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An evaluation of the effects of a personal growth and development course on the self-esteem levels of college students at a selected institution

Carmen Taylor Tillery
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An evaluation of the effects of a personal growth and development course
on the self-esteem levels of college students at a selected institution

by

Carmen Taylor Tillery

A Dissertation Submitted to the
Graduate Faculty in Partial Fulfillment of the
Requirements for the Degree of
DOCTOR OF PHILOSOPHY

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For the Graduate College

Iowa State University
Ames, Iowa
1994
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CHAPTER I. INTRODUCTION

It is not uncommon for students to experience personal, social and academic difficulties while attending college. Several scholars have studied the adjustment issues that students experience while enrolled in college (Fleming, 1984; Pascarella & Terenzini, 1991; Tinto, 1987). A study conducted at a large, state university counseling center revealed that depression, substance abuse and self-concept were the most frequently reported areas of concerns by college students (Miller & Rice, 1993).

Self-concept is a term often used synonymously with self-esteem. Self-esteem is an important aspect of man himself. Self-esteem consists of three components: a) cognitive; b) behavioral; and c) affective. The cognitive component focuses on what one knows about oneself. The behavioral component refers to the tendency one has to act toward oneself. Last, the affective component refers to one's feeling about or evaluation of oneself (Secord & Backman, 1964).

This study focused primarily on the affective component of self-esteem. According to Natsis (1974):

Self-esteem is related to one's satisfaction or lack there of in being what one believes he is. Low self-esteem indicates dissatisfaction with one-self because of the discrepancy between one's real and his ideal self; the smaller the gap between real and ideal self the higher one's self-esteem. (p. 70)

However, according to Wylie (cited in Natsis, 1974), a high self-esteem level should not be confused with being faultless: "... self acceptance means accepting one's self including one's admitted faults" p. 70.
Statement of the Problem

This study addressed the lack of research information on the influence of different types of educational experiences on self-esteem levels of college aged students. The study also examined the effects of a personal growth and development course on the self-esteem levels of college students at Purdue University. This study examined two educational experiences at Purdue University designed to enhance self-esteem. They are fundamentally different in the respect that one (Educational Psychology, EDPS 230) is highly theoretical and the other (Personal Growth and Development, EDPS 100) is experiential and practical in nature; however, both courses are housed in the School of Education. Since the study employed two different groups of students, students enrolled in EDPS 100 are referred to as Group I, and students enrolled in EDPS 230 are referred to as Group II.

Purpose of the Study

The purpose of this study was to determine if there is a positive change in levels of self-esteem for students who complete a Personal Growth and Development course at Purdue University. The study also examined if there is a change in the levels of self-esteem for students enrolled in a Personal Growth and Development course as compared to students enrolled in an Educational Psychology course.

Significance of the Study

Self-esteem is an attribute often studied in children and adolescence but less frequently studied in young adults (post adolescence). With so many studies documenting self-esteem concerns with children (Bush, 1991; Jordan, 1988; Nadler, 1975; Proctor, 1989), it would
appear that without proper intervention, some of these same problems/issues would continue to exist in young adulthood.

In a study conducted by Boyer (1987), undergraduate students in general were found to be uninformed about the interdependent world they live in. While many educational programs exist in the college environment to help combat some of the social ills of society, many of them function in isolation and are conducted outside of the classroom. Boyer (1987) also inferred that the effectiveness of the undergraduate experience relates to the quality of campus life in and out of the classroom.

Two researchers, (Finley & Corty, 1993) noted that nonconsensual and/or pressured sexual assault is fairly high and increased over time among students while attending college. Saltz and Elandt (cited in Robinson et al., 1991) stated that: "Alcohol and other drug use is increasingly prevalent on college campuses. For more than a decade, there has been a dramatic rise in alcohol use among college students" p. 130.

Given these continuous concerns college students face, it would be more advantageous for students to experience a prevention type program(s) rather than being confronted with difficult situations (such as decisions related to substance abuse, sexuality, racism, etc.) unexpectedly. The Personal Growth and Development course would be one way of offering a preventive method to assist students in confronting difficult or crises situations.

The personal growth and development course is a seminar facilitated within a classroom. It is designed to help students incorporate the knowledge learned into everyday life experiences/situations. Given a more controlled environment such as this class, students would have the opportunity to share, assess themselves, and evaluate values and attitudes
while having the benefit of peer feedback and evaluation. Therefore, college students, designers of curriculum and programs, and faculty members will benefit from this study.

A review of the literature revealed a lack of information regarding the effects of an educational experience designed to enhance the self-esteem levels of college students. This study will contribute to that body of knowledge. In addition, according to the literature, self-esteem levels are often affected by several variables such as gender, family size, involvement in high school activities, and community type. Based on the personal experience of the present investigator, having taught an undergraduate student development course and observed various residence hall communities, these variables are confirmed.

**Research Questions**

Nine major research questions were considered in the study:

1. Will there be a positive change in students' self-esteem levels when enrolled in EDPS 100 as measured by the Tennessee Self Concept Scale (TSCS) pre- and post-test scores?

2. Will there be a change in students' self-esteem levels when enrolled in EDPS 230 as measured by the TSCS pre- and post-test scores?

3. Will there be a larger gain score in students' self-esteem levels when enrolled in EDPS 100 versus students' self-esteem levels when enrolled in EDPS 230 as measured by the TSCS?

4. Will there be a difference in gain scores of male and female levels of self-esteem as measured by the TSCS?

5. Will there will be a difference in gain scores of upper class (junior and seniors) and
lower class (freshmen and sophomores) students' levels of self-esteem as measured by the TSCS?

6. Will there be a difference in gain scores in levels of self-esteem in students from small/rural type communities versus students from mid-size/large metropolitan communities as measured by the TSCS?

7. Will there be a difference in gain scores in levels of self-esteem in students from families of zero to two siblings versus families of three or more siblings as measured by the TSCS?

8. Will there be a difference in gain scores in levels of self-esteem in students who are very involved (member in three or more groups) in high school activities versus students who were less involved in high school activities as measured by the TSCS?

9. Will there be a difference in gain scores in levels of self-esteem in gain scores of students who are very involved (member in three or more organizations) in college activities versus students who are less involved in college activities as measured by the TSCS?

**Definition of Terms**


*EDPS 100 - Personal Growth and Development.* An experiential learning approach to interpersonal communications and such developmental issues as autonomy, identity, values clarification, intimacy, racism, death, and career life goals. Emphasis is placed on active participation in small group discussion and cognitive mastery of personal and interpersonal
EDPS 230 - Educational Psychology. This course is designed to develop understanding of the psychological processes of learning and instruction in a variety of learning environments. Learning theory, instructional models and strategies, principles of motivation and reinforcement, and methods of assessing learning outcomes are emphasized.

*Tennessee Self Concept Scale* - An instrument used to measure self-esteem, comprised of 100 items using a Likert-type scale.

**Assumptions of the Study**

The following assumptions were made:

1. Students answered the questionnaire honestly.
2. The Instrument accurately measured the levels of self-esteem of the subjects.

**Limitations of Study**

The following were limitations of the study:

1. One semester may not be enough time to affect and/or measure change in self-esteem level of students enrolled in the EDPS 100 course.
2. Students may experience other situations (extraneous variables) in the college environment while enrolled in the course(s) that may negatively or positively impact their level of self-esteem.
3. Because students in Group II (EDPS 230) were all secondary education majors, they may have other similar characteristics and/or experiences in common that may affect self-esteem levels.
4. The samples were selected from specific schools and courses, thus the study did not assume randomness.

Organization of the Study

Chapter one includes the statement of the problem, the purpose of the study, significance of the study, the research questions, definition of terms, assumptions of the study, and limitations of the study.

Chapter two consists of a review of the literature and the theoretical foundation. The review of literature is organized by topical areas that pertain to critical issues discussed during the educational experience (EDPS 100) administered to Group I. These topics include: self-esteem as a general concept, and self-esteem and it's relationship to achievement, attitude toward school, learning styles, and career aspirations. Since most of these studies relate to children, following are specific studies involving the Tennessee Self Concept Scale (TSCS) and college aged students.

The second part of chapter two discusses theoretical perspectives. The theoretical framework is provided for the works of Pascarella and Terenzini (1991) and Gilligan (1982). Gilligan's research is used to espouse gender issues, and Pascarella's and Terenzini's work provide an overall perspective on self-esteem and it's impact on college students.

Chapter three outlines the methodology of the study. The population of the study consisted of two groups of students enrolled in two different educational experiences at Purdue University. Also presented is background information on Purdue University and the two courses (EDPS 100 and 230). Research questions are again stated and the instrument
(Tennessee Self Concept Scale) is discussed in detail, including the reliability and validity of the instrument. Finally, the research design outlines the data collection procedure and the test analysis employed in the study.

Chapter four discusses the results of the study. Listed are the findings with various tables and charts used to explain the data analyses.

Chapter five is the concluding chapter. It contains a summary and highlights the results, recommendations, implications of the study.
CHAPTER II. REVIEW OF LITERATURE

A review of the literature revealed an extensive amount of material on self-esteem. In relation to self-esteem and its relevancy to this study, research has been conducted in such areas as academic achievement, attitude toward school, learning styles, careers/choices, job satisfaction, substance abuse, sexuality, relationships, family and physical issues—to name a few. What is less documented in the literature is information on self-esteem and its relation to college students, in particular. In addition, few studies cite the Tennessee Self Concept Scale used as a measuring instrument with college aged populations.

In an effort to bridge the project, the present research: a) reviews self-esteem as a concept and discusses how it relates to the critical issues discussed in the Personal Growth and Development course; b) reviews self-esteem studies that incorporate the Tennessee Self Concept Scale with college-age populations; c) reviews the literature that analyzes changes in students during college in relation to self-esteem; d) develops a theoretical framework for the study; and e) summarizes the information.

Self-esteem as a Concept

The relationship between self-esteem and one's behavior is so strong that Felker (1974) described it as an inordinately powerful factor in human growth and development and a dynamic circular force in human lives. Felker further stated that self-concept is important because it determines and influences an individual's actions in various situations.

The role of self-concept is three-fold (Malcolm, 1975). First, the self-concept operates as a mechanism for maintaining inner consistency. Second, it determines how
experiences are interpreted. Finally, self-concept provides a set of expectancies. Each of these three factors is a powerful determinant of behavior.

In a study conducted by Roid, Jr. (1981), several problems were cited with self-esteem as a concept. Self-esteem's most prominent feature is its rather indeterminate nature as a concept. There are two basic problems. Part is due to the belief among many researchers that most people feel they know what self-esteem is. As a result, much research has been devoted to a concept that has never been explicitly defined. A second problem is that many labels are used interchangeably with self-esteem. Roid further stated that "... although the concept of self-esteem has been the subject of investigation for almost a century, there is still much unknown about it" p. 6.

Nonetheless, several authors have expressed their thoughts on what is self-esteem. Rosenberg (1965) defined self-esteem as the cognitive aspect of the self, or how a person sees and thinks about him or her self. Roid, Jr. (1981) defined self-esteem as:

... not a quality that one either does or does not possess. Instead, the concept is viewed according to the level of self-esteem or the amount or degree of positiveness of feelings toward self. A high level of self-esteem indicates self respect, self worth, and self regard. A low level of self-esteem denotes self rejection, self dissatisfaction, and self contempt. (p. 11)

Equally important to the concept of self-esteem is how self-esteem is formed. Epstein (1973) and Felker (1974) documented that one's self-concept is something learned, not inherited. Malcolm (1975) stated:

Individuals are not born with ready-made self-esteem, but that it develops out of experience, particularly out of social interaction with significant others. As our experiences multiply, our developing self becomes a perceptual screen through which subsequent impressions must pass. Gradually we formulate impressions and attitudes about ourselves. Early childhood is vitally important
in forming the kind of person we become. Any new experience one has is interpreted in light of all the beliefs and attitudes one has accumulated to date. If this new experience is consistent with one's beliefs, it is incorporated into the individual's self, but if it is not consistent with these beliefs, it is ignored or rejected. (p. 15)

It has been well-documented that "The importance of the self-image as a major determinant of human behavior has long been recognized" (Leahy, 1985, p. 1). Therefore, one can assume that the level of one's self-esteem is related to decisions made whether they pertain to career aspirations, educational interest, relationships, etc.

As mentioned earlier, the behavioral aspect of self-esteem refers to the tendency one has to act toward himself. Self-esteem is important because it determines an individual's actions in various situations (Malcolm, 1975). When considering self-esteem and relationships with other characteristics (i.e. achievement, anxiety, success, failure, self responsibility) decision-making and behavior play an important role.

The following discussion will highlight self-esteem and the topical areas discussed in the Personal Growth and Development course as they pertain to the self and everyday decision making. These areas consist of: academic achievement, learning styles, attitudes toward school, career/choices, race, gender, family, relationships, and substance abuse.

A self-esteem model developed by Roid, Jr. (1981), discusses some conditions that lead to levels of self-esteem in young adolescents (ages 12 to 14). The conditions studied were type of community, the adolescent's age, sex, sibling position or family size and the adolescent's evaluation of home life. Through this evaluation, the results revealed that it is possible to predict levels of self-esteem in young adolescents.

Other studies have been developed that access self-esteem in relation to areas such as
academic achievement, learning styles, attitudes toward school, career/choices, race, family, relationships, sexuality and alcohol abuse.

**Achievement**

Achievement and competence are terms often associated with self-esteem. In a study conducted by Proctor (1969), children who made the transition from elementary school to junior high school either maintained or increased their level of self-esteem. Overall, males experienced a greater gain in self-esteem than females. In relation to perceived competence similar results were found. However, females were found to have gained more in physical competence than males. Cognitive competence remained unchanged across the transition.

On the other hand, a study that measured how children perceived the causes of success and failure in the social context of competing showed oppositional results (Nadler, 1975). Measuring scales were administered to two different groups of children: (1) children who scored high in self concept but low in anxiety; and (2) children who scored low in self concept but high in anxiety. Similarly, the findings showed that children with a high self concept differed from those low in self concept in that they attributed success outcomes internally to their high ability and engaged in positive self-reinforcement following success.

**Attitude toward school**

In the realm of understanding how self-esteem can be associated with children achieving in school, attitude toward school also plays an essential role. Mason (1979) studied the effects of organizational placement of the ninth grade on students' self-concept and/or attitude toward school. It is often debated whether the ninth grade belongs to the junior or
senior high school. In the study, half the subjects were placed in an organizational placement of seven through ninth grade (junior high) and the other half in the ninth through twelfth grade (senior high). The findings showed that ninth grade students placed in the junior high structure have a self concept similar to ninth grade students in the senior high school structure.

The same was true in relation to gender. Ninth grade girls in the junior high school structure have self concepts similar to ninth grade girls in the senior high school structure. The same findings pertained to the boys as well. In addition, ninth grade boys in both junior and senior high school structures have self concepts similar to ninth grade girls in both structures.

Conclusions concerning attitudes toward school were slightly different. Ninth grade boys' attitudes toward school in the junior high school structure are poorer than ninth grade boys' attitudes toward school in the senior high school structure. However, ninth grade girls' attitude toward school is the same in both junior and senior high school structures. Overall, ninth grade girls have a better attitude toward school than do ninth grade boys in both organizational structures.

Another researcher (Cantrell, 1979) also evaluated the effects of self concept, attitude toward school, participation in athletics and race on ninth grade students' average educational achievement. This study was multidimensional in nature. Five major aspects of student characteristics related to educational achievement were approached:

First to investigate whether there was a major difference in average educational achievement between students with positive or negative self-concepts. Second, to investigate whether there was a marked difference in average
educational achievement of students who participate in athletics and students who do not participate in athletics. Third, to show the extent of existing differences in average educational achievement between students with positive or negative attitudes toward school. Fourth, to investigate whether there was a difference in average educational achievement between white and non-white students. Fifth, to assess the possible interaction among self-concept, attitudes toward school, participation in athletics, and race on average educational achievement. (p. 1)

Results indicated that ninth grade students with a positive self concept have significantly higher academic achievement than ninth grade students with a negative self concept. In relation to the impact of attitude toward school on academic achievement, ninth grade students with a positive attitude toward school have significantly higher academic achievement than ninth grade students with a negative attitude toward school.

