Self Efficacy, Cross-Racial Friendships, and Classroom Climate; Effects of an Outdoor Adventure-Based Social development Intensive.

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Abstract:

This study will investigate the effectiveness of an Outdoor Adventure-Based social development intensive as a method of intervention for enhancing the self-efficacy, cross-racial friendship selection and perception of classroom environment of students in an urban middle school. The subjects will be 346 sixth grade students in eleven intact classes. Six of the eleven classes, randomly selected will participate in a one day "ropes course" intensive. Pre and post measures of self-efficacy, cross-racial friendship and perception of classroom environment will be taken. Instruments to be used include the Self Efficacy Scale (Sherer, Maddux, Mercadante, Prentice-Dunn, Jacobs & Rogers, 1982), the Learning Environment Inventory (Walberg & Anderson, 1968) and a sociometric questionnaire used by DeVries, Edwards & Slavin, 1977 which will involve asking the students to list the names of classmates (a) whom they considered their friends in school (b) and who had helped them with their classwork. Each student's responses to each item will be coded for (a) the number of cross-race choices and (b) the number of within-race choices. Data will be analysed using both descriptive and inferential statistics for quantitative data. It is hypothesized that participation in an Outdoor Adventure-Based social development intensive will have an effect on the above mentioned variables and that the effect will be maintained for a two month period following the intensive. Implications for the use of this type of program as an intervention method for individual and group multi-cultural social development is discussed.

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