The Effect of the Maum Meditation Program

on Third Grade Children's Self-Esteem and Self-Efficacy

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ABSTRACT

The research topics have been set to find out the effect of Maum Meditation on third grade student's self-esteem and self-efficacy:

Topic 1) What effect will the Maum Meditation program exert on the improvement of the Elementary student's self-esteem?

Topic 2) What effect will the Maum Meditation program exert on the improvement of the Elementary student's self-efficacy?

The method of research was that the Maum Meditation program has been conducted to thirty elementary school students, divided into the experimental group and the comparison group. The effect has been verified throughout the quantitative analysis beforehand and hereafter throughout the test of self-esteem and self-efficacy. The results were as follows;

First, the Maum Meditation program has shown the positive effects on improving the self-esteem and self-efficacy. Especially, the changes of subdivisions of social self-esteem and *expected capacity at the beginning of activity활동시작능력기대* were remarkable as compared to the comparison group.

Second, upon completion of the program, the children made comments on their changes such as feeling refreshed, feeling good, having the mind widened, feeling good all the time and being brightened. In practice, the relationship with their family improved, their facial expression became bright, they became well-mannered and they finished their work more frequently by themselves. At school, the academic grades have enhanced due to the improvements in confidence and concentration, and they could spontaneously say such words as “thank you” and “I appreciate it” along with corresponding conducts.

Moreover, as the program was undergoing, the children enjoyed the mind-game, looked forward to playing it, and participated in it with the active attitude.

Keyword : Maum Meditation, Self-Esteem, Self-Efficacy, Third Grade Children

I. Introduction

1. The Necessity and Purpose of the Research

Everyone’s life starts from oneself. Everything begins with finding out and loving the self. When trusting and respecting one’s self, everyone can deal with his difficulties in an active and effective way and pursuit a happy life that satisfies his desires and expectations. Generally, children with a distinctive goal tend to choose a more difficult and challenging task and patiently accomplish the task, as their goal becomes their motivation. These children are emotionally stable so that they bear the positive attitude

in every circumstance. They are observed as being confident and thus they can deal with any problem. On the other hand, students lacking confidence are mostly passive in school life and tend to be reluctant in starting a new task, due to the fear and anxiety for the outcomes.

It is very important to help children to have conviction in them that they can wisely solve the matters in everyday life by means of enhancing their confidence in handling the work, in order to achieve the result to a certain extent. According to Erikson's psychosocial development theory, the stage of the elementary schools is the stage of diligence versus inferiority. When they have the opportunity to achieve something, they obtain the diligence as a result. However, they obtain inferiority if they face the criticism and frustration.

At this stage, it is perceived to be the most important to form the positive self-identity, which establishes ideas about 'who am I?' or 'where is my position' in the society, to have confidence that everything is possible, and finally to form the self-efficacy to respect and cherish the self.

Self-esteem, which is defined as the self-valuation, is the most important factor that influences one's behavior, the adaption to the society and the formation of decent personality(Rogers, 1951). Accoring to Coopersmith(1967), self-esteem is the valuation or the estimation of one's self that was formed and maintained by oneself. One, who has high self-esteem, thinks himself as a worthy and important person so that he perceives himself to be greater than others who are of the same age group and at the same educational level and believes he can control his behavior.

Therefore, if one endeavors to develop himself from the elementary school days,

he can lead a school life with higher self-esteem; he recognizes himself as an owner and as a worthy existence at the developmental stage. It is expected that he can handle all matters with confidence and solve any problem on his own. On the other hand, self-efficacy is the individual evaluation of one's ability; evaluating whether or not the required task can be accomplished and how well the task can be done, in order to attain some outcomes in a specific learning circumstance with some degree of straining factors. According to Schunk(1989), when students encounter the difficulties, those with high level of self-efficacy endeavor to study for a longer period with better performance than those who do not have confidence in their ability.

However, many youths cannot form the righteous self-concept for they are indulged in the abnormal life style. Dobson and Dobson(1976) indicated that the most significant reason for students' lack of motivation, academic underachievement, increase in smoking, drug intakes, frequent absences without leave, etc., is the lack of their self-esteem(Kim Ki Yeon, 1996, re-quotation). Thus, it is perceived that the educational effort is the most important from the elementary school stage, to attain the efficient outcome in fostering their ability to wisely solve all problems in everyday life with positive discretion and higher self-esteem and self-efficacy.

For that purpose, the method of Maum Meditation, a program which renovates one's consciousness and enables one to find his true self, has been applied to the children, in order to instill the self-esteem and self-efficacy.

The main purpose of this program is to let one know his original self, the original mind.

That is, one recovers his original mind by knowing the identity of the mind that

forms his self. As a result, it helps children to have high self-esteem and self-efficacy so that they can solve their problems by themselves. They can understand who they are exactly as they are. Therefore, it helps them to grow up.

2. Research Topic

The following research questions have been established in order to investigate the influence of Maum Meditation program on the third grade elementary students' self-esteem and self-efficacy:

Question 1) What effect will the Maum Meditation program exert on improvement of the elementary student's self-esteem?