In an interesting study (Malcolm, 1975) analyzed the effects of a science curriculum program on a child's self concept and attitude toward science. Results indicated that children who participated in the science program showed significant differences in high self concepts in the areas of intellectual and school status, and physical appearance and attributes than children who did not experience the science program.

**Learning styles**

Another interesting aspect of self-esteem and academic achievement is learning styles, or how students learn. How people behave and react is often associated with their self-esteem level. Rychlak (1977) studied Logical Learning Theory and concluded that people make assumptions about their world which affect the way they behave. If this is true, then it would suggest that there is some relationship between self-esteem and locus of control (Spinks, 1984).
In addition, Rychlak (1977) operationalized affective assessment by having subjects idiographically rate items as to whether they like or dislike them. According to Logical Learning Theory, affective assessment describes a process whereby a person receives an input, and he or she immediately decides whether he or she likes or does not like that input. Rychlak and his colleagues conducted extensive research showing that affective assessments have an effect on verbal learning.

An additional psychologist added another dimension to self-esteem and learning styles. August (1975) studied the affective meaningfulness, self-concept and the verbal learning styles of White and Black children. Findings revealed that, overall, there are significant differences between the affective learning styles of Black and White fifth-grade children. When the interaction of race, social class and reinforcement value was examined the socioeconomic status was only of importance for the White children's learning style. Post Hoc findings revealed a differential learning tendency between the high and low self-concept of White children, but not between similar groups of Black children.

Career

Career expectations and aspirations are other areas often associated cited as having relationship to self-esteem. Pickett, 1975 analyzed the relationship of self-concept and level of aspiration for children in second through sixth grade. Even though there were no significant differences between males and females in measured self-concepts and/or aspiration, significant differences were found for self-concept levels for different age groups. An interesting fact highlighted in the present study is that self-concept does not serve as the
underlying determiner of one's level of aspiration, but that learning may be the influential factor.

On the other hand, career choice and/or changes were studied by Matte, Jr. (1979) and how these changes affect self-esteem and achievement. In sum, over the course of the study, students who experienced low achievement changed occupational choice more than did students who experienced high achievement. When students with low grades changed occupational choice, they from their initial original choice to an occupation they originally perceived themselves as having a better chance of entering. In general, there was no significant difference among students with low self-esteem and students with high self-esteem in relation to changing occupational.

**College students and TSCS**

**Family and relationships** Up to this point, the discussion has centered around adolescence and the self-esteem. Fewer studies address the self-esteem and college aged populations; however, in the area of family and relationships several research studies are documented.

Family and relationships are areas often correlated with self-esteem. According to Douvan and Adelson (1966), and Klemer (1971), individuals with high self-esteem (self acceptance to both the acceptance of others and by others) tend to have greater interpersonal relations than individuals with low self-esteem (rejecting of and is rejected by others).

In a study on dating experience in relation to the self-esteem conducted on a sample of Purdue University undergraduate women (Springer, 1974), findings indicated that no patterns
of correlations existed between the indices of dating experiences and self-esteem. Two measuring instruments were used in the study: The Tennessee Self Concept Scale and The Dating Experience Inventory. Even though no patterns of correlations existed among the two scales, a few isolated correlations did exist: 1) the number of people met over a four month period was significantly related to the personal self and self satisfaction; 2) the number of steady relationships was positively correlated to the physical self-concept; and 3) the length of the longest steady was related to identity. An interesting fact of the study was the number of individuals dated over a person's lifetime was negatively correlated to one's family self-concept.

Another researcher (Shook, 1989) studied the correlates of self-esteem among college offsprings from divorced families in a study of gender-based differences. The study examined whether factors (such as gender, social class, age of child at the time of parental divorce, remarriage of the custodial mother and the amount of contact with the non-residential father and his offsprings) found to be relevant to children's adjustment following parental divorce do indeed have a significant relationship to the self-esteem of young adult college and university students.

Results indicated that contact with the non-residential father had a significant impact on the self-esteem of female offspring and college offspring as a group. Age at the time of parental divorce was the most significant factor contributing to self-esteem of the male offspring. However, overall there were no significant difference in self-esteem levels among male and female offspring from divorced families.

In a similar study, Natsis (1974) analyzed the impact of family structure on self-esteem
among college students. The purpose of the study was to assess the impact of four family structure variables on self-esteem, alienation, and hostility toward the adult world among freshman college students. No significant differences were found.

**The college environment**  In contrast to family and relationships, Spinks (1984) studied the effects of affective assessment, word meaning and self-esteem and locus of control on verbal learning of Purdue University undergraduate students as measured by the TSCS. Spinks hypothesized that internal locus of control would be positively related to self-esteem and the findings supported this hypothesis. Results indicated subjects with high self-esteem do indeed tend to have an internal locus of control.

In another research study of students outside of family relationships, Valois (1984) sought to determine if an attitude change takes place, and if the change can be attributed to students' completing a human sexuality course. The findings revealed that an attitude change did take place in five out of nine subscales.

The changes which students experience during college in relation to self-esteem, and the effects that college may have on the self-esteem have been studied extensively. There is an overwhelming amount of literature on self-esteem reporting increases in students' self-esteem during the college years (Bachman et al., 1967; Bachman et al., 1978; Bachman & O'Malley, 1977; Knox et al., 1988; O'Malley et al., 1978). King (1973) contended that gains in self-esteem occurred over time as part of maturation and students developed a more realistic appraisal of themselves. Gains in self-esteem were due more to having fewer fluctuations from doubt to developing self-regard. Astin (1977) also noted that, by the senior year,
students' self-esteem appeared to be better anchored in a realistic appraisal of themselves.

When one evaluates the net effects of changes on student's self-esteem levels in college, the following findings are documented. In studies by Bachman and colleagues (Bachman et al., 1967; Bachman et al., 1978; Bachman & O'Malley, 1977; O'Malley et al., 1978), more than 2,200 tenth graders were studied through high school graduation and five years beyond. Findings indicated that educational level was significantly and positively related to self-esteem when controlling certain factors. In a similar study by Knox et al. (1988), educational attainment was found to have small but statistically significant effects on self-esteem seven years after high school graduation.

When one reviews the within-college effects on changes in students' self-esteem levels fewer findings are documented. Studies of within-college effects on changes in students' self-esteem levels fall into three general groups: a) the effects of different curricula or academic majors; b) the effects of different kinds of residence arrangements; and c) the levels of social and academic integration and students' interactions with peers and faculty members.

In light of academic programs, Pascarella and Terenzini (1991) suggested that academic discipline may be less influential than the environment of and the attitudes and values of students and faculty within a department, regardless of the discipline. However, (with the exception of an honors program) no study that specifically tested for differences in self-esteem related to academic major.

In relation to residence arrangements, Whiteley (1982), found that freshmen in a character development program showed greater gains in self-esteem than students in other housing settings. Another study contrasted the effects on self-esteem of commuting and living
away from home (either on or off campus) during college. Findings indicated that significant positive effects over time, but neither the residence nor the residence times interaction was significant, indicating residence was unrelated to changes in self-esteem (Marron & Kayson, 1984).

In the area of students' interactions with peers and faculty members, some evidence suggested that "... students' interpersonal experiences with faculty and other students are associated with changes in identity status and level of ego functioning. Interactions with other students (particularly the diversity of the students with whom the individual has contact) may be more influential than contacts with faculty members" (Pascarella & Terenzini, 1991, p. 206).

Similarly, Astin (1993) conducted a study which addressed a wide range of cognitive and affective outcomes of the college environment. Throughout the study, Astin attempted to show how these outcomes are affected by the students' peer group experiences and the values, interests and teaching styles of the faculty. Eighty-one outcomes were noted concerning the environment and involvement at institutions of higher education. Among the outcomes of particular interest to the present research study were personality, self-concept, attitudes, values, beliefs and behavior. In the area of self-concept, four self rating personality measures were utilized: drive to achieve, writing ability, emotional health, and physical health. Regarding, the students' self-rating on emotional health, two institutional characteristics were negatively affected: lack of student community, and the peer measure scientific orientation.

Of special interest in the Astin (1993) study are three general findings as reported by the students:
1. In terms of student development, values, attitudes, self-concept, and socioeconomic status of the peer group are more important determinants than the peer group's abilities, religious orientation, or racial composition.

2. Institutional characteristics such as type and control have little direct effect on the outcomes as compared to the influence of peer group and faculty characteristics.

3. The form of the institution's general education curriculum has little direct impact on student development.

**Theoretical perspectives of self-esteem**

There are always questions and sometimes disagreement when the discussion arises as to the role of America's colleges and universities in educating students beyond cognitive and intellectual development. Pascarella and Terenzini (1991) suggested that historically, institutions of higher education have been responsible for the social mission to educate students beyond cognitive and intellectual development. They further stated:

... the broader mission has defined education to include increased self-understanding; expansion of personal, intellectual, cultural, and social horizons and interests; liberation from dogma, prejudice, and narrow-mindedness; development of personal moral and ethical standards; preparation for useful and productive employment and membership in a democratic society; and the general enhancement of the quality of graduates' postcollege lives. (p. 162)

The theoretical framework of this study is based on chapters from *How college affects students* (Pascarella & Terenzini, 1991) and *In a different voice* (Gilligan, 1982). Pascarella and Terenzini discussed the effects college have on the psychosocial aspects of the students' lives. They defined psychosocial in two components: 1) The first component refers to the first two syllables of the term, consisting of the personal, internal, psychologically oriented
aspects of an individual being that dispose an individual to act or respond in certain ways; 2) The second component refers to the individual's personal orientations to the external world, to the relationship between the self and society.

The term psychosocial can take on several meanings. It is what some call "personality". Inkeles (1966) referred to it as the "self" system (the sense of identity, self, and self-esteem).

Identity  Identity and its development is a very important component of self-esteem. Personality development theories have been cited in the literature only recently with a move away from the presumption that personality takes its final shape by late adolescence (Pascarella & Terenzini, 1991). Marcia (1965; 1966) considered identity formation to be a function of the resolution of two psychosocial tasks which were the experience of a crisis and the making of personal commitments in occupational, religious, political, and sexual areas. Thus, there is a dependence ultimately upon whether a crisis has been experienced (or is in progress) and whether commitments have been made. The Marcia model (Marcia, 1965; 1966) supports the presumption of identity status change during the college years, indicating shifts toward identity status change during the college years; and further indicating shifts toward identity resolution and achievement during varying periods of college attendance.

Other facts that are known about identity development are that the number of years of education has been positively associated with identity status among undergraduate students (Prager, 1986a). Meilman (1979) found that the largest increases in identity achievement status and the largest drops in the absence of any crisis period, and the absence of
commitment (known as diffusion) appear to occur between the ages of 18 and 21, which for many students are their college years.

Another aspect of identity development is that seniors are more successful in handling identity crises than freshmen who scored lower on the unsuccessful resolution of inferiority crises (Constantinople, 1969). In addition, Constantinople (1967; 1969; 1970) provided the most evidence that identity development proceeds at different rates among males and females during the college years. Finally, there is evidence that the "search for identity" is a far more common practice among college students that among similarly aged young people or in the general population (Pascarella and Terenzini, 1991).

Self-esteem As stated earlier, the terms self-esteem and self concept are often used interchangeably. Pascarella and Terenzini (1991) suggested that the terms should not be taken to have theoretically different foundations; in fact, there may well be none. However, the authors did discuss some distinctions. While the literature on self concept and self-esteem is "a somewhat ill-disciplined field" (Hansford & Hattie, cited in Pascarella & Terenzini, 1991, p. 123), the terms are important because of their centrality to most notions of psychosocial development, and the value attached to them as an educational outcome.

The term self concept can be multifaceted as one's general self-concept can be theoretically and empirically differentiated from one's academic self-concept (Byrne, 1984; Fleming, 1984; Marsh & Parker, 1984; Shavelson & Bolus, 1982). According to Pascarella and Terenzini (1991):

Self-concept is a relational term that is used to denote students' judgements of their competence or skills (whether academic or social) relative to those of
other students. It refers to the determination of one's comparative standing in any given area of competence or skill. The research on college students typically examines their self-concepts in either or both academic and social areas. (p. 171)

On the other hand, Pascarella and Terenzini (1991) stated:

...self-esteem operationally has a more internal referent based on the student's comparison of a "real" with an "ideal" self. Self-esteem is at once a more generalized and more personalized evaluation of self. In contrast to self-concept, the term self-esteem "is not specific to any particular dimension of self, and judgment is based less on one's standing relative to others (although that clearly will affect self-esteem) than on internal standards or the level of satisfaction with "self" as one is. (p. 171)

To make a greater distinction, Pascarella and Terenzini (1991) continued:

If the self-evaluative referent in a study is operationalized as external to the self and involves other individuals, then we label it self-concept (whether academic or social). If the referent is some internal standard (typically involving more generalized judgements of self-worth or value), then we treat it under the rubric of self-esteem. (p. 172)

The previous discussions focused on identity and self-esteem. Another aspect of self-esteem is to consider the relationship of self-esteem to values and attitudes of college students; specifically, the changes that occur in these areas. In an extensive review, Pascarella and Terenzini (1991) noted that seniors, as compared to freshman, place greater emphasis on the intrinsic values of a liberal or general education and less emphasis on the instrumental values of education as vocational or career preparation.

It is more interesting to note the changes that occur as related to social and political values and attitudes of college students. There is an abundance of evidence that indicates that change toward greater altruism, humanitarianism, and sense of civic responsibility and social conscience occur during college years (Pascarella & Terenzini, 1991). Many researchers have
documented changes during the college years in attitudes and values related to civil rights, civil liberties, racism, etc. to shift toward social, racial, ethnic, and political tolerance and greater support for the rights of individuals in a wide variety of areas (Pascarella & Terenzini, 1991).

In the area of religious attitudes and values, Feldman and Newcomb (1969) reported consistent evidence that seniors as compared with freshmen, departed from traditional religious orientations in terms of God and the church. They also perceived God impersonally, and questioned his influence and existence.

This illustrates some of the growth and changes that occur to students while enrolled in college. It was interesting to note, however, that little of this information addresses self-esteem and the conditional relationship to gender.

Finally, Carol Gilligan (1982) addressed the existence of gender differences in her book, In a different voice. According to Gilligan, the process of moral development is different for women than men. Very early in childhood, girls and boys experience feminine identity and masculinity development. For boys and men, this process is based on developing identity through separating and individuating from their mothers. If this is the case, it is understandable why a male's gender would be threatened by intimacy and why males tend to have difficulty with relationships.

On the other hand, for girls and women this process is quite the opposite. Femininity is defined through attachment. Females commonly express a need to be responsible for the care of others, thus tending to have problems with individuation. Identity development for a female is based in the context of social interactions and personal relationships with others.
Therefore, she defines herself through others. Other researchers have noted differences in female moral development (Kohlberg, 1969; Erikson, 1968).

If this process of moral development is based on the separation from or the attachment to the mother; and given that children are raised in the context of a family, it is reasonable to assume that parents play a powerful role in contributing to the self-esteem of children. This assumption is supported by Roid, Jr. (1981) who stated that "... the family group is the agent that research has identified as the primary factor in determining the levels of self-esteem in childhood" (p. 6).

Summary

Self-esteem plays a critical role in human behavior and daily decision-making. It is so important that it helps to determine how an individual will behave in a wide range of situations. While self-esteem can be powerful, it is not only subject to the vulnerability of interpretation but often used interchangeably with other labels and terms of similar nature.


Several researchers have studied self-esteem. In the area of academic achievement it was found that students who articulated from elementary school to high school either maintained or increased their level of self-esteem. In addition, students who participated in a specific educational experience (a science program and sexuality course) versus those who did not, experienced significant differences in increased changes of self concept.
Parents and family also play a powerful role in contributing to self-esteem of children. It was noted that girls and boys experience feminine identity and masculinity development in two different ways. For boys, the process is based on developing identity through separating and individuating from their mothers. For girls, it is based on attachment and social interactions and personal relationships with others.

