is reduced. Moderate exercise is a reward to young children.

When does this desire to "move" decrease? What can be done to increase activity levels of secondary level students? How can we help students to make the connection

between exercise, which is taking care of the body, and self esteem, which is taking care of the mind? Is there a method of teaching that will allow professional teachers to bring the responsibility of exercise back to the student and keep the enthusiasm and love of movement? "Unless we are selfish about taking care of ourselves we will never have the time. The single most powerful denominator for health is exercise. (Ebony Man, 1994) Everyone has the same amount of time to exercise. We all have 24 hours in a day. Most people prefer health over disease. People know how to exercise and how to eat well. What is the problem?

The purpose of this study is to determine the similarities and differences between perceived physical activity level as measured by Student Questionnaire and actual self-esteem as measured by the Self Esteem Scale for 9th grade students at Marinette High School. Marinette is a large school district with a total of 1000 students in grades 9-12. The School District is located in Marinette County, which includes the communities of Marinette (population, 11,000) and Porterfield (population, 300) and the surrounding rural, farming area. 9th grade students at Marinette High School are required to take Physical Education and Health Education in conjunction. The classes meet daily, with classroom teaching alternating with physical activity. Activities range from walking/jogging, soccer, touch football, weight training, swimming, volleyball, basketball, indoor games, softball ultimate Frisbee and aerobic dance.

A review of the literature shows that teenagers who get regular exercise and eat well will improve their fitness. Studies have also shown that low self-esteem is the reason why many people fail to exercise. Hopefully this study will enhance an

understanding of the relationship between 9th grade student perception of physical activity level and their personal self-esteem at Marinette High School.

CHAPTER TWO

REVIEW OF LITERATURE

One of the biggest challenges Physical Education professionals face today is dealing with the student who does not enjoy exercise and does not want to participate in class. There are many reasons why students have this attitude. They may have had a teacher in the past that used exercise as a punishment. They may be uncoordinated and not able to participate as they would like. They may be overweight or underweight and conscious of their size. They may have low self-esteem and not understand that physical activity actually increases their self-esteem while exercising the body.

Physical Education

As stated earlier, Physical Education is "instruction in the exercise, care and hygiene of the human body" (Webster, 1970). It is a requirement for high school graduation and has many benefits for the student. Physical Education class can be fun and aerobic or boring and difficult. Sometimes, Physical Education teachers spend too much time teaching the skill and do not allow the students to experience the game. Keeping fit doesn't necessarily mean joining a sports team or playing team sports. Teenagers should dispel the myth that the only way to be fit is to join a team. (Franczyk, 1995) There are many ways to increase one's fitness level without engaging in activity with others.

Teenagers in search of exercise should find something they enjoy. Walking, bike riding, rollerblading, swimming, cutting the grass, and washing the car, all provide excellent opportunities for fitness. Physical Education teachers are responsible for

providing our youth an education in body improvement and maintenance. If today's teenagers do not enjoy physical activity, it is the teacher's responsibility as a professional educator to find a solution.

Exercise

Regular exercise influences the body so that you feel better. It is well known that exercise results in many physical benefits. These include improving the operating efficiency of the muscles, lungs, circulatory system and heart. Exercise aids in digestion. It cuts down on bone mineral loss associated with aging and lowering stress levels. (Parachin, 1996) Exercise boosts memory, builds self-esteem, lifts depression, and increases mental alertness. People who exercise regularly tend to sleep better, and use less sugar, caffeine, alcohol, nicotine and other drugs. Exercise makes you feel good about yourself. It is one of the most self-respecting behaviors. Daily activity makes us feel better, have more energy and sleep more deeply. This leads to greater physical health and deeper and emotional well being. (LaForge, 1992)

Inactivity is an unnatural state for human beings. The body systems function best when exercise is an integral part of the daily routine. Without exercise, "we gain weight, our muscles atrophy, our cardiovascular systems suffer and, to make matters worse, we feel depressed and anxious". (Stocker, 1993) Another wonderful benefit of exercise is that it shields us from depression. It also helps dissipate anger. According to Suki Munsell, Ph.D., registered movement therapist and founder of the Dynamic Walking Program in Corte Madera, California, "exercise puts us back in our center, where we can survey the world with greater clarity." (Stocker, 1993)

A good exercise program should include a minimum of three days per week, with 24 hours rest in between workouts. Each workout should last 20 – 60 minutes and provide aerobic activities to strengthen the cardiovascular system. Time should also be spent on flexibility, muscular strength and muscular endurance.

