

Exploratory Study of Participants'
Perceptions of the Benefits of Surf Camps

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Abstract

The purpose of this study was to discuss and validate the benefits of surf camps. Additionally, the results of this study will aid the further research of adolescents achieving higher self-esteem levels, increased positive self-worth, and behavior change through non-traditional sports. The primary research question asked for this study is "How do non-traditional sports, such as surfing, affect self worth, self-esteem, and positive behavior change?" A survey was used to collect data among surf camp subjects. The participants, ranging from ages 8 to 18, consisted of two focus groups totaling 33 participants, with 17 subjects used for the final data collection. Participants were enrolled in the week long surf camp with Titus International Surf School in Virginia Beach, Virginia.

Results suggested that obstacles, such as funding and legislation continue to challenge educational leaders, so the physical education systems that have been put into place must be reevaluated. Non-traditional sports can increase self-esteem, self-worth levels, and behavior change. This exploratory study begins with the development of alternative health and physical education programs, which will help the advancement of health regimens already in place. Some progress has been made in schools since the late 1990's, but advancement in new programs and research are slow and minimal.

The results of this study also indicated the need for more positive role models in education, physical education classes, and sports. There is a need for increased parental

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involvement at home as well as the implementation of year-round health, exercise, and new non-traditional sport programs.

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CHAPTER 1

Introduction

Surfing, snowboarding, and skateboarding, although not seen as mainstream sports, promote a positive attitude change toward fitness and exercise and have a role in the individualized sporting realm. These sports and traditional sports foster an increase in self-esteem, self-worth, and positive behavior-change. Since contemporary adventure sports are gaining in popularity, the opportunity exists to engage adolescents, who are now prone to choose virtual sports (ex. video games), or inactivity over any physical health behavior, in these activities that are mentally challenging and require movement, skill and balance, while promoting socio-emotional benefits.

Non-traditional sports are continuing to increase in both popularity and variety, which will require a shift in society's perspective of traditional sports in order to embrace that increase of more unfamiliar sports. Key efforts of this research were to alter perceptions and to provide the reader with an enhanced understanding of the socio-emotional benefits of surf camps. In addition to non-traditional sports, this study considered recreational sports and sports therapy.

This study explored how to determine whether a health behavior can increase overall self-esteem levels and demonstrates how to address the alteration of attitudes of administrative personnel to support the implementation of new sports instruction programs. Schools must adapt to the youth of today, or adolescents will lose interest in exercise, which will increase the obesity rates in our nation.

This research concentrated on issues surrounding health behavior attitudes. The response to the central research question explains and provides verification that non-traditional sports are legitimate.

Statistics from the Nutritional Journal Review revealed an 11% increase in obesity among children, which directly correlates with the percentage of children who watch TV and play video games (Merchant, Akhtar-Danesh, & Dehghan, 2005). Programs today should seek to combat obesity rates; however, after school activities have yet to revise their presentations of exercise and activity programs to students. The presentation of these programs could help to captivate a new generation of students. That revision process starts with introducing innovative and progressive practices that integrate into the lifestyles of adolescents, which would foster the development of life-long positive health activity and positive behavior change.

Surfing, snowboarding, skateboarding, and other non-traditional health behaviors are beneficial activities for the health of adolescents. Non-traditional sports are healthy and beneficial for individuals because they feature characteristics that build self-esteem as well as develop healthy bodies.

From 2000 to 2002, snowboarding and other board sports, which are considered non-traditional, were among the fastest growing sports in the United States (Tulabut, 2002). Other non-traditional sports have gained popularity, including wall-climbing, surfing, paintball, mountain biking, and in-line skating.

Communities could promote physical education and healthy lifestyles by using the resources around them; in most communities, however, these resources are not utilized. An outreach center, recreation facility, or church, for example, could promote

healthy exercise habits and positive behavior change by motivating members to take part in alternative health exercises, such as non-traditional sports.

After-school activities that would utilize available resources to make it easier for students to enjoy healthier lifestyles should be initiated. Studies indicated that half of all children will grow up in schools lacking proper fitness and physical education programs. The government should find ways in which to finance new implementation of non-traditional sports programs to accommodate all children who are being left behind (Harris & Cale, 1997).

Views toward fitness activities need to be altered and this can be accomplished by using new and relevant ways for making exercise a lifestyle. Surf camps are an approach to provide people with an innovative way of using non-traditional sporting activities as a form of healthy behavioral change, which in turn will help with improving the self-esteem levels in adolescents.

Statement of the Problem

According to the National Association of Self-esteem, statistics validate that one-fifth of all 8th graders in the U.S. are considered to be at high risk of school failure. Approximately 30% of our youth drop out and fail to complete high school.

Self-esteem levels and positive behavior of adolescents in secondary schools have declined. The introduction of alternative health programs would build self-worth and self-esteem, which would increase the positive behavior of students; therefore giving evidence that alternative, exercise programs, increase higher self-esteem and self-worth levels (Parfitt, & Eston, 2007). This exploratory study addressed the need to change the

attitudes of adolescents along with the need for local implementation of non-traditional sports and activities in communities, recreation centers, and schools.

It is important for a child to develop holistically in order to learn and function in a balanced way (Elkind, 2007). This is achieved through the organization of sensory inputs in order for the brain to produce appropriate responses, useful perceptions, feelings, and thoughts (Elkind, 2007). The development of sensory-motor integration, which forms the basis for intellectual, social, and personal development, must occur during one's youth (Jean, 2005).

For the purpose of this study, self esteem is defined as one's perception or view of self and worth. This descriptive study focused on the surf camp participant's levels of self worth and self esteem. Subjects whose congenital skills included low self-esteem provided this study with proof that surfing directly improves higher levels of self-worth and self esteem. Self-worth and self-esteem are essential for accurate perceptual and cognitive processing, as well as for the development of motor and socio-emotional competency (Gillian, & Catherwood, 1994). These characteristics are the foundation for learning, and are necessary to ensure children succeed in their schooling. Surf camps could be implemented as an appropriate learning support strategy while helping to develop higher self-esteem levels.

The relationship between school dropouts and self-esteem revealed many risk factors that coincide with low self-esteem. Out of seven major factors that contribute to school dropouts, four of the factors are related to low self-esteem levels, a feeling of lack of intelligence, or an inability to succeed in school (Reasoner, 2008), That struggle with lower self-esteem is reinforced consciously or unconsciously by peers, parents, and

teachers. School dropouts tend to have more negative self-esteem than learners who stay in school (Bloom, 1978). Two common characteristics found in girls who dropped out of school included low academic achievement and low self-esteem (Earle, 1987).

Low self-esteem either causes or contributes to neurosis, anxiety, defensiveness, and ultimately alcohol and drug abuse. Psychological factors, including self-esteem, have a greater impact on health than drugs, new medical procedures, and high-tech equipment of modern medicine. The healthiest person today is one with healthy levels of self-esteem and a sense of personal control. Those who feel good about themselves are less susceptible to not only psychosomatic illnesses but also more resistant to disabilities like cancer (Keegan, 1987). D.F. Miller's study (2000) demonstrated that a program to increase self-esteem significantly changed the attitudes of students regarding their alcohol and drug use.

Significance of the Study

While the exact origin is unclear, surfing has been dated back to the late 1700's. Understanding of the effects surfing can have on self-esteem and positive behavior change in adolescents has not been much explored. This study will advance research of non-traditional sports and enhance understanding of the importance of individualized sports, and their contribution to the increase of positive behavior change and self-esteem.

Surfing is a recreational and therapeutic activity enjoyed by individuals of all ages and abilities. Surfing provides the opportunity to master the technical skills necessary to confidently control and steer the surfboard through waves and obstacles in the ocean environment in various patterns. Surfing can also offer the opportunity to access and explore the world abroad. Surfing has become a popular daily recreational activity by all

age groups and genders. Surfing is generally categorized into two types: free surfing and competitive surfing. Although both types of surfing are enjoyable, free surfing has therapeutic benefits. There are distinct differences to observe between both free and competitive surfing.

Free surfing sessions involve teaching students necessary skills and techniques to stand up and ride a surf board independently. The emphasis is on the physical benefits of surfing and on the development of the relationship between the person riding and their environmental surroundings. The self-discipline required to control a surfboard and the ability to ride instill a sense of responsibility and confidence, and enhances task-concentration in the rider. The autonomy of riding a wave serves to promote the surfer's self-esteem, positive self worth, and positive self image.

Surf camps, and other water sport programs that educate the general public, are offered by a company called Titus International Surf School, which work to improve levels of higher self-esteem, socio-emotional benefits, and self-awareness worldwide. Self awareness is a benefit acquired by participants through mentally and physically challenging obstacles that are overcome through persistence, hardship, and determination. The programs offer and target a wide range of ages, cultures, socio-economic classes, and athletic abilities. The socio-emotional benefits of this surf camp, through the act of surfing, improve self-confidence and risk-taking abilities; develop patience, emotional control, self-discipline; and the increase positive attitude/behavioral control. Finally, the participants develop more respect and care for the environment where they learn to surf.

Titus International Surf School has implemented a program to develop the specific techniques and skills associated with riding waves while focusing on increasing

higher self-esteem levels in the camp participants. For that program, balance, body awareness, and task completion were considered to help the surfer increase his or her self-esteem. The implementation involved teaching the students to understand how to respond, move, and interact with the shape of a wave and the conditions of the ocean. The three-dimensional movement of a wave is similar to the human movement patterns of the body when walking. By placing the surfer in different positions on the board, different sets of muscles are worked on to train the board rider not to fall. The repetitive movement of the waves induces a constant need for the surfers to adjust to the wave's shape and the body's movements, which works almost every one of the surf camp participant's muscles. This natural physiological response made by the surfer is used to improve muscular strength and sensory processing. Socio-emotional benefits of surfing, along with the general physical benefits of surfing are improved balance, muscle strength, improved coordination, faster reflexes, and increased motor planning.

Surfing not only strengthens character and contributes to mental and physical well being, but it also teaches lessons of Perseverance, Hard work, and Discipline (P.H.D). The inherent challenges of this non-traditional sport promote self-confidence and an increase in overall self-esteem.

The results of this study provide participant examples of self-esteem increase and positive well-being as they participated in surfing programs. The results also describe the constructive outcomes of new health program regimens. This study offers a number of constructs and variables that can be measured and tracked as indicators of positive behavior change and higher self-esteem levels as a result of non-traditional health and sport programs.

Established metrics are necessary to monitor children's behavior changes and emotional well-being (i.e. self-worth and self-esteem) that result from participation in new physical exercise activities. The study's results also provide parents, schools, and communities with information on the benefits of engaging non-traditional sports for their youth.

Limitations and Delimitations

The very topic of this case study presented limitations due to lack of time and/or resources to develop the affluent description required in qualitative research (Merriam, 1998). A barrier to this research was the sample size. The sample size was small when compared to the number of surf schools that could have been studied, and the data collected was from three years of Titus International Surf School and no others. Since there is no established metric or scale, another limitation was the ability to accurately measure the amount of low self-esteem.

The use of a case study as the main qualitative approach limited the study findings until future testing in other contexts may be conducted. The participants were the only individuals questioned about the long-term effects of the surf camp. The study offered no comparison group questions, such as parents. Without supportive data to authenticate participant responses, the study supported the view of Remenyi (1998), who asserted that controls are not often used in qualitative research due to the many variables in social settings.

The time allocated for data collection limited the outcome of the intervention strategy. Similar to other water sport programs or studies, the effects of surf camp would have been more significantly observed if the surf camps represented a longer time

period., This study was conducted at two previous surf camps and the participants were studied one week, which further limited the comparison of different outcomes.

Analysis of the Titus Surf Camp suggests that each participant requires a different kind of intervention suited to his/her needs. A post-camp questionnaire was used with mainly a quantitative Likert scale approach, which limited the response of participants. A purely qualitative approach was used at these camps and in the one week camp. The questionnaires asked questions about the impacts and key factors of self-esteem, which narrowed the range of responses.

The question remains whether or not a surf camp has had impact on building self esteem, and whether any changes may be attributed exclusively to an individual's participation in a surf camp. As indicated in the study, improvements in a participant's balance and concentration can be attributed to surf camp, however, it is difficult to attribute that improvement exclusively to the Titus surf camp, since other activities may have been applied simultaneously.