In the realm of postsecondary education, institutions of higher education have historically had a role in fostering and nurturing the socialization process of students. Thereby having a profound effect on the psychosocial (i.e., personality, identity, and the self) aspects of the college students' lives.
CHAPTER III. METHODOLOGY

The major purpose of the study was to investigate if there is a positive change in levels of self-esteem for students who complete a Personal Growth and Development course (EDPS 100) at a large mid-western university (Purdue University). This study also examined if there is a change in gain scores in levels of self-esteem for students enrolled in a Personal Growth and Development course compared to students enrolled in an Educational Psychology course. This investigation was conducted prior to using the Tennessee Self Concept Scale (TSCS) and upon the completion of a one semester course in personal growth and development. The TSCS is a 100 item instrument which measures self-esteem using a Likert-type scale (Appendix A).

Subject Population

This study was based on data collected from the Fall, 1993 enrollments of two selected courses at Purdue University. The subject population for this study included undergraduate students at Purdue University during the Fall academic semester, 1993. Subjects in group I consisted of students enrolled in four sections of EDPS 100 (entire class sections were surveyed based on volunteers, because the inventory was administered at the end of the class period), and subjects in group II consisted of students enrolled in eight sections of EDPS 230 (students volunteer to participate in the project by a sign up sheet process as part of the course requirement).

Students enrolled in any of the four sections of EDPS 100 are eligible to participate in group I. Only secondary education majors from the EDPS 230 course are eligible to
participate in group II, because secondary education majors are enrolled in various schools of
discipline at Purdue University, therefore making them more synonymous to group I. Also,
subjects enrolled in EDPS 230 are eligible for group II if they have not been previously
enrolled in EDPS 100. Students in both groups who volunteered to participate in the project
received additional credit towards the completion of the enrolled course.

The Committee on the Use of Human Subjects in Research at Iowa State University
and Purdue University reviewed this project and concluded that the rights and welfare of the
human subjects were adequately protected, that risks were outweighed by the potential
benefits and expected value of the knowledge sought, that confidentiality of data was assured,
and that informed consent was obtained by appropriate procedures. A signed copy of the
approval forms are shown in Appendix B.

**Purdue University**

Purdue University is a land grant state supported university consisting of five
campuses. Its system includes approximately 3,000 faculty and 58,000 students. West
Lafayette, the site of the main campus has an enrollment of approximately 36,163
undergraduate and graduate students (Purdue University, Admissions Office, 1993).

The majority of students enrolled at Purdue University are Indiana residents (66% or
23,790), with the remaining being out-of-state students (34% or 12,373). Gender wise, male
is the predominant population (58%) with females being 42%. In terms of racial/ethnic
breakdown, Caucasian is 91% of the total population, with Asian and Afro-American being
3% each, Hispanic 2% and Native American less than 1% (Pritchett, 1993).
Purdue University consists of 12 Schools of Discipline: Agriculture; Consumer and Family Sciences; Education; Engineering (every school of Engineering is an independent school, e.g., Mechanical Engineering); Health Sciences; Liberal Arts; Management; Nursing; Pharmacy and Pharmacal Science; Science; Technology; and Veterinary Medicine.

**Comparison of EDPS 100 and EDPS 230**

As announced in the *Bulletin* (Purdue University, School of Education, 1991-1993), both courses, EDPS 100 and EDPS 230, are offered in the School of Education. The first course, EDPS 100, is a personal growth and development course offered in the Department of Educational Studies, Division of Psycho-Educational Studies. It is an elective course and is required for no particular major at Purdue University. The course is offered every semester (except during summer session) and, on the average, offers 12 sections with a limit of 21 students per section.

The objective of EDPS 100 is to allow students to learn about themselves and explore the world in which they live, through an experiential learning process. The course focuses on many developmental issues and topics such as autonomy, identity, interpersonal relations, values clarification, sexuality, racism, aging and death, substance abuse, and future lifestyles of students. The course is intended to increase the knowledge of self, to help students become more aware of and tolerant of individual differences and sexuality issues, thereby solidifying a sense of identity and redefining a personal value system.

Unlike the EDPS 100 course which focuses on self and identity, EDPS 230 is much more theoretical and scientific in nature. The course is broken into two major areas: skill
building; and theory applications. It is an intensive course designed to develop students to become intellectual leaders. Examples of topics covered are: educational research methods, designing instruction and methods, behavioral theory, and cognitive learning theory. Under the theory component students learn about behavioral theorists such as Ivan Pavlov, Edward Thorndike and B. F. Skinner, and cognitive learning theories such as the Gestalt theory, and motivation theory and the learning environment. Educational Psychology 230 is a required course for all undergraduate Education majors at Purdue University. The class meets three times a week for one hour, or twice a week for an hour and a half.

The commonality of EDPS 100 and EDPS 230 are that they are both housed in the School of Education; however, a noted difference is found in the degree of affective learning associated with each course. While the goal of both courses is to teach problem solving skills, not only in the classroom but also in other aspects of the students' professional lives, the approach to learning and the design of the courses are fundamentally different. Copies of the course syllabi are shown in Appendix C.

The goals of the latter course, EDPS 230, are to teach problem solving skills through a theoretical/cognitive point of view. The class activities range from small group interactions to develop familiarity with empirical research methods. The class structure is based on a Three-Stage Model of Instruction (Feldhusen et al., 1975): (a) Stage 1 - Prior to class, students study assigned readings independently. During the class, an instructional team of instructors and undergraduate course assistants guide student conceptualization and understanding of the course content by using a variety of instructional techniques; (b) Stage 2 - Students actively engage in small group problem-solving tasks related to assigned readings, called Group
Instruction Guides (GIGs). The results of the tasks are called Task Products, which are evaluated and returned to the groups with instructional comments; and (c) Stage 3 - Assignment of an Independent Project (IP) to each student which is a culminating project to be completed by the end of the course. In addition, three standardized examinations are given during the course. Details of the Three-State Model of Instruction are discussed in the Course Design section of the EDPS 230 syllabus (Appendix C).

On the other hand, EDPS 100 is an informal, experimental, and practical-based course. This class structure consists of a round table discussion with little note-taking and no standardized examinations. The purpose of EDPS 100 is to enhance self-esteem. The classes are centered around the student as the primary vehicle for achieving the course objectives. Students are challenged rigorously to address their fears, take risks, establish trust, practice disclosure, and make personal decisions regarding self. Details of EDPS 100 are found in the course syllabus (Appendix C).

Overall enrollment

Students enrolled in EDPS 100 are representative of all Schools at Purdue University. There were approximately 215 students enrolled in the Fall semester, 1993. The demographic breakdown among the representative schools is shown in Table 1. Of the total enrollment, 63 were males and 152 females. By classification, there were 109 seniors, 65 juniors, 33 sophomores, and 0 freshmen.

According to Middleton (1993), EDPS 100 is such a popular course that enrollment is usually full by the second week of registration. Because seniors have first
Table 1. Enrollment in EDPS 100 by school during the fall semester, 1993

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Agriculture</td>
<td>6</td>
</tr>
<tr>
<td>School of Consumer and Family Sciences</td>
<td>35</td>
</tr>
<tr>
<td>School of Education</td>
<td>11</td>
</tr>
<tr>
<td>Schools of Engineering</td>
<td>2</td>
</tr>
<tr>
<td>School of Health Sciences</td>
<td>3</td>
</tr>
<tr>
<td>School of Liberal Arts</td>
<td>117</td>
</tr>
<tr>
<td>School of Management</td>
<td>10</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>6</td>
</tr>
<tr>
<td>School of Pharmacy &amp; Pharmacal Sciences</td>
<td>4</td>
</tr>
<tr>
<td>School of Science</td>
<td>6</td>
</tr>
<tr>
<td>School of Technology</td>
<td>9</td>
</tr>
<tr>
<td>School of Veterinary Medicine</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL ENROLLMENT</td>
<td>215</td>
</tr>
</tbody>
</table>

Priority to classes during registration, they usually make up the predominant enrollment in the course, with the other classifications following behind.

On the other hand, with the EDPS 230 course enrollment, there existed some differences. Of the total number of (1,292) students enrolled in The School of Education, approximately 305 students enrolled in the EDPS 230 course during the fall semester, 1993. The areas of concentration consisted of 38% Elementary Education, 47% Secondary Education, 5% Special Education, and 10% of other speciality majors, i.e., Dietetics, Psychology, etc.
For purposes of this study, only Secondary Education majors were considered for group II, because secondary education majors were enrolled in all the various schools of disciplines at Purdue University, much like the students in group I. The other types of education majors are usually enrolled in the School of Education as a home base.

The classification break down consisted of 3% freshman and graduate students, 19% sophomores, 60% juniors and 19% seniors. In relation to gender, females comprised the predominate population (71.5%) as opposed to males (28.5%).

**The Instrument**

The test instrument used was the Tennessee Self Concept Scale. The TSCS is a scale that measures how an individual perceives him or herself. The scale is based on a multidimensional view of the self concept. According to Roid, Jr. and Fitts (cited in Robinson et al., 1991), "... 29 major scores are calculable from the measure, but users have relied primarily on Total P Score and the five categorical scores that make up the P Score: The P Score" p. 143.

According to Fitts (1965), the P Score:

... is the most important single score on the Counseling Form. It reflects the overall level of self esteem. Persons with high scores tend to like themselves, feel that they are persons of value and worth, have confidence in themselves, and act accordingly. People with low scores are doubtful about their own worth; see themselves as undesirable; often feel anxious, depressed, and unhappy; and have little faith or confidence in themselves. (p. 2).

The P Score is derived directly from the multi-dimensional scale with statements conveying three primary messages: 1) This is what I am; 2)This is how I feel about myself; and 3) This is what I do. These three categories are further broken down into five divisions;
a) the physical self; b) moral-ethical self; c) personal self; d) family self; and e) social self.

All of these divisions are represented in each of the three categories. For example, the "what I am" items are representative of the Identity category with the five divisions being computed (a-e). The other two messages, Self-Satisfaction representing "This is how I feel about myself", and Behavior representing "This is what I do", employ the same five divisions (a-e). Measures are computed for each of these scales using the Total P Score as the single indicator for assessing the self-esteem level.

Other scales address self-criticism, true-false ratio, conflict, variability in response, defensive posture, general maladjustment, psychosis, personality disorder, neurosis, personality integration, deviant signs, and the time score. However, most of these scores are associated with the Clinical Form. The Counseling Form was the only form utilized in this study because it requires less experience in psychometric and psychopathology areas by the examiner. Therefore, the scores associated with this form were computed: the Total P Score, the Self Criticism Scale, and the Time Score. Both forms utilize the same test manual and test questionnaire. The only difference between the forms is in the scoring and profiling system.

Scoring

The Tennessee Self Concept Scale consists of 100 self descriptive statements to which subjects respond on a five-point scale, ranging from completely false to completely true. The total self-esteem scores can range from 90 to 450, with 90 indicating the lowest self-esteem score and 450 indicating the highest self-esteem score.

The other 50 points represent the self-criticism score (SC). The SC score is composed
of 20 mildly derogatory statements which most people admit as being true of themselves. Individuals who deny most of these statements are being defensive and are making a deliberate effort to present a favorable picture of themselves. High scores generally indicate a normal, healthy openness and capacity for self-criticism. Extremely high scores (above the 99th percentile) indicate that the individual may be lacking in defenses and may in fact be pathologically undefended (Fitts, 1965). The TSCS is intended for use with individuals of aged 12 and older who have at least a sixth grade reading level.

In addition to the data collected from the self-esteem scale, sociodemographic data was also collected. Specific demographic information consisted of: gender, age, college classification, home school of enrollment, home community type and size, number of siblings in family, and amount of involvement in high school and college activities.

Reliability

The split-half reliability of the instrument has been estimated to be .91 (Nunnally, 1978). Test-Retest reliability coefficients based on a sample of 60 college students over a two-week period in general range from .60 to .90 (Fitts, 1965). The primary norm group for the TSCS was a sample of 626 people geographically located from various parts of the country, age ranges of 12 to 68, racial background of Caucasian and African American, and representative of all social, economic, and educational levels. Subjects were obtained from high school and college classes, employers at state institutions and various other sources.

Although data have long been available to do so, Fitts has not constructed norms for different groups. According to Fitts, there are two reasons for this:
First, it has been apparent that samples from other populations do not differ appreciably from the norms, provided they are large enough samples (75 or more). Second, the effects of such demographic variables as sex, age, race, education, and intelligence on the scores of this scale are quite negligible. With large samples (n = 100 or more) a few scattered scores will correlate significantly with these variables, but these correlations are usually in the .20s and thus account for very little of the variance. (p. 13).

Validity

The TSCS manual employed four types of validation procedures: 1) content; 2) discrimination between groups; 3) personality changes under particular conditions; and 4) correlation with other personality measures. Fitts began the developmental work on the TSCS in 1955 at the Tennessee Department of Mental Health. All of the original items that the Scale consisted of were evaluated by a group of judges who classified each item as positive or negative in content. The final 90 items (the remaining 10 items comprise the Self Criticism Scale) utilized in the Scale are those where there was perfect agreement by the judges (Fitts, 1965).

One example of a discrimination between groups is highlighted; a large group (369) of psychiatric patients being compared to 626 non-patients of the norm group. This example demonstrated highly significant (mostly at the .001 level) differences between patients and non-patients for almost every score that is utilized on this scale (Fitts, 1965).

Other evidence has been reported regarding discrimination between groups. Atchison (1958) found a number of predicted differences between delinquents and non-delinquents. A study by Lefeber (1964) found a significant difference between juvenile first offenders and repeated offenders. In a study of unwed mothers, Boston and Kew (1964) found predicted
differences on virtually every variable of the Scale.

The Tennessee Self-Concept Scale has been correlated with several other measures. The TSCS correlates .80 with the Piers-Harris Self Concept Scale and correlates .53 with the Eysenck Personality Questionnaire extroversion measure" (Roid & Fitts, 1988). The TSCS total scale converges with other measures with the following correlations: (a) .75 with the Coopersmith inventory; (b) .45 with social self-esteem; (c) .65 with the Janis and Field questionnaire; and (d) .62 and .42 for simple self-ratings of global and social self-esteem, respectively (Van Tuinen & Ramanaiah, 1979).

In terms of correlations with other personality measures, Fitts (1965) found Total P Score correlates .64 with a measure of positive feelings and the scale is highly negatively correlated (-.70) with the Taylor Anxiety Scale.

**Research Design**

The research design employed a quasi experimental design using two groups. The experimental group, Group I, was administered an educational experience (EDPS 100) as the treatment while the control group, Group II, was administered a different educational experience (EDPS 230). Both groups were enrolled in these courses during the fall 1993 semester at Purdue University.

The dependent variables were the pre- and post-test, repeated measures within subject variable for Group I and Group II, between subject variables. The independent variable was level of self-esteem, with two scores being considered: 1) the Total P Score; and 2) the Self-Criticism Score. In addition, the time score was taken.
Additional independent variables consisted of gender, college level classification, community type and size, family size, and involvement in high school and college activities.

**Data Collection**

Both Groups I and II were administered the Tennessee Self Concept Scale pre- and post-tests, fall semester, 1993 at Purdue University. Administration of the TSCS required only a quiet room and a clock so that subjects could record their starting and finishing times. Group II was administered the TSCS in a group basis on selected times and days using a sign-up sheet process. The pre-test was scheduled for August 26 or 27, 1993, while the post-test was administered on November 4 or 5, 1993. As part of the course requirement, students enrolled in EDPS 230 are required to participate in two hours of research credit. This experiment fulfilled that requirement for students who partook in the study.

On the other hand, Group I was administered the TSCS as a group at the end of the class period. The pre-test was administered during the first week of class (August 23-27, 1993).

