

## DOCUMENT RESUME

ED 461 071

CG 031 502

AUTHOR Brooks, Megan M.; Burns, Michaelleen R.; Murdock, Tamera B.  
TITLE Values as a Mediator of Contextual Sources of School  
Self-Esteem.  
PUB DATE 2000-08-00  
NOTE 8p.; Paper presented at the Annual Meeting of the American  
Psychological Association (108th, Washington, DC, August  
4-8, 2000).  
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)  
EDRS PRICE MF01/PC01 Plus Postage.  
DESCRIPTORS \*Academic Achievement; Expectation; Middle School Students;  
Middle Schools; Parent Child Relationship; Peer Influence;  
Peer Relationship; \*Role of Education; \*Self Esteem; Self  
Motivation; Student Surveys; Teacher Influence; Values

## ABSTRACT

Recent studies have shown that school self-esteem is one of the greatest contributors to overall self-esteem among adolescents in grades 7-12. Research suggests that middle schools play a significant role in the development and socialization of early adolescents. The first purpose of this study was to examine the relations between school self-esteem, intrinsic valuing of education, and students' academic achievement as measured by GPA. During adolescence, parents, teachers, and peers are widely recognized as the primary groups that impact these school-related values and behaviors. Adolescents often internalize the values that are communicated both directly and indirectly by significant others. However, few studies have explored the relations between these contextual influences and students' values related to education. A second aim of this study was to investigate the relationships between values communicated by parents, teachers, and peers and students' own intrinsic value of education. Results of this study indicate that intrinsic value of education mediates the relationship between parental expectations, teacher respect, peer academic support and school self-esteem for middle school students. Further, the internalization of these values directly influences a student's overall feelings of worth in regards to school. (Contains 11 references.) (JDM)

Values as a Mediator of Contextual Sources of School Self-Esteem

Megan M. Brooks

Michaelleen R. Burns

Tamera B. Murdock

University of Missouri-Kansas City

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND  
DISSEMINATE THIS MATERIAL HAS  
BEEN GRANTED BY

*M. B. BOUCH*

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)

## Values as a Mediator of Contextual Sources of School Self-Esteem

Recent studies have shown that school self-esteem is one of the greatest contributors to overall self-esteem among adolescents in grades seven thru twelve (DuBois, Felner, Brand, Phillips, & Lease, 1996). Research suggests that middle schools play a significant role in the development and socialization of early adolescents (Roeser, Midgley, & Urdan, 1996). Therefore, it seems important to understand what comprises the school self-esteem of adolescents. In recent years, researchers have suggested that self-esteem is based not only on one's perceived competence in a domain (self-concept), but also on the values or standards used to evaluate self-descriptions (DuBois et al., 1996). Thus, a student might be average in math, but meeting his/her own standards, he/she has high math self-esteem. Conversely, a student with low math self-esteem may get "A's" yet not feel he/she is living up to his/her expectations. Thus, this suggests that students who have poor performance but see little value in education should suffer less declines in their school self-esteem as compared to students with poor performance who highly value education. Therefore, the first purpose of this study is to examine the relations between school self-esteem, intrinsic valuing of education, and students' academic achievement as measured by GPA.

During adolescence, parents, teachers, and peers are widely recognized as the primary groups that impact these school-related values and behaviors (e.g., Deci & Ryan, 1991; Murdock, Anderman & Hodge, in press; Ryan & Stiller, 1991; Steinberg, Lamborn, Dornbusch, & Darling, 1992; Wentzel, 1998). Adolescents often internalize the values that are communicated both directly and indirectly by significant others (Ryan & Stiller, 1991). However, few studies have explored the relations between these

contextual influences and student's values related to education. It was hypothesized that the values of others indirectly affect school self-esteem through their relationship to students' own values. Thus, a second aim of this study was to investigate the relationships between values communicated by parents, teachers, and peers and students' own intrinsic value of education.