A delimitation of this study was the demographic of Titus Surf School students. Most of the student population was Richmond or Virginia Beach residents. Students enrolled in the surf camp were between the ages of thirteen and eighteen. The list of questions on the questionnaire was not comprehensive and since the survey was administered on the beach, the distractions of the surrounding environment may have altered the answers of the subjects. The survey given omitted students who did not attend the first day of the Titus Surf School camp.

All participants in this study were students of the first session of camp. Since students at this camp may differ from students at other camps, the difference in

demographics may have had an impact on survey answers. Results could be more qualitative if open-ended questions were given in addition to short interviews. Lastly, there were no special needs persons used in this study, which differs from other camps that have been conducted. This study was bounded by the narrow scope of subjects who learn to surf, the population (only near the ocean), and lack of funding.

Definition of Terms

Self-esteem - The most broad and frequently cited definition of self-esteem within psychology is Rosenberg (1965), who described it as a favorable or unfavorable attitude toward the self. William James defined self-esteem as the feeling of self-worth that derives from the ratio of our actual success to our pretensions (Green, 1999). Self esteem is the ideal and the overall opinion you have of yourself. It is based on your attitude to some of the following, which may include but are not limited to your value as a person and how you think others see you, your strengths, your weaknesses, in your idea of achievements, your purpose in life, your place in the world, the job you do and your idea of the potential for success. It is the dependence or ability to stand on your own feet and not giving up the experience of being capable of meeting life's challenges while being joyful.

Self-esteem is generally considered the evaluative component of the self-concept and a broader representation of the self that includes cognitive and behavioral aspects as well as evaluative or affective aspects (Blascovich, 1991). While the overall construct is often used to refer to a world-view sense of self-worth, narrower concepts such as self-confidence or body-esteem are used to imply a sense of self-esteem in more specific domains. Self-esteem functions as a trait, that is, it is stable across time within most

individuals and it is a particularly popular construct within psychology, and has been related to virtually every other psychological theory or field, including ones personality, behavior in relation to task performance, cognitive, and clinical. While some researchers have been particularly concerned with understanding the self-esteem construct, others have focused on the adaptive and self-protective functions of self-esteem (1991). Self-esteem has been related to socioeconomic status and to aspects of health and health-related behavior, as has a related construct: self-efficacy. Self-efficacy, a term associated with the work of Bandura, refers to an individual's sense of competence or ability, in general, or in particular domains.

Self-concept – Cognitions and evaluations regarding relatively specific aspects of the self. It is the ideal self (Wylie, 1979). Self-concept can be defined as an individual's assessment of his or her status on a single trait or on many human dimensions using societal or personal norms as criteria. It is one's self-characteristics; having a favorable self-concept clearly implies that one experiences a rewarding sense of competence in manipulating the physical environment and that one thinks one has relative superiority to others on a variety of salient traits the particular traits which are salient differing from person to person (1979). Self-concept is a positive or negative expectancy of one's own behavior (i.e., actual-self) (Smoski in Press, n.d.).

Positive Behavior Change – The characterization or displaying of affirmation, acceptance, or certainty: "A positive attitude change", for example. Positive behavior change involves the advantage or good/ higher (or positive) attitude changes in a person. It is a positive manner of acting, behaving, or controlling one's self demeanor: the way a person behaves toward other people in an encouraging way. It is the cause to change or

make different, because of a transformation in attitude. "The introduction to a new sport has changed my thinking about exercising", is an example of a change, which can be attributed to positive behavior in human activities, such as sports (Pfeffer, 1978).

Case for Surf Camps

The case for surf camps, and the presentation of how they increase self-esteem, requires reviewing all non-traditional sports as a whole, but the definition of *non-traditional sports* is not clear. The consisting research of this term was derived from the word "traditional". "Not traditional according to history", would be considered not conforming to or in accord with tradition in relation to an activity requiring physical exertion and competition. It is a form of leisure-time physical activity that is planned, structured and competitive, but is not recognized as a modern or socially accepted sporting event.

The traditional definition of learning, as it relates to non-traditional, is a shift in performance when the stimulus situation remains essentially the same which implies a set of conditions that occur rarely in organizations, therefore, either organizational learning is an infrequent event, or it occurs frequently but takes a non-traditional form. Some of these possibilities have been reviewed and implications for this research strategy and are suggested (Weick, 1991).

From the time surf camps were first developed, there has been a need to study this non-traditional sport and what effects this physical activity has on self-esteem, self-worth, and positive behavior change. The surfing experience and the sport camp activity itself are relatively new in the sporting realm. The development of surf school programs has sought the appropriate forum to make the case that surf schools and camps have a

place in our communities and schools. Currently, the Let Them Surf Foundation is in the developmental stages and intends to make its case before the Virginia Beach School Board in the near future.

This discussion starts with the facts of how surf camps can increase their validity as legitimate school classes. Surf camps started to increase in popularity in the Virginia Beach area in the late eighties. Surfing programs have started at locations where there are waves, but have begun to cause a problem. Are the surf camp companies just out to make money, or are they helping people with a common goal of building peoples self-esteem? Many surf camps are in business only to turn a profit, with no interest in investing positively into participants, which makes participations difficult for families with limited disposable income and creates a competitive challenge for camps with a smaller budget.

A goal of Titus International is to build community and to introduce people of every, gender, race, and socio-economical class to the sport of surfing. Many other camps do not engage in any study of the socio-emotional or economic side of surf camps. This difference in focus allows Titus to stand out from peer businesses. Their goal has not only been for strategic partnerships, but also to avoid hasty decisions and instead consult with those who provide insight and help to Titus' ability to survive and thrive. In order to gain support for this academic mission, a program that is the most appropriate and cost affordable for the community, such as surf camps, should be considered.

Studies have shown that learning sports during early adolescent years preventively enhances esteem, and health promotion strategy with this age group can be very positive (Springer, & Heidelberg, 2005). Positive health behaviors such as surfing can bring a new dynamic to helping adolescents to adopt and live out a life-long sport

activity. This has become a problem due to the lack of parental, governmental, and recreational facilities that are not taking a part in meeting the new more contemporary changes in physical education and new sports (Kirk, & Tinning, 1990).

Changing self-esteem via participation in most camps, not just surf camps, appears to promote positive behavioral change. As of now, there is no substantial literature directly linking surfing to evidence that shows a change and or increase in self-esteem, but there are studies that were done with other camps that speculate that link. It is the model of this research to break new ground.

CHAPTER II

Literature Review

The literature used for this research pertained primarily to adventure therapy, which included but was not limited to obesity, higher self-esteem in adolescents, and positive attitude change. Other research analysis studies showed non-mainstream sports on the increase along with individualized sports. Surfing, along with other non-traditional sports, is established in the sporting and lifelong activities realm, and provides an alternative way for adolescents to develop a life-long health behavior.

Research Question: How do non-traditional sports, such as surfing, affect self worth, self-esteem, and positive behavior change? This study summarized recent literature and showed strategies that will be the most effective in promoting health behaviors, such as surfing, skateboarding, snowboarding, and other middle school-age youth exercise programs.

Environmental education guidelines for a comprehensive and non-traditional health and exercise program were explored. These guidelines were based on a review of research, theory, and current practice. They were developed by the Center for Disease Control (CDC) in collaboration with experts from universities and national, federal, and non-profit agencies. The guidelines, or seven aspects of school-based physical education, included programs that promote healthy lifestyles; include recommendations on school policy for exercise implementation; include a chronological, coordinated curriculum; appropriate instruction for students; integration of school exercise programs and services; environmental education; staff training; family and community involvement; and program evaluation.

School-based programs play an important role in promoting lifelong health behaviors. Obesity factors “contribute substantially to the burden of preventable illness and premature death in the United States,” the National Health Promotion and Disease Prevention objectives encourage schools to provide health education from preschool through the 12th grade (U.S. Department of Health and Human Services, 2000). The U.S. Department of Agriculture’s (USDA) *Nutrition Education and Training Program* (NET) urged “nutrition education [to] be a major educational component of all child nutrition programs and [should be] offered in all schools, child care facilities, and summer sites” by the year 2000 (L. L. Hayman, 2004). Diet influences the potential for learning as well as health, so an objective of the First National Education Goal is that children “receive the nutrition and health care needed to arrive at school with healthy minds and bodies” (L. L. Hayman, 2004). In order to achieve a healthy mind and body, one must employ proper exercise that a child must have day to day. The NET program focuses on several key approaches to participant and adversary oriented evaluation. The plan includes product development and places an emphasis on informational needs, which relates to the social-emotional benefits of surfing.

The recommendations and frameworks of the above studies are intended to help personnel and policymakers at the school district, state, and national levels to meet the national physical and health behavior objectives and education goals by implementing school-based physical education policies and programs. These recommendations complement CDC guidelines for school health programs that prevent obesity, addiction, and promote healthy physical activity (U.S. Department of Health and Human Services, 2001). In this plan, physical education refers to a broad range of activities that promote

wholesome exercise and health behaviors. Physical education guidelines focus largely on classroom instruction, but they are relevant to all components of a comprehensive school health program: health education and services, a healthy environment, counseling, psychological and social services, integrated school and community efforts, physical education, nutrition services, and school-based health promotions for faculty and staff (CDC). Guidelines for school and community health programs to promote physical activity among youth have been adopted and correlate with many online resources.

Current Literature

Current Literature available examined the safety of surfing when compared to other sports, and the findings were unexpected according to literature and resources collected in California where surfing and surf camps are more socially acceptable. Using data from 32 worldwide surfing competitions held between March of 1999 and September of 2005, researchers at Rhode Island Hospital and Brown Medical School found the rate of significant injury among surfers to be 6.6 per 1,000 hours of surfing, which is approximately one-third of the rate found in men's college soccer and one-fifth that of men's college football (Cromley, 2007). "Everyone's potential is unlimited," Bennett (2000) said, "The research I did in 2000 on peak performance showed that maintaining a strong personal foundation is really important. If you really want to achieve your goal surround yourself with people who are positive and like minded, which serves to reinforce that you are on the right track."

When faced with difficulty, sometimes people who are not spiritually inclined can find themselves looking for a little divine inspiration, answers, assistance or simply confirmation that there is more to human existence than our own pain and problems.

When Steven Kotler, a Los Angeles-based journalist in his mid-30s, got Lyme's disease, medical science, or at least the doctors who examined him, could not provide a cure.

What worked for Kotler was surfing, which he attributes to a determined friend who dragged him out into the ocean one day to catch a few waves. This ended up introducing him, not only to surfing but, to God as well, which he claims provided him with emotional stability. Kotler went from being suicidal to inspire and commence a long investigation into the science and nature of faith (Kotler, 2008). The theme that ties this together is the idea that the desire for religious experience is hardwired into all humans, no matter what form their faith may take (Miller, 2000).

There is a surf camp that practices "eco psychology", which is a psychology, the camp asserts, that is being rediscovered. Participants are being reached quickly where prescriptions and traditional dogma may have taken years to help, if at all.

Health programs are important for all schools, but reports do not always provide specific recommendations related to purchasing and preparing non-traditional health programs for schools.

When evaluating questions and effects on the health, growth, and intellectual development of adolescents who participate in non-traditional sports, schools must include physical education programs that can work to improve physical habits that affect an adolescent's health, growth, and intellectual development. Universities, including Old Dominion University in Norfolk, Virginia, are considering the implementation of adopting a surfing class for elective credit.

Additional literature provokes questions regarding the immediate effects of unhealthy eating patterns and lack of exercise including negative behavior and obesity.

What are new studies being conducted for? Why is there not more recent literature in the area of new program implementation and studies that take a look into dropout rates in correlation with low self-esteem levels or self-concept?

Current literature suggested that if an individual used any new after school program or surf camp as an alternative to motivate youth to become or stay active. This would transform the current culture and help in the momentum of higher self-concept. That improvement can be seen through participation in surf lesson's and surf camps. A case study conducted in California, for example, studied autistic children, which showed that the camp had a positive effect on self-concept of the children in the surf camp (Copley, 2009). The state of California has applied surfing classes and other non-traditional types of exercise programs in the schooling systems, which result in physical education credits along with helping with the overall self-concept and activity level of students who are not participating in daily exercise programs.