On the first day of class, students in EDPS 100 covered course objectives, guidelines and requirements. They also spent a large amount of time on team building and getting to know one another. In four sections of EDPS 100, time was set aside for the students who volunteered to complete the TSCS at the end of the class period.

**Procedures**

During the administration of the TSCS for Group II, each student was given a demographic form, scan sheet, a TSCS inventory, an answer profile sheet and a cover letter.
Before administering the inventory, the proctor read aloud, the cover letter and answered any questions, as well as had the students to commit to the second part (the post test) of the project (see Appendix D - Correspondence Letters and Sign Up Sheets). In addition, reminder notices were mailed out to students on October 14, 1993.

In relation to participants in Group I, students in Group II received the same materials as subjects in Group I; except, they were informed of the date(s) for the second part of the project and when the proctor would return to the class for administration of the inventory. The second part of the project was scheduled for the first week of November (November 1 - 5, 1993).

Analysis

The statistical procedures utilized were independent t-test, paired t-test, and the Pearson correlation coefficient procedures. In addition, descriptive statistics were utilized for reporting self-criticism scores. The data was analyzed using the statistical package, SAS.

Nine research questions were answered, with research question three being the key hypothesis:

1. Will there be a positive change in students' self-esteem levels when enrolled in EDPS 100 as measured by the Tennessee Self Concept Scale (TSCS) pre- and post-test scores?

2. Will there be a change in students' self-esteem levels when enrolled in EDPS 230 as measured by the TSCS pre- and post-test scores?

3. Will there be a larger gain score in students' self-esteem levels when enrolled in EDPS 100 versus students' self-esteem levels following completion of EDPS 230 as measured
by the TSCS?

4. Will there be a difference in gain scores of male and female levels of self-esteem as measured by the TSCS?

5. Will there be a difference in gain scores of upper class (junior and seniors) and lower class (freshmen and sophomores) students' levels of self-esteem as measured by the TSCS?

6. Will there be a difference in gain scores in levels of self-esteem in students from small/rural type communities versus students from mid-size/large metropolitan communities as measured by the TSCS?

7. Will there be a difference in gain scores in levels of self-esteem in students from families of zero to two siblings versus families of three or more siblings as measured by the TSCS?

8. Will there be a difference in gain scores in levels of self-esteem in students who are very involved (member in three or more groups) in high school activities versus students who were less involved in high school activities as measured by the TSCS?

9. Will there be a difference in levels of self-esteem in gain scores of students who are very involved (member in three or more organizations) in college activities versus students who are less involved in college activities as measured by the TSCS?
CHAPTER IV. ANALYSIS OF THE DATA

Introduction

This chapter presents the results of the data analysis as determined by the t-test and Pearson correlation coefficient procedures. In addition, descriptive statistics were utilized to report self-criticism scores. In this study, two groups of students were administered the Tennessee Self Concept Scale (pre and post measures) to measure self-esteem levels.

The purpose of this study was to determine if there was a positive change in levels of self-esteem for students who enrolled in a Personal Growth and Development course at Purdue University. The study also examined if there was a change in levels of self-esteem for students enrolled in a Personal Growth and Development course compared to students enrolled in an Educational Psychology course. Nine major research questions were explored in the study, with hypothesis three being the key hypothesis:

1. Will there be a positive change in students' self-esteem levels when enrolled in EDPS 100 as measured by the Tennessee Self Concept Scale (TSCS) pre- and post-test scores?

2. Will there be a change in students' self-esteem levels when enrolled in EDPS 230 as measured by the TSCS pre- and post-test scores?

3. Will there be a larger gain score in students' self-esteem levels when enrolled in EDPS 100 versus students' self-esteem levels when enrolled in EDPS 230 as measured by the TSCS?

4. Will there be a difference in gain scores of male and female levels of self-esteem as measured by the TSCS?
5. Will there be a difference in gain scores of upper class (junior and seniors) and lower class (freshmen and sophomores) students' levels of self-esteem as measured by the TSCS?

6. Will there be a difference in gain scores in levels of self-esteem in students from small/rural type communities versus students from mid-size/large metropolitan communities as measured by the TSCS?

7. Will there be a difference in gain scores in levels of self-esteem in students from families of zero to two siblings versus families of three or more siblings as measured by the TSCS?

8. Will there be a difference in gain scores in levels of self-esteem in students who are very involved (member in three or more groups) in high school activities versus students who were less involved in high school activities as measured by the TSCS?

9. Will there be a difference in levels of self-esteem in gain scores of students who are very involved (member in three or more organizations) in college activities versus students who are less involved in college activities as measured by the TSCS?

Demographic Information

The sample consisted of 106 undergraduate students enrolled at Purdue University during the Fall semester, 1993. The sample consisted of two groups: a) group I - 59 students enrolled in EDPS 100; and b) group II - 43 students enrolled in EDPS 230. A total of four (4) students withdrew in mid-semester, bringing the total sample to 102 students who completed the study. Students in group I were administered the TSCS at the end of the class
period on the first day of school (participation was based on a volunteer basis). Four class sections were surveyed out of a total of 12 sections. On the other hand, students in group II were administered the TSCS in a group setting based on a sign up sheet process. In both cases students who participated in either, Group I or II were given research credit for participating in the study.

Because of the method used for administering the inventory, the return rate was 100%, with all items being responded to (the surveyor was able to spot check all responses as the inventory answer sheets and demographic answer sheets were turned in, thereby having the opportunity to ask respondents to complete any answers left blank). The only exception to this was the four students who withdrew from the courses in mid-semester, therefore not being able to complete the post test. The usable sample included 102 respondents.

Description of demographics

A complete report of the demographic characteristics of the respondents is presented in Table 2. All respondents reported the entire information requested. Therefore, the total number of frequency responses was 102, a return rate of 100%. The majority (77.5%) of the respondents' ages ranged from 19-21. The second largest age group, 23-30 contained 20.6%. The smallest two ages groups represented 1% of the students, 17-18 and over 30, respectively. Over half (62.7%) of the students who participated in the study were females, with males representing 37.3%. The predominant classifications of students were juniors (42.2%) and seniors (40.2%). The final classification contained 17.6 sophomores as no freshmen participated in the study.
### Table 2. Demographics of respondents

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Community type and size were other factors considered in the study. The mid-size community was reported as 44.1%; rural type as 23.5%; small town as 17.6%; and the large metropolitan type as 14.7%, respectively. The community size percentages followed a similar pattern. Community sizes ranging from 11,000-50,000 people were reported at 36.3%; 10,000 or less at 29.4%; 51,000-1,000,000 at 24.5% and 1,000,000 or more community sizes
at 9.8%.

The majority of the students (60.8%) came from families with 1-2 siblings. The second largest categories contained 3-4 (19.6%) or 5 or more siblings (12.7%). Only 6.9% of the respondents reported being an only child.

The amount of high school and college involvement followed different patterns. While 60.8% of the students reported being very involved in high school (being a member in 3 or more groups), only 26.5% reported being very involved in college. However, 59.8% students reported being moderately involved in college (1-2 groups) versus 31.4% being moderately involved in high school (3 or more groups). Students who were not involved in college represented 13.7% while students not involved in high school activities represented 7.8%.

The School of Liberal Arts had the largest number (33.3%) of students enrolled in their school. Two school reported an enrollment slightly over 10%: School of Education (12.7%); and School of Science (10.8%). The remaining schools reported less than a 10% enrollment: Schools of Technology and Consumer and Family Sciences (8.8%); Schools of Engineering and Management (5.9%); School of Agriculture (4.9%); School of Health Sciences (3.9%); School of Pharmacy and Pharmacal Sciences (2.9%); and School of Nursing (2%), respectively.

Findings of the Research Hypotheses

A summary of the findings of the research hypotheses are presented in Tables 3-12. The independent t-test, paired t-test, and the Pearson correlation coefficient were the procedures used to report the differences in the statistical tests. Some descriptive statistics
were reported for self-criticism scores. The dependent variables were the pre- and post-test measures within subject variables for Groups I and II, and the level of self-esteem. The independent variables were: gender; college level classification; community type and size; family size; and amount of involvement in high school and college activities. In the evaluation of each hypothesis, the alpha level was set at .05. The SAS statistical package was employed to analyze the data.

**Hypotheses Testing**

*Hypothesis 1:* Will there be a positive change in students' self-esteem levels when enrolled in EDPS 100 as measured by the Tennessee Self Concept Scale (TSCS) pre- and post-test scores.

In hypothesis one, the one tailed paired t-test was used to report if there was a positive change in students' self-esteem levels when enrolled in EDPS 100 as measured by the TSCS pre- and post-test scores. As shown in Table 3, the t-test value of 4.52 was highly significant at the .05 alpha level. There was a positive change in students' self-esteem levels following completion of EDPS 100.

*Hypothesis 2:* Will there be a change in students' self-esteem levels when enrolled in EDPS 230 as measured by the TSCS pre- and post-test scores.

In hypothesis two, the two tailed paired t-test was used to report if there was a change in students' self-esteem levels of students when enrolled in EDPS 230 as measured by the TSCS pre- and post-test scores. As shown in Table 4, the t-test value of -0.17 was not significant at the .05 alpha level. There was no significant change in students' self-esteem levels when enrolled in EDPS 230 as measured by the TSCS pre- and post-test scores.
Table 3. Paired t-test for positive change in students' self-esteem levels for EDPS 100

| N   | Mean  | Std. Dev. | t-value | Prob>|T| |
|-----|-------|-----------|---------|-------|
| 59  | 12.27 | 20.86     | 4.52    | 0.0001** |

** highly significant at α = .05

Table 4. Paired t-test for gain in self-esteem for EDPS 230

| N   | Mean  | Std. Dev. | t-value | Prob>|T| |
|-----|-------|-----------|---------|-------|
| 43  | -0.35 | 13.54     | -0.17   | 0.8667 |

Hypothesis 3: Will there be a larger gain score in students' self-esteem levels when enrolled in EDPS 100 versus students' self-esteem levels when enrolled in EDPS 230 as measured by the TSCS.

In hypothesis three the independent t-test was used to report if there was a larger gain score in students' self-esteem levels when enrolled in EDPS 100 versus students' self-esteem levels when enrolled in EDPS 230 as measured by the TSCS. As shown in Table 5, the t-test value of 3.70 (assuming equal variances) was highly significant at the .05 level.

Table 5. Paired t-test for gain score in EDPS 100 vs. EDPS 230

| EDPS | N   | Mean  | Std. Dev. | t-value | Prob>|T| |
|------|-----|-------|-----------|---------|-------|
| 100  | 59  | 12.27 | 20.86     | 3.70    | 0.0004** |
| 230  | 43  | -0.35 | 13.54     |         |       |

**highly significant at α = .05
alpha level. There was a significantly larger gain score in students' self-esteem levels when enrolled in EDPS 100 versus students' self-esteem levels when enrolled in EDPS 230 as measured by the TSCS.

It is important to note that in hypothesis one, there was a positive change in students' self-esteem levels when enrolled in EDPS 100 as measured by the pre- and post-test scores. However, in hypothesis two, no significant differences were found in students' self-esteem levels when enrolled in EDPS 230 as measured by the pre- and post-tests. In fact, a negative change was reported.

In hypothesis three, larger gain scores were reported in students' self-esteem levels when enrolled in EDPS 100 as compared to gain scores of students enrolled in EDPS 230. In view of the fact that larger gain scores were reported for EDPS 100 students and no significant gain scores were reported for EDPS 230 students (null hypothesis 2 was rejected), the remainder of the statistical analyses focused on EDPS 100.

**Hypothesis 4:** There will be a difference in gain scores of male and female levels of self-esteem as measured by the TSCS.

In hypothesis four, the independent t-test was used to report if there was a difference in gain scores of male and female levels of self-esteem as measured by the TSCS. As shown in Table 6, the t-test value of 0.44 was not significant at the .05 alpha level. There was no difference in gain scores of male and female levels of self-esteem as measured by the TSCS.

**Hypothesis 5:** Will there will be a difference in gain scores of upper class (juniors and seniors) and lower class (freshmen and sophomores) students' levels of self-esteem as measured by the TSCS.
Table 6. Self-esteem gain when comparing males vs. females for EDPS 100

| Gender | N  | Mean | Std. Dev. | t-value | Prob>|T| |
|--------|----|------|-----------|---------|--------|
| female | 38 | 13.16| 22.67     | 0.44    | 0.6644 |
| male   | 21 | 10.67| 17.54     |         |        |

In hypothesis five, the independent t-test was used to report if there was a difference in gain scores of upper class (juniors and seniors) and lower class (freshmen and sophomores) students' levels of self-esteem as measured by the TSCS. As shown in Table 7, the t-test value of -3.21 was highly significant at the .05 alpha level. There was a difference in gain scores of upper class (juniors and seniors) and lower class (freshmen and sophomores) students' levels of self-esteem.

**Hypothesis 6:** Will there be a difference in gain scores in levels of self-esteem in students from small/rural type communities versus students from mid-size/large metropolitan communities as measured by the TSCS.

In hypothesis six, the independent t-test was used to report if there was a difference in gain scores in levels of self-esteem in students from small/rural type communities versus students from mid-size/large metropolitan communities as measured by the TSCS. As shown in Table 8, the t-test value of -1.19 was not significant at the .05 alpha level. Therefore, there was no difference in gain scores in levels of self-esteem in students from small/rural type communities versus students from mid-size/large metropolitan communities.
Table 7. Self-esteem gain when comparing classification level for EDPS 100

| Classification    | N  | Mean  | Std. Dev. | t-value | Prob>|T| |
|-------------------|----|-------|-----------|---------|------|----------|
| freshman/soph.    | 7  | -0.14 | 8.52      | -3.21   | 0.0046** |
| junior/senior     | 52 | 13.94 | 21.50     |         |       |          |

**highly significant at α = .05

Table 8. Self-esteem gain when comparing community size for EDPS 100

| Community Size     | N  | Mean  | Std. Dev. | t-value | Prob>|T| |
|--------------------|----|-------|-----------|---------|------|----------|
| mid./metro.        | 39 | 9.97  | 17.78     | -1.19   | 0.2409 |
| rural/small        | 20 | 16.75 | 25.78     |         |       |          |

Hypothesis 7: Will there be a difference in gain scores in levels of self-esteem in students from families of zero to two siblings versus families of three or more siblings as measured by the TSCS?

In hypothesis seven, the independent t-test was used to report if there was a difference in gain scores in levels of self-esteem in students from families of zero to two siblings versus families of three or more siblings as measured by the TSCS. As shown in Table 9, the t-value of 0.95 showed no significant difference at the .05 alpha level. Therefore, there was no difference in gain scores in levels of self-esteem in students from families of zero to two siblings versus families of three or more siblings.

Hypothesis 8: Will there be a difference in gain scores in levels of self-esteem in students who are very involved (member in three or more groups) in high school activities versus students who were less involved in high school activities as measured by the TSCS.
Table 9. Self-esteem gain when comparing number of siblings for EDPS 100

| No. of Siblings | N   | Mean | Std. Dev. | t-value | Prob>|T|
|-----------------|-----|------|-----------|---------|---------|
| 1-2             | 38  | 14.18| 17.81     | 0.95    | 0.3478  |
| 3 or more       | 21  | 8.81 | 25.60     |         |         |

In hypothesis eight, the independent t-test was used to report if there was a difference in gain scores in levels of self-esteem in students who are very involved (member in three or more groups) in high school activities versus students who were less involved in high school activities as measured by the TSCS. As shown in Table 10, the value of \(-0.77\) was not significant at the \(0.05\) alpha level. There was no difference in gain scores in levels of self-esteem in students who are very involved (member in three or more groups) in high school activities versus students who were less involved in high school activities.

_Hypothesis 9:_ Will there be a difference in levels of self-esteem in gain scores of students who are very involved (member in three or more organizations) in college activities versus students who are less involved in college activities as measured by the TSCS.

In hypothesis nine, the independent t-test was used to report if there was a difference in levels of self-esteem in gain scores of students who are very involved (member in three or more groups) in college activities versus students who are less involved in college activities as measured by the TSCS.