Question 2) What effect will the Maum Meditation program exert on improvement of the elementary student's self-efficacy?

3. Definition

A. Mind

Mind can be categorized into the true mind and the false mind. The true mind is the existence before the creation of the universe, that is Truth, Buddha, God, the Origin, *Han-eol*. The false mind is the remembered thoughts, that is one's life lived and the body that contains those memories(Woo Myung, 2003).

In other words, there are two kinds of mind, 'True mind' and 'False mind'. The definition of mind established in Maum Meditation is to recover 'True mind' by cleansing 'False mind.'

The true mind is referred to as the original mind.

B. Maum Meditation

Maum Meditation, founded by teacher Woo Myung in 1996, means cleansing one's mind with the clear definition of the mind and the scientific method of cleansing one's mind. Simply explaining, the principle of Maum Meditation is to completely cleanse one's mind containing the pictures taken of what one has experienced during his life and to discard even one's body containing that mind so that he can regain the true mind that originally exists.

The program consists of 8 levels and it is available to anyone, regardless of whether they are adults, kindergarteners, college students or teachers. Both domestically and internationally, lots of people are currently practicing the program.

C. Self-Esteem

Self-esteem means the extent that one respects himself and perceives himself as a worthy person in relation to one's subjective valuation or estimation of his intelligence, morals and appearance.

The test employed in this study to estimate one's self-esteem is the self-esteem criterion developed by Choi Bo Ga and Jeon Gui Yeon(1993) referring to the studies of Coopersmith(1967) and McCharlerhk Haighead(1988), etc.

D. Self-Efficacy

Self-efficacy means 'competence, efficacy and confidence that one feels about his self' such as how competent, capable and efficient he thinks of his self to be. It is assumed that one's self-efficacy enhances when he feels that he can control the outcome from his behaviors by means of realization of the degree of difficulty, controlled factors,

etc.

The scale used in this research is the Likert scale developed by Jeong Taek Hee(1987) and redeveloped by Kim Jong Myong(1991) applicable to the elementary school students.

4. The Preceding Research

According to the preceding researches, Maum Meditation Program has been frequently employed to study about the definitive characteristics of children, such as aggression, personality education, stress, etc.

For example, Jeong Dong Myung, Lee Sang Yul(2001) suggested that Maum Meditation brought a significant improvement with the scientific data, by approaching Maum Meditation in psychosomatic aspect. Choi Kyoung Sook(2003) statistically validated that the students' anger towards their parents or friends relieved or dissipated, and that the anxiety and apprehension dissipated, upon the implementation of Maum Meditation.

Jeon Jin Kyong(2004) stated that teachers' stress, anxiety, anger and depression reduced conspicuously, according to her research upon the ninety-seven teachers who participated in 'Maum Meditation Training for Teachers' from August 4, 2003 until August 9, 2003. It was added that they experienced the disappearance or relieve of indigestion, myodystonia, vertigo, hand quivering, anxiety, dyspnea, loss of appetite, loneliness and lethargy. According to Kwak Jae Yong(2004), he has shown the possibility that Maum Meditation could be practiced at schools as a part of personality education. Kwak Jae Yong(2005) stated that as a result of discarding the mind of hatred in the personal education with the Maum Meditation, the elementary students' violence

disappeared, they could have a intimate relationship with friends, and they came to have the gratitude towards parents, teachers and elders. Since their concentration improved, their grade excelled and they had confidence in everything. According to Cho Hyun Hak(2006), Maum Meditation had effects on reducing the middle school students' aggression and this has adequately suggested the possibility of the program as one of the means not only to reduce the aggression but also to teach youths to foster the positive life attitude and to embrace others.

As for the studies about self-respect and self-efficacy, when one has a healthy recognition about himself and thinks of himself highly, he can maintain the healthy mental condition(Park Ah Cheong, 2004). Examining the results of the research about the formation of self-esteem through Enneagram, Kim Jin Young(2001) reported that there was a conspicuous improvement in self-esteem index statistically and the effects have been noticed also in the indices of the subdivisions, except for self-assertion and self-consciousness, as a result of applying Enneagram to the high school students. Kim Hyang Sook(2007) stated that 84.4% of the elementary students got their school life to be positive so that they felt pleasant and their facial expression changed through the mind-cleansing activity.

Meditation possibly enables one to recover the confidence and overcome inferiority(Jung Tae Hyuk, 1987) and Jeong Hwan Goo(2003) said that meditation made practitioners realize the self just as they are and influenced on increasing their self-esteem.

Furthermore, self-efficacy is contended to be related to self-esteem. Cho Dae Boong(1990) stated that self-efficacy and self-esteem were the integrated psychological

pride. Branden(1973) indicated that pride was originally formed relating to both the personal value and personal efficacy.

No theses are available, at present, which has studied on self-esteem and self-efficacy by using the Maum Meditation program. However, it made the significant differences in positive relationship, anxiety relief, and can be worked as an alternative of the elementary school students' personality education. Following with the results of the preceding researches that self-esteem and self-efficacy have been continuously researched in various meditation programs and that there has been the close relation between self-esteem and self-efficacy, it is believed that the implementation of Maum Meditation program will bear very positive effects on fostering the self-efficacy by establishing self-esteem through the positive formation of self-concept on the way of searching 'who I am,' and increasing the expectation about the self-capability.

