

An Examination of the Self-Esteem of Street Children, as Measured by the CFSEI-3.

by

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ABSTRACT

It is estimated there are tens of millions of street children throughout the world. Existing literature has identified the conditions street children live in; and additional research has shown how these conditions typically affect the self-esteem of children. There is also ample research to support self-esteem as a critical component to a healthy childhood development. Existing research suggests that street children should have a low self-esteem, however data has not yet been collected to examine if this is true. Existing literature has also not yet explored how the self-esteem of street children is a necessary component to economic development. Based on Amartya Sen's development theory of capabilities, damaged self-esteem in street children could be considered a hindrance to development.

This paper will examine how the self-esteem of street children is important to overall economic development. To understand if the self-esteem of street children are affected how existing literature suggests, this research examines the self-esteem of street children (n=22) in the Philippines using the Culture Free Self-Esteem Inventories 3 tool, which quantifies self-esteem levels with the Global Self-Esteem Quotient (GSEQ). In comparison to the GSEQ standardized scale, almost all street children surveyed scored below average or lower. The mean GSEQ score for the street children in Manila was below average.

TABLE OF CONTENTS

	Page
LIST OF TABLES	iii
CHAPTER	
1 INTRODUCTION	1
Problem Statement	1
Background and Significance	1
2 LITERATURE REVIEW	7
Literature Review	7
Theory	12
Hypothesis	13
3 METHODOLOGY	14
4 DATA ANALYSIS AND RESULTS	18
5 CONCLUSION	22
REFERENCES.....	26
APPENDIX	
A STREET CHILDREN SELF-ESTEEM BUILDING PROGRAM EXAMPLE	28
B CULTURE FREE SELF-ESTEEM INVENTORY, 3 RD EDITION QUESTIONNAIRE	37
C VERBAL ASSENT SCRIPT	40

LIST OF TABLES

Table	Page
1. Descriptive Ratings for the Standard GSEQ Scores	15
2. Descriptive Statistics of Data Group One	18
3. Data Group One GSEQ Scores Bar Graph	19
4. Results from Independent T-Test.....	20
5. Descriptive Ratings for the Standard GSEQ Scores	21

CHAPTER 1

INTRODUCTION

Problem Statement

It is estimated there are tens of millions of street children throughout the world. Existing literature has identified the conditions street children live in; additional research has shown how these conditions typically affect the self-esteem of children, which has been shown to be a critical component of healthy psychological development. Under the capabilities approach to economic development, which identifies the importance of individuals' wellbeing to economic prosperity, damaged self-esteem should be considered not only a result of poverty, but also a factor of poverty. Existing research has not yet inventoried the self-esteem levels of street children, to understand if this demographic of children are in need of resources to help rebuild self-esteem, which would further development.

Background and Significance

Development is complex. It can be defined as the comprehensive advancement and growth of the overall wellbeing of a country, both in economic and socio-economic terms. The overall wellbeing of a society should be considered a state of being that incorporates a societies access to education, healthcare, civil rights, opportunities and basic human needs (food, water and shelter). This framework of development can be further expanded upon by the work of economist Amartya Sen.

Sen focused his theory of development on end results, the outcomes that create meaning and make development important. For Sen, development was "a process of expanding the real freedoms that people enjoy" (Sen, 1999). Included in the expansion of freedoms was the freedom to not only satisfy basic human needs, but also have access to opportunities that allow an individual to choose how to live. Lack of freedoms is considered a direct tie to poverty, and to attain development, the sources of 'unfreedoms' have to be removed.

Sen's capability approach focuses directly on the quality of life that individuals are able to achieve and what opportunities are available for community members. An opportunity is only

valuable to an individual if it is meaningful and attainable. "The purpose of development is to improve human lives by expanding the range of things that a person can be and do, such as to be healthy and well nourished, to be knowledgeable, and to participate in community life". (Sen, 1999 and Fukuda-Parr, 2003). It is uncontested that physical health is important to a high quality of life, it provides access other freedoms and allows individuals to attain opportunities they value. Sen draws attention to the need for individuals to be able to access healthcare and lead a healthy life, as a basic life freedom. It should be considered equally important for an individual to have the freedom to live a psychologically healthy life, and have access to resources that provide psychological care. Not only does psychological health impact physical health, it can also impeded individuals opportunities to choose how to live.

In the context of street children, damaged self-esteem should be considered an unfreedom that restricts the opportunity for children to lead a healthy childhood with a prospective, prosperous future. Research shows positive self-esteem is critical to a healthy childhood development; it protects children and adolescents from mental distress and despondency, and enables them to cope adequately with difficult and stressful life situations. Existing research also shows low self-esteem leads to poor physical and mental health, along with poor economic prospects and many other adverse consequences. Low self-esteem is a lack of freedom because it interferes with street children's opportunities to choose how to live, it makes it difficult for them to cope with difficult situations they face and it lessens their chance of attaining other freedoms.

If street children do suffer from low self-esteem, it could be a barrier for them to reintegrate into being a productive member of society. It could impede on opportunities to achieve potential or feasible capabilities. If street children have low self-esteem, and resources are administered to rebuild this self-esteem, research suggests that children will have an increased likelihood of leading a healthy and happy life, and contributing to the economy.

Collecting accurate statistics about street children is difficult, but conservative figures from the United Nations estimate tens of millions of youth live on streets throughout the world (UNICEF, 2012). For the purpose of this paper, a street child will be classified as a child that has

been detached from the family unit and resides on the street or in an orphanage specifically founded to house children that have been living on the street. These children are typically driven out of the home due to extreme poverty and repeated abuse. Many boast of freedom on the street, but the reality is they are openly vulnerable to more abuse, prostitution and lack of basic human needs. In many cities, street children have also been targets for execution by vigilantly or police groups ("Letter to the," 2009); these groups of men will hunt street children at night, they boast of cleansing their city of vermin. Figures on the number of street children who have been abused vary, but many sources estimate 90% of these children have experienced some form of abuse (UNICEF, 2012). Some community leaders do not recognize street children as part of society, and offer no resources for these children in need.

Though street children exist in countries throughout the world, both in the developing world and western states, the population of street children varies greatly between countries. It is common to see a significant increase in the number of children living on the streets in countries that are still developing and have a large portion of the population living at or below the poverty line. This research paper will examine street children in the Philippines. This country was chosen because it has a high density of children living on the street and the country's economical conditions are similar to other countries with high populations of street children. Since self-esteem is culturally biased, the applicability of this research to street children or other countries will be limited, but will be a step forward in understanding how common experiences impact the self-esteem of street children.