Table 10. Self-esteem gain when comparing high school involvement for EDPS 100

| Involvement         | N   | Mean | Std. Dev. | t-value | Prob>|T|
|---------------------|-----|------|-----------|---------|---------|
| none to moderate    | 26  | 9.81 | 25.24     | -0.77   | 0.4480  |
| 3 or more           | 33  | 14.21| 25.60     |         |         |
more organizations) in college activities versus students who are less involved in college activities as measured by the TSCS. As shown in Table 11, the t-value of -1.56 was not significant at the .05 alpha level. Therefore, there was no difference in levels of self-esteem in gain scores of students who are very involved (member in three or more organizations) in college activities versus students who are less involved in college activities.

In addition to the t-test procedure, the Pearson correlation coefficients procedure was also conducted. Findings are reported for the EDPS 100/Group I only since no significant difference was found in the change of students' self-esteem levels when enrolled in EDPS 230 as measured by the Tennessee Self Concept Scale pre- and post-tests (see Table 4 on p. 49).

The importance of the Pearson correlation coefficient (R) is to analyze whether or not a linear relationship exists between two variables. The relationships analyzed in this study were the relationship between the self-esteem gain scores, the self criticism gain scores and the time gain scores.

As shown in the matrix in Table 12, the comparison of the self-esteem gain score to the self criticism gain score for EDPS 100 reported no relationship, with R = -0.07. When comparing the time gain score to the self-esteem gain score, no relationship was reported.

Table 11. Self-esteem gain when comparing college involvement for EDPS 100

| Involvement       | N   | Mean | Std. Dev. | t-value | Prob>|T| |
|-------------------|-----|------|-----------|---------|------|
| none to moderate  | 38  | 10.03| 22.44     | -1.56   | 0.1256|
| 3 or more         | 19  | 19.00| 15.91     |         |      |


Table 12. Correlation analysis

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with $R = 0.09$. However, the relationship of the time gain score to the self criticism gain score reported a slight negative linear relationship, with $R = -0.23$ at the .10 alpha level. But in all three instances, the population correlation = 0 at the .05 level.

Generally, when reporting statistical information, raw scores are of minimal value to the reader. However, in the TSCS, one score (self-criticism) is better understood in the raw form.

According to Fitts (1965), the Self Criticism Score is made up of 10 mildly derogatory statements that most people admit as being true of themselves:

Individuals who deny most of these statements most often are being defensive and making deliberate effort to present a favorable picture of themselves. High scores generally indicate a normal, healthy openness and capacity for self-criticism. Extremely high scores (above the 99th percentile) indicate that the individual may be lacking in defenses and may in fact be pathologically undefended. (p. 2)

On the other hand, "Low scores indicate defensiveness, and suggest that the Positive Scores are probably artificially elevated by this defensiveness" (p. 2). The Self-Criticism Score (SC) can range from 1-50.

As shown in Figure 1, the pre-test raw scores of students enrolled in EDPS 100
ranged from 11-47 whereas the post-test raw scores ranged from 21-47. There was a
decrease in SC scores from the pre- and post-tests at the lower range of 11-20, from 1% to
0%, and in the 21-30 range, there was a decrease of 1.9%. The trend changed in the
31-33 and 34-36 ranges, with increases of 3.9% and 10.8%, respectively. The trend reversed
again in the 37-39 and 40-42 ranges, to a decrease of 3% and 12.7%, respectively. In the final
range, from 43-47, there again was a shift to an increase of 4%.

Generally, even though some decreases were noted in the SC scores, overall the trend

Figure 1. Pre- and post-test self-criticism scores from EDPS 100
was upwards which suggested a normal, healthy openness and capacity for self-criticism of the respondents. In addition, no extremely high scores (in the 99th percentile) or low scores were reported.

**Summary**

Results of the data analysis were reported by t-test and Pearson correlation coefficient procedures. In this study, two groups of students were administered the Tennessee Self Concept Scale (pre- and post-tests) to measure self-esteem levels.

The purpose of this study was to determine if there was a positive change in levels of self-esteem for students who were enrolled in a Personal Growth and Development course at Purdue University. The study also examined if there was a change in levels of self-esteem for students enrolled in a Personal Growth and Development course compared to students enrolled in an Educational Psychology course. Nine hypotheses were tested, out of which six were retained (2, 4, 6, 7, 8, & 9) and three were rejected (1, 3 & 5).
CHAPTER 5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Adjusting to college can be a difficult task. It can have such an impact on students that it may lead dropping out of school. Institutions of higher education continue to be concerned about attrition rates and why students leave college (Tinto, 1987). Social ills such as depression, suicide, drug abuse, alcohol abuse, sexuality issues and violence continue to plague our college environments (Miller & Rice, 1993).

According to Pascarella and Terenzini (1991), institutions of higher education have a responsibility as part of their mission, to educate students beyond cognitive and intellectual development. In order to have an increased understanding of self and an expansion of personal, intellectual, cultural and social horizons, one must be familiar with one's self. Identity development and self-esteem are very important aspects of self.

What is known about identity development is that the number of years of education are positively correlated to identity (Prager, 1986b). A model by Marcia (1965, 1966), supports identity status change during the college years and, depending on the periods of college attendance, there are shifts toward identity resolution and achievement. Prager (1986b) and Meilman (1979) indicated that identity diffusion appears to occur between the ages of eighteen and twenty-one, which are generally critical years for college students.

On the other hand, self-esteem is not ready made. It develops out of experiences, particularly social interactions with significant others (Malcolm, 1975). Klemer (1971), reported that a high self-esteem is positively correlated with individuals have greater
interpersonal relationships. There is a relationship between self-esteem and one's behavior. It determines how an individual will behave (Malcolm, 1975). Finally, just like identity, educational attainment level is significantly and positively related to self-esteem (Knox et al., 1988).

One cannot talk about self-esteem without discussing identity. As cited in Pascarella and Terenzini (1991), identity and its development is a very important component of self-esteem.

The purpose of this study was to determine if there was a positive change in levels of self-esteem for students who were enrolled in a Personal Growth and Development course at Purdue University. According to the findings there was a significant, positive change in levels of self-esteem for students enrolled in EDPS 100. In addition, the study also examined if there was a change in levels of self-esteem for students enrolled in a Personal Growth and Development course compared to students enrolled in an Educational Psychology course.

The findings reported a significant difference in self-esteem gain scores for students enrolled in EDPS 100 versus students enrolled in EDPS 230. Significant differences were also found in gain scores of upper class students versus lower classified students' levels of self-esteem for the EDPS 100 students. (However, no significant differences were found in gain scores of students who were very involved in high school versus students who were less involved.)

No significant differences were found in the self-esteem gain scores of males versus females. No significant differences were found in gain scores of students from families of one to two siblings versus families of three or more siblings. Finally, no significant differences
were found in self-esteem gain scores of students from small/rural type communities versus students from mid-size/large metropolitan communities.

Conclusions

There are many studies that document the increases in students' self-esteem during the college years (Klemer, 1971; Shook, 1989; Springer, 1974; & Spinks, 1984); However, very few studies specifically tested for changes in self-esteem related to an educational experience involving college students. Only two studies were identified. Valois (1984) conducted research to determine if attitude changes do take place, and if these changes might be attributed to students' completing a human sexuality course. Findings revealed that attitude change was found in five out of nine of the subscales on the sexual behavior inventory.

In a related study, Whiteley (1982) found that college freshman in a character development program showed greater gains in self-esteem than students in other house settings. Even though there is limited information reported regarding self-esteem and educational experiences several studies report isolated correlations that did exist in this study with consistent relationships as revealed in the literature.

In respect to upperclass students reporting significant gain scores in levels of self-esteem compared to lower classified students, King (1973) reported that by the senior year, students has a more realistic perception of their self-esteem and fewer fluctuations from doubt as to self regard. This is consistent with the findings of Constantinople (1969) who found that seniors scored significantly higher than freshman in the successful resolution of industry and identity crises.
The findings reporting no significant differences in gain scores of males and females levels of self-esteem for EDPS 100 students, consistent with findings in previous studies, yet inconsistent with others. Pickett (1975), in a study on aspiration levels and the self-concept, reported no significant differences between males and females. On the other hand, Proctor (1989) reported that males experienced a greater gain in self-esteem scores than females in the area of educational attainment and self-esteem.

According to Astin (1993), there is strong evidence that suggests significant interaction effects involving gender. Astin defined interaction as particular environmental experiences that affect men differently from women. In addition, based on the three general findings of Astin's study (see p. 21), the present researcher contends that the essential part of any institution is its students and faculty. What "goes on" in this environment is created by them. A continued exploration by the present research of the topic of self-esteem was, therefore, approached from two perspectives: (a) the development of the student; and (b) the development of the environment.

As reported by Astin (1993), in the self-concept self-ratings, two areas of emotional health were negatively affected: (a) lack of student community; and (b) the peer measure scientific orientation. These findings denote implications for affecting students' self-esteem levels. These findings are also consistent with the experiences of the present researcher as an instructor of EDPS 100 wherein an open forum facilitated an environment in which instructors and students could openly interact and explore issues affecting development of self-esteem. The facilitative style encouraged participants in EDPS 100 to alternately exchange leadership of small groups which played a critical role accomplishing the course objectives. In addition,
the selection of the reading materials and the "ice-breaker" exercises played a key role.

As the instructor of EDPS 100, the present researcher sought to create an open, honest environment conducive to freedom of expression with a conspicuous lack of value judgments proclaiming worth or lack of worth. By the third class period, the class had molded together, established trust and defined boundaries and limitations that were conducive to open group discussion as well as inviting challenging and risk-taking endeavors.

The success of the class spread rapidly, with many students not enrolled inquiring about the course. This kind of response is not surprising in an environment where there exists few opportunities for a large number of students to come together and discuss issues that provoke stress and overwhelm and contemplate life concerns. Based on the class evaluation and final papers, the EDPS 100 course was successful in assisting students to assess their sense of psychological well-being.

It is interesting to note that, based on feedback from other students, the EDPS 100 class contributed to building the student community which was reported as a negative institutional characteristic in Astin's (1993) findings in the area of emotional health. Self ratings on emotional health were positively associated with working on a group project for a class and socializing with friends. According to Astin, students' sense of psychological well-being actually declines during the college years. Given this finding, EDPS 100 or a similar educational experience would aid in the sociopsychological development of students without personal or psychological counseling as the sole solutions to issues affecting a healthy development of self-esteem.

The most profound finding in Astin's study (1993) was the pervasive effect of the peer
group on the individual students' development. This finding has a serious implication for EDPS 100 and other courses of this nature. The fact that the environment does enhance peer evaluation and communication should be a key consideration in planning the course curriculum. Therefore, in a search to enhance student development, the student should not be the sole focus. Rather, the environment must play a critical role in the development process. As Astin contended, being a certain type of institution does not necessarily limit the effectiveness of undergraduate education but it is, in fact, the environment created by faculty and students that really seems to matter. This has implications for college practitioners.

Another important point is that opportunities for development of cultural awareness, leadership skills, and job skills must be accommodated. Utilizing the total concept of mentoring can enhance student life. Faculty represent a significant aspect of the students' undergraduate development. Scheduling smaller classes promoting greater faculty interaction with students should be considered. The expansion of university-based research must be balanced with the quality of teaching and advising. Finally, the system for processing financial aid is important as a concern for student retention and the quality of student life on campus. In this plight of enhancing student development, the environment as well as the student are critical elements in the process.

**Implications**

Implications of the study addresses the areas of high school and college involvement, the community type, the number of siblings in family, and designers of education curriculum.
Implications of high school and college involvement

There were no significant differences in gain scores of students' who were very involved in high school activities versus those who were less involved; in addition, there were no significant differences in gain scores of students' who were very involved in college versus those who were less involved. Although involvement may seem similar at both levels, however, involvement in high school has a different meaning than involvement in college. Often times, high school involvement is associated with being accepted by and well known to peers in addition to participating in a large number of events and groups. While this kind of interaction may seem to matter, it is more on the surface and gives a false impression of popularity and involvement. These kinds of relationships often lack depth for any meaningful, lasting relations.

On the other hand, during college, relationships and involvement take on a new meaning. In a college environment, students often associate themselves with activities and people that add a more intrinsic value for growth and development. For example, in an academic departmental program such as English, a student's involvement may focus more on relationships with peers and faculty. This experience may constitute the extent to which the student is involved throughout his/her college career. Therefore, the involvement is defined more by the quality than the quantity. This is consistent with the findings reported by Adams and Fitch (1983) wherein the people, such as faculty and peers with whom students come into contact with on a frequent basis, play an important role in changes in identity and ego development during college years.
Implications for community type and number of siblings in family

There were no significant difference in gain scores in students from small/rural type communities versus students from mid-size/large metropolitan communities levels of self-esteem. Also, there were no significant difference in gain scores of students from families of no to two siblings versus families of three or more siblings levels of self-esteem.

In a self-esteem model developed by Roid, Jr. (1981) some conditions were discussed that lead to a change in levels of self-esteem in young adolescents. Among the conditions studied were type of community and sibling position or family size. Results revealed that is possible to predict levels of self-esteem in young adolescents. While these two variables yielded no significant differences independently, they played a critical role in the overall structure of the study. The study reported a significant, positive change in students self-esteem levels enrolled in EDPS 100 pre and post measures.

Implications for designers of education curriculum

Research findings by Astin (1993) noted the form of the institution's general education curriculum has little direct impact on student development. This fact is disconcerting in view of the interrelationships among those who assist with the affective development of students and those who assist with the cognitive growth of students, basically student personnel administrators and academicians. These persons should work in unison to enhance the development of the whole student. The present research study has implications that, despite the different relationships that may exist at various colleges and universities, this area should be further explored.
Recommendations

This study of effects of a Personal Growth and Development course on the self-esteem levels of college students serves as a baseline of information in the field of student development. To further enhance this research, a non college comparison group with similar characteristics to the two groups used should be included in the study.

Most of the studies conducted involving college students and self-esteem are performed using smaller samples in isolated environments. Thus, they eliminate the possibility of generalizing to any population of significance. Replicated studies at other colleges and universities and a national longitudinal study focusing on the college experience as well as post college experiences are recommended.

Quantitative research needs to be conducted to help substantiate these findings and to promote growth in the profession of student development. In addition to administering the survey, personal interviews and the monitoring of EDPS 100 class discussions and activities would further enhance the study. There is often a gap in ones "real" perception of who he/she is versus who he/she wants to be or "thinks" he/she is. People who hold low opinions of themselves often show this characteristic.

Finally, in reviewing the literature it is not unreasonable to expect that the college experience has an effect on students' self-esteem. Self systems are complex and are not easily touched or studied. However, based on the findings of this study, it would be appropriate to incorporate a Personal Growth and Development course (or a similar educational experience) into the curriculum for all college majors, in order to assist in fostering identity development and self awareness for more students.
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ACKNOWLEDGEMENTS

It is impossible to thank all of the people who held fast to their belief in me and assisted in the completion of this research. It is especially important to thank a few people for their patience and understanding.

Many thanks to my major professor, Dr. Daniel C. Robinson, who has been with me since the start of my professional endeavors when I first entered the Master's degree program at Iowa State University in 1984. I am grateful to my other committee members—Drs. Larry Ebbers, Richard Warren, William Wolansky, Martin Miller, and George Jackson.

Unfortunately, Dr. Wolansky passed away on August 21, 1993. Although he is gone, I will always cherish his contributions and support, not only to me, but also to countless minority and international students. To Dr. Jackson, the Assistant Vice President for Student Affairs and Assistant Dean of the Graduate College who replaced Dr. Wolansky as a committee member, I especially thank, not only for his commitment to this research study, but also for being a catalyst for all students who come through his programs.

I am grateful to Dr. Eric Middleton and Dr. Kevin Kelley at Purdue University who afforded the opportunity for me to teach EDPS 100 and use this class as part of my research study. Also, I am grateful to Dr. Kathry Linden for the use of EDPS 230. A very special thanks to Dr. Don K. Gentry, Dean of the School of Technology at Purdue, and Andrea Incropera.