Why do people exercise? The top ten reasons why women exercise are: 1) weight control, 2) feeling good after exercise, 3) increased energy, 4) muscle tone, 5) cardiovascular benefits, 6) keep flexibility, 7) reduce stress, 8) time for self, 9) enjoyment, and 10) improve self-esteem. The top ten reasons why men exercise are: 1) muscle tone, 2) increased energy, 3) cardiovascular benefits, 4) weight control, 5) feeling good after exercise, 6) reduce stress, 7) build strength, 8) enjoyment, 9) keep flexibility and 10) time for self. (Swim Magazine, 1996) As stated earlier in this study, the fitness industry is a multi-billion dollar business. Large amounts of money are paid to health clubs, fitness clubs, infomercials, and YMCA centers each year in the pursuit of fitness.

Self-Esteem

Self esteem is "belief in oneself; self respect and undue pride in oneself; pride" (Webster, 1970) Self-esteem is the value we place on our lives. It is a big determining factor of student success. Self-esteem is the confidence needed to compete in any setting. No matter where people live, they all need a positive self-esteem and positive self-concept.

During the teenage years, self-esteem will tend to take a nose-dive in some individuals. Peer acceptance, family environment, social status, appearance, and success

all play a major role in self-esteem. Research has shown that self-esteem is also linked to physical activity. In "Medicine for the Mind", Victor M. Parachin focuses on exercise therapy and the mental benefits of exercise for people. He found that exercise boosts memory and builds self-esteem. Exercise actually improves mental health. (Parachin, 1996)

Motivation is inextricably bound with self-esteem. Researchers have found that people who ranked low in self-esteem were the same people who skipped or canceled therapy appointments. (Perrine, 1994) Regular exercise has been shown to build self-esteem and fight depression. Regular workouts build self-esteem, but self-esteem is crucial in getting you to work out.

There is a program in Show Low, Arizona called the Challenge Program. This program is for at-risk students that combines rigorous physical exercise with challenges to students that seem beyond their abilities. Program organizers learned that through exercise, the students improved their level of self-esteem. (Curriculum Review, 1990)

Research by Dr. Andrew Hills, Queensland University of Technology shows that exercise lifts the self-esteem of obese children. Dr. Hills surveyed 20 children ages 7 to 10 over a 16 week study. The study showed that increasing their overall activity made them more outgoing and, by the end of the study, they embraced activities they previously would not have attempted. (Canberra Times, 1991)

Regular physical exercise has been linked to increased levels of brain norepinephrine and serotinin (Ransford, 1982) as well as increased opoiate receptor occupancy (Christie & Christie, 1982; Ransford, 1982), which tends to promote feelings of well being. Over time, since most physical exercise by adolescents occurs in groups,

they may learn to associate good feelings and reduced anxiety with exercise and group activities. This suggests that physically active adolescents tend to feel less lonely, shy and hopeless than do their less physically active peers. (Page, 1994)

The literature and data gathered for this study all conclude that physical activity level and self-esteem level are linked. The literature also states that self-esteem levels can be raised through positive experiences with physical activity. Regular exercise influences the body to feel better. There are both physical and emotional benefits to exercise. It was also noted in the literature that during the teenage years, self-esteem tends to take a nose-dive in some individuals. Motivation is inextricably bound with self-esteem. Regular exercise has been shown to build self-esteem and fight depression. Regular workouts build self-esteem, but self-esteem is crucial in getting a person to work out.

CHAPTER THREE

METHODOLOGY

The purpose of the study is to determine the similarities and differences between the perceived physical activity level, as measured by Student Questionnaire, and actual self esteem level, as measured by the Self Esteem Indicator for 9th grade students at Marinette high School.