II. Research Method

In order to investigate the effects of the Maum Meditation program on the third grade children's self-esteem and self-efficacy, the third grade children were divided into the experimental group and the comparison group of thirty respectively and the research has been conducted. The results have been verified by carrying out the pre-examination and the post-examination of self-esteem and self-efficacy and through the quantitative analysis after applying the Maum Meditation program to the experimental group.

1. Subject

In order to examine the effects of the Maum Meditation program on the third grade

students' self-esteem and self-efficacy, thirty students in the two third-grade classes, who were under the advisor of the researcher, were each allocated to the experimental group and the comparison group. The students were from the S Elementary School located in C City, Gyeongsangnam-Do.

<Table 1> Subject

Gender	Experimental Group	Comparison Group	Total
Male	15	15	30
Female	15	15	30
Total	30	30	60

2. Research Design

The experimental design in this research was the pre-post comparison group design and the Maum Meditation program was implemented to the experimental group. The pre-examination and post-examination were carried out in order to verify the effects of the group screening.

<Table 2> Research Design

Group	Pre-Test	Measure	Post-Test
G1	O1	X	O3
G2	O2		O4

G1 : Experimental Group G2 : Comparison Group X : Maum Meditation Program

O1, O2 : Pre-examination (Pre-examination of self-esteem and self-efficacy)

O3, O4 : Post-examination (Post-examination of self-esteem and self-efficacy)

3. Research Tool and Procedure

A. The content of the Maum Meditation Program

The Maum Meditation Program used in the research is based on the Level 1 of Maum Meditation which was invented by teacher Woo Myung and it is reconstructed to be adjusted to the research purpose in relation to the self-esteem and self-efficacy element, and also considering the third grade children's development level.

The experiment was implemented from May 2009 until September 2009. The experiment had been done for sixteen sessions, conducted three times per week during for the extra-curricular activities classes and seatwork. Pre-examination was conducted prior to the measure. After the measure, post-examination was conducted equally to the two groups with the examination sheet of self-esteem and self-efficacy which is the same with the pre-examination sheet.

The theme of each session and the content of activity in the program is described at the <Table 3>.

<Table 3> Maum Meditation Program

Session		Title	Main Content	Duration
Knowing the mind	1	From birth to now(1)	● Explanation of what mind is ● Explanation of the Maum Meditation method	20 minutes
	2	From birth to now(2)	● Explanation of what mind is ● Explanation of the Maum Meditation method ● Emptying the daily happenings	20 minutes
	3	From birth to now(3)	● Explanation of what mind is ● Explanation of the Maum Meditation method ● Emptying the daily happenings	20 minutes
	4	From birth to now(4)	● Explanation of what mind is ● Explanation of the Maum Meditation method ● Emptying the daily happenings	20 minutes
Drawing out the mind (Relations)	5	Family(1)	● Emptying the daily happenings ● Emptying what relates to family	30 minutes
	6	Family(2)	● Emptying the daily happenings ● Emptying what relates to family	30 minutes
	7	Friends(1)	● Emptying the daily happenings ● Emptying what relates to friends	30 minutes

	8	Friends(2)	● Emptying the daily happenings ● Emptying what relates to friends	30 minutes
	9	Teachers(1)	● Emptying the daily happenings ● Emptying what relates to teachers	30 minutes
	10	Teachers(2)	● Emptying the daily happenings ● Emptying what relates to teachers	30 minutes
Drawing out the mind (Topics)	11	Things one likes, dislikes, something bad, scary, horrible, shameful, irritating	■ Emptying the daily happenings ■ Emptying what relates to topics	30 minutes
	12	Things one likes, dislikes, something bad, scary, horrible, shameful, irritating	■ Emptying the daily happenings ■ Emptying what relates to topics	30 minutes
	13	Inferiority, pride, stubbornness, doubt, violence, discontent	■ Emptying the daily happenings ■ Emptying what relates to topics	30 minutes
	14	Inferiority, pride, stubbornness, doubt, violence, discontent	■ Emptying the daily happenings ■ Emptying what relates to topics	30 minutes
Resolving the mind	15	Being unable to be thankful, grateful for	■ Emptying the daily happenings ■ Discarding what one is unable to be	30 minutes

			thankful and grateful for ■ Getting to change in reality	
	16	Being unable to be thankful, grateful for	■ Emptying the daily happenings ■ Discarding what one is unable to be thankful and grateful for ■ Getting to change in reality	30 minutes

B. Procedure

The experiment of the program had been conducted three times per week to the thirty children as one group. It took 30 minutes per session. It took place at the classroom of the experimental group. The procedure was as described at <Table 4>.

<Table 4> Procedure

Level	Procedure	Period	Duration
Plan	■ Composing the experimental group with the children who desired to participate in the program, deriving from Maum Meditation program, upon their parents' consent. ■ Composing the comparison group from the different class, which is equivalent to the experimental group	March, 2009	

	■