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EFFECT OF REGULARLY SCHEDULED CLASS MEETINGS
ON THE SELF CONCEPT OF
EMOTIONALLY DISTURBED ADOLESCENT MALES

by

NOLA R. WHIRLOW, B.A.

RESEARCH PROJECT REPORT

Presented to the Graduate Faculty of Education

The University of Texas of the Permian Basin

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of Requirements

for the degree of

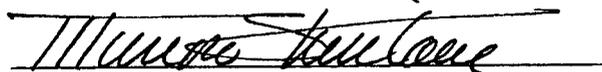
MASTER OF ARTS

THE UNIVERSITY OF TEXAS OF THE PERMIAN BASIN

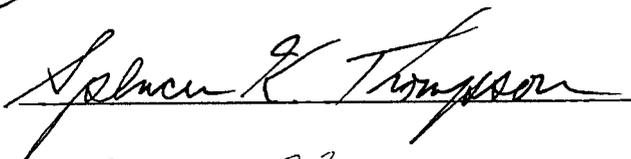
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EFFECT OF REGULARLY SCHEDULED CLASS MEETINGS
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EMOTIONALLY DISTURBED ADOLESCENT MALES

APPROVED BY SUPERVISORY COMMITTEE:


Chairman


Graduate Faculty Representative





Abstract

The effect of regularly scheduled class meetings on the self concept and academic performance of emotionally disturbed adolescent males was investigated. Twelve boys, ranging in age from twelve to fifteen participated in the study. The Tennessee Self Concept Scale was administered to the subjects in the control group (n=6) and the experimental group (n=6) at the beginning and again at the end of a six month treatment period. During the treatment period, the experimental group participated in bi-weekly class meetings held for the following purposes: 1) to compliment each other, 2) to help each other, 3) to solve problems, and 4) to plan events (Nelsen, 1987). The subjects in the control group did not participate in class meetings. Scores obtained by each subject on midterm and final exams in English were compared to determine change in academic performance. Results indicated no significant change in self concept or academic performance ($p > .05$). However, when comparing the total decrease in the scores of the control group with the total increase in the scores of the experimental group on English exams, a significant difference was found ($p < .01$). Minutes were recorded during all class

meetings. Positive changes such as an increase in self control, cooperation and enthusiasm were noted by the investigator.