The Philippines has one of the highest recorded populations of children living on the street, approximately 246,011 (Council for the Welfare of Children, 2012). In Manila, it is estimated there are 50,000-70,000 street children (Anderson, 2014). A large portion of the Filipino population is deeply impoverished. According to the Filipino government, one in four live on a dollar a day (France-Presse, 2011). Although the country's economy has seen growth as high as 7% in 2007 and 2010, the number of people living at or below the poverty line has increased by an average of 4.7 percent over the last decade (France-Presse, 2011). The abundant poverty has

commonly led to stressful and abusive situations that push children to run away from the home and choose a life on the street, disconnected from the family unit.

Many research studies suggest some of the common factors street children face, such as abuse, lack of familial ties and low social class, are highly associated with a low self-esteem. Though the concept of self-esteem is very culturally based, there is existing literature that explores the relevance of self-esteem across cultures. Previous research studies have shown that self-esteem is an applicable and relevant concept in the Philippines; the self-esteem of Filipino adolescents and college students has been studied, analyzed and compared to other cultures. Findings in research studies within the Philippines complement findings from research studies in Western states.

Studies in the United States have shown there is a small but significant relationship between social economic status and self-esteem; those with a higher social economic status report a higher self-esteem (Twenge, 2002). In the Philippines, research has shown a significant association between social-class and self-esteem among Manila adolescents; students with a higher social-class reported a higher self-esteem (Watkins, 1979).

Existing literature has found the Philippines to be a collective culture, with an emphasis on close family relationships and dependency, social acceptance, and group identity. One research study showed that Filipino college freshmen reflected a higher self-esteem when they reported superior family inter-relationships (Watkins, 1979).

Lack of self-esteem has shown to be a barrier for an individual to be a productive member of society. In comparison to those with high self-esteem, low self-esteem during childhood and adolescence has shown to be a predictor of “poorer mental and physical health, worse economic prospects, and higher levels of criminal behavior during adulthood” (Trzesniewski, 2006). Research has identified a relationship between low self-esteem and depression, aggression, delinquency and abuse (Donnellan, 2005 and Orth, 2014). If the street children in Manila show low or damaged self-esteem, this portion of the population could be barred from becoming productive participants in society. In a country that is still developing and in

need of economic stimulation, it would be disadvantageous for a percentage of the future generation to be ill equipped to contribute to the achievement of economic prosperity.

In addition to street children facing potential obstacles to become a productive contributor to society, they could be at risk of being highly susceptible to continuing cyclical-abusive patterns in future generations. Individuals who are more prone to violence share certain common characteristics, including witnessing violence during childhood, low self-esteem, and little social or familial support (Miller, 1998). Research shows early intervention in the form of counseling and self-esteem building services can be highly effective in changing this pattern (Oates, 1985, and Miller, 1998). If street children do have a low self-esteem, early administration of resources could be effective in curbing future patterns of abuse.

There are several instruments to measure self-esteem. This research will use a tool known as the Culture Free Self Esteem Inventories Third Edition (CFSEI-3). The CFSEI-3 was created as a standardized, non-biased measurement tool to quantify the self-esteem of children. The instrument uses a measurement called the Global Self-Esteem Quotient (GSEQ), which assigns a numerical value to a child's self-esteem. Recorded GSEQs can be compared to a standardized range for normal self-esteem.

Existing literature suggests street children in Manila should have low self-esteem; however much of the research that has been done with Filipino adolescent self-esteem, which identified family relationships and social class significantly impacted self-esteem, was done over thirty years ago. It is possible that technology proliferation has allowed Western culture to have a greater influence in the Philippines in recent years, and therefore adolescents could have started to adopt a more individualistic culture. The strong familial ties and group identity that previous research has shown to impact the self-esteem of Filipino adolescents, could be losing importance as exposure to Western ideals influence youth. If this is true, it's possible street children's self-esteem is not negatively impacted by the lack of strong family bonds.

The idea of technology proliferation increasing the Western influence in the Philippines could also have adverse affects on street children's self-esteem. Instead of identifying with peers in the same socio-economic conditions as themselves, and the greater population that lives in

poverty in Manila, street children could be more aware of the Western luxuries and life-style that they do not have. This could intensify the negative impact low social-class has on self-esteem.

This research paper will not investigate how individual factors affect self-esteem of street children, nor will it identify how much the self-esteem of street children is influenced by specific factors. The purpose of this research paper is to identify if street children in Manila have lower self-esteem than a standardized norm, as existing literature suggests. By doing so, this research paper will identify if low self-esteem is an unfreedom for street children in Manila.

By identifying if street children in Manila have low self-esteem, resources can be appropriately developed and more efficiently administered. While there is several freedoms street children lack, resources to help rebuild self-esteem have the potential to be created cost efficiently and have a great impact. Existing literature has shown that self-esteem is a critical component to a healthy development, and it is an important aspect to not be overlooked when allocating resources. By expanding this freedom, not only can current street children be reintegrated into society, but also future generations can have an increased chance for a better quality of life.

CHAPTER 2

LITERATURE REVIEW

Literature Review

The concept of development is a comprehensive study focused on the betterment the overall wellbeing of a country. There are many schools of thought within developmental economics that explore the conditions and factors involved within the growth and improvement of an economy. At the origination of developmental economics, the underlying deficiencies of underdeveloped countries were thought to be purely economical. Improvements in socio-economic conditions were not addressed as factors in attaining growth within the economy, but were instead seen as an ending result. Original theories were derived from the economic progress of western countries and the increase in quality of life that followed. It was believed that if a country could attain economic growth, the improvement of living standards in that country would follow.

As the understanding of development was furthered, development theories evolved to include socio-economic variables as factors that could spur improvements in economic conditions. Economist Amartya Sen put socio-economic factors at the forefront of his development theory. Sen argues that the overall promotion of an improved wellbeing is the ultimate goal of developmental progress, and development should be continually characterized as the achievement of freedoms; “the purpose of development is to improve human lives by expanding the range of things that a person can be and do, such as to be healthy and well nourished, to be knowledgeable, and to participate in community life”. (Sen, 1999 and Fukuda-Parr, 2003). Sen’s theory of freedoms has become the basis for much of the conceptual framework around current development policies and approaches. For example, the Human Development Reports, published by the United Nations Development Program, consulted Sen’s theory of freedoms to create their development paradigm to analyze development challenges and policies (Fukuda-Parr, 2003). This research is formed under the framework of Sen’s theory of development through freedoms.