## Method

### Participants

The sample for this study included approximately 549 7th and 8th grade students from a public semi-urban middle school in a midwestern city (278 females and 271 males). Students voluntarily participated in data collection as part of a larger study of the school's contextual environment during the Spring of 1999.

### Measures

Demographic Data. District data files were used to obtain information regarding students' grades. Grades represent the average GPA of students' first-semester performance across five major subject areas: math, reading, English, social studies, and science.

Peer Academic Support. Peer academic support was measured by 11 items that assessed both affective and behavioral academic support (Murdock 1994; 1999). Reliability was adequate for this measure ( $\alpha = .76$ ).

Parental Academic Support. Modified versions of the parental encouragement subscale developed by Steinberg (1992) was utilized to measure parental academic support. The parental encouragement subscale consists of 7 items in which students

report on the degree to which their parents convey the need to do well in school, explicitly and implicitly ( $\alpha = .81$ ).

Teacher Respect. The 7 items on this scale developed by the third author were designed to examine student perceptions of teachers' level of regard or concern for them in the academic setting. This scale has been used with middle-school populations and has demonstrated adequate reliability ( $\alpha = .81$ )

Intrinsic Value of Education. Intrinsic value of education was measured using a 5 item scale developed by Pintrich & De Groot (1990) as part of the Motivated Strategies for Learning Questionnaire (MSLQ). The scale has demonstrated adequate reliability evidence with this age group ( $\alpha = .75$ ).

School Self-Esteem. The Self-Esteem Questionnaire (SEQ; DuBois et al., 1996) was used to assess the self-esteem of adolescents. The SEQ consists of 42 items and yields scores for self-evaluations relating to five different domains (peer relations [8 items], school [8 items], family [8 items], physical appearance [4 items] and sports/athletics [6 items]), as well as global self-esteem (8 items). For the present study, scores for only the school subscale will be utilized ( $\alpha = .80$ ).

## Results

Moderately positive correlations between all variables were found. A multiple regression analysis was conducted to examine the relationship between teacher respect, parental expectations, peer academic support and intrinsic value of education. The three variables were entered concurrently. Overall, the 3 predictors accounted for 28.8% of the variance in intrinsic value of education. Parental expectations ( $\beta = .115$ ;  $p < .01$ ), teacher

respect ( $\beta = .359$ ;  $p < .001$ ), and peer academic support ( $\beta = .235$ ;  $p < .001$ ) were all significant predictors of intrinsic value of education respectively.

Further analysis investigated whether the relationships between GPA, intrinsic value of education and school self-esteem. Both variables were entered concurrently into the regression along with the interaction of GPA and intrinsic value of education. The three variables explained 22.3% of the variance in school self-esteem. GPA ( $\beta = .388$ ;  $p < .001$ ) and intrinsic value of education ( $\beta = .193$ ;  $p < .01$ ) were both unique predictors of school self-esteem however, the interaction term was not significant.

On the basis of these analyses, both hypothesis were supported. Parental expectations, teacher respect, and peer academic support significantly influenced students' intrinsic value of education. Results also demonstrated support for mediation of the relationship between these three variables and school self-esteem by intrinsic value of education. In addition, GPA significantly contributed to the explanation of school self-esteem.

## Discussion

Results of the present study indicate that intrinsic value of education mediates the relationship between parental expectations, teacher respect, peer academic support and school self-esteem for middle school students. The findings of this investigation suggest that these three external sources clearly impact the value that student's place on educational endeavors. Further, the internalization of these values directly influence a student's overall feelings of worth in regards to school. Educational settings may benefit from further investigation of the effect of values on school-related behaviors (e.g. GPA and academic effort) and self beliefs (e.g. self-concept and self-esteem).

## References

Deci, E. L., & Ryan, R. M. (1991) A motivational approach to self: Integration in personality. In R. Dienstbier (Ed.), Nebraska Symposium on Motivation: Vol. 3 Perspectives on motivation (pp. 237-288). Lincoln, NE: University of Nebraska Press.