To my editors, Pat and Rashid, you are experts at what you do and you have been so precise with your work. Thanks!
To all the members of my family—Renae, Tykora, Kyonae, Gary, Jermy, Renard, Walterine, William, Marlo, King BAA, Loretta, Maude, Cary Jr., Dot and Ola Mae—thanks for your encouragement and belief in me. I especially thank Lee who got me to college on that first day, which was ultimately the start toward my success.

I am very thankful to all my friends who stuck by me in times of need—Glen Robinson, Brian Phillips, Carol Mahan, also Gary Schwartz, Assistant Director of Residence Life at Iowa State University, and Joseph Williams, Director of Housing and Residence Life at North Carolina A&T State University. A very special thanks to William Parker and Phyllis Boone.

Finally, to Dr. Marcus D. Tillery, my most gracious and loving husband who directs my paths and supports my endeavors. You even provided me with the strength to complete this research study when I felt ready to give up. I trust you as a friend and companion. Continue to be my role model!

Most importantly, this dissertation is dedicated not only to my own dear children, Kharmika Kiari and Marcus DeQuincey II, but to all children from 63rd Street in Chicago to the coast of Africa. It is my hope that these accomplishments will represent that, even in the face of adversity and oppression, you can be someone.
APPENDIX A. SURVEY INVENTORY, INSTRUCTIONS, AND BACKGROUND SHEET
PLEASE NOTE

Copyrighted materials in this document have not been filmed at the request of the author. They are available for consultation, however, in the author's university library.

pgs. 76 - 82

University Microfilms International
Please write your name and darken in the correct response on your answer sheet.

1. **AGE**
   - A. 17-18
   - B. 19-21
   - C. 22-30
   - D. Over 30
   - E. Under 17

2. **GENDER**
   - A. Female
   - B. Male

3. **CLASSIFICATION**
   - A. Freshman
   - B. Sophomore
   - C. Junior
   - D. Senior

4. **HOME COMMUNITY SIZE**
   - A. 10,000 or Less
   - B. 11,000-50,000
   - C. 51,000-1,000,000
   - D. 1,000,000 or More

5. **HIGH SCHOOL**
   - A. No Involvement
   - B. Moderately Involved
   - C. Very Involved

6. **NUMBER OF SIBLINGS**
   - A. 1-2 Siblings
   - B. 3-4 Siblings
   - C. 5 or More
   - D. Only Child

7. **ACTIVITY INVOLVEMENT**
   - A. School of Liberal Arts
   - B. School of Education
   - C. School of Agriculture
   - D. School of Consumer and Family Sciences
   - E. Schools of Engineering

8. **College**
    - A. School of Management
    - B. School of Technology
    - C. School of Health Sciences
    - D. School of Nursing
    - E. School of Pharmacy and Pharmacal Sciences
APPENDIX B: HUMAN SUBJECTS APPROVAL FORMS
Information for Review of Research Involving Human Subjects
Iowa State University
(Please type and use the attached instructions for completing this form)

An Evaluation Of The Effects Of A Personal Growth And Development Course On

1. Title of Project: The Self-Esteem Levels Of College Students

2. I agree to provide the proper surveillance of this project to insure that the rights and welfare of the human subjects are protected. I will report any adverse reactions to the committee. Additions to or changes in research procedures after the project has been approved will be submitted to the committee for review. I agree to request renewal of approval for any project continuing more than one year.

Tillery, Carmen Estelle

June 16, 1993

Date

Signed or Principal Investigator

3. Signatures of other investigators

Daniel C. Robinson

June 16, 1993

Date

Major Professor

4. Principal Investigator(s) (check all that apply)

☐ Faculty ☐ Staff ☑ Graduate Student ☐ Undergraduate Student

5. Project (check all that apply)

☐ Research ☒ Thesis or dissertation ☐ Class project ☐ Independent Study (490, 590, Honors project)

6. Number of subjects (complete all that apply)

☐ # Adults, non-students ☐ # ISU student ☐ # minors under 14 ☑ # minors 14-17 ☐ other (explain)

7. Brief description of proposed research involving human subjects: (See instructions, Item 7. Use an additional page if needed.)

Please see the attached sheets.

8. Informed Consent: ☐ Signed informed consent will be obtained. (Attach a copy of your form.)

☒ Modified informed consent will be obtained. (See instructions, item 8.)

☐ Not applicable to this project.
9. **Confidentiality of Data:** Describe below the methods to be used to ensure the confidentiality of data obtained. (See instructions, item 9.)

1. The code number on the questionnaire will be used for entering information into the computer.
2. All data will be kept confidential and stored for further analysis.
3. All data will be reported in form of group results.

10. **What risks or discomfort will be part of the study?** Will subjects in the research be placed at risk or incur discomfort? Describe any risks to the subjects and precautions that will be taken to minimize them. (The concept of risk goes beyond physical risk and includes risks to subjects' dignity and self-respect as well as psychological or emotional risk. See instructions, item 10.)

   **No Risk.**

11. **CHECK ALL of the following that apply to your research:**

   - A. Medical clearance necessary before subjects can participate
   - B. Samples (Blood, tissue, etc.) from subjects
   - C. Administration of substances (foods, drugs, etc.) to subjects
   - D. Physical exercise or conditioning for subjects
   - E. Deception of subjects
   - F. Subjects under 14 years of age and/or Subjects 14 - 17 years of age
   - G. Subjects in institutions (nursing homes, prisons, etc.)
   - H. Research must be approved by another institution or agency (Attach letters of approval)

   If you checked any of the items in 11, please complete the following in the space below (include any attachments):

   - **Items A - D** Describe the procedures and note the safety precautions being taken.

   - **Item E** Describe how subjects will be deceived; justify the deception; indicate the debriefing procedure, including the timing and information to be presented to subjects.

   - **Item F** For subjects under the age of 14, indicate how informed consent from parents or legally authorized representatives as well as from subjects will be obtained.

   - **Items G & H** Specify the agency or institution that must approve the project. If subjects in any outside agency or institution are involved, approval must be obtained prior to beginning the research, and the letter of approval should be filed.
### Checklist for Attachments and Time Schedule

The following are attached (please check):

12. ☑️ Letter or written statement to subjects indicating clearly:
   a) purpose of the research
   b) the use of any identifier codes (names, #’s), how they will be used, and when they will be removed (see Item 17)
   c) an estimate of time needed for participation in the research and the place
   d) if applicable, location of the research activity
   e) how you will ensure confidentiality
   f) in a longitudinal study, note when and how you will contact subjects later
   g) participation is voluntary; nonparticipation will not affect evaluations of the subject

13. ☐ Consent form (if applicable)

14. ☑️ Letter of approval for research from cooperating organizations or institutions (if applicable)

15. ☐ Data-gathering instruments

16. Anticipated dates for contact with subjects:

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17. If applicable: anticipated date that identifiers will be removed from completed survey instruments and/or audio or visual tapes will be erased:

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18. Signature of Departmental Executive Officer

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19. Decision of the University Human Subjects Review Committee:

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GC: 1/90
TO: Carmen E. Tillery, MET  
FROM: Stanley L. Hem, Chair  
DATE: July 19, 1993

I have read your research proposal entitled, "An Evaluation of the Effects of a Personal Growth and Development Course on the Self-Esteem Levels of College Students." In my view, the research procedures do not present any risk to the subjects and are included in the procedures which the Department of Health and Human Services classifies as exempt from review.

Thus, you are free to conduct this research at Purdue University without applying to the Committee. Good luck with your project!!

SLH/cf
APPLICATION FOR APPROVAL TO USE HUMAN RESEARCH SUBJECTS
Please complete BOTH sides of application form

1. Project Title: An Evaluation Of The Effects Of A Personal Growth And Development Course On The Self-Esteem Levels Of College Students.

2. Full Review ______ Expedited Review ___  Procedural Revision ___
   (Check one box only)

3. Anticipated Funding Agency: Mechanical Engineering Technology
   (Name of department if project has no funding agency)

4. Principal Investigator(s) [Must be faculty member(s)]:
   Carmen E. Tillery Mechanical Engineering Technology, Knoy
   Academic Counselor Hall. 494-8590
   Name and Title Department, Building, Phone, FAX

   Name and Title Department, Building, Phone, FAX

5. Other Personnel - such as consultants or graduate students (add separate sheet if needed):
   Name and Title Department, Building, Phone, FAX
   Name and Title Department, Building, Phone, FAX

6. The principal investigator agrees to carry out the proposed project as stated in the application and to promptly report to the IRB any proposed changes and/or unanticipated problems involving risks to subject or others participating in approved project in accordance with the Purdue Research Foundation-Purdue University Statement of Principles, and the Confidentiality Statement (pages 4 & 5 of this document).

   Principal Investigator Signature Date

7. The department head (or authorized agent) has read and approved the application and agrees to maintain records for three years after completion of the project should the principal investigator terminate University association.

   William K. Dalton Mechanical Engineering Technology
   Department Head (printed) Department Name
   Department Head Signature 6-11-93 Date

Submit original and two (2) copies to: Human Subjects Office, Room 610, Hearne Hall.
APPLICATION FOR APPROVAL TO USE HUMAN RESEARCH SUBJECTS

8. This project will be conducted at the following SITE(S):
   - [x] Purdue West Lafayette Campus
   - [ ] Purdue Regional Campus (Specify):
   - [ ] Hospital (Specify):
   - [ ] Other (Specify):

9. This project will involve the following subject types: (✓ types to be studied)
   - [x] Normal Volunteers
   - [ ] Subjects Incapable Of Giving Consent
   - [ ] In Patients
   - [ ] Prisoners Or Institutionalized Individuals
   - [ ] Out Patients
   - [ ] Minors
   - [ ] Patient Controls
   - [ ] Over Age 65
   - [ ] Fetuses
   - [ ] Aborted Fetuses
   - [ ] Mentally Retarded
   - [ ] Mentally Handicapped
   - [ ] Physically Handicapped
   - [ ] Students (✓ if PSYC Dept. subject pool)
   - [ ] Pregnant Women
   - [ ] None Of The Above

10. This project involves the use of an INVESTIGATIONAL NEW DRUG (IND) or an APPROVED DRUG FOR AN UNAPPROVED USE.
    - [ ] YES  [x] NO
    - Drug name, IND number and company:

11. This project involves the use of an INVESTIGATIONAL MEDICAL DEVICE or an APPROVED MEDICAL DEVICE FOR AN UNAPPROVED USE.
    - [ ] YES  [x] NO
    - Device name, IDE number and company:

12. The project involves the use of RADIATION OR RADIOISOTOPES:
    - [x] YES  [ ] NO

13. Does this project call for: (✓ all that apply to this study)
    - [N/A] Subject Compensation? Patients $    Volunteers $
    - [ ] Advertising For Subjects?
    - [ ] More Than Minimal Risk?
    - [ ] More Than Minimal Psychological Stress?
    - [ ] Alcohol Consumption?
    - [ ] VO2 Max Exercise?
    - [ ] Waiver of Informed Consent?
    - [ ] Confidential Material (questionnaires, photos, etc.)?
    - [ ] Extra Costs To The Subjects (tests, hospitalization, etc.)?
    - [ ] The Exclusion of Pregnant Women?
    - [ ] The Use of Blood? Total Amount ______
    - Over Time Period (days) ______
TO: C&H Faculty and Doctoral Students
FROM: Eric Middleton
DATE: March 26, 1993
SUBJECT: Use of EDFS 100 Students as Research Subjects

In the past, EDFS 100 students have been asked to serve as research subjects for faculty and students in C&D engaged in ongoing research projects. In order to continue to meet your needs for participants and to facilitate instructors' planning efforts, we would like you to provide us with information prior to the Fall semester regarding any requests for using EDFS 100 students as research subjects. Please take a few minutes to complete the form below and return it to Eric by May 10, 1993.

Thank you for your cooperation.

NAME: Carmen E. Tillery

BRIEF DESCRIPTION OF RESEARCH:
Measure change in level of self-esteem between EDFS 100 students and Psy 230 students utilizing a pre and post test.

NUMBER OF SUBJECTS REQUESTED:
3 - 4 sections of each course (approximately 60 students each, 120 total).

NATURE OF THEIR PARTICIPATION:
Complete the Tennessee Self Concept scale pre and post test.

APPROXIMATE TIME COMMITMENT (must be out of class):
Can only be conducted in class (have gotten okay from Dr. Kelly). pre-test first week of school, post test last week of school.

DATES SUBJECTS NEEDED:
August 23 - 27
December 9

INSTRUCTOR RESPONSIBILITIES:
None, or conduct post test if preferred

ADDITIONAL INFORMATION:
APPENDIX C. COURSE SYLLABI FOR EDPS 100 AND EDPS 230
EDPS 100 SYLLABUS
Fall Semester, 1993-1994
Articles are to be read PRIOR to the class date listed.

Aug 23  Introduction & Overview. No readings scheduled.

       Video: Pack Your Own Chute (In class)

Sep  6  [NO CLASS ON SEPTEMBER 6]
       Communication Skills - Reading: "The Station"


Sep 20  Leadership and Group Dynamics - NO READINGS

Sep 27  Student Presentations

Oct  1  Student Presentations, PLUS Assertiveness - Reading: "Don't Say Yes Unless You Mean It".


Oct 18  Prejudice & Cultural Awareness - Reading: "Race and Money."
        Videos: Racism 101, 60 Min Special, Eye of the Storm (In class)
        GROUP PAPER DUE

Oct 25  Values Clarification

Nov  1  Sensuality & Sexuality - Readings: "The News About Infidelity," & "The End of Sex"
       Video: Sex, Drugs, & AIDS (In class)

Nov  8  Aging & Death - Readings: "The Horse On The Dining Room Table," "Go Toward The Light," & "Choosing the Good Death"
       Video: Pege (In class)

Nov 15  Instructor Elective Topic - Readings: "Close Encounters" or "Social Rape" TBA.


Nov 29  Future Lifestyles - Readings: "I'd Pick More Daisies," & "The Quality of Life In The Rat Race" FINAL PAPER DUE.

Dec  6  Video: The Art of Being Fully Human (In class)
       Feedback & Evaluation

NOTE: At mid-semester each student will meet individually with his/her instructor to receive and offer feedback.
## Course Syllabus

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EDPS-100

PERSONAL GROWTH AND DEVELOPMENT

The development of personal and interpersonal skills constitutes the central objective of this course. The value of the course depends upon each individual's ideas and concerns, and the practicing of new skills. Skill development is a form of experienced-based education in which students learn through activities and practice, as well as lectures, readings, discussions, and writing.

Goals

The course objectives for EDPS-100 are to enable you to:
1. Gain insights into your own values, attitudes, feelings, and behaviors.
2. Examine and, if desired, change your values, attitudes, feelings, and behaviors.
3. Increase your understanding and use of interpersonal communication skills.
4. Develop the ability to observe, understand, and respond more effectively to others.

Student Manual

A student manual containing readings and exercises is available at Von's. These readings are intended to stimulate classroom discussion on the course topics. Further, in order to participate in class activities, it is necessary for students to bring their manual to class each week.

Students are required to complete each reading assigned by the instructor. Readings are found in the student manual. Students are to read and react to the assigned reading using the Reading Reaction Forms located in the back of the student manual. Completed forms are due at the beginning of the class period for which they are assigned. Each reading assignment is worth two points. No late or make up readings will be accepted.
Attendance and Class Participation

Attendance is required at every class meeting during the semester. The class meets fifteen sessions for three hours per session. No unexcused absences are allowed. Students who have unexcused absences will receive 0/5 points. Absences will be excused only with valid proof (doctor's note, etc.) of valid excuse. Valid excuses are limited strictly to severe circumstances (severe illness, hospitalization, death in the family, etc.). In these cases, students will receive 0/0 participation points for that absence. Call your instructor in advance of any absences. This is required and demonstrates your personal responsibility.