There are two factors that comprise Sen's development theory, capabilities (freedoms) and functionings. Capabilities are defined as opportunities available for a person to choose; functionings are what a person may value doing or being. Development is attained when a person has the opportunity (a capability) to choose to do or be something that is valued (a functioning), in other words, an individual's freedoms are expanded. Included in the expansion of freedoms are the freedoms to satisfy basic human needs, access healthcare, be educated and have effective public institutions, etc.

This research looks at the self-esteem of street children under the conceptual framework of Sen's capabilities approach. Existing research suggests that street children should have a low self-esteem, and, since existing research shows low self-esteem negatively impacts children, this paper argues damaged self-esteem is a lack of a freedom, or an unfreedom. Low self-esteem hinders the capabilities' of street children; existing data shows self-esteem has a number of negative consequences that affect physical health, happiness and individual economic prosperity. This research paper identifies the psychological health of street children as an important capability, and therefore a factor to economic development.

The concept of self-esteem has been comprehensively researched and debated. It is considered one of the most important and examined psychological and sociological variables (Twenge, 2002). While the notion of self-esteem has been heavily documented, the self-esteem of and information on street children has not. Statistics for this demographic are very hard to gather, as the children are often nomadic and frequently not recognized as part of society. One of the most reliable sources of information on street children is the large international non-governmental organization UNICEF, which has access to several resources to document information about the world's children. Other available resources include local agencies working with street children and advocate or charitable groups. UNICEF, the Philippine Council for the Welfare of Children and the World Bank are able to provide quantitative data and reports on the Philippines conditions for children, population statistics and poverty levels. Local agencies and advocate or charitable groups often document individual stories and help to record experiences of street children, including abuse, prostitution and substance addiction.

UNICEF estimates tens of millions of children are living and working on the streets throughout the world, and this number is growing (UNICEF, 2012). The UNICEF figure is relatively conservative, as other sources have estimated as many as 100 million children on the street. In the Philippines, approximately 246,011 children live and work on the streets, 50,000-70,000 of these children reside in the Manila metro area ("Country comparison," 2012, Council for the Welfare of Children, 2012, and Anderson, 2014). Multiple sources estimate 90% of children orphaned by poverty have experienced some form of abuse (UNICEF, 2012 and Huang, 2008). This includes mental, physical and sexual abuse. The frequency of abuse, paired with the extreme levels of poverty, drive children out of the home and onto street because there are often no other alternatives. In addition to experiencing abuse in the home, this demographic of children frequently experience abuse on the street, as they are targets for execution or beatings by vigilantly and police groups 'cleansing' their city (UNICEF, 2012, Huang, 2008, and "Letter to the," 2009). Street children are also often sexually harassed and exploited (Huang, 2008, and "Letter to the," 2009).

Several authors have contended experiencing mental, physical or sexual abuse can be very damaging to a child or adolescent's self-esteem. A study comparing physically abused children with non-abused children found the children who experienced abuse reported more depressive symptoms, heightened externality, lower self-esteem, and greater hopelessness about the future (Allen, 1989). The results of this study were in agreement with a previous study that found physically abused children to have significantly lower self-esteem and greater depression than non-abused children (Kazdin, 1985). In a review of existing research on sexually abused children, evidence showed sexually abused children have poorer self-esteem than non-abused children (Kendall-Tacket, 1993).

While research has created a clear link between damaged self-esteem and abuse, the relationship between poverty and low self-esteem is more controversial. Several studies have found conflicting evidence to support a relationship between low socio-economic status and low self-esteem (Twenge, 2002). One recent study conducted to eliminate the confusion between poverty and self-esteem showed a small but statistically significant positive relationship between

socioeconomic status and self-esteem (Twenge, 2002). In the Philippines, multiple research studies have shown a link between low self-esteem and low social-class (Watkins, 1979 and Youngblood, 1978). Students who reported higher self-esteem levels had a higher proportion of better-educated parents and high occupational status family heads (Watkins, 1979). Existing research suggests there is a stronger tie between social class and self-esteem in the Philippines than in America. In addition, UNICEF reported in a study conducted to examine the social determinants of health, being seen as underprivileged was frequently cited as a cause of mental distress. Children living in urban poverty experience levels of depression and distress higher than the urban average (UNICEF, 2012).

In addition to exploring experiences that damage self-esteem, researchers have linked low self-esteem to negative behavior and poor mental health. Three separate studies concluded there was a strong negative correlation between self-esteem and both aggressive behavior and delinquency (Donnellan, 2005). It is well documented self-esteem is related to depression, and there is robust support low self-esteem contributes to depression (Orth, 2014). Additionally, researchers have shown depression negatively impacts development and ability to maintain healthy relationships (Bhatia, 2007). Not only does low self-esteem negatively impact mental health, but research has also tied it to having poorer physical health (Trzesniewski, 2006).

Low self-esteem has been shown to lead to long-term adverse outcomes as well. First, some researchers agree individuals who've experience abuse are more likely to become abusers in the future. In a study of abusive mothers, low self-esteem was a common characteristic among abusive parents. Conversely, other studies have shown no correlation between low self-esteem and abusive parents (Lawson, 1989). Alternative studies show individuals prone to violence do share certain common characteristics, including witnessing violence during childhood, low self-esteem, and little social or familial support (Miller, 1998). Secondly, existing data has shown adolescents with low self-esteem had worse economic prospects and higher levels of criminal behavior during adulthood, compared with adolescents with high self-esteem (Trzesniewski, 2006). Complimentary to this, existing literature shows positive self-esteem protects children and

adolescents from mental distress and despondency, and enables them to cope adequately with difficult and stressful life situations (Oates, 1985).

The concept of self-esteem is culturally based. Not only does the meaning of the concept itself vary between cultures, the factors that shape and influence self-perception vary. This research paper will rely on existing literature to ensure the concept of self-esteem is relevant and appropriate in the Philippines.

