

Thesis Title The Effect of Being a Classroom Leader on Self-Esteem
 of Mathayom Suksa one Students

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ABSTRACT

The purpose of this research was to study the effect of being a classroom leader on self-esteem of Mathayom Suksa one students. The hypothesis tested were that 1) the boys who were chosen and on duty as classroom leaders for about one semester would have higher self-esteem than the boys who were not 2) the girls who were chosen and on duty as classroom leaders for about one semester would have higher self-esteem than the girls who were not 3) there would be no significant difference in the increase of self-esteem of both boys and girls who were chosen. The population included Mathayom Suksa one students in a total of 28 classrooms from two special large schools for boys and three for girls in Bangkok Metropolis. The sample included a total of 56 subjects, 28 boys and 28 girls, who had never been classroom leaders before, and who were chosen on the basis of votes casted by their peers. The 14 boys and 14 girls who received the highest rating were assigned to the experimental group and the 14 boys and 14 girls who received the next highest ratings were assigned to a control group. All the students in the population were administered the Coopersmith Self-Esteem Inventory (SEI, School Form) before and after the experiment. During the

experiment for about one semester the experimental group assumed their duties as classroom leaders; score differences on the SEI before and after the experiment for boys and girls and between boys and girls were tested by the t-test. The results showed that both boys and girls who had been chosen and on duty as classroom leaders did not have a significant higher self-esteem than those who had not been chosen. There was no significant difference between the increase of self-esteem of the boys and girls of the experimental group.