Students are expected to be in class when the bell rings. Anytime you arrive later than five minutes you will be considered late and points may be deducted. Tardiness up to 30 minutes will result in automatic loss of one point of your earned participation score. If you are late anywhere from 30 minutes to one hour, you will lose two points. If you are late to class more than one hour the most you can earn is two points for that class period. Similarly, if you choose to leave class early, points may be deducted. Given the experiential nature of this course, it is necessary for all class members to be present in order to successfully begin activities.

Participation involves taking an active role in your own growth and learning. You demonstrate this by self-disclosing, introspecting, active listening, providing feedback to others and asking others to clarify thoughts and feelings.

Journals

Each week you will complete a "journal" assignment. This consists of a two paged (typed, double spaced) paper that offers personal reactions to class activities, class members, class discussion and the processing of your ideas and feelings about various class activities and/or topics. It is written in the first person, in a free-flowing natural style, but proper grammar is required. Points will be deducted if grammar mistakes remain a frequent occurrence. Spontaneous reactions tend to tell you more about yourself than well thought out and edited comments. The best time to write your journal is immediately after class, while the thoughts are still fresh in your mind.
Your instructor will offer additional information about what s/he expects with regard to the journal or alternate assignments. The following are topics that are always appropriate to include in your processing:
- What I learned about others, and myself through today’s activities/class discussion.
- The topics that were of most or least interest to me and why.
- Any insights I gained into my own behavior and feelings.
- Barriers I encountered in dealing with my own or other’s feelings, values or behaviors.
- My feelings about the topics, myself, class members, or the instructor.
- The relevancy of the topic to my personal experiences.
- Any changes I would like to make as a result of the class and how I plan to do so.
- Observations of group dynamics.

Journals are due in your instructor’s mailbox on (Day) and by (Time) unless stated otherwise in class. One point will be automatically deducted from journals 1-24 hours late. Journals two days late will lose two points, and those three days late lose three points. After one week, no points will be offered for late journals.

Students are allowed to make up journals missed due to excused absences under the following conditions. You must contact the instructor before the next regularly scheduled class period to get your journal instructions. The assignment and its due date is up to the discretion of the instructor. No journal assignments resulting from unexcused absences can be made up.

Suggestions for Improving Journals

1. Don’t rehash what was done in class (e.g., explaining the exercise or what I said). I was there too. Focus on your reactions.

2. Avoid unsupported statements (e.g., “I don’t like people who make assumptions about me.”). I want to know why you believe/feel the way you do. Add a “because” at the end of those statements. The idea is to encourage you to critically examine your statements for the reasons behind them.

3. Be aware of the words you use. Do they convey what you are wanting to convey? For example, the words “nice,” or “interesting” do not really say anything substantive. Try to use more descriptive and specific language.
4. Avoid sweeping generalizations or dualistic assumptions (e.g., "everyone" felt this way, we "all" were ____). Make more tentative statements and then support them with concrete evidence (e.g., "it seemed as if the men were uncomfortable with the subject of ___ based on my observations of ______").

5. Write as if you are directly addressing the instructor. The instructor is the only person who reads your journals. Also, use names of your classmates when making observations or reactions. It is difficult for the instructor to give you feedback when you write about how you had a reaction to "somebody" in class.

6. Rarely are we asked to explore why we feel/do/think certain things. We usually accept the way we are without any conscious thought. Ask yourself a lot of "why" and "how" when composing your journal (e.g., why do I react that way to X, how did I come to have that value, why do I feel or behave this way, how can I change this about myself).

7. Journals are not graded on whether or not the instructor agrees with what you are saying. The instructor may challenge your thinking or give an alternative perspective, but will not deduct points because of disagreement.

8. Journals are to be two pages minimum (with normal margins, spacing, and fonts). If you cannot find enough to write about to meet this requirement, you need to go back and reflect on what you missed. There is always (with perhaps the exception of the first class session) sufficient material for reaction. Perhaps you are not looking beyond the obvious.

**Student Presentations**

The topic for your group's presentation must be approved by your instructor. Students are required to make a class presentation during the middle weeks of the semester. Early in the semester each student will be assigned to a group that will be responsible for presenting a segment of a class session. Each group will decide its topic, which must be approved by the instructor by (Date). One week after approval, each group must present the instructor a brief (one page) outline of the presentation. The presentation will be graded on the following criteria:
### Student Presentation Grading

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<th>Total</th>
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<tr>
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<tr>
<td>Knowledge of Topic and</td>
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<td>Relevancy of Presentation to Course Goals</td>
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<tr>
<td>Creativity of Presentation and</td>
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<tr>
<td>Level of Class Involvement</td>
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<tr>
<td><strong>Grand Total</strong></td>
<td><strong>16</strong></td>
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The instructor and class members (not your group) will be evaluating your presentation. Grades are assigned to the group as a whole, so this is a cooperative activity. Failure to attend class on presentation day will result in the forfeit of all presentation points.

### Group Dynamics Paper

A five page paper processing the dynamics of your presentation group experience will be due the class period following your presentation. Refer to the student manual for a description of the assignment.

Grading for the Group Dynamics paper will be based on the following criteria:

- Coverage and discussion of five group dynamics: 5 points
- Discussion of specific examples illustrating the dynamics from pre-group and presentation sessions: 5 points
- Organization, depth of analysis, quality of writing: 4 points
- Spelling, grammar, format, etc.: 3 points

**Total Points**: 17

### Final Paper

The final paper is a culmination of your reading, writing and participation in class over the course of the semester. It should be an integration of your personal experiences and should reflect your perceptions of the influences and principles that guide your development. The paper should draw from the materials in the student manual, as well as classroom and personal learning. Refer to the last page of the student manual for a description of the assignment.
FINAL PAPER GRADING
- Integration of eight citations from manual or other sources 10
- Personal illustrations/applications 10
- Organization, depth of analysis, quality of writing 8
- Spelling, grammar, format, etc. 5
TOTAL 33

OVERALL APPROXIMATE GRADING SCALE

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GUIDELINES TO THE RESEARCH/ALTERNATIVE ASSIGNMENT

Option 1: There will be at least 2 and as many as 4 research projects conducted during the semester through EDPS-100. Four points will be awarded for participation in each experiment, up to eight total points. You may elect NOT to participate in any experiments. Most students find participation is fun and informative. You may elect to do an optional project instead of participating in experiments. (See Option 2 below.) You are free to leave any experiment AT ANY TIME if you find yourself uncomfortable or unhappy with the experimental situation. There is absolutely no penalty to you for leaving an experiment under any circumstances. Should any experiment involve certain sensitive topic areas or some form of deception as to the precise goals of the study, you will be briefed on the procedures to be used and you will be asked to give your informed consent to serving as a participant. Pay attention to this briefing and make sure you know what you are getting yourself into. Ask questions if anything is unclear. Remember, even though you have signed a consent form, you may leave an experiment at any time. Session dates and times are flexible in order to accommodate students' schedules.

Option 2: You may elect to attend a combination of different educational programs, seminars, conferences, or workshops related to personal growth and development. Two points per hour of participation will be awarded. Students must write a one page journal-type paper in which you describe your reactions and what you learned from your participation. Possible options include: Psychological services workshops, learning center workshops, special University lectures, community based workshops, and others.

Approval for each project must be obtained from your instructor and you must negotiate the points to be awarded for each project, as well as the due date form reaction papers. You should also bring proof of your attendance by ticket, seminar leader signature, etc.
HOW TO GET THE MOST FROM THIS COURSE

Few courses during your college years will deal primarily with you as the subject matter. Although learning about the world around us and acquiring information external to us is essential, it is equally important to learn about oneself. What you get from this course will depend on what you are willing to invest in yourself. The following guidelines may help you become active and involved in personal learning as you participate in this class.

1. Preparing. Reading and writing are excellent devices for getting the most from this class. The materials in the student manual have been selected to stimulate you intellectually and emotionally. As you read, apply the ideas to your own life. Journal assignments allow you the opportunity to process what goes on in class, your reactions to readings and exercises, and how you feel about the topics discussed. It is helpful to write in a free-flowing, creative and unedited style. Journals are not supposed to be structured, formal papers.

2. Dealing with fears. Personal learning entails experiencing some common fears. Some of these are the fear of taking an honest look at yourself and discovering things you may not like; the fear of the unknown; the fear of looking foolish in front of others; the fear of being criticized or ridiculed; the fear of speaking out and expressing your values. These fears are natural; we all have them. What is important is how you deal with them. Facing your fears takes both courage and a desire to increase your self-awareness.

3. Deciding what you want for yourself. Deciding on your own concrete goals for personal development is important to a profitable experience. If you come to class with vague ideas of what you want, you will probably be disappointed. Take the time to think about what problems or personal concerns you are willing to explore.

4. Taking risks. Nothing is ever gained without some element of risk. Be prepared to experience some disruption in your life and in your relationships if you decide to make changes.

5. Establishing trust. You can choose to take the initiative in establishing trust with your fellow students or you can wait for others to create a climate of trust. Expressing your feelings and sharing honestly with the instructor and your classmates is the first step in helping to establish trust.

6. Practicing self-disclosure. Disclosing yourself to others is one way to come to know yourself more fully. Class members often fear that they must open and at the same time control what and how much you disclose. As a rule to guide you, try to say a bit more than you typically would in most social situations. Self-disclosure requires practice.

7. Communication. Statements to take responsibility for your own ideas and feelings. Direct eye contact and speaking directly to a person, rather than speaking at or about the person, will help your communication.

8. Listening. The first step in understanding what others say about you is to listen carefully, neither accepting what they say wholesale or rejecting it outright. ACTIVE listening requires remaining open and carefully considering what others say, instead of rushing to give reasons, explanations or to argue.

9. Avoiding self-fulfilling prophecies. You can increase your ability to change by letting go of old ways in which you have categorized yourself or been categorized by others. If you start off with the assumption that you're stupid, helpless, boring or shy, you'll probably convince others as well. Experiment with going beyond some of your self-limiting labels. Allow yourself to believe that change is possible. Once you experience yourself differently, others might experience you differently too.

10. Practicing outside of class. One important way of maximizing the benefit of this class is to think of ways of applying what you learn in class to your everyday life. Make specific contracts with yourself detailing what you are willing to do to experiment with new behaviors and work towards the changes you want to make.

11. Enjoy yourself. Relax and have some fun. Personal growth and development is hard work, but it can also be enjoyable.

EDPS 230 - EDUCATIONAL PSYCHOLOGY

COURSE SYLLABUS - SPRING 1993

By the end of this course, you should have acquired basic knowledge of the teaching-learning process and problem-solving skills that will assist you in the solution not only of many classroom problems but also of problems in other aspects of your professional life. Consequently, this course will contribute to your preparation as an intellectual leader.

Course Goals

The broad goal of this course is to help you to think. If you have adequately survived a few semesters in college, your memorization skills are probably quite acute. However, we know that the real world concerns problems, and the major task for us is to solve these problems. Those who can learn to apply knowledge to the solution of problems will enjoy satisfaction and creativity both in their chosen professions and in their daily lives. In Educational Psychology, we introduce you to the major principles and concepts that, we believe, will assist in solving problems in educational settings and in other settings where it is important to help people to develop these skills. The specific goals and objectives of this course are concerned with the following topics:

- Group interaction skills
- Educational research methods
- Designing Instruction
- Assessment principles and procedures
- Cognitive/personality development
- Behavioral learning theory, strategies, and applications
- Cognitive learning theory, strategies, and applications
- Motivation theory, strategies, and applications
- Management strategies for individuals and groups
- Individual Differences and Special Needs

Required Texts:


Divisions of EDPS 230:

M W 1 - 9:30 to 11:20
M W 2 - 11:30 to 1:20
M W 3 - 1:30 to 3:20
M W 4 - 3:30 to 5:20
T TH 5 - 7:30 to 9:20
T TH 6 - 9:30 to 11:20
T TH 7 - 11:30 to 1:20
T TH 8 - 1:30 to 3:20
T TH 9 - 3:30 to 5:20

Course Design

The design of this course is based on the Purdue Three-Stage Model of Instruction (Feldhusen, Linden, & Ames, 1975). Stage 1 of this model requires students to study the assigned readings independently outside class prior to the day on which a particular topic will be discussed in class. Course instructors, aided by undergraduate course assistants (CAs), will guide student learning in class by using a variety
of instructional techniques, including large-group discussions, lectures, and media presentations. The major role of the instructional team is to guide students in their understanding and conceptualizing of course content. In order to accomplish the goals of this course, it will be necessary for students to take a responsible, active role in their learning.

Stage 2 involves a variety of problem-solving tasks related to assigned readings. These activities are designed for small groups and will usually be accomplished during regular class laboratory sessions. These tasks are called GIGs or Group Instruction Guides. The results of these tasks, called Task Products, will be evaluated and returned to you with instructional comments.

Stage 3 requires students to complete one or more independent projects that represent your ability to integrate the information presented in the course. One option for an Independent Project or IP typically involves a paper in which you attempt to solve a real, or hypothetical, problem utilizing techniques, theories, and/or concepts learned in this course. Detailed instructional guides for various types of IPs are presented in Cooperative learning and problem solving (Linden, 1992). Your instructional team will provide additional instructions regarding these activities. Additional information about the Purdue Three-Stage Model is presented in the Preface of this text.

Class Organization

EDPS 230 is a three-credit course, consisting of two hours of lecture-discussion presentation and two hours of laboratory work each week.

Lecture-discussion periods. Instructors will explain difficult and/or complex concepts, principles, and theories that are introduced in the required texts. Do not expect your instructor or the Cas to "parrot" the material in the texts. The basic functions of your instructor and Cas are to explain and clarify ideas, to illustrate applications of major concepts, and to guide student learning by using a variety of learning strategies. Consequently, you are expected to have read the assigned topic(s) in advance of the class session in which the material is to be discussed.

Laboratory periods. The laboratory periods primarily involve small-group activities (Stage 2 of the model) and the administration of major course examinations. The instructor or CA will present a brief overview of the small-group task that is assigned for a given lab period. It is assumed that you will have read the Self-Instructional Guide (SIG) and the Basic Information section of the specific Group-Instructional Guide (GIG) for the assigned unit before class. In small groups, students will discuss the issues presented by a given GIG, making notes as needed by the Task Product for the GIG. Because of time constraints, it may be necessary occasionally for you to complete the formal Task Product outside of class, but every effort will be made to keep this activity within the regular class periods. Task Products will be evaluated according to a pre-set evaluation schema (see sections on Evaluation of Student Performance and Criteria for GIG Task Products).

Faculty Mentors. During the 1992 fall semester, a faculty member in Educational Psychology served as faculty mentor/resource person for each of the EDPS 230 divisions. These experiences proved to be beneficial to students, instructors, and faculty. Consequently, the faculty mentor program will be continued this semester. Faculty mentors will give occasional lectures, serve as resource persons to students and instructors, and be available for student consultations when needed.
Research Participation Requirement

One of the goals of EDPS 230 is for students to become familiar with some of the empirical research methods employed by behavioral researchers. In order to achieve this goal, students are given three options: (1) students may elect to participate in current research studies, usually 2 hours of participation that may be fulfilled by one 2-hour study or two 1-hour studies; (2) students may choose to write a short 1-2 page review paper that summarizes the results of a research study relevant to education or psychology for each hour of research credit; or (3) attend a seminar related to the student's field of study and write a short 1-2 page review for each hour of research credit.

Any combination of two activities for 2 hours of research credit is acceptable. All available research studies will be announced by the end of Week 8 in the semester and must be completed by the end of Week 10.

Option 1: Participation in Research Studies. Researchers will post sign-up sheets in EDPS 230 classrooms, together with a brief explanation of what the study is about and what the subjects are expected to do. Sign-up sheets will be removed the day before the research session is scheduled, so students need to make note of where the study will take place and the researcher's name and phone number. If you are unable to attend the research session in which you are scheduled, you must inform the researcher.

Students who fail to notify the researcher and do not attend the scheduled session will be required to make up two hours for each hour missed. Students who miss two experiments without notifying the researchers will not be permitted to elect any of the other research options. Research credit will be assessed as a grade of "A" for each participation.