Subjects

The 9th grade students are enrolled in 9th grade Health Education and Physical Education in the Marinette School District. The School District has a total enrollment of approximately 2800. The High School had an enrollment of 1000 during the period of this study. One certified teacher instructs both classes. The 9th grade Physical Education and Health Education classes are taught on a daily basis, with classroom instruction alternating with physical activity. The Health curriculum includes units in Self Esteem, Drug and Alcohol Prevention, Human Sexuality and Relationships. The Physical Education curriculum includes units on Cardiovascular Fitness-walking/jogging, Recreational Swimming, Fitness Swimming, Weight Training using both machines and free weights, Volleyball, Basketball, Flag Football, Soccer, Ultimate Frisbee, Indoor Games, Softball and Aerobic Dance. The instruments will be given as part of the introduction of the Self-Esteem unit during the 2nd semester. The surveys will be coded to ensure the student's confidentiality and completed in anonymity.

Instrumentation

Student's perceived activity level was measured by the Student Questionnaire. This questionnaire (Appendix I) was designed by myself. The students were asked to rate their perceived activity level on a scale of 1 to 5, with 5 being extremely active. Students were also asked if they enjoyed physical activity.

Student's actual self-esteem was measured by the Self-Esteem Indicator (Appendix II). The Self-Esteem Indicator was developed to measure self concept of early and middle adolescents, age 13-16. The questionnaire asked the student to decide if 16 statements either "a = describes me" or "b = does not describe me". Permission by the Board of Education and the student's parents were also key components.

Research Procedures

The Student Questionnaire and the Self-Esteem Indicator were administered as part of the 9th grade Health Curriculum during the 2nd semester. The scales were administered to students during the introduction of the Self-Esteem unit in their Health class. Participation was voluntary. (Appendix III) In order to code the surveys and achieve anonymity, the surveys were printed back to back.

Data will be collected from the surveys and reported to the school administration and Physical Education staff. The surveys will be divided into high self-esteem, moderate self-esteem and low self-esteem. From there, responses to the physical activity level will be added to their self-esteem score. By comparing the self-esteem level with their response to the physical activity portion, comparisons can be made.

CHAPTER FOUR

FINDINGS

The purpose of the study is to determine the similarities and differences between the perceived physical activity level, as measured by Student Questionnaire, and actual self esteem level, as measured by the Self Esteem Indicator for 9th grade students at Marinette High School.

Fifty-one ninth grade students completed the anonymous surveys. On the Self-Esteem Indicator, 23 students matched 12 or more of the 16 items, which ranked them with high self-esteem. 22 students matched between 7 and 11 items and 7 students matched 6 or less of the 16 items, which ranked them with low self-esteem. On the Student Questionnaire, a total of 51 students responded that they enjoyed physical activity. Of those that responded yes, one reported themselves as minimally active, 20 as moderately active and 30 as highly active.

When comparing the self-esteem rating with perceived physical activity level, findings were consistent with previously mentioned research. Of the seven students with rankings of low self-esteem, three were minimally active, three moderately active and one highly active. When asked what activities they enjoyed, only one student responded. The other surveys were left blank. Activities that were enjoyed were basketball, track, soccer, baseball, Frisbee, swimming, football and rollerblading. The majority of these activities are team sports and therefore, social by nature.

Twenty-two students ranked in the medium self-esteem level. Of these, 18 responded that they enjoyed physical activity. Seven were moderately active with such

activities as softball, swimming, biking, rollerblading, baseball, football, basketball and tennis. 11 ranked themselves as highly active. Team sports, running, rollerblading, working, biking, bowling, wrestling, hunting and fishing were some of the activities they enjoyed. This group listed activities that wouldn't normally be thought of as fitness activities (fishing and hunting). This group also had more individual activities. Included in the medium self-esteem group were four individuals who didn't enjoy physical activity. They reported themselves as minimally active. Dancing, gymnastics, cheerleading and playing guitar were the activities they listed. Other than cheerleading, these activities can be done alone or in small groups.

Twenty-nine students matched 12 or more of the 16 items on the Indicator, which ranked them with high self-esteem. Twenty-eight enjoyed physical activity. Eighteen ranked themselves as highly active with activities such as team sports, tennis, running, biking, rollerblading, and swimming. One student reported not liking physical activity but enjoyed playing the guitar. The remaining 11 students in this group all reported themselves as moderately active. Their list was the longest: team sports, work, swimming, rollerblading, snowboarding, biking, walking, jogging, dancing, raquetball, and golf.