A case for higher self-concept required an investigation of an individual's overall ideal of self. In many cases, people had an average to low self esteem level. Altering this perception of self starts with alternative program implementation, such as self-esteem building camps.

Health behaviors and exercise patterns in childhood and adolescence promote optimal health, growth, and intellectual development. Those behaviors also prevent immediate health problems; such as obesity, eating disorders, and mental health, and may prevent long-term health problems such as coronary heart disease, cancer, and a stroke.

School physical education and health programs can help adolescents attain full educational, physical, intellectual, and good health potential by providing them with the

skills, social support, and environmental reinforcement they need in order to adopt long-term healthy exercise behaviors. Studies showed an increase of positive self image and self-esteem while giving evidence of lower body weight (Keegan, 1987). Methodologies that support positive behavioral practices were seen throughout behavioral assessments and educative perspectives in *Exceptional Children* (Safran, 2003), and *Positive Behavioral Support in the Classroom* (Jackson, L. & Panyan, 2002).

Even moderate undernourishment can have lasting effects on children's cognitive development and school performance (American Heart Association, 1992). But, do chronically undernourished children attain lower scores on standardized achievement tests or do overweight children? Do tests of language or writing ability have lower scores? When children are hungry or undernourished, do they have difficulty resisting infection? Are they more likely than other children to become sick, be absent from school, and fall behind in class? Are they more irritable, and do they have difficulty concentrating? These are important questions to start asking if we are to determine the lasting effects and statistics on these indicators. In return this would help give validity as to whether or not adolescents develop higher school performance while participating in non-traditional sport programs.

Self-esteem and Theoretical Basis

Self-esteem is the evaluation of self-concept, and it represents the positive and negative value of an adolescent. On average, adolescents tend to be higher in some areas of self-esteem and lower in other areas. If a student can discern the reactions of his or her peers with objectivity, then the adolescent learns how to value themselves. Self-esteem tends to develop at a young age and becomes firmly established in adolescents as they

mature. Self-esteem can and will fluctuate during the adolescent years because of failures, successes, and rejections (Felker, D. W. 1974). “The self concept is made up of all the attitudes and cognitions a person has of himself” (Singer & Singer, 1969, p. 334), so during development, a self-esteem emerges.

Unfortunately, efforts to convey the significance and critical nature of self-esteem were hampered by misconceptions and confusion over what is meant by the term itself. Self-esteem has been referred to as merely “self concept,” “feeling good,” or having a positive feelings about one’s self. “Self-concept is considered a critical variable in education and research [as] clearly evidenced by the plethora of studies concerned with aspects of self-concept in a variety of educational settings and for a diversity of students” (Byrne, 1984). Self-esteem has been equated to egotism, arrogance, conceit, narcissism, and a trait leading to violence. Adolescents with low self-esteem have focused on trying to prove his or her worth to impress peers. In some cases, they have used others for their own self-promotion. Some have acted with arrogance and contempt toward others and, at times, even their friends. Because they generally lack confidence in themselves, have doubts about their worth and acceptability, are reluctant to take risks, and expose themselves to failure. Research proved that children often blame others for their shortcomings, rather than taking responsibility for their own actions. Such characteristics cannot be attributed to healthy self-esteem because these characteristics are actually defense mechanisms, sometimes referred to as “pseudo self-esteem”. A close relationship was documented between low self-esteem and problems, such as violence, alcoholism, drug abuse, eating disorders, school dropouts, teenage pregnancy, suicide, and low academic achievement (Crone & Horner, 2003).Self-esteem is a critical component for

any rehabilitation program aimed at self-improvement because it is one of the few solutions that offers hope to correcting these problems. According to the Institute for Human Development at Northern Arizona University, an online study and journal gives the use of positive behavior supports (PBS) as an example of an increasingly popular alternative to traditional disciplinary practices, which are also recognized by the broad set of relevant variables that can affect a person's behavior (Kennedy, 2001).

The following concepts rely upon each other: self-esteem, self-worth, self-respect, self-image, self-concept, and self efficacy. "Self-esteem is often regarded as the single most important indicator of psychological well-being" (Linley & Joseph, 2004, p. 154). Self-esteem is associated with positive change whereas low self-esteem is associated with poor health behavior and decision-making (Linley & Joseph, 2004). Self-esteem has been viewed as a psychodynamic, developmental process. Reasoner (2008) approached it from the perspective of the cognitive-behaviorist, in terms of various coping strategies. This research gave an example of viewed self-esteem from the position of a social psychologist, in terms of attitudes, while humanistic psychologists have focused on the experiential dimensions of self-esteem. Since self-esteem has both psychological and sociological dimensions, it was difficult to come up with a comprehensive definition.

There was, however, a general agreement that the term *self-esteem* includes cognitive, affective, and behavioral elements. It is cognitive when one consciously thinks about oneself and considers the discrepancies between one's ideal self, the person one wishes to be, and the perceived self, or the realistic appraisal of oneself. The affective element refers to the feelings or emotions that one has when considering that discrepancy. The behavioral aspects of self-esteem were manifested in such behaviors as assertiveness,

resilience, decisiveness, and respect for others. In addition, although self-esteem is generally stable, it can fluctuate from time to time, a phenomenon which is referred to as *global versus situational self-esteem* (Ruben & Hewstone, 1998), made measuring or researching self-esteem difficult.

In 1994, Nathaniel Branden, a well-known psychotherapist, defined self-esteem as “the disposition to experience oneself as being competent to cope with the challenges of life and of being worthy of happiness”. The National Association for Self-Esteem modified this definition to explain self-esteem as “the experience of being capable of meeting life’s challenges and being worthy of happiness (Reasoner, 2008). Mruk, in 2006, a psychology professor at Bowling Green University, reported in his book, *Self-Esteem: Research, Theory, and Practice*, that of all the theories and definitions proposed, Branden’s description of self-esteem has best withstood the test of time in terms of accuracy and comprehensiveness.

The concept of self-esteem was founded on the premise of a sense of competence, worthiness, and the relationship between the two. The worthiness component of self-esteem is often misunderstood as simply feeling good about oneself when it actually is tied to whether or not a person lives up to certain fundamental human values, such as finding meaning that fosters human growth and making a commitment that leads to senses of integrity, satisfaction, and self-worth (Markus, 2002). Positive health behavior is one thing that can help young people develop higher self-esteem. Worthiness is considered a psychological aspect of self-esteem, while competence is considered the behavioral or sociological aspect of self-esteem. A sense of competence is having the conviction that one is generally capable of producing desired results, having confidence

in the efficacy of the mind and the ability to think, and making appropriate choices and decisions.

Self-esteem stems from the experience of living consciously and might be viewed as a person's overall judgment of one's self, pertaining to self-competence and self-worth based on his or her reality. The overall assessment of this definition made the distinction between authentic self-esteem and artificial self-esteem. A sense of personal worth without competence is as limiting as competence without value. By keeping the individual focused on basic values, competence prevents worthiness from becoming narcissism by requiring good feelings to be earned, not given; thus, defensive behaviors--egocentricism, conceit, boastfulness, bullying, and taking advantage of or harming others--are indicative of a lack of self-esteem (Reasoner, 2004)

Unfortunately, some of the confusion over the term self-esteem stemmed from programs and strategies that were not established in sound research. Such strategies included over-praising children at times of undeserved praise, not praising based on accomplishment. (Murk, 2006) along with other researchers who feel that it is critical that any efforts to build self-esteem be grounded in reality. Jackson & Panyan (2002), stated that self-esteem cannot be attained by merely reciting "you did a great job", and one cannot *give* others authentic self-esteem; to do so would likely result in an inflated sense of worth. Many feel that a sense of competence is strengthened through realistic and accurate self-appraisal, meaningful accomplishments, the overcoming of adversities, bouncing back from failures, and adopting such practices, such as assuming self-responsibility and maintaining integrity.

Is it possible to have too much self-esteem? Research stated that humans do not believe that it is possible to have too much self-esteem, because having high self-esteem is equivalent to having good health, however, it is certainly possible for individuals to have an over-inflated sense of pride, self-worth, or competence. The objective is to develop individuals with high self-esteem who are well grounded in reality and balanced by an equal sense of worth and competence. Individuals who exhibit this balance of worth and competence--as agreed upon by educators, parents, practitioners, and government leaders are essential in these changing times.

The primary objectives of this dissertation were to put forth an explicit operational formulation of positive human behavior change and to explain how health and sport activities can increase overall self-esteem. According to Linley & Joseph 's study, the term "good health" goes beyond the prevailing "absence of illness" criteria as how one can clarify that positive human health does not derive from existing medical considerations, which are not about wellness; whether mind, body, or spirit. One could make justifiable discrepancies of the three, but a requirement based in philosophical accounts of the "goods" in life provoke a change of emphasis from strong tendencies to construe human health as being exclusively about the mind or the body toward an integrated and positive spirit of mind to body influences. These claims, however, delineate possible physiological substrates of human flourishing and offer future directions for understanding the biology, psychology, and positive health behaviors, which all reflect implications of positive health for diverse scientific studies and implementation agendas (e.g., stress, class and health, work and family life) and for

practice in health fields (e.g., training, health behaviors, psychotherapy, and wellness intervention programs (Snyder & Lopez 2002).

Educators, parents, and government leaders agree that society needs to develop individuals with healthy or higher self-esteem who show tolerance and respect for others, accept responsibility for their actions, have integrity, take pride in their accomplishments, are self-motivated, are willing to take risks, are capable of handling criticism, and who have compassion toward the less fortunate. According to Singer and Singer (1969), self-esteem develops during adolescent years, which will affect personality dispositions. Repeated success in solving life problems can also lead to an overall higher self-esteem, whereas failure of completing goals leads to a decrease in self-esteem. Self-esteem is an individual's evaluation of himself. Studies showed that there is not one level of self-esteem that individuals fit into (Singer & Singer, 1969). In other words, society needs to help foster the development of people who have healthy self-esteem because they have the potential to be life affirming, constructive, responsible, and trustworthy.

Positive self worth, however, is thought to be derived from a personal combination of judgments about qualities, competencies, and actions: These domains would include task completions and work (both academic and social). When studying the sport of surfing, it was hypothesized that there would be a positive increase in the correlations between one's physical activity and self-esteem, behavior change, and weight loss. "Since 1970, at least 40 randomized and controlled trials have been identified that address the effect of some form of exercise or sports program on self-esteem and/ or self perceptions" (Linley & Joseph, 2004, p 154). Most research concluded that all exercise programs promote physical self worth and improved body

image. Adolescents bring an optimistic perception to the new exercise that they become involved in (Linley & Joseph, 2004). Validity that improves self perceptions, however, goes beyond the physical domain, even though links have been found between self-esteem and positive mental health. Programs that engage, facilitate, and guide case studies on self-acceptance, self awareness, and show positive behavior development toward a productive and healthy life, in turn increase overall self-esteem.

A journal article that looked at Bandura's self-efficacy model explained self-efficacy as "an individual's ability to accomplish a certain level of performance" and showed an increase in positive health. Additional studies reviewed suggested strong relationships between self-efficacy and health behavior change and maintenance (Strecher, DeVellis, Becker, & Rosenstock, 1986). Over the years, this has attracted considerable amounts of research and scrutiny and has positively related to attitudes, motivation, and self worth. Studies also consistently showed that higher feelings of self-esteem enable individuals to confront fear and anxiety when doing certain tasks, such as surfing, skateboarding, and snowboarding. Successful accomplishments and vicarious experiences, along with positive behavior, give empirical evidence of positive self-esteem.

Positive Behavior Change

When studying positive behavior change, health behaviors fall into the category of psychology. Merriam Webster's dictionary defines behavior as a way of behaving or manner of acting or controlling one's self. Behavior is the basic theory of the actions or reactions of a person in response to external or internal stimuli. Theories in laboratory research have the following implications for practice: studying beneficial behavior,

positive self worth, and the increase of positive behavioral change. When defining an increase of behavioral change, a positive or negative psychological effect is apparent. “The problem of context raises the question of the relative potency of positive and negative attributes. There is strong and accumulating evidence that under many conditions people tend to weigh negative aspects more heavily than positive aspects” (Snyder & Lopez, 2002, p. 31). Positive emotion is defined by definite, certain, or confident feeling. Other definitions include greater than zero, displaying positive human traits, affirmation, or acceptance of a behavior (Snyder & Lopez, 2002). Due to the lack of investigation, there is no field clearly defines positive behavior change nor beneficially thrusts this type of psychology forward; however, health psychology and its intellectual antecedent, behavioral medicine, began in earnest in the 1970s, although there was related research before that time (Snyder and Lopez, 2002). “Virtually from its inception, health psychology has been an arena in which the contributions of positive psychology have been evident, yielding insights that, in turn, have helped to refine the theories that give birth to applications” (Linley & Joseph, 2004, p. 305).