DuBois, D. L., Felner, R. D., Brand, S., Phillips, R. S. C., & Lease, A. M. (1996). Early adolescent self-esteem: A developmental-ecological framework and assessment strategy. Journal of Research on Adolescence, *6*, 543-579.

Goodenow, C. (1993). Classroom belonging and early adolescent students: Relationships to motivation and achievement. Journal of Early Adolescence, *13*, 21-43.

Murdock, T. B. (1994). Understanding alienation: Towards an ecological perspectives on human motivation. Unpublished doctoral dissertation, University of Delaware, Newark.

Murdock, T.B. (1999). The social context of risk: Social and motivational predictors of alienation in middle school. Journal of Educational Psychology, *91*, 63-84.

Murdock, T.B. , Anderman, L.H., & Hodge, S.A. (in press). Middle-grade predictors of students' motivation and behavior in high school. Journal of Adolescent Research.

Pintrich, P. R., & De Groot, E. V. (1990). Motivational and self-regulated learning components of classroom academic performance. Journal of Educational Psychology, *82*, 33-40.

Roeser, R. W., Midgley, C., & Urdan, T. C. (1996). Perceptions of the school psychological environment and early adolescents' psychological and behavioral

functioning in school: The mediating role of goals and belonging. Journal of Educational Psychology, 88, 408-422.

Ryan, R. M., & Stiller, J. D. (1994). Representations of relationships to teachers, parents, and friends as predictors of academic motivation and self-esteem. Journal of Early Adolescence, 14, 226-240.

Steinberg, L., Lamborn, S. D., Dornbusch, S. S., & Darling, N. (1992). Impact of parenting practices on adolescent achievement: Authoritative parenting, school involvement, and encouragement to succeed. Child Development, 63, 1266-1281.

Wentzel, K. R. (1998). Social relationships and motivation in middle school: The role of parents, teachers, and peers. Journal of Educational Psychology, 90, 202-209.





U.S. Department of Education  
Office of Educational Research and Improvement (OERI)  
National Library of Education (NLE)  
Educational Resources Information Center (ERIC)



# REPRODUCTION RELEASE

(Specific Document)

## I. DOCUMENT IDENTIFICATION:

Title: <i>Values as a Mediator of Contextual Sources of School Self-Esteem</i>	
Author(s): <i>Brooks, Megan M., Burns, Michaelleen R., &amp; Murdock, Tamecia B.</i>	
Corporate Source: <i>University of Missouri - Kansas City</i>	Publication Date: <i>August, 2000</i> <i>↳ APA Conference</i>

## II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

*Sample*

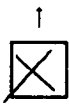
\_\_\_\_\_

\_\_\_\_\_

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

**1**

Level 1



Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

*Sample*

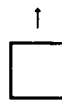
\_\_\_\_\_

\_\_\_\_\_

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

**2A**

Level 2A



Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

*Sample*

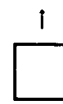
\_\_\_\_\_

\_\_\_\_\_

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

**2B**

Level 2B



Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature: <i>Megan (Brooks) Bolch</i>	Printed Name/Position/Title: <i>Megan (Brooks) Bolch</i>		
Organization/Address: <i>UMKC Home Address - 7707 Jarboe</i>	Telephone: <i>(816) 313-3657</i>	FAX:	Date: <i>1/28/02</i>
		E-mail Address: <i>brooks-meg@hotmail.com</i>	

*Kansas City, APA 2000*

(over)

### III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

### IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

### V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

University of North Carolina at Greensboro  
ERIC/CASS  
201 Ferguson Building  
PO Box 26171  
Greensboro, NC 27402-6171

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

**ERIC Processing and Reference Facility**  
4483-A Forbes Boulevard  
Lanham, Maryland 20706

Telephone: 301-552-4200

Toll Free: 800-799-3742

FAX: 301-552-4700

e-mail: [ericfac@inet.ed.gov](mailto:ericfac@inet.ed.gov)

WWW: <http://ericfac.piccard.csc.com>