CHAPTER FIVE

SUMMARY, IMPLICATIONS & RECCOMMENDATIONS

The students that responded to the surveys were enthusiastic. By the data collected, both active and inactive students took part. Also, the self-esteem indicator broke the students down into typical sections. There were no real surprises amongst the data that was collected. I did find it interesting that students with lower self-esteem still listed team sports as activities they enjoy.

The medium self-esteem group had more highly active students than the other groups. They also listed many more activities that they enjoyed. This group appeared to be very well rounded individuals.

Physical Education teachers need to spend considerable effort when playing team sports in class in order to divide the class into equal teams, where each student can participate and enjoy the game. Curriculum also needs to be addressed. Team sports are usually the easiest and least expensive to implement in the school. Lifetime sports such as tennis, golf, walking, jogging, rollerblading, swimming and racquetball can be introduced in a Physical Education class if facilities and budget allows.

Hopefully the findings of this study will be used to improve the 9th grade Physical Education curriculum at Marinette High School. The data collected from the surveys will be shared with the administration and Physical Education staff. Educators need to become more aware of the effects of physical activity on self-esteem and the inter-relationship between the two. Every Physical Education teacher needs to become aware

of the students' feelings and perceptions. Every effort must be made to teach and reach every student, not just the athletically talented students. After all, our purpose as Physical Education Instructors is to provide instruction in the exercise, care and hygiene of the human body. We must provide for the physical and emotional needs of our students. Curriculum needs and Wisconsin State Standards must be addressed. Physical Education instructors may have to step out of their comfort zone and teach new units or revamp their style and the way they teach the units already in place. Progress and growth is inevitable.

Hopefully, the findings of this study can be used as a catalyst to reach every student in every district across Wisconsin, in order to better meet the needs of everyone. Due to the voluntary nature of this study, not all 9th grade students in Marinette were reached. It would be interesting to read the surveys of the students who fall into the low self-esteem group to find out their opinions on the physical activity survey. These are usually the students who complain the most and refuse to participate in class.

The findings of this study were similar to the literature reviewed. Every source that was cited in this paper mentioned the fact that self-esteem and physical activity were linked in some manner. Physical activity is both a positive influence on the health and hygiene of the body as well as the mind and soul. Physical education is a requirement for graduation in the state of Wisconsin. Educators need to reach every student and make an attempt to positively influence their future lifestyle. The literature stated that adult fitness is a multi-billion dollar industry. Youth today are given the opportunity in high school to participate 3-4 times per week, at no cost, in the same kinds of activities that adults pay dearly for. High school physical education classes are the platform for lifetime fitness.

Educators must find a way to reach all students, not just the athletically gifted. Educators must find a way to make fitness fun for everyone.

The results of this study can be used to show the educators of Marinette High School what activities the 9th grade students actually enjoy and how those activities influence their self-esteem. Hopefully, changes can be made in class structure, size and curriculum to enable all students to enjoy physical education.

BIBLIOGRAPHY

Boyd, Karin R.; Hrycaiko, Dennis W. (1997-Fall) Adolescence Vol. 32 Issue 127, p693, 16p.

Bradley, Anne Clifford (1996-July/August) Healthy Body, Healthy Mind. American Fitness Vol. 14 Issue 4, p24, 4p, 1c.

Challenge Program Encourages At-Risk Students to Exceed Expectations. (1990-January) Curriculum Review Vol. 29 Issue 5, p28, 1/4p.

Christie, M.J., & Chesher, G.B. (1982) Physical Dependence on Physiologically Released Endogenous Opiates Life Science 30, 1173-1177.

Franczyk, Annemarie (1995-October 30) Keeping Fit Doesn't Necessarily Mean Joining a Sports Team. Business First-Western New York. Vol. 12 Issue 3, pB1, 1p, 1bw.

Health: A Roundup of Youth, News, Issues, Programs and Research. (1991-August) Youth Studies Vol. 10 Issue 3, p8, 1/8p.