The general effects of positive behaviors showed evidence for methods of redirecting misbehaviors and involving the focus of the adolescent’s attention on positive outcomes (Snyder and Lopez, 2002). Behaviorists hold the view that the environment is the determiner of behavior and, objectively observable behavior determines the psychological makeup of every human being. Perception and environment is everything when it comes down to building self-esteem. Classical conditioning (also Pavlovian conditioning, respondent conditioning, or alpha-conditioning) is a type of associative learning. Ivan Pavlov described the learning of conditioned behavior as being formed by

pairing stimuli to conditioning an animal into giving a certain response. This conditioning can also be seen in building higher self-esteem in adolescence along with those that participate in surf camp. Positive behavior change starts with the influence of a positive role model who gives the adolescent affirmation, acceptance, and friendship.

Observations of behavior modification should be seen with positive reinforcement. This shows and gives support to the goals of Watson's psychological experiment, which was to prove behavior is learned. Positive behavior comes with building communication, foundations, instruction, and guidance. Positive guidance is an effort to resolve behavior problems--infringing on the rights of others, presenting the risk of harm to others, and the mishandling of objects or living things--so that the adolescents may be effective in learning (Miller, 2000, p. 255).

Some discrepancies have been shown within the factors that influence overall health behavior. If the theme in reference to other fields within health psychology, health behaviors, and positive health, as it pertains to psychology, was pursued, it could give research more creditability in the field. According to health psychologists, the compromise in self-esteem and motivation is due to changes in behavior (e.g. poor diet and exercise) (Gregoire, 1994). Other contributing factors could be related to psychological illnesses and social and environmental situations (e.g. home life, school, and peers). Some programs researched the role of fear and feelings of vulnerability on changing health habits and behaviors with an underlying theory that stated, with an increase in motivation, there is a necessary behavior change.

Persuasive messages that elicit too much fear may actually undermine health behavior change and this would cause more harm than good. Fear may not produce long-

lasting change in health behavior habits unless it is coupled with recommendations for action, or information about the efficacy of the health behavior for eliminating threat (Self & Rogers, 1990).

Models similar to Linley and Joseph's proposed that feelings of vulnerability, along with beliefs about the efficacy of a particular health behavior for reducing susceptibility were key variables needed to motivate people to engage in behavior change. Positive psychology suggested several different ways of addressing the same issues. Research on one's self brought an understanding that health habits yield significant insight in relation to positive beliefs; which may help adolescents recognize negative health behaviors and help them to adopt better health behavioral change. "In the past, researchers had expressed the fear that optimism about one's health might interfere with the ability to process negative health-related information appropriately" (Linley & Joseph, 2004, p. 306).

To maintain positive behavior, one must assess the subject's behavior first and then, provide a target behavior or intervention strategy to bring the adolescent to this goal of positive behavior. The target behavior was selected from the measured behavior data collected from the surf camp. When the adolescents were asked how they view their own self esteem on a scale of one to five, with five being the highest level of self-esteem, most answered three. The goal was to see the overall level increase to a four or five. The aim of this intervention study/strategy was to place the responsibility for the control of the target behavior on the adolescent. In order to achieve this, we conducted a program that shows a combination of implementing positive health behaviors into their lives through non-traditional sports like surfing.

Effectively helping adolescents develop positive behavior starts with a behavioral support team that helps to advocate positive behavior. Researchers have taken steps to implement Behavioral Support Plans (BSP's), which have produced and sustained positive health behavior (Crone & Horner, 2003). Praise, encouragement, and positive attention reinforce and reward the subject for positive behavior. The focus of this study was on the strategy procedures seen after conducting the research on the target audience. Research conducted in this area concentrated on troublesome behavior; however, if we continue to focus on negative behavior, we will continue to see negative outcomes. Research showed strategy and statistical research methods that are most successful when it comes to improving self-esteem and behavior change. Some of those strategies were tangible rewards, positive reinforcement, and experience gained.

Positive behavior can be maintained with innovative sport and education techniques and approaches. "Topping has carried out a comprehensive review of dozens of such studies, and his general conclusion, based on the findings of these, is that the only consistently successful interventions are those that rely on some variety of behavior modification" (Cheesman & Watts, 1985, p. 5).

In the field of psychology, there have been observations about effectiveness of psychotherapy; because subjects have typically suffered from a previous disturbed behavior. Behavior modification is the primary goal for Titus International surf camp. The objective of this study was to see a positive behavioral outcome. Positive outcomes from higher self-esteem levels and task completion were a result of this research. That outcome is best explained via the positive approach that surf camps are, as opposed to psychotherapy, for changing unacceptable behaviors. The positive solution was

encouraged adolescents to do something positive rather than instructing them to stop the negative behavior. The overall aim should be to persuade adolescents to exemplify positive behavior change (Cheesmen & Watts, 1985, p. 5).

The Behavioral Model that the late psychologist B.F. Skinner developed for the science of human behavior served as the basis for many areas of the application of human endeavor, including education. Applied behavioral analysis is the behavior function that correlates reinforcement and punishing stimuli. The effectiveness of interventions based on these models could interfere with the effectiveness of practices in behavioral approach in the measurement of behavioral change, along with self-esteem. Many criticisms have been levied at the behavioral approach. Kohn and Lepper and Green, for example, asserted that individuals should be encouraged to learn and perform for intrinsic satisfaction and not for artificial extrinsic rewards (Jackson & Panyan, 2002, p. 32).

Empirical evidence to the theory that surfing has the positive benefits of behavioral change, increase in self-esteem, and achieving a healthy weight were found in the underlying mechanism of intellectual development based on Kirby and Biggs findings (2002). Surf camps implement positive changes, which are selecting target behavior, finding how to build self-esteem and self-worth, clarifying what positive behavior and its outcomes are, and planning for evaluation.

The target behavior; surfing, and bringing about behavioral change, was observed by watching the adolescent participants learn how to stand up, paddle, and ride the waves. During this time, the teacher paid special attention to the adolescents who exhibited a lack of listening, comprehension, and refusal to complete the task.

Change is possible during adolescence, and that time in a person's life is ideal for building on what he or she learns and achieves. Adolescents had partners for various activities, which allowed them to encourage one another. It is essential to note that once a certain level of success has been reached, participants were given praise, but not "over praise." Adolescents who participate in any new sport should be encouraged, challenged, and taught self discipline.

Positive behavior outcomes were seen by identifying a goal and helping the adolescents achieve that goal. When starting this new exercise, it was important to encourage students to change any negative perspectives of the health program and help them set up a value system for positive attitude change.

When planning an evaluation of participants, the program modification must have a level of success determined by the teacher and based on the performance of physical and emotional outcomes of the students. The level of success could be determined by individualized plans, criteria to be imposed, and a record of positive behavioral occurrences. In conclusion, everyone, upon completion of the camp, should feel successful in exhibiting positive behavior (Gallagher, 1971, p. 60).

Other case studies conducted on behavior and positive behavior change concluded that young persons with a higher self-worth are most likely to gain from health studies; however, they are least likely to accept them. For example, in a series of studies conducted by Sherman, Nelson, and Steele (2000), it was found that leading people to engage in self-affirming experiences reflected on important values, helped to decrease defensiveness about health risks, and motivated people to change their health behaviors.

Other studies have shown that self-affirmations can reduce defensiveness and promote positive health behaviors.

Several models proposed that positive experiences and self-affirmations work as a resource upon which individuals can draw from in time of need (Reed & Aspinwall, 1998). Most researchers agree that people rely on their strengths in one domain while dealing with weakness in other areas. “In this view, positive self-feelings serve as a psychological resource from which people can draw negative health information” (Raghunathan, 2004). When looking at cognitive behavioral therapy, we see the practice of well-being therapy and an increase in the attention of clinical psychology to well-being, distress, and positive personality traits. Non-clinical populations also show that psychological well-being could not be equated with the absence of symptomatology, or with personality traits. Well-being, in the clinical setting, shows a relevant methodological issue, both in psychotherapy literature and the broad definition of optimal functioning.

A recent review by Ryan and Deci (2000) showed that research on well-being has followed two directions: (1) happiness and hedonic well-being and (2) development of human potential (eudaimonic well-being). In the first realm, all studies dealing with concepts of subjective well-being, life satisfaction, and positive emotions were included. The concept of well-being in this context was equated with a cognitive process evaluation of an individual’s life or with the experience of positive emotions” (Linley & Joseph, 2004, p. 371).

Happiness expressed in the adolescents who participated in surf camps demonstrated the self-esteem is increase while students were actively involved in a

positive health behavior. Researchers focus on the establishment of skills and competencies needed to help adolescents achieve a better standard of living, but should also have a concern for the adolescents' overall welfare and advocate for the adolescents' positive health and behavior change. The most relevant topics for this research on positive behavior change was improving relationships, intimacy with family, and building overall self-esteem. These competencies support the processing of emotions, the practice of coping strategies, and give accountability for positive behavior. The enhanced relationships and closeness with family provides a support network.

Studies report an association between measures of subjective well-being and physical health, which can impact relationships. It is difficult to disentangle the impact on the relationship primarily from an association between low scores on the well-being scale and physical health problems, as well as between high scores on the well-being scale and good physical health. (Linley & Joseph, 2004)

The Health and Lifestyle Survey (1993) included measurements of life events and their impact on the involved subjects. Stress was the strongest determinant of psychological symptoms of distress. Once the data was collected, one of the most beneficial factors of the scales was the integration of positive health behavior.

Behavior change gives meaning to adolescents' past, present, and future, which gives them a self-concept that is difficult to change. Short-term goals should always be set for changes, but significant changes unfold over time. Some adolescents make unrealistic demands on themselves, and the outcome tends to be discouragement and low self-esteem. Self-reinforcement during this dip in esteem is appropriate for subjects to see positive behavior change.

H. Maslow (1973) was primarily concerned with the process of “self actualization.” Many of his ideas showed that the process of becoming what one has the potential to become could be seen within human motivation. Strength of character or self-esteem, as he described, whichever need is the lowest in the hierarchy, once it is satisfied, the next need emerges. This research moved Maslow’s work forward and helped to credit the development and enhancement of how individuals see themselves developing.

Psychologists have approached self or self-concept by concentrating primarily on the cognitive dimensions of self. Other theorists who support this approach are G.A. Kelly and J.C. Diggory (1955). Kelly’s theory, described as a psychology of personal constructs, placed emphasis on the unique way each individual views his or her own world.

This conviction helps adolescents relate to a world composed of many personal constructs. The psychology of personal constructs has applies to positive behavior. Affective positive behavior change places heavy emphasis on competence as an aspect of self-esteem, which helps develop human growth. This theory supports the need for academia and other organizations to help children develop self-esteem, positive behavior change, and weight loss (Felker, 1974).

The increase of positive behavior change helps the adolescent see the need for overall self worth and helps the student see they are competent. Positive behavior change is visible as an individual develops the perception, idea, and attitude of oneself. There is a certain amount of uniqueness in dealing with adolescents. Self-ideas, self-perceptions, and self attitudes make up the self-concept which directly affects the behavior of adolescents. “Attitudes are emotionally toned ideas directed toward or against

something” (Felker, 1974, p. 135). Building positive behavior change can be extensive because of its complexity. Self-attitudes are directed inward, and the emotions aroused are very powerful. When measuring positive behavior change, research used must take into account the positive outcomes of a task completion, exercise, and testing. Behavior is a unique factor in human development and in an individual’s environment; therefore; the social setting and the persons involved may have a positive or negative outcome on influencing his or her own human behavior.