Existing research studies have concluded the Philippines has a collective culture, with importance on social acceptance and close family relationships; the Filipino self-esteem is seen as fundamentally social (Watkins, 1979 and Gutherie, 1968). Contrary to Western states, research has shown that Filipinos self-concept is organized by a need to get along with and be accepted by others (Gutherie, 1968); however, similar to Western states, Filipinos draw on trait characteristics to describe themselves and others (Church, 2000). Previous research has shown that Filipinos draw on trait characteristics, over social roles, in a similar proportion as American counterparts, which suggests that the self-concepts of Filipinos, in a collective culture, are as traited as those belonging to an individualistic culture (Watkins, 1980). This research suggests, though there are strong cultural differences between Western states and the Philippines, there are also similarities between how individuals from different cultures construct self-concepts.

Existing literature has also shown similarities between how various factors impact the self-esteem of adolescents in the Philippines and adolescents in Western states. Watkins and Astilla showed that, similar to findings in research studies within the United States, adolescents in Manila, Philippines had a lower self-esteem when they reported low familial ties, compared to students who reported superior inter-family relationships (Watkins, 1980). An alternative research study conducted by Watkins and Astilla showed that link between self-esteem and academic performance among Manila students, was in line with American research (Watkins, 1979). Previous research studies not only show the relevance of the concept of self-esteem in the Philippines, but also suggest similarities between how self-esteem is reported in the Philippines and in Western states.

Though there are many instruments that measure self-esteem levels, the Culture Free Self Esteem Inventories Third Edition is used to quantify children's self-esteem across cultures. Though it sounds contradictory to have a "culture free" instrument measure a concept that is culturally biased, this research relied on existing literature, and the research of the developers of this tool, to hold that the tool is valid in measuring self-esteem across cultures. In an article investigating self-esteem and social comparison across two different cultures with similar demographics, the CFSEI-3 was used to measure self-esteem. The study concluded the mean overall self-esteem inventory scores in the two communities were not significantly different from each other, supporting that the CFSEI-3 is valid across cultures (Guest, 2007).

A measurement instrument is "considered to be unbiased if all individuals having the same underlying intended-to-be-measured unidimensional ability have an equal probability of answering an item correctly, regardless of group membership" (Ackerman, 1992). The CFSEI-3 controls bias by including targeted demographic groups in the normative sample, comparing specific reliability and validity information for targeted groups and investigating bias relevant to culturally diverse demographic groups. In an analysis of the CFSEI-3 bias, results provided convincing evidence the CFSEI-3 contains little or no bias in regard to gender, race and ethnicity (Battle, 2002). This research will assume the validity of the CFSEI-3 as a culture-free instrument able to inventory self-esteem levels across cultures. In doing so, this research will assume any significant differences in the GSEQ's of the test group are not a function of cultural variances.

Theory

Street children do have a lower self-esteem, as suggested by existing literature. Street children in Manila do not have special characteristics that keep them from being negatively impacted by their experiences; the results of their self-esteem inventories will be consistent with what existing literature suggests. Based on how existing data suggests low self-esteem affects the development of a child, low self-esteem is an unfreedom. As an unfreedom, low self-esteem of street children is not just a result of poverty, but a factor contributing to poverty.

Hypothesis

This paper hypothesizes that the Global Self-Esteem Quotient of children orphaned in Manila will be below average or lower than the Global Self-Esteem Quotient of the CFSEI-3 standardized, non-biased norm.

CHAPTER 3

METHODOLOGY

This research examined how the poverty and abuse street children face influence self-esteem. To do so, a survey was administered through a personal interview in the field. The Culture Free Self-Esteem Inventories third edition (CFSEI-3) was used to measure the self-esteem in a group of street children from Manila.

The CFSEI-3 was created as a non-biased measurement instrument to quantify the self-esteem of children. It can be used to identify children and adolescents in need of psychological assistance due to self-esteem problems, assess therapeutic progress, and evaluate post-therapy effects. The original Culture Free Self Esteem Inventory was developed to address a need for a reliable and valid measurement tool to assess self-esteem. Examiners use the standardized inventory to collect consistent data that is not influenced by examiner bias. The third edition of the CFSEI is an updated version that reflects the advances in theories surrounding self-esteem. The CFSEI-3 is founded on the concept of global self-esteem, which is based on the premise self-esteem is an attitude toward one-self. This attitude is to begin as a global, largely positive or negative feeling during early to middle childhood (Battle, 2002).

The CFSEI-3 inventories children's self-esteem through a survey. Children are asked a series of statements that they answer 'yes' or 'no'. The questions focus on how the child feels about himself/herself and how he/she thinks others perceive him/her. Questions include "I always tell the truth", "Most boys and girls play games better than I do", "I like everyone I know", "Boys and girls like to play with me", and "I never get angry". A copy of the CFSEI-3 is included in Appendix B.

The normative sample group for the CFSEI-3 is representative of the U.S. Population relative to gender, race, socioeconomic status, language and disability status as projected by the 2000 census data (Battle, 2002). This sample group was used to create a scale of standardized scores. The numerical score of the self-esteem measured is referred to as the Global Self-Esteem Quotient (GSEQ). GSEQ's from 90-110 are considered normal and account for almost

50% of the population. Deviant GSEQs outside the normal range are considered problematic and indicate a problem. The scale of standardize scores is summarized in Table 1.

Standard Scores	Descriptive Ratings	Quotients	Percentile Included
17-20	Very High Self-Esteem	>130	2.34
15-16	High Self-Esteem	121-130	6.87
13-14	Above Average Self-Esteem	111-120	16.12
8-12	Average Self-Esteem	90-110	49.51
6-7	Below Average Self-Esteem	80-89	16.12
4-5	Low Self-Esteem	70-79	6.87
1-3	Very Low Self-Esteem	<70	2.34

Table 1

In addition to the GSEQ, the CFSEI-3 provides a Defensiveness Score. The Defensiveness Score is not a measurement of self-esteem, but is lie scale. It identifies the extent to which the child's responses are guarded and their willingness to disclose commonly acknowledged but socially unacceptable behaviors. The CFSEI-3 lists cut-off limits for the Defensive Scores based on normalized data from the sample. Defensiveness Scores at or above the recommended cut-off limit imply the child is reluctant to disclose his or her feelings and their GSEQ could be inflated.

As a "culture fair" measurement instrument, the CFSEI-3 has shown mean GSEQ scores for minority group memberships were roughly equivalent to the scores of their majority peers. The tool also holds QSEQ scores from other cultures similar to the American culture will score near their American peers. In addition to the GSEQ, the CFSEI-3 has recorded a mean standard score for subgroups that differentiate between gender, ethnicity and disability. The instrument does not provide a standard score or subgroup that reflects the influence of extreme poverty and abuse, factors faced by children living on the street. It has yet to be used to explore the influence these factors have on self-esteem. The research in this paper uses the CFSEI-3 to measure the self-esteem of street children in Manila to both identify if a subgroup is warranted due to a significant self-esteem variance, as suggested by existing literature; and create a reference for future research to further explore the role of self-esteem in the development of street children.