Keelor, Richard; Morales, Davidson, (1994-December) Grinding It Out and Keeping the Weight Off. Ebony Man Vol 10 Issue 4, p7, 1p.

La Forge, R., (1992-January) Letting Exercise Manage Your Stress. Executive Health's Good Health Report Vol. 28 Issue 4, p7, 1p.

Leichtberg, M.D., J. (1997) BioSlim: The Complete Doctor's Reference Guide, BioSlim.

Page, Randy M.; Tucker, Larry A. (1994-Spring) Psychological Discomfort and Exercise Frequency: An Epidemiological Study of Adolescents. Adolescence Vol 29 Issue 113, p183, 9p, 2 charts.

Parachin, Victor M. (1996-May/June) Medicine For the Mind. American Fitness Vol 14 Issue 3, p64, 2p, 1c.

Perrine, Stephen (1994-September) The Mind/Body Connection. Men's Health Vol 9 Issue 7, p62, 8p, 2c.

Ransford, C.P. (1982) A Role For Amines in the Antidepressant Effect on Exercise: A Review. Medicine and Science in Sports and Exercise t4, 1-10.

Stocker, Sharon (1993-July) Strength Training For Body and Soul. Prevention Vol 45 Issue 7, p57, 5p, 5c.

Tevendale, Heather D.; DuBois, David L. (1997-May) Self-Esteem Stability and Early Adolescent Adjustment: An Exploratory Study. Journal of Early Adolescence Vol 17 Issue 2, p216, 22p.

Top Ten Reasons Why People Exercise. (1996-July/August) Swim Magazine Vol 12 Issue 4, p13, 1/6p.

Webster's New World Dictionary (1970) Second College Edition. The World Publishing Company, New York and Cleveland.

STUDENT QUESTIONNAIRE

Do you enjoy physical activity? YES NO

On a scale of 1 to 5, rank yourself:

1	2	3	4 5
No activity	minimally Active	moderately active	highly active

List the physical activities you enjoy doing:

Designed by Joanne T. Dusso

SELF ESTEEM INDICATOR

Indicate whether or not each item describes you by circling "a" or "b"
A = describes me
B = does not describe me

1. People generally like me.	A	B
2. I am comfortable talking in class.	A	B
3. I like to do new things	A	B
4. I give in very easily	A	B
5. I'm a failure	A	B
6. I hate the way I look	A	B
7. I have trouble making up my mind	A	B
8. I am popular with people at school	A	B
9. My life is all mixed up	A	B
10. I often feel upset at home	A	B
11. I often wish I were someone else	A	B
12. I often worry	A	B
13. I can be depended on	A	B
14. I often express my views	A	B
15. I think I am doing okay with my life	A	B
16. I feel good about what I have accomplished recently.	A	B

Total matches

Self Esteem Indicator

Determine the number of matches using the following key.

1. a	9. b
2. a	10. b
3. a	11. b
4. b	12. b
5. b	13. a
6. b	14. a
7. b	15. a
8. a	16. a

Interpretation

From the total number of matches interpret as follows:

12-16	high self-esteem
9-11	moderately high self-esteem
4- 7	moderately low self-esteem
0- 3	low self esteem

May 1, 2000

Dear Parents,

As part of my Master's Degree program, I am required to do research and write a paper. I have chosen the topic "Self Esteem and Perceived Physical Activity Level". In order to do my research with the 9th grade Health and Physical Education class, I need your permission to allow your son/daughter to participate. The surveys will be anonymous. No names will be used in my paper. Anyone not wanting to participate will be excused.

Please fill out the form below and return to my by Monday May 8, 2000.

Thank you.

Sincerely,

Mrs. Joanne T. Dusso, Instructor

PARTICIPATION IN SURVEY

I understand that my participation in Mrs. Joanne Dusso's research study is strictly voluntary and I may discontinue my participation at any time without any prejudice. I understand that the purpose of this study is to investigate Self Esteem and Activity Level of 9th grade students. I further understand that any information about me will not be part of my permanent record. I understand that at the conclusion of this study, all records will be destroyed.

Signature of Student_____date_____

Signature of Guardian_____date_____