The evaluative dimension of self-esteem, self-worth, behavior change, and decrease in body weight could be viewed as a psychological state of self-evaluation upon which both positive (self-affirming) and negative (self-denigrating) scale could be determined. This type of approach to measurement does not foster what some researcher’s constitute as functional behavioral change.

A measurement that Snyder and Lopez (2002) created gave evidence that supported quantifiable behavioral change in subjects that reveals their level of self-esteem in addition to positive change. Subjects simply agree or disagree with a set of positive and negative self-referential statements. In addition to Snyder and Lopez’s work, reaching a determinable measurement system could be achieved if researchers defined the experience of self-esteem and explained how this reflexive emotion is developed over time in the social process, which would help determine other current research that explains “feelings”.

Research known as self-efficacy, or the belief that one “can”, validated that a person can do something that they believe they can do as it relates to transferring the thought of believing they can. When a person needs help to accomplish something, this

ability is one of the most important ingredients for the recipe of success. (Snyder & Lopez, 2002)

Research on Self-Esteem and Students

The following studies examined the self-esteem, academic, and social integration of new sport experiences of students. They also explored the institutional practices employed to admit and integrate new health programs offered to students, which made it important to examine studies related to that topic as well.

Snyder and Lopez (2002) examined self-esteem, self-efficacy and showed that “peoples benefits in their capabilities to produce desired effects by their own actions” are the most important determinates of the behaviors people choose (Bandura, 1997). Most studies concluded that after one year of new health and exercise, students showed evidence of self-guided behavioral change strategies. Research also found that students in public schools achieve high self-esteem rates, which are only slightly lower than their home schooled counterparts. Journals that are specifically devoted to the research of psychology, public health, and sociology continually summarize what we have learned over the last two decades of research on self-esteem and self-efficacy. Both are cognitive capabilities that are developed over time and through life experiences.

CHAPTER III

Methodology

Chapter Overview

This chapter will describe the research design, data collection methods, data analysis methods, and the limitations and ethical considerations of the study. The philosophical framework beings with the impact of surfing and its correlation to self-esteem, self-worth, and positive behavior change. This study favored a qualitative study with a descriptive design, which is considered a mixed methods approach. The choice of the study research was surf camps, and the methodology reflected the use of both qualitative and descriptive approaches. The method approach that was used is a quantitative survey with Likert scales.

A longitudinal approach using a qualitative survey with open-ended questions that elicited descriptive responses was adopted in the latter stages of the study. The director of the camps was also as an observer, which helped to garner feedback for the research, while keeping the data uncontaminated. Previous camps were originally taken into account, but the data was later discarded because some quantitative analysis used and compared pre- and post-camp participant responses, which were deemed unnecessary.

Dates of Samples Methods:

Part 1: Camps 1-4
July 07
to August 07
3-day & 5-day surf camps

Summary of Methods Used in the Study for the

Research Design

The paradigm for this study was based on assumptions of how the research should be conducted and the nature of the research, as indicated by Remenyi, Williams, Money and Swartz (2003). The use of a case study as the main methodology reflected the use of both qualitative and descriptive approaches. The type of case study used involved evaluation of the programs/ surf camps using fieldwork, and may be considered 'evaluative'. The study may also be considered 'ethnographic', since it involved participant observation (Stenhouse, 1985; Sturman, 1997). The specific methods used were participant observation and questionnaire surveys for participants.

Research Assumptions

A survey and case study approach was used to develop and understand experiences (Allison & Pomeroy, 2000), where knowledge is created in the interaction between the researcher and participants rather than independently (Denzin & Lincoln, 1994, 2000). The assumptions for this paradigm were its subjectivity, and that the research was concerned with the understanding of human behavior (Hussey & Hussey, 1997). Patton (1990) and Merriam (1998) believed that emphasis should be placed on the essence, or structure, and interpretation of an experience. Cohen and Manion (1994) supported that view.

The research question was how do non-traditional sports, such as surfing, affect self worth, self-esteem, and positive behavior change in adolescents (i.e. overall improved self-achievement and healthy lifestyle changes)? The methods of this particular

exploratory study were embedded in the qualitative paradigm, which gives the researcher the opportunity to describe the surf camps in an affluent, descriptive narrative. The qualitative paradigm allows for the interpretation of words, variation, and descriptions of participants' responses during this study; therefore, the essence of qualitative research will stand within the interpretive tradition (Creswell, 2003). The design of the study is casual comparative, which implied a cause and effect relationship between the variables.

Participants

The sample group consisted of 33 subjects between the ages of 8 and 18 who participated in and completed surf camp between July and August 2007. In 2005, the participants were offered a free surf camp in exchange for their feedback on the sample surveys conducted in a pilot study. These subjects were randomly selected and asked if they had ever participated in a surf camp, or other non-traditional camps. These subjects were contacted via telephone, electronic mail, and personal communication. The adolescents had to be willing to participate, have intermediate swimming skills, and have a waiver signed by their parents or guardians. Those requirements were the same for the 2007 participants, with the only differences being it was a paid camp and the criteria for a participant being chosen was (a) must be between the ages of 8 and 18, (b) display somewhat of a rebellious attitude, and (c) exhibit indications of low self-esteem or self-worth. In 2008, the goal for collecting data for this study was to measure self-esteem, self-worth and positive behavior change in the subjects that participated in Titus Surf School. The survey in the final collection of data was then narrowed down to just 17 subjects. There was no pre test data collected.

Instrumentation, Research Design, and Procedures

Titus Surf School conducted two surf camps as a case study and gave a descriptive analysis on the surveys handed out at the end of each week that consisted of a 13 question survey. The study was held on July 16 –20 for camp number one and camp two took place on July 24- 28. This research reported a summary of the findings obtained through the camp groups. The research design was an in-depth case study of surf camps, to see whose development of higher self-esteem might be increased due to surfing in the camp. Both males and females were observed. According to Burgess (1989, p. 116), the case study research design becomes polarized in the particular case.

Within the case study research design, there was a detailed description of the camp, the case study subjects, and the different contexts within which the campers stated a lower or higher self-esteem level. A case study is a means to explore an occurrence, while assisting in gaining insight into that phenomenon, while simultaneously building provisional hypotheses (Merriam, 1998, p. 41). This case study distinguished itself by evaluating surf camps as a means to increase overall self-esteem.

The survey was emailed to those who attended and wished to complete a survey at a later date. At each camp session, participant comments were recorded. The recorded information was then e- mailed or mailed to participants so they could confirm that their comments had been accurately recorded. In addition, they were given the opportunity to add additional information if desired.

Data Collection Procedures

The surf camps were conducted in one location and focused on helping the subjects build higher self-esteem and positive behavior change. Both camps were structured in the same way and on the last day of surf camp there was a surf contest where everyone was a winner. Then, the surveys were handed out to measure each participant's answers to his or her overall self-esteem during the participant's time at the one week surf camp. All subjects who participated in each of the surf camps then provided post-test data for the analysis. Since analysis of surf camps suggests that each child will require a different kind of intervention suited to his/her individual needs in increasing self-esteem, the study used a small sample of subjects that participated

Survey Questions

For this study, the data was collected by random selection of the subjects involved in the surf camps. The information from the surveys provided the needed data regarding positive behavior change and self-esteem. All surf camp groups were asked questions targeted to the surveys and the options that they had in the one week camp, which lasted for three hours every day. The surf camp was developed by Titus International, and the July camp participants in all groups were asked to contribute any additional information for this study that they felt may benefit the study, methodology, and organization.

The participants of the surf camp were given surveys that were collected at the end of each camp and analyzed for self-esteem, positive behavior change, and increase in self-worth. The demographic data consisted of gender, ethnicity, and age group. The first area explored in the observations focused on the participants' experience with the surf camp and they were asked about previous alternative exercise, other than surfing. The

adolescents were also asked if they would participate in another surf camp in the future. The camp survey also gathered whether or not the camp gave the adolescents a sense of higher self-worth and self-esteem. Additionally, participants were questioned as to what sports or other activities they were involved in outside of surf camp.

The surveys used for gathering information from the participants used a five point Likert scale with five being the highest, meaning “more likely” and one being the lowest, meaning “less likely”.. A yes or no response was given for each question that did not have a scale format other than a contingency table, which was used. The surveys, using the number scale, asked the questions found in the Appendix: Survey for Surf Camp Participants, and the term self-esteem was explained to the participants during the survey using the following information: Rosenberg (1965) described self-esteem as a favorable or unfavorable attitude toward the self; and William James (1890) defined self-esteem as the feeling of self-worth that derives from the ratio of our actual success to our pretensions. Self esteem is idealistically the overall opinion you have of yourself.

Other instrumentation used for data measures and collection was a demographic and historical data sheet. This form required that all participants report the following items: age, race, gender, and rate your self-esteem/ self-worth after surf camp, and whether or not the camp gave them a better outlook on life.

Data Analysis

The data analysis program used was the JMP at Virginia Tech University. The statistical goals included were the means; non-parametric (NP) test (Wilcoxon), and the correlations between the subjects. After the data was calculated, it verified distribution assumptions in the non-parametric tests. The study used a nonparametric test because it

made less stringent demands of the data. Another advantage was that it is the most commonly used statistical technique. This statistic procedure was used because the data involved estimating or testing the values of the parameters. In this study's case, the population means or proportion showed specific parameters and the number of ranked data from lowest to highest.

This study looked at how non-traditional sports, such as surfing impact, facilitate, or hinder the comprehensive theories of self-esteem, positive behavior change, and self-worth. The strategy for the data analyses consisted of each multi-item measure established by its relationship of the data. Analysis was conducted to determine the number of responses to the general measure of self-esteem levels given. These measures and data were performed with the latest version of the JMP software in the Virginia Tech statistics department. The overall boundaries of this research design study were qualitative in nature, using a causal-relationship design method. Ex-post facto data was utilized (2003-2007). Nonparametric tests will also be used for data analysis.

The data analysis procedure used and described was the Rosenberg Self-Esteem Scale (RSES). The RSES is a brief measure of global self-esteem (Rosenberg, 1995). This ten-item measure evaluates one's overall feelings of self-worth using the assumption that lower scores indicate greater self esteem and the higher scores indicate greater self-esteem. Participants responded to each statement using a five-point Likert scale. For the ease of data interpretation, the JMP scored responses were interpreted. Internal consistency for the program indicated a strong alpha range, which had a strong convergent validity, justifying the use of this scale. Another scale that relates to the Rosenberg scale is the "general self-regard" scale (Robinson, Shaver, & Wrightsman,

1991). Other test considered for this study are ANOVA, t-tests, themes, discourse, etc., however, a quantitative comparisons that was run only compared the statistics between gender, ethnicity, and age. These data collection methods proved that the research problem not only drove the research process, but also determined the data collection procedures. This research made use of the following data collection methods and observations.

Observation

Qualitative data was collected from observation of the participants. Data was also taken from the surveys and put into the statistic software to explain the subjects' responses, which showed the mean scores. The data was collected by observations of the weekly surf camp sessions for a period of about two months. The observations included looking at the participant's cognitive skills, emotional responses, language, and general well-being during each session.

The significance of the implementation of new alternative health behaviors was to educate children, parents, and schools who would benefit from this study. When observing the behavior of the adolescents, parents expressed an interest for their children to change negative attitudes toward exercise and sports. This exemplifies that parents and teachers would benefit from this non-traditional program simply by watching their child learn a new positive health behavior. Parents also have the option of joining their youth in these non-traditional sports. Surfing is for everyone regardless of, age, races, and ethnic groups; all one needs is a local wave pool or ocean. The benefits are many. Surfing could bring people together to build community by learning a new sport but.

This study may prompt financial aid for surfers who compete in surf contests; give new research to the sporting world, using the data about the quality of sport in an adolescent's life that have received surf lessons who participate in new non-traditional sports. Those changes could bring in revenue to local area coastline colleges who would implement a surf class for elective credit. Researchers may use the results to examine the effect of the types of positive outcomes that surfing can offer to adolescents. In addition to providing students with lifelong exercise goals, intimacy of self-esteem, and emotional well-being, this study could lend support to other related studies and validate the experience of positive behavior change and self-worth to help young people develop into optimistic, hopeful, creative, and loving people.