The country of the Philippines was selected for this study because of its high population of street children and percentage of population living in extreme poverty. This paper assumes, based on existing literature, the most commonly shared and prevalent factors faced by street children in the developing world are living in extreme poverty and experiencing abuse. Both factors are prevalent in Manila, and, therefore, this research assumes that street children in Manila, Philippines are representative of street children throughout the developing world. Since the conditions of street children in Manila are representative of street children throughout the Philippines and other countries, this research will only survey children from Manila.

Further, this research assumes that the children from the Verlanie Foundation are representative of all street children in Manila. The Verlanie Foundation is one of the most prominent organizations in metro Manila working with street children. The organization was identified for this study due to its large and diverse network of street children. The Verlanie Foundation has 12 orphanages, a community network of approximately 800 street children, and multiple branches of outreach.

All children at the Verlanie Foundation come from a background of poverty, and most have experienced abuse. Each child has been with the Foundation for a varying amount of time, from 1 month to several years. The children also range in age and gender. Potential participants in this study were identified and recruited through the Foundation. The foundation randomly chose 30 children, from multiple locations, who agreed to participate in the study.

A large portion of the children we recruited was unable to read, so no printed materials were used for recruitment. Due to parental disconnect and lack of guardianship, parental permission was not attained for this study. A verbal assent process was held at the time of the CFSEI-3 administration and all participants' assent was collected prior to starting. Many participants did not speak English, so the assent process was done in the child's native tongue, Tagalog, with the help of a social worker the child is familiar with.

Once the children in the sample group verbally assented to participation, each child was surveyed with the CFSEI-3. A licensed psychologist administered the survey individually, in a private room. A social worker assisted in translating the survey questions for children who do not

speak English. To ensure the presence of the social worker does not create bias in responses, this person was present at all surveys. Responses (simple yes-or-no answers) were answered verbally. The CFSEI-3 took approximately 15-20 minutes to administer, per child.

By administering the CFSEI-3 survey to street children in metro Manila, this research identified how the poverty, abuse and other factors street children experience influence self-esteem. The research in this paper identifies how the self-esteem of children orphaned by poverty in Manila differentiates from the CFSEI-3 norm. It provides a reference for how poverty and abuse may affect self-esteem in street children and paves the way for future research to create a self-esteem subscale for children living in extreme poverty and abuse.

CHAPTER 4

DATA ANALYSIS AND RESULTS

The purpose of this research is to examine if the self-esteem of street children is lower than a standardized norm, as existing research suggests. Self-collected data on the self-esteem levels of street children will be compared to a reference group for the standardized norm provided by the CFSEI-3 manual. Participants in the self-collected data sample ranged in age from approximately 9 to 13 years of age and had been separated from the family for varying ranges of time. The sample size was 22 children; 16 of which were female. The disproportion between female and male participants could potentially impact the data sample, however the CFSEI-3 does not have gender specific scales. The tool has gender specific subscales, but does not differentiate for gender in the GSEQ standard scores.

The reference group for the standardized norm provided by the CFSEI-3 data sample was based on a sample of 547 participants, 49% male and 51% female. The sample was comprised of participants aged 9 (n=159), 10 (n=140), 11 (n=106), and 12 (n=142). Data for the reference group was collected through the administration of the CFSEI-3, by licensed psychologists in the United States. The data sample was representative of geographic region, gender, race, rural or urban residence, ethnicity, family income, parent's education, and disability, as projected for the school-age population in the year 2000 by the US census (Battle, 2002).

To understand if the self-esteem scores of street children were lower than the standardized norm, a t-test was used to compare the mean of the group of street children to that of the standardized norm for the CFSEI-3. Descriptive statistics were run to find the mean and standard deviation for the GSEQ scores of the street children.

	N	Minimum	Maximum	Mean	Std. Deviation
GSEQ	22	61.00	108.00	80.3636	10.71068
Valid N (listwise)	22				

Figure 2

The relatively low standard deviation, 10.71068, suggests that the mean GSEQ score is representative of the self-collected data sample; the mean GSEQ score of 80.36364 is representative of the GSEQ scores of the street children surveyed. The standard deviation of self-collected data sample is smaller than the standard deviation of CFSEI-3 standardized norm. Figure 3 shows the distribution of the scores is negatively skewed, more children scored lower than the mean than higher

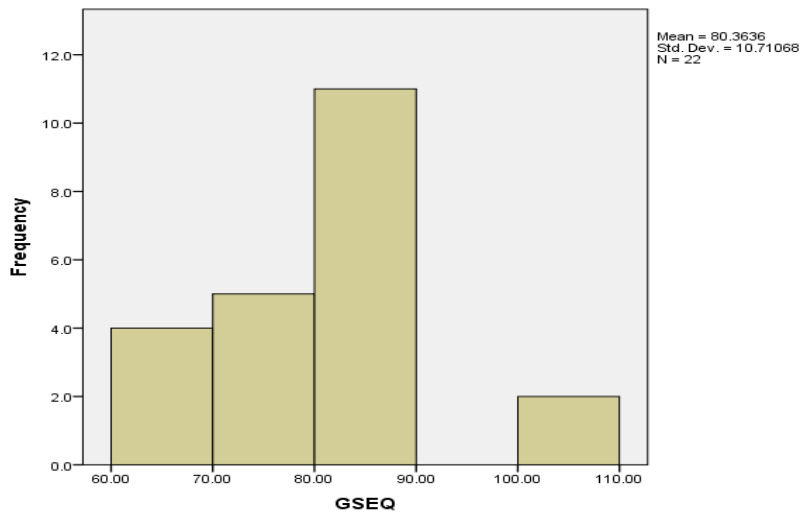


Figure 3

Once the mean and standard deviation of the street children was found, an independent t-test was used to identify difference of the GSEQ scores between the street children sample and the standardized norm. Since the individual scores from group used to create the standardized norm were not accessible, the two means, standard deviations and sample sizes were used with the following equation to calculate the independent t-test:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2}\right)}}$$

X_1 = Mean of Group One
 X_2 = Mean of Group Two
 S_1 = Standard Deviation of Group One
 S_2 = Standard Deviation of Group Two
 N_1 = Sample Size of Group One
 N_2 = Sample Size of Group Two

The results from the independent t-test are as follows:

Report

	x1	x2	df	t	'Significance (2-tailed)'
1	80.36	100.00	379.00	-6.04	.00

Figure 4

The results of the t-test show that the GSEQ scores of the self-collected data sample were lower than the GSEQ scores of the CFSEI-3 standardized norm. This suggests that street children have lower self-esteem levels than the standardized norm, as research suggests. The 2-tailed significance factor of .00 means that the results were statistically significant.

