

Development of Children's Self-Esteem at the Elementary School and School Adjustment

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This article provides a rationale for using the Self-esteem Scale (SES) at elementary schools to promote children's self-esteem within a school adjustment framework. A study with SES was conducted with a public elementary school in Tokyo. We examined the cross-sectional change in children's self-esteem among grades 1 to 6 (N = 535, male = 311 and female = 224) from the perspective of educational counseling. Concurrent reliability and validity was demonstrated by positive high correlations among the three factors of SES. As a result, this study indicated that the SES is a reliable and valid scale to measure self-esteem of children at elementary schools. These findings suggest the need for additional theorizing about influences on childhood self-esteem development in practical educational settings and longitudinal researches in school adjustment frameworks.

Key words: self-esteem, elementary school, children, school adjustment, reliability, validity