CHAPTER IV

Findings and Results

This research explored and helped to determine whether surf camps as a health behavior would increase self-esteem levels. Other aspects of this research were to change students' attitudes towards healthy lifestyles and physical education and provide evidence and validity to the socio-emotional benefits of surf camps.

The goal of collecting data for this study was to measure self-esteem, self-worth and positive behavior change in the subjects that participated in Titus Surf School. The survey in the final collection of data was narrowed down to 17 subjects. The sample consisted of one African American, one American Indian, seven other races, and eight white subjects. In this case there was no pre-test data collected, so most of the survey questions could not be determined.

After analyzing the data it was apparent that there was not enough data to verify distribution assumptions, so a non-parametric test was used. The reason for using a nonparametric test was that it made less stringent demands of the data. Another advantage was that it was the most commonly used statistical technique. This type of statistic procedure was used because the data involved estimating or testing the values of parameters. In this study, the population means or proportion was expected, due to the specific parameters and small number of ranked data from lowest to highest.

The non-parametric tests did not verify distributions as expected. Nonetheless, when analyzing the Likert scale questions, the statistics explained the mean average. For example, on a scale where "1" is the lowest and "5" is highest, an average of 4.3 on

“those who expressed a feeling of being happy” was closer to four than five. The number four represented a higher happiness level of males compared to females.

The test for comparing data test scores between males and females is available in Figure 1. Both of these plots showed males in a similar distribution. The nonparametric tests have p values of > 0.05 (Table 1), so we could not determine that their scores are very different.

These results represent only 17 observations; therefore the researcher cannot verify the distribution. Consequently, that is the reason a non-parametric system was used for the methodology. After reviewing the male and female scores in relation to the happiness level of the surf camp experience, the data validated the fact that they were similar in their distribution (Figure 1 and Table 1). The data also suggested that both males and females reported similar gains in their levels of self esteem after participation in the surf program (Figure 2 and Table 2). The conclusion is based on the fact that the p values are greater than 5 percent for the entire non-parametric test. Correlating the data with a small sample size was not effective.

Figure 1 Average mean of Male and Female

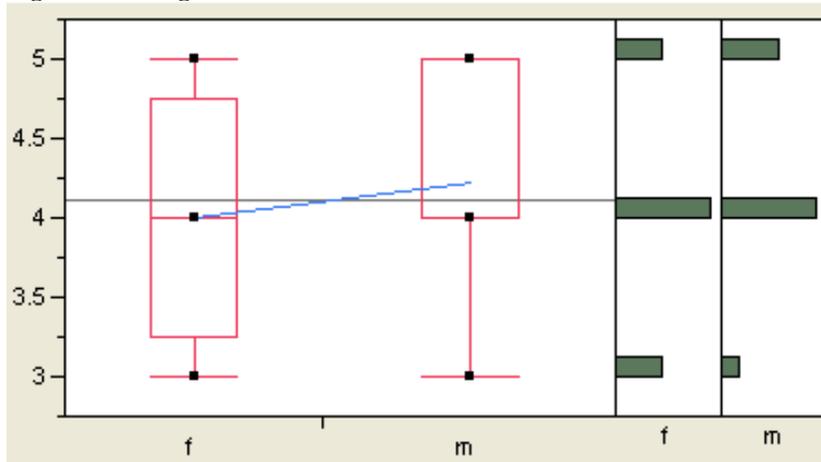


Table 1 Non-parametric test of mean scores

Wilcoxon / Kruskal-Wallis Tests (Rank Sums)				
Level	Count	Score Sum	Score Mean	(Mean-Mean0)/Std0
f	8	66.000	8.25000	-0.583
m	9	87.000	9.66667	0.583
2-Sample Test, Normal Approximation				
S	Z	Prob> Z		
66	-0.58319	0.5598		
1-way Test, ChiSquare Approximation				
ChiSquare	DF	Prob>ChiSq		
0.4048	1	0.5246		
Median Test (Number of Points Above Median)				
Level	Count	Score Sum	Score Mean	(Mean-Mean0)/Std0
f	8	3.333	0.416667	-0.561
m	9	4.667	0.518519	0.561
2-Sample Test, Normal Approximation				
S	Z	Prob> Z		
3.3333333	-0.56079	0.5749		
1-way Test, ChiSquare Approximation				
ChiSquare	DF	Prob>ChiSq		
0.3145	1	0.5749		

Figure 2 Post-test data of self-esteem

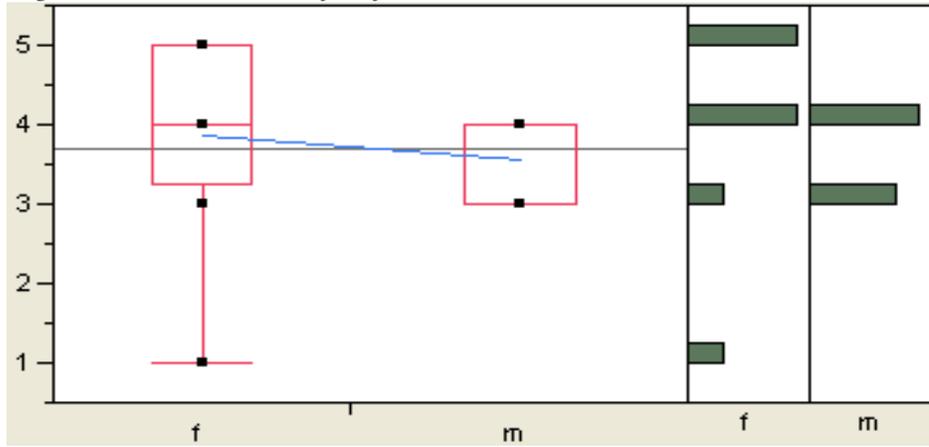


Table 2 Non-parametric test of self-esteem scores

Wilcoxon / Kruskal-Wallis Tests (Rank Sums)				
Level	Count	Score Sum	Score Mean	(Mean-Mean0)/Std0
f	8	84.500	10.5625	1.240
m	9	68.500	7.6111	-1.240

2-Sample Test, Normal Approximation			
S	Z	Prob> Z	
84.5	1.23965	0.2151	

1-way Test, ChiSquare Approximation			
ChiSquare	DF	Prob>ChiSq	
1.6675	1	0.1966	

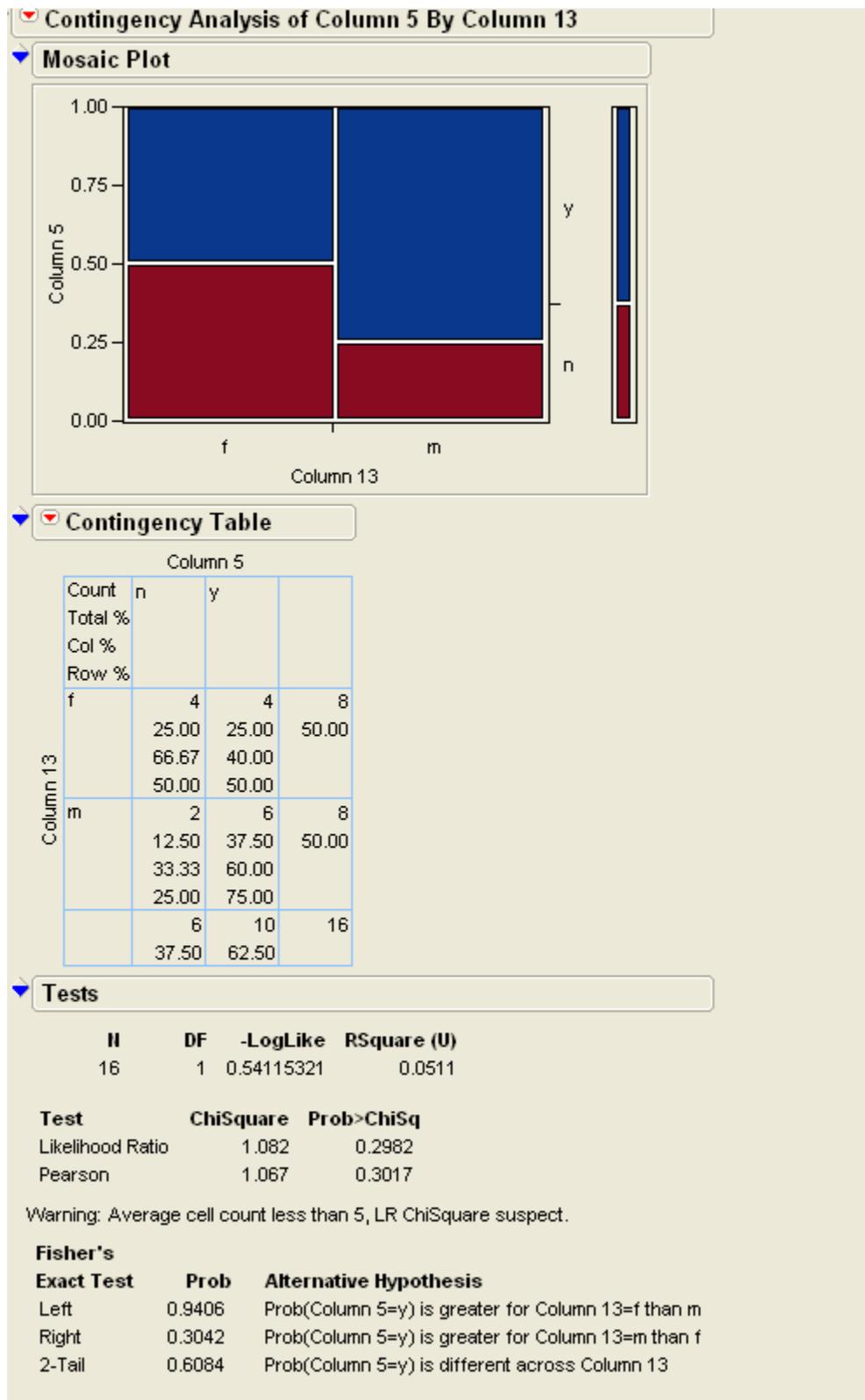
Median Test (Number of Points Above Median)				
Level	Count	Score Sum	Score Mean	(Mean-Mean0)/Std0
f	8	4.875	0.609375	1.405
m	9	3.125	0.347222	-1.405