The below figure, figure 5, shows the descriptive ratings for the standard GSEQ scores. The mean GSEQ scores for sample group of street children fell in the category of 'Below Average Self-Esteem'. The upper limit of the 95% confidence interval for street children also fell in the category of 'Below Average Self-Esteem', which suggests that even if the mean of the sample group changed within different sample groups, 95% of the time the mean would fall in the same category, or lower. The lower limit of the confidence interval fell in the category 'Low Self-Esteem'.

Standard Scores	Descriptive Ratings	Quotients	Percentile Included
17-20	Very High Self-Esteem	>130	2.34
15-16	High Self-Esteem	121-130	6.87
13-14	Above Average Self-Esteem	111-120	16.12
8-12	Average Self-Esteem	90-110	49.51
6-7	Below Average Self-Esteem	80-89	16.12
4-5	Low Self-Esteem	70-79	6.87
1-3	Very Low Self-Esteem	<70	2.34

Figure 5

CHAPTER 5

CONCLUSION

Though available data on street children is limited, many source agree that street children face abuse, lack of family ties, poverty and lack of basic human needs. Existing data has shown these experiences can be very damaging to a child's self-esteem. The link between damaged self-esteem in childhood and adverse consequences in life is strong. Based on Amartya Sen's economic theory on development, it is reasonable to argue low self-esteem is an unfreedom and hinders development.

Existing literature strongly suggests that street children should have a low self-esteem, but until this research, there was little to no existing research that inventoried the self-esteem of street children and identified if the experiences shown to damage self-esteem do, in fact, have a negative impact on the self-esteem of street children. This research confirmed the hypothesis that the Global Self-Esteem Quotient of children orphaned in Manila is lower than the Global Self-Esteem Quotient of the CFSEI-3 standardized, non-biased norm. The mean GSEQ score of street children was below average, and almost all children scored below average or lower.

Results of this research were consistent with what existing data suggested. This leads us to believe that street children in Manila do not exhibit special characteristics that protect their self-esteem from being negatively impacted by certain experiences that are known to be harmful to children's self-esteem. Their self-esteem levels are in align with the self-esteem of children in Western states that have similar experiences.

The results of this data also provide further support the CFSEI-3 is valid across cultures. For the CFSEI-3 to be considered valid across cultures, it would be expected that children from different cultures, who have shared the same damaging experiences, would both exhibit low self-esteem. Since the results of this research showed street children in Manila have low self-esteem, which is consistent with what existing literature suggests, it provides support that the CFSEI-3 is valid across cultures.

Though this research is preliminary, it provides evidence that street children do suffer from low self-esteem. Since the self-esteem of this group of children is impacted in the same way

that existing research suggests it should be, it is reasonable to believe that this group of children also suffers the same consequences that existing research suggests come from low self-esteem during childhood. These consequences include poor physical health, aggressive behavior, increased likelihood to become an abuser, and depression. This supports the argument that low self-esteem is an unfreedom that street children face; low self-esteem restricts the opportunity for children to lead a healthy childhood with a prospective, prosperous future. Per Sen's theory of capabilities, to attain development, sources of unfreedom have to be removed.

Countries with high populations of street children tend to have a large percentage of the population living in poverty; this means countries with high populations of street children have a greater need to attain development. If development is defined as the expansion of freedoms, these countries can move towards development by expanding the freedom for children to live healthy childhoods and have prospective prosperity in the future. Addressing the issue of low self-esteem is a necessary component to attaining that freedom.

The consequences that come from low self-esteem during childhood are not only psychological, but also economical. In addition to being considered an unfreedom, low self-esteem during childhood as been shown to be detrimental to economic prospects in adulthood, children with low self-esteem have shown worse economic prospects and higher levels of criminal behavior during adulthood. This lends further support to the necessity of addressing low self-esteem in street children.

This paper concludes that low self-esteem is not only a result of poverty, but also a factor that contributes to poverty. Poverty is a prominent factor to why children are driven to live on the street and leads to many of the damaging experiences that are harmful to street children's self-esteem. Low self-esteem, in return, should be considered an unfreedom and leads to adverse economic prospects in the future. This suggests a cyclical pattern; low self-esteem is a result of poverty, but it also leads to continued poverty.

This research presents opportunities for further research to examine how individual factors affect the self-esteem of street children, and if the findings in the Philippines are consistent across street children of other countries. Additional research will allow us to better

understand how street children develop their self-esteem and self-concepts, which will provide insights on how to best administer counseling resources.

Street children lack many freedoms; most are in need of shelter, protection, consistent food, access to health care and education. Organizations providing aid to street children have limited means, and many cannot meet all needs. While providing self-esteem counseling and rebuilding services seems trivial compared to other needs, providing this freedom has the potential to have a profound impact. It is also possible to administer self-esteem building services to street children at a minimal cost. In Western states, psychologists help children rebuild self-esteem through series of activities that focus on learning to like oneself. Activities include writing stories, creating goals, sharing feelings, drawing pictures, etc. Self-esteem building activities have been shown to be very successful.

This research presents Appendix A as solution for a cost effective resource that can easily be administered to help rebuild street children's self-esteem. The workbook in Appendix A was created with the guidance of a licensed psychologist, Dr. Tara Fairfield, who has worked with abused and abandoned children in the United States. It is a compilation of activities aimed to help build self-esteem, with directions for administration. The workbook would be of minimal cost to produce and could be administered by anyone. This reduces the cost of rebuilding street children's self-esteem by removing the need for a licensed psychologist to be paid for counseling services.

Since there has been no program of this type implemented in the Philippines, there is no data to know if the application of confidence-building techniques in this workbook would be effective in raising Philippine street children's self-esteem. Additional research would be needed to measure the effects of a program implemented to build street children's self-confidence. If it is successful, this research can be used to model a methodology towards a scalable program that can reach thousands of street children in the Philippines and beyond.