Option 2: Critique of Research. Students who select this option must inform their instructors of this intent by the end of Week 6. For each hour of required research participation, write a 1-2 page abstract of a research article that includes (1) purpose of the study, (2) description of subjects, (3) methods used, (4) the results and conclusions, and (5) your opinion about the value of the study for you. You should select empirical research studies of interest to your own teaching field. Topics and references must be approved by your instructor no later than Week 8 and the abstracts are due no later than Week 11 in a given semester.

Option 3: Critique of Seminar. During any given semester, there are numerous opportunities for students to attend seminars or lectures presented by local or visiting professionals. Write a 1-2 page paper describing the major ideas presented and what value these ideas may have for your own professional careers. These papers are due no later than Week 11 in the semester.

Attendance Participation Policy

One key to success in EDPS 230 is regular attendance and active participation in class meetings. Absence during small-group activities is a particular hardship both for the absentee and for the other members of the absentee's small group. Consequently, attendance is mandatory and will be recorded for each meeting of a class. Short quizzes may be administered without prior announcement from time to time, and no make-up of missed quizzes will be permitted. For absence due to any reason, students should call their instructor as soon as possible and provide written validation for the absences of more than one 2-hour class meeting. Written validation includes such evidence as a physician's note,
106

Attendance Penalty Schedule

For unexcused absences, the following penalty schedule will impact final course grades:

- 2 - 3 class meetings: loss of one-half of one letter grade
- 4 - 5 class meetings: loss of one letter grade
- 6 - 7 class meetings: loss of two full letter grades
- 8 - 9 class meetings: loss of three full letter grades

Unexcused absences of 10 or more meetings, which means being absent for one-third or more of the semester, will be an automatic "F" in the course. In addition, failure to complete any of the major components that comprise the course (see Evaluation of Student Performance below). All course objectives simply cannot be achieved without active participation in course activities.

Evaluation of Student Performance

Both norm-referenced (NR) and criterion-referenced (CR) evaluation procedures are employed for EDPS 230. NR evaluation is used for the three major examinations that have an objective (multiple-choice) format. Students' exam performances are compared (referenced) to the norm (NR), or average, of the group that includes all divisions of EDPS 230. CR evaluation includes all small-group work (GIGs), quizzes, research participation credits, and the integrated IP. These products will be compared (referenced) to absolute standards of performance (see Criterion-Referenced Qualitative Scale Transformation section on page 6). Keep track of your own progress in this course by marking your scores on the Assessment Schedule (page 6) as exams, GIGs, research participation credits, and the individual integrated project (IP) are returned to you.

Students must take the three exams on the dates scheduled, unless prior arrangements have been made with your instructor or unless you turn in an absence excuse signed by your physician or other acceptable validation evidence. If exam results have been reported back to students before an excused student has had a chance to take the missed exam, that student will be given a short-answer essay exam covering the same course material.

Task Products resulting from small-group work cannot be re-worked, submitted late, or made up without the specific permission of the instructor. No make-up quiz will be administered for any reason. Each GIG, quiz, and research participation credit (written abstract or seminar report) will be weighted equally, and the average of these CR sources will be entered into the table presented in the Assessment Schedule.

Individual integrated projects (IPs): Your instructor will discuss this requirement with you early in the semester and will require you to identify the particular IP that you select. Consequently, you will need to decide on your particular IP early in the semester and register your selection with your instructor. Your IP selection must be made and registered with your instructor no later than by
the end of Week 6 (February 18, 1993). This requirement is based on the notion that students should be working on their IPs throughout the semester; your integrated project should not be a last minute decision made at the end of the semester. Turn in two (2) copies of your individual project (IP) by the beginning of Week 14 (or the date specified by your instructor). Late papers will NOT be accepted. One copy will be returned to you with your instructor's comments. The second copy will be retained in our EDPS 230 files for a period of at least three years.

Apologies for Students with Problems

The first avenue for appealing a decision regarding this course is to discuss the issue with your instructor. If the problem cannot be solved equitably to the satisfaction of both student and instructor, contact the faculty supervisor for EDPS 230, Professor Kathryn Linden. Her office is Room 53 in South Campus Courts, Building G. Her campus telephone number is 494-7237. NOTE: After April 9, 1993, Professor Linden's office will be Room 5122 in the new Classroom-Office Building.
### ASSESSMENT SCHEDULE

#### Norm-Referenced (Comparative) Sources*

<table>
<thead>
<tr>
<th>Exam</th>
<th>Weight (W)</th>
<th>T-Score</th>
<th>W x T-Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam I</td>
<td>1</td>
<td>_______</td>
<td>______</td>
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<tr>
<td>Exam II</td>
<td>2</td>
<td>_______</td>
<td>______</td>
</tr>
<tr>
<td>Exam III</td>
<td>2</td>
<td>_______</td>
<td>______</td>
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</tbody>
</table>

#### Criterion-Referenced (Absolute Standard) Sources**

<table>
<thead>
<tr>
<th>Source</th>
<th>Weight (W)</th>
<th>T-Score</th>
<th>W x T-Score</th>
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</thead>
<tbody>
<tr>
<td>Individual Project (IP)</td>
<td>2</td>
<td>_______</td>
<td>______</td>
</tr>
<tr>
<td>GIGs, Quizzes, Class &amp; Research Participation</td>
<td>3</td>
<td>_______</td>
<td>______</td>
</tr>
</tbody>
</table>

**TOTAL W x T-Score ÷ 10 = ________

---

*Norm-Referenced Scale (T-Score Scale with Mean = 50, standard deviation = 10)*

<table>
<thead>
<tr>
<th>Qualitative Description</th>
<th>T-Score Range</th>
<th>Qualitative Grade</th>
<th>Description</th>
<th>T-Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior</td>
<td>65+</td>
<td>A</td>
<td>Below Average</td>
<td>42-44</td>
<td>C-/D+</td>
</tr>
<tr>
<td>Excellent</td>
<td>62-64</td>
<td>A-/B+</td>
<td>Poor</td>
<td>35-41</td>
<td>D</td>
</tr>
<tr>
<td>Very Good</td>
<td>55-61</td>
<td>B</td>
<td>Very Poor</td>
<td>32-34</td>
<td>D-/F+</td>
</tr>
<tr>
<td>Good</td>
<td>52-54</td>
<td>B-/C+</td>
<td>Failure</td>
<td>≤ 31</td>
<td>F</td>
</tr>
<tr>
<td>Fair</td>
<td>45-51</td>
<td>C</td>
<td></td>
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</tr>
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</table>

**Criterion-Referenced Qualitative Scale Transformation (GIGs, Quizzes, & IPs)**

<table>
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<th>Grade</th>
<th>T-Score</th>
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<tr>
<td>A+</td>
<td>70</td>
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<tr>
<td>A</td>
<td>65</td>
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<tr>
<td>A-</td>
<td>62</td>
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<tr>
<td>B+</td>
<td>58</td>
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<td>B</td>
<td>55</td>
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<tr>
<td>B-</td>
<td>52</td>
</tr>
<tr>
<td>C+</td>
<td>48</td>
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<tr>
<td>C</td>
<td>45</td>
</tr>
<tr>
<td>C-</td>
<td>42</td>
</tr>
<tr>
<td>D+</td>
<td>38</td>
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<tr>
<td>D</td>
<td>35</td>
</tr>
<tr>
<td>D-</td>
<td>32</td>
</tr>
</tbody>
</table>
# COURSE SCHEDULE FOR SPRING 1993

<table>
<thead>
<tr>
<th>Week of</th>
<th>Topics/Activities</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 11 - 14</td>
<td>Working Effectively in Small Groups SIG 1: GIGs 1A &amp; 1B</td>
<td>Linden (L) - Module 1</td>
</tr>
<tr>
<td>January 18 - 21</td>
<td>Research in Ed Psych Designing Instruction SIG 8: GIG 8A</td>
<td>Woolfolk (W) - Chapter 1 W - Chapter 12 L - Module 8</td>
</tr>
<tr>
<td>NOTE: Classes on January 18 (Monday) will be canceled because of the Martin Luther King, Jr. holiday. Topics for this day will be integrated into other sessions for these Monday classes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>January 25 - 28</td>
<td>SIG 8: GIG 8B Designing Achievement Measures</td>
<td>L - Module 8 W - Chapter 15</td>
</tr>
<tr>
<td>February 1 - 4</td>
<td>SIG 9: GIG 9A SIG 9: GIG 9B</td>
<td>L - Module 9</td>
</tr>
<tr>
<td>February 8 - 11</td>
<td>Assessing Learning Outcomes SIG 10: GIG 10A SIG 10: GIG 10B</td>
<td>W - Chapter 14 L - Module 10</td>
</tr>
<tr>
<td>February 15 - 18</td>
<td>Review for Exam I Exam I (February 18, WTHR 200, 7 p.m.)</td>
<td>Readings to date</td>
</tr>
<tr>
<td>March 1 - 4</td>
<td>Individual Variations/Exceptional Students Multicultural Education GIG 7C</td>
<td>W - Chapter 4 W - Chapter 5 L - Module 7 (p. 145)</td>
</tr>
<tr>
<td>Midterm Break - March 6 - 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 15 - 18</td>
<td>Behavioral Learning Theories SIG 3: GIG 3A &amp; GIG 3B</td>
<td>W - Chapter 6 L - Module 3</td>
</tr>
</tbody>
</table>
March 22 - 25

Exam II

Complete All Research Participation by March 25

March/April

Review Exam II

9 - 1

Cognitive Learning Theories

SIG 4: GIG 4A & 4B

W - Chapter 7

L - Module 4

April

Cognitive Theory Applications

SIG 4: GIG 5A

W - Chapter 8

L - Module 5

April

SIG 5: GIG 5B & 5C

Motivation and Individual Learners

SIG 6: GIG 6A or 6B

Motivation and Learning Environments

W - Chapters 11 & 13

L - Module 7

April

Managing Classrooms and Effective Teaching

W - Chapters 11 & 13

L - Module 7

May 3 - 6

Finals Week: Exam III

Readings: Mar. 9 - Apr. 29

* Examinations will be administered to all divisions of EDPS 230 at the same time. The first two exams will be held on a Wednesday or Thursday evening (see course schedule); Exam III will be administered during Finals Week. The exact dates, times, and location(s) are identified above in the weekly schedule or will be announced. Students will not meet their regularly-scheduled Wednesday or Thursday class during exam weeks. Examination results will be returned and discussed with students during the next scheduled class period.
CRITERIA FOR GIG TASK PRODUCTS

Evaluation of GIG Task Products will be based on (1) relevance of content, (2) quality of content, and (3) presentation of content. Specific criteria for various grade level evaluations include the following:

<table>
<thead>
<tr>
<th>T-Score</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| 62 - 70 | 1. Superior, outstanding well-written product  
          2. Use of library material and/or integration of additional psychological concepts/principles/constructs  
          3. Complete, accurate execution of instructions  
          4. Use of unique or unusual examples/illustrations  
          5. Superior higher-order thinking skills demonstrated  
          6. Superior participation in the small group |
| 52 - 58 | 1. Complete accuracy and relevance of content  
          2. Relevant examples/illustrations that reflect higher-order thinking  
          3. Accurate execution of instructions; reasonably well written  
          4. Excellent comprehension of material demonstrated  
          5. Excellent participation in the small group |
| 42 - 48 | 1. Generally accurate content  
          2. Relevant knowledge-level examples/illustrations  
          3. Adequate execution of instructions; fairly well written  
          4. Adequate comprehension of material demonstrated  
          5. Good participation in the small group |
| 32 - 38 | 1. Generally inaccurate content  
          2. Poor, incorrect, or no examples/illustrations where required  
          3. Inadequate or poor execution of instructions; poorly written  
          4. Poor/incoherent organization; illegible handwriting  
          5. Little or no participation in the small group |
| No Credit | 1. Unacceptable Task Product  
          2. Task Product not submitted on time |
APPENDIX D. CORRESPONDENCE LETTERS AND SIGN-UP SHEETS
Dear Student:

You have volunteered to participate in a study that will help to determine if enrolling in a personal growth and development program is effective in contributing to a college student's success. The questionnaire that you will complete focuses on self-esteem and perceptions that you have about yourself. The survey will only take about 20 minutes to complete; however, the project is a two part series. During the week of November 1, 1993 I will return to your class so that you may complete the second part of the project.

Please be advised that all survey responses will be kept confidential, however you do need to write your name on the answer sheet for purposes of the coding system. The answer sheet have been coded only for the purposes of inventory. Your name will be removed when the information is put into the computer to assure you of anonymity.

The data collected from this survey will be used for a dissertation. The studies procedure has been approved by the Purdue and Iowa State University committees on Use of Human Subjects in Research. If you are interested in receiving a summary of the results, results will be available upon request. For copies of the results please contact me at (919) 282-2393.

Thank you for your time, participation and assistance.

Sincerely,

Carmen Tillery
Academic Counselor
October 7, 1993

Dr. Kathryn Linden, Professor Educational Studies
Liberal Arts and Education Bldg.
Purdue University
West Lafayette, IN 47906

Dear Dr. Linden:

Enclosed, is a list of students who participated in the first part of the Self-Esteem project, on August 26th and 27th, 1993. The second part of the project is scheduled for November 4th and 5th, 1993. Shortly after that time, I will forward you a new list of students who completed the entire project. I thought it would be helpful for the Ed. Psy 230 instructors to know which students are likely to receive credit for the research project, in advance.

Also, because there will be no sign up sheets posted, for the post test (based on the pre-test participants), I felt that dates, times, and locations would be helpful for students who are scheduled to complete the project in November. The times are as follows:

Thursday November 4th, 1993 at 3:30, 4:00 or 4:30 p.m., room 117, University Hall, and Friday November 5th, 1993 at 3:30 or 4:00 p.m., Bldg 212, LAEB.

Please make as many copies, of the list, as you would like. For additional information, you may contact me at (919) 534-7583, weekdays or (919) 282-2392 evenings and weekends. Thank you again, for allowing me the opportunity to conduct this research.

Sincerely,

Carmen Tillery

CC:
Stacey Pritchett
Dear NAME,

Attached is a list of students enrolled in your EDPS 100 class section, Fall semester. I have placed a check mark by the student's names who participated in the first part of the self-esteem project, during the first class period. Hopefully, these students will be available to complete the project. The second part of the project will be administered on Wednesday, November 3, 1993, during the last fifteen minutes of the class period, (approximately TIME.).

Please include this into your class schedule. Also, inform Mike Morrow if this creates a problem for you.

See you then,

Carmen Tillery
REMINDER

October 14, 1993

Dear Student,

You are scheduled to complete the second part of the self-esteem project, for your Ed Psy 230 course on:

Thursday, November 4, 1993 at 3:30 pm, Room B117, University Hall

See you there!!
Self-Esteem Experiment
SECONDARY EDUCATION MAJORS ONLY

This experiment involves completing a questionnaire regarding self-esteem. The survey will only take about 20 minutes to complete; however, IT IS A 2 PART EXPERIMENT. You will be required to complete the second part of the project on NOVEMBER 4 OR 5, 1993. YOU CANNOT PARTICIPATE IN THIS EXPERIMENT IF YOU HAVE TAKEN EDPS 100. If you have any questions please call 494-6874.

Date: Thursday, August 26
Place: University, Room 117
Time: 3:30

Please print: Name

Section # Phone

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
Self-Esteem Experiment

Sign Up Sheet for Second Part of Project

Please Print your name, phone number and campus address (so that I may send you a reminder). FROM THE DATES BELOW, SELECT A DATE AND TIME to complete the second part of the project. WRITE DOWN THE DATE, TIME AND PLACE in your Mortar Board or schedule.

Dates to select from:
Thursday, November 4, 93    Friday, November 5, 93
at 3:30, 4:00 or 4:30 p.m.    at 3:30 or 4:00 p.m.
Place: Room 117 University B212 LAEB

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone/Campus Address</th>
<th>Selected Date/Time</th>
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