2-Sample Test, Normal Approximation			
S	Z	Prob> Z	
4.875	1.40467	0.1601	

1-way Test, ChiSquare Approximation			
ChiSquare	DF	Prob>ChiSq	
1.9731	1	0.1601	

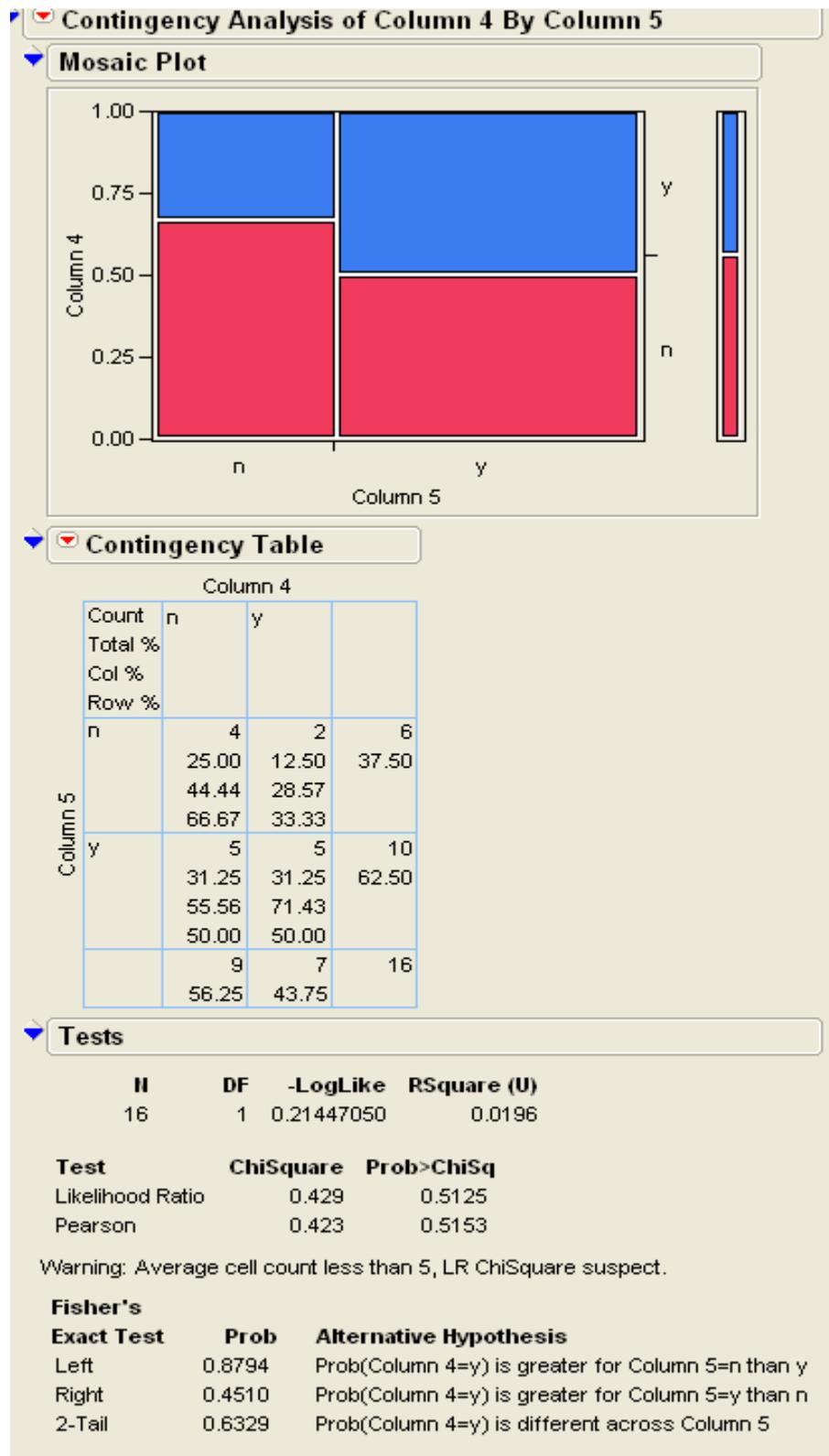
Table 3, corresponds to question number five which compares the number of responders who answered “yes” and the number who answered “no” to a feeling of increased self-worth after learning how to surf. The Chi square test could not be completed due to low cell counts; however, after reviewing the contingency, Table 1 could conclude that the males had a significantly higher level of self-worth compared to females, which was indicated by a “yes” response. Subjects also gave confirmatory feedback about their feelings of increased self confidence, which directly correlated to a higher self-esteem level.

Table 3 Question 3



When doing a contingency table analysis between questions two and five and four and five we could not do a correlation. Question number five in the survey was a yes/no question, so no correlation could be conducted. Question four had the same outcome; therefore a contingency table was used. The results are illustrated in Table 4.

Table 4 Question 4



When comparing question two and five, there was not a significant difference in distribution of self-esteem scores between the yes and no responses. It was not possible to validate the scores statistically due to the small sample size. The pre- and post-test scores of self-worth and self-esteem can be used to conduct for future research. When the median ages were compared between the male and female groups by a ranked test, the conclusion was that they had similar median ages. In closing the descriptive statistics showed that the mean was 15.5 and the males mean was 14.7 years of age. As Table 5 shows, question five of the contingency analysis lacked supporting data to conclude that age or gender have a direct effect on self-esteem when learning how to surf.

Table 5 Question 5

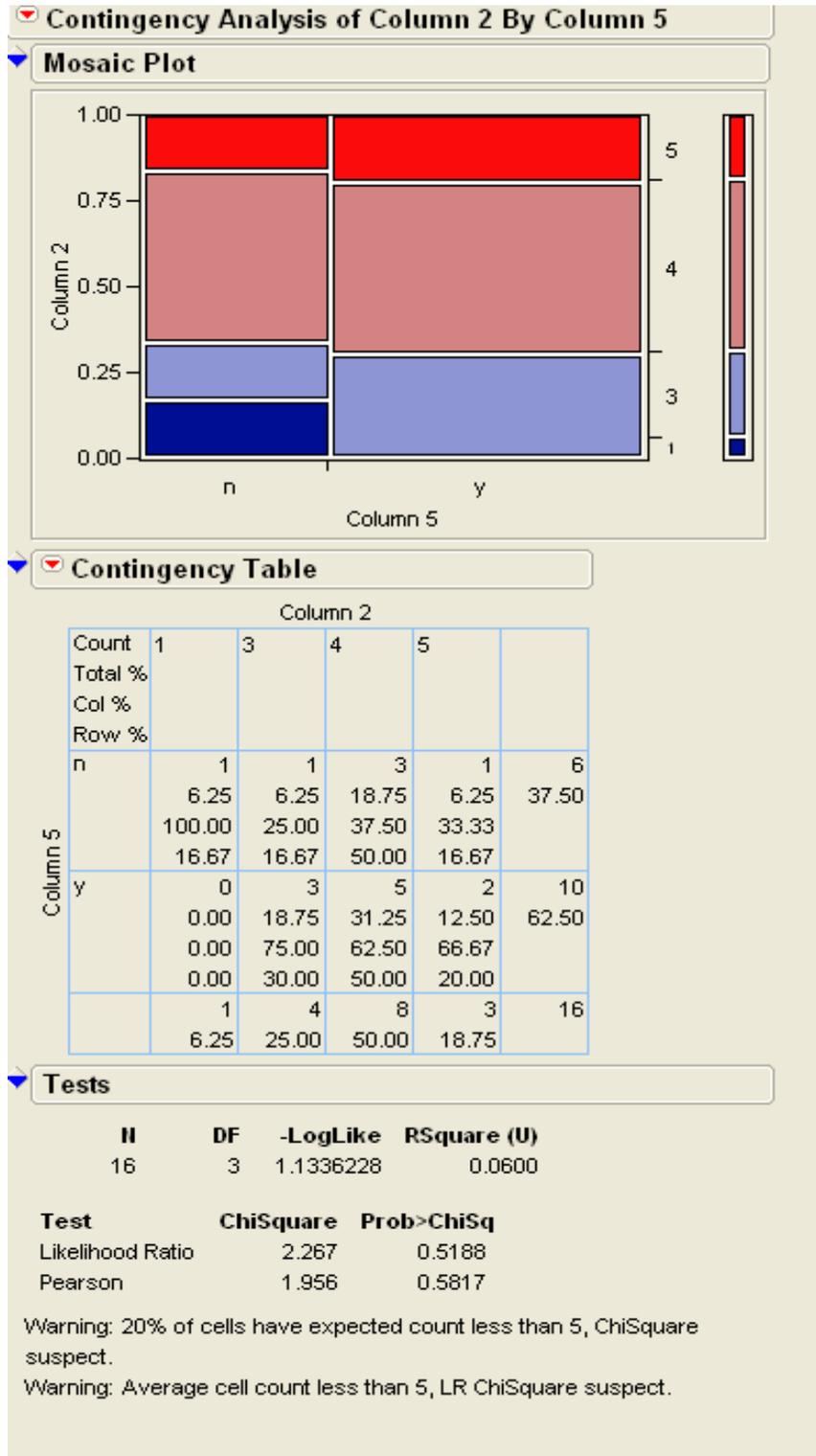
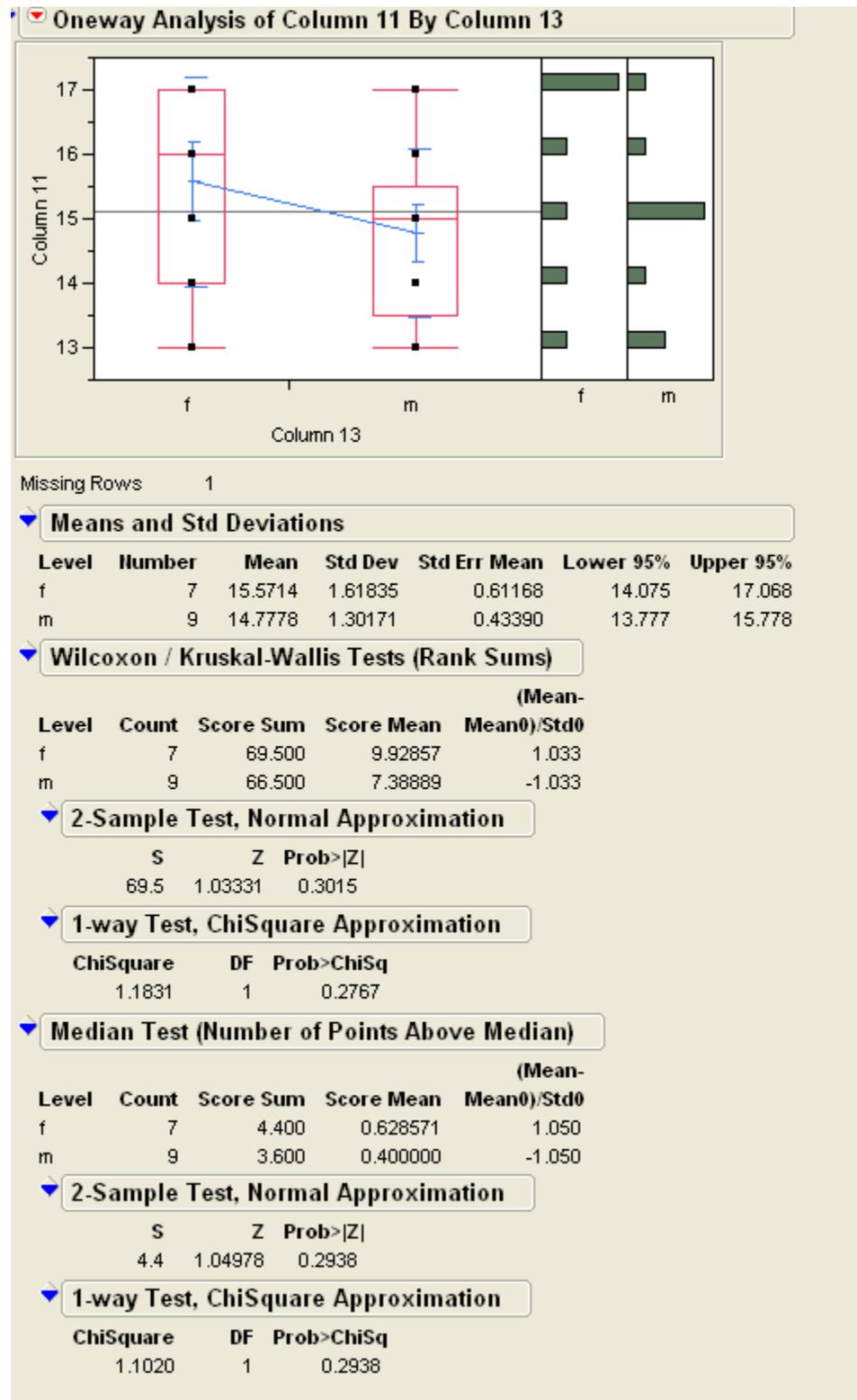


Table 6 Question 6



Other survey questions, such as questions number seven, eight, and nine, statistical conclusions cannot be drawn due to the small sample size. The positive attitudes towards exercise, however, are higher in relation to the subjects that expressed a higher self-worth and self-esteem level.

To assess the relationship between self esteem and impact of the surf camp, differences in the data were calculated by taking the survey's before some of the camps were finished, but none of this data was used. When compared to the other subject's responses, the results showed differences in the self-task completion response. When that data was compared to the responses after the camp, it showed evidence that the subjects after the surf camp did have an increase in self-task completion. These correlations appeared in the surf school camp as well and demonstrated that same correlation across age, gender, and race. Many participants were increasing in the skill of surfing, feeling a higher self-worth, and a positive behavioral and socio-emotional change. Although this effect did not hold for each of the groups, it did enhance the interest of students in desiring to enroll in P.E class in the potential hope of a surf class being offered in their school.

Discussion and Summary

The data collection from the survey questions given to the middle school and surf camp subjects explained certain problems in understanding what self-esteem was apprehension was expressed regarding trying a new sport. The subjects also expressed anxiety and fear of not doing as well as their peers. When the subjects were asked to complete the surveys and to give written responses to several questions some were fearful of the answers being shared.