This research has highlighted that street children in the Philippines do have low self-esteem, as suggested by existing data; but it further suggests that the consequences of low self-esteem are significant. Effects of low self-esteem span beyond a child lacking self-confidence; it

is a barrier to development. Healthy self-esteem presents children with the opportunity to lead productive, healthy, prosperous life, where they have the freedom to choose how they want to live their life because they are psychologically healthy; self-esteem helps children cope with the difficult reality they live in, it battles depression, it allows children to feel motivated and hopeful. In addition to being an unfreedom, low self-esteem has been tied to low economic prospects. For countries to attain development, it is necessary to expand the freedom for children to live healthy lives, physically and mentally. This will foster a more productive and economically promising future generation.

It is necessary for additional research to be conducted to further understand how this group of children's self-esteem is impacted by various factors, and how potential resources could raise their self-esteem levels. It is also necessary to examine self-esteem of street children across cultures, to see in the findings of this research are applicable to other countries with high populations of street children. Though this research was preliminary, it shows there is a need to pay attention to the self-esteem of street children through additional research and resources.

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APPENDIX A

STREET CHILDREN SELF-ESTEEM BUILDING PROGRAM EXAMPLE

STREET CHILDREN SELF-ESTEEM BUILDING PROGRAM

Exercises Day One

- All About Me
- Draw a picture of Myself
- My Three Wishes

Exercises Day Two

- Clay Activity
- Animals and Good Features

Exercises Day Three

- Outdoor/Physical game/activity
- Write a story about a Bear named Sam

Exercises Day Four

- My Feelings
- A maze with prize

Exercises Day Five

- I like me Because (5 things)
- Goals (5 things you'd like to change about yourself)

Exercises Day One

ACTIVITY: All About Myself

Time: Approx. 10 minutes with each child

OBJECTIVES and KEY POINTS

Students: Allow students to feel important and individualized. Helps to establish relationships with facilitator, giving the children a sense that we really care about who they are. Gives them a chance to feel comfortable talking about themselves.

Facilitator: React to children's responses in a positive and supportive manner. Children should feel that their responses are correct and unique. Do not push a child to answer if they are hesitant or uncomfortable.

Instructions to children: You are an important person in this world, and we want to know all about you! We have a few questions, so we can get to know you better. While you start working on your next project, we'll be coming around to each of you individually, and asking you to tell us a little about yourself.

Activity:

What is your name?

How old are you?

When is your birthday?

You have _____ hair, and _____ eyes.

Do you have brothers and sisters? If so, what are their names?

What are some things that you like to do?

What is your favorite food?

What is the name of your best friend?

ACTIVITY: Draw a Picture of Myself

Time: Approx. 35 minutes

OBJECTIVES and KEY POINTS

Students: Opportunity to show their views on how they identify themselves. Pictures tell a lot about how the child views him or herself. Hanging pictures up provides opportunity for children to feel proud of their work.

Facilitators: Respond positively to the children's artwork. No child should feel embarrassed or ashamed of his or her work. Encourage students; ask positive questions, intermediate any negative comments from other students.

Instructions to children: At our office, we like to hang pictures up to decorate, so visitors can see the pictures as they walk in. We have a blank wall, and we need to drawings to hang on display. We'd like each of you to draw a picture of your self that we can take back to our office and hang on our art wall.

ACTIVITY: My Three Wishes

Time: Approx. 20 minutes

OBJECTIVES and KEY POINTS

Students: Chance to share their big dreams and aspirations. Chance to think about things that they really want and start to visualize themselves attaining it.

Facilitators: Encourage the child to think about something they really want. Help them to feel confident in their answers.

Instructions to children: If you had three wishes, and you could wish for ANYTHING, what would you wish for? Draw, write or come and tell us your three wishes.

Exercises Day Two

ACTIVITY: Clay

Time: Approx. 45 minutes

OBJECTIVES and KEY POINTS

Students: Giving students an opportunity to create, finish and accomplish something helps them to feel confident and positive about themselves.

Facilitators: Encourage students' work. Always be positive with the child's final sculpture.

Instructions to children: Today we get to have some fun with clay, and make something beautiful. You will all receive a ball of clay, to which you can mold and shape into anything that you want. At the end, we will place our clay on the table, and it will harden over night. Tomorrow you'll be able to take your project with you. You can keep it, or give it to someone you think would like it.

ACTIVITY: Animals and Good Feelings

Time: Approx. 55 minutes

OBJECTIVES and KEY POINTS

Students: Will help develop self-awareness, awareness of other's good features, experience and value feelings of worth and belonging and will give opportunity to exchange positive thoughts among the group. Sharing of positive comments between students promotes a sense of worth, belonging and develops trust.

Facilitators: The activity is not centered on correct punctuation, verbiage or writing skills. Focus on the theme and events in the story. Help children articulate what they are trying to

Instructions to children: On your own, you are going to draw a picture of an animal that you think best represents yourself. Don't show anyone your drawing, keep it private to just you. Then, when you are done, fold it up bring it to me. When everyone is done, we'll take turns pulling a drawing out of the bowl. When you draw a picture, you unfold it, and tell us all of the things that you really like about the animal. We are only going to share the things that we really like about each animal. Think of as many good things as you can say.

Exercises Day Three

ACTIVITY: Physical Activity Obstacle Course

Time: Approx. 55 minutes

OBJECTIVES and KEY POINTS

Students: This activity will give a chance for more athletic and less artistic students a chance to excel. It is important to diversify the activities.

Facilitators: Make sure to provide a safe arena for the children's' play. Continue to be encouraging and positive. Do not create a competitive environment, no child wins or loses.

Instructions to children: Today we get to go outside and have some fun. We have created an obstacle course, and everyone gets a chance to make it through to the end.

ACTIVITY: A Story About a Bear Named Sam

Time: Approx. 55 minutes

OBJECTIVES and KEY POINTS

Students: This activity will give students the opportunity to talk about themselves, and tell stories about themselves, or who they want to be, without directly inferring that they have to talk about themselves.

Facilitators: The activity is not centered on correct punctuation, verbiage or writing skills. Focus on the theme and events in the story. Help children articulate what they are trying to communicate.

Instructions to children: Next, we're going to get creative. Each of you get to create a story about a bear named Sam. The story can take place anywhere that you want, the bear named Sam can do anything that you want, anybody can be in your story, it is all up to you. You can take a few minutes and think about it, and then either write your story out, come and tell us your story and we'll write it with you, or you can draw your story with the colored pencils and paper. The students can chose how they want to share their story.