The analysis is demonstrated in the responses to question four in Table 4. The question asked the subjects if they felt like they had low self-esteem before the camp, which many affirmed verbally, on the survey, however, most of the participants responded with a no answer. Additional review of the survey written responses revealed that training in larger groups was ineffective due to the subjects not having adequate supervision and certain fears of not being successful at learning how to surf. Other subjects said they did not like being in the ocean and were fearful of marine life.

Camps were modified into smaller groups and the self task completion capability was higher. Another reason the smaller sample size was favorable was the ability to encourage individually, which was not possible in the larger groups.

Most of the subjects expressed in their survey that the camp gave them a better understanding of increased self-value. The subjects expressed that they believed that surfing would increase their self-esteem, if they could learn to surf. Other responses were that surfing was “cool” and “exciting”. Subjects explained that they had an increase in self-value after the end of the day at surf camp. The study supported the expectation that feelings of self-esteem would continue after the camp was over.

The final conclusion of the data was that the camps influenced the subject’s ability to look at his or her overall self worth, and also transferred into the subject’s awareness of the need of a healthy life-long activity, such as a physical education class, which will lead to an even higher self-esteem and self-worth.

This study provided validity that surfing can directly correlate to improving both self-worth and self-esteem levels in both males and females. The data collection for the research of the surf camps used both qualitative and descriptive approaches.

The data collected showed that once the subjects were finished with the one day and weeklong camp, there was a direct correlation with an increase in self-worth and positive overall behavior change, which could be shown through the survey answers. The socio-emotional benefits outweighed any risk to the subjects, and the findings have been reduced to tangible evidence and validity that there was an increase in the self-worth, self-esteem, and positive behavior change. Most of the feedback from the surveys asserted that non-traditional health behaviors do give justification for similar programs in the school systems. This was associated with students' increased interest in the environment, improved health, and an increased awareness of the importance of physical education in our schooling systems.

Some findings from the surf camps illustrate the increase in social-emotional benefits that come from surfing. It is important to note that most of the subjects initially did not think that they would have an increase in self-worth. This was a direct correlation to the subject's outlook of task completion which consisted of standing up on the surf board and "catching waves". Other important findings were the comments campers made about the camp experience and the difference it made in his or her self confidence level. These constructs could not be measured quantitatively, but the qualitative reviews gave a positive outlook to new program implementation for any class that would target increasing self-esteem/self-task completion.

Other important findings during the data collection phase of the research were from the evaluation of the positive behavior change in the subjects. One interesting fact was the focus and attention the subjects employed. Titus Surf Camps began each day with each participant's perspective and what their goals were for the day. At the end of

the camp there was a time for feedback, which would transition to the commonly used topics of the survey questions. Some examples were, how did today's camp help you? Did you feel better about yourself? Did the experience give you more self-worth? Do you have a better outlook on life in general or illustrate positive behavior change? The surf camp tasks and objectives captured the insight of the students and the responses helped to report the overall findings.

One instructor of the camps gave feedback that showed and explained that the subjects were encouraged, not only by surfing and being able to learn a new sport, but they also learned about wellness, surfing as a lifelong sport, and how non-traditional sports build confidence. Another surf camp director noted feedback about the amount of interest in surfing and the subjects' exemplification of an increase in self-worth and confidence in his or her ability at the end of each camp day. Several subjects that participated also commented on the sense of freedom they felt.

CHAPTER V

Conclusions

This exploratory study was designed to examine, discuss, and validate how non-traditional sports, such as surfing, affect self worth, self-esteem, and positive behavior change. Another effort of this study was to aid in the further research of adolescents as pertains to achieving higher self-esteem levels, increased positive self-worth, and behavior change. This investigative study may be added to existing literature, especially in other group studies that measure youth and adolescent's self-worth and self-esteem.

The validity of surf camps and new sport programs can be seen throughout research and literature. The results provide evidence that higher self-esteem and self-worth levels did increase and could be seen in the course of this study. After reviewing all surveys and listening to the feedback of the subjects, it can be concluded that this area of research would benefit from additional exploration.

In the 2005 inaugural case study, of the 78 subjects were randomly selected between the ages of eight to thirteen. Subject participation in the surf camp demonstrated a direct correlation to positive behavior change, however the 2005 data was not used. In the 2007 study, the 17 subjects ages 8 to 18 showed the same results. Most of the students were intrigued by the fact that surfing was not only safe, but a very exciting sporting activity that gave them a new way to participate in physical education. Partnership with a public school, who has requested anonymity, opened up another new realm of physical activity by allowing Titus Surf School to conduct an exercise program for secondary school students. The experience gave them an interest in physical education programs and non-traditional sport implementation.

The camp participants enjoyed the camp experience, which correlates with the feedback given by parents and teachers who were involved in these camps as well.

Written responses from the data collection phase of this study indicating whether surf camps should be offered in their school, gave overwhelming affirmation.

Most of the participants were fascinated with this research and new health promotion program. Some of the questions the students asked; would the camp help them get into better physical shape? Other expressed the amount of fun they had at the beach and in the ocean. Several campers also explained hesitation and feelings of being overwhelmed.

The instructors' feedback at the end of the program, were just as important as the survey. Several of the staff members stated that conducting the camp gave them a sense of purpose; that they felt good teaching the students, and that they learned the importance of team work. The staff director commented on the significance of teamwork while the staff worked together to help campers learn to surf. This statement gave validation to the overall purpose of the surf camp and study.

Most of the adolescents in the surf camp received positive encouragement from all of the Titus International Surf staff and benefitted from a learning environment that created motivation towards task completion and an increase in self-worth. This was accomplished by the staff giving positive affirmation and encouraging words and focusing on the positive aspects and reinforcement of the things the students did right, as opposed to anything negative.

While most of the research gave positive feedback, there were some drawbacks. One significant drawback was the amount of time allotted with the students. It was

difficult to determine the positive behavior change in a short time period. Another setback in observation was that the research did not show the attitudes and self-esteem levels of the adolescents before entering the camp (pre camp survey).

Implications

The study was significant in terms of future theory because this will help build the components of the behaviorist and cognitive theories and gives credit to new hypotheses. To date, the positive behavior change theory has focused on how behavior promotes access to higher self-esteem and promotes persistence for achievement. The value of present studies such as this one has offered insight into the effect of self-esteem for students while they overcome low self-worth levels. This data might be used to expand existing theory to include information about the influence of positive behavior on students while they are enrolled in new alternative health programs. In a future study, however, research could be conducted to learn if the surf camp did increase their overall self-esteem levels. Further research and work that could be done in this field could be additional community-based studies. Research could be conducted and used in other after school sport activities. In future research a larger sample group could be observed easily using online surveys, thus making the data more readily available to other camps' participants.

A societal shift could occur with something as special as the unifying sport surfing, which can be a humbling activity. "...but humility is a precursor to honor" (Proverbs 18:12 The Message). Additional benefits would be tolerance and respect for others, acceptance of responsibility, integrity, satisfaction in accomplishments, self-motivation, willingness to take risks, ability to handle criticism, and love for the

unlovable. Data from this study provides groups of people with evidence that new alternative health programs may help provide adolescents with higher self-esteem, which will then create positive behavior change in this population.

The focus of the surf camp was the content; particularly physical outdoor activities, the development of the group, the challenges and the natural environment surrounding the Titus Surf School. Participants perceived and had a feeling of higher self-esteem from completing the camp and the main objective of the three day and five day camps were not only personal development, but also an increase of self-worth. Another personal development and interpersonal effect that these camps were designed for was to build the self-worth levels of the participants in the surf camps. It is concluded that the camps did achieve some of the stated objectives.

Policymakers who might benefit from this study are educators, parents, and government leaders who agree that there is a need to develop individuals with healthy self-esteem levels and exercise programs. This study is significant for future policy, because the results provide policymakers with the proof of improvement of the quality of life for adolescent students who participate in new non-traditional health programs that emphasize positive behavior change and healthy living. Policymakers could also use this information when considering the types of programs they would like to expand, aid, and/or reduce.

An aspect to the research was the lack of understanding that the public schooling systems had regarding the importance of implementing new health programs, such as surf camps, or even lessons being offered in their schools. There were collegiate institutions

interested in a surfing class in the future. Psychology departments expressed interest because the classes would aid in defining self-worth.

Surf camp helped subjects achieve predetermined goals, but the achievement of those goals was not a factor. According to survey comments collected, the outcome of task completion in surfing, or in any new sport, shows an increase in self-worth.

Recommendations for Future Research

Further research and work in this field for one example a null hypothesis in this research case could be both (male and females have the same median age) the alternative to this hypothesis is both genders have different median age. A good future pilot study would be finding subjects both males and females that both express the same self-esteem, self-worth, and happiness levels, etc. Then use the median age group in the data up above. In conclusion they are not all equal. We could compare this and look at the age group of the males and females with the same formula however, it is likely to have the same common results.

Research suggested that demographic correlated with subjective well-being does not account for variants in reports of well-being (Bradbury, 1969). Research shows that measurement and research methods have relied solely on global and retrospective self-reports. According to global reports, however, there has been uncertainty as to the extent of individual and cultural differences. The validity of well-being measurements based on experiences, reports, and biological and cognitive measures accredit most research with positive measures, but more attention should be paid to the developmental process involving the subject's self worth and self-esteem, in comparison to the satisfaction of the

Life Scale first developed by the American psychologist, John Flanagan (Burckhardt, & Anderson 2003).

Summary

This exploratory study gave evidence and validity of contributing factors that all students can achieve higher self-worth and self-esteem levels in any new non-traditional physical education class and program. This study should encourage other areas of potential research to look at the results of self-efficacy when examining original paradigms. This research provided evidence about the importance of serving our youth in community based programs, while helping to increase positive behavior change. Other organizations may look into the creation of future programs similar to Titus International Surf School. This research could be used to help implement extracurricular after school activities programs for K-12 students who desire to obtain school credit.

Non-traditional sports may soon give validity to the use of new programs to help motivate other students to attend class and to help increase self-worth as they become more active. Now more than ever, research should give support to those in need. This research illuminates the importance of self-worth, self-esteem, and overall levels of joy, which all have undeterminable value in aiding students to achieve higher standards of learning and to obtain a better attitude towards exercise and life.

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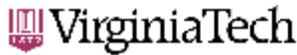
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Appendix B



Office of Research Compliance
 Institutional Review Board
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PVA00000572 expires 1/20/2010
 IRB # is IRB00000867

DATE: September 26, 2007

MEMORANDUM

TO: Richard K. Stratton
 Troy Smith

Approval date: 9/26/2007
 Continuing Review Due Date: 9/11/2008
 Expiration Date: 9/25/2008

FROM: David M. Moore 

SUBJECT: **IRB Expedited Approval:** "A Case Study of Participants' Perceptions of the Socio-Emotional Benefits of Surf Camps", IRB # 07-398

This memo is regarding the above-mentioned protocol. The proposed research is eligible for expedited review according to the specifications authorized by 45 CFR 46.110 and 21 CFR 56.110. As Chair of the Virginia Tech Institutional Review Board, I have granted approval to the study for a period of 12 months, effective September 26, 2007.

As an investigator of human subjects, your responsibilities include the following:

1. Report promptly proposed changes in previously approved human subject research activities to the IRB, including changes to your study forms, procedures and investigators, regardless of how minor. The proposed changes must not be initiated without IRB review and approval, except where necessary to eliminate apparent immediate hazards to the subjects.
2. Report promptly to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.
3. Report promptly to the IRB of the study's closing (i.e., data collecting and data analysis complete at Virginia Tech). If the study is to continue past the expiration date (listed above), investigators must submit a request for continuing review prior to the continuing review due date (listed above). It is the researcher's responsibility to obtain re-approval from the IRB before the study's expiration date.
4. If re-approval is not obtained (unless the study has been reported to the IRB as closed) prior to the expiration date, all activities involving human subjects and data analysis must cease immediately, except where necessary to eliminate apparent immediate hazards to the subjects.

Important:

if you are conducting **federally funded non-exempt research**, this approval letter must state that the IRB has compared the OSP grant application and IRB application and found the documents to be consistent. Otherwise, this approval letter is invalid for OSP to release funds. Visit our website at <http://www.irb.vt.edu/pages/newstudy.htm#OSP> for further information.

cc: File

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