Exercises Day Four

ACTIVITY: My Feelings

Time: Approx. 55 minutes

OBJECTIVES and KEY POINTS

Students: The children can start to feel comfortable sharing significant life achievements and events, understanding their feelings, and identifying when they feel good and when they feel bad.

Facilitators: Be sensitive to students' feelings and ensure a safe and positive learning environment.

Instructions to children: Today we are going to talk about our feelings. We'll be coming around to ask each of you to tell us about your feelings.

Complete the following:

I feel happy when

I feel sad when

I feel angry when

I feel scared when

I feel proud when

I feel excited when

ACTIVITY: Maze

Time: Approx. 20 minutes

OBJECTIVES and KEY POINTS

Students: Giving students an opportunity to create, finish and accomplish something helps them to feel confident and positive about themselves. Providing a reward at the end gives them a greater sense of accomplishment. It also motivates them to finish tasks.

Facilitators: If a child needs help, do not complete the maze for them, but work with them.

Instructions to children: Now we are going to play a maze game. Everyone will get a maze and a pencil. The goal is to get from the blue circle to the gold star, but drawing a line through the maze without crossing over any lines. When you're finished with the maze, you can bring it up and we have a prize for you!

Exercises Day Five

ACTIVITY: I Like Me Because

Time: Approx. 35 minutes

OBJECTIVES and KEY POINTS

Students: Children can share positive personal qualities, and will promote self-awareness and self-value

Facilitators: Walk around and discuss with students as they are completing. Interact and encourage the students in understanding what they like about themselves.

Instructions to children: Today we are going to talk about all the things we like about ourselves. Working own your own or with one of us, write or draw 5 things that you really like about yourself.

ACTIVITY: My Goals

Time: Approx. 55 minutes

OBJECTIVES and KEY POINTS

Students: Allow children to identify issues that are important to them, and establish personal goals for future achievement.

Facilitators: Encourage students stay positive with their goals. If they are unable to think of goals based on the prompts below, they do not have to. Try to encourage students to create 5 goals. Let the children know that they will be invited to share their responses, but they do not have to

Instructions to children: Next, we are going to think of five new goals. You can think of five of your own goals, or you can complete the five goals below. When you have your goals, chose a partner, and share your goals with each other.

Goal One: Something I want to do:

Goal Two: Something I want learn:

Goal Three: Something I want change about myself:

Goal Four: Something I want to do for someone else:

Goal Five: What I want to be when I am older:

APPENDIX B

CULTURE FREE SELF-ESTEEM INVENTORY, 3RD EDITION QUESTIONNAIRE

CFSEI-3

Culture-Free Self-Esteem Inventories—Third Edition

Primary (Ages 6–8)

Profile/Examiner Record Form

Section I. Identifying Information

Name _____
 School _____
 Grade _____ Female Male
 Examiner _____
 Examiner's Title _____

	Year	Month	Day
Date Tested	_____	_____	_____
Date of Birth	_____	_____	_____
Test Age	_____	_____	_____

Section II. Record of Scores

	Raw Score	Quotient	%ile	Descriptive Rating (from Section III)
Global Self-Esteem	_____	<input type="text"/>	_____	_____
Defensiveness Score	_____ out of 10			

The recommended cutoff score is 7 out of 10. This score indicates the extent to which the defensiveness of the child may diminish the validity of the Quotient.

Section III. Descriptive Ratings

Global Self-Esteem Quotient	Descriptive Ratings	Percentage Included
>130	Very High Self-Esteem	2.34
121–130	High Self-Esteem	6.87
111–120	Above Average Self-Esteem	16.12
90–110	Average Self-Esteem	49.51
80–89	Below Average Self-Esteem	16.12
70–79	Low Self-Esteem	6.87
<70	Very Low Self-Esteem	2.34

Section IV. Examination Conditions

Who referred the child? _____
 What was the reason for referral? _____
 Place tested _____

	Interfering		Not Interfering		
Noise level	1	2	3	4	5
Interruptions	1	2	3	4	5
Distractions	1	2	3	4	5
Light	1	2	3	4	5
Temperature	1	2	3	4	5
Understanding	1	2	3	4	5
Energy level	1	2	3	4	5
Attitude	1	2	3	4	5
Rapport w/ examiner	1	2	3	4	5
Any other _____	1	2	3	4	5

Notes and other considerations: _____

Section V. Record of Inventory Performance

Instructions: Read each statement aloud and record the student's response by marking yes or no.

Item	Statement	Yes	No	Score
1.	I spend a lot of time daydreaming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Boys and girls like to play with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	My parents never get angry with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Most boys and girls are better at doing things than I am.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	I am never shy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Most boys and girls play games better than I do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	I have never taken anything that did not belong to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	My parents make me feel like I am not good enough.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	I never get angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	I have many friends about my own age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Most boys and girls are smarter than I am.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Children often pick on me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	I like everyone I know.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	I would change many things about myself if I could.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	I have often thought about running away from home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	I never worry about anything.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	Other children are mean to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	I always tell the truth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	My parents are interested in me and the things that I do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	Most boys and girls are better than I am.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	I always know what to say to people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	My teacher feels that I am not good enough.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	My family thinks I am important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	I never do anything wrong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	I am clumsy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	I usually feel like I don't fit in.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	I am never unhappy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	I usually take a long time to do my schoolwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	I often feel left out of things at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sum of Global Raw Score

Sum of Defensiveness Score

APPENDIX C

VERBAL ASSENT SCRIPT

VERBAL CHILD ASSENT SCRIPT

This is Alyssa Wolfe. She works at Arizona State University, a university in America. She is asking you to take part in a research study because she is trying to develop a tool that will help build self-esteem in children with similar experiences as your own. She wants you to be successful and happy, and she wants to see if we can help give you resources you need to succeed.

If you agree, you will go and speak with Dr. Tara, and answer some simple questions. Answering these questions will take about 15 minutes. We will not put your name on the survey. You do not have to answer any questions that make you uncomfortable.

You do not have to be in this study. No one will be mad at you if you decide not to do this study. Even if you start the study, you can stop later if you want. You may ask questions about the study at any time.

If you decide to be in the study, no one will tell anyone else how you respond or act as part of the study. Even if someone asks about it, no one will tell them about what you say or do in the study.

Let me know if you wish to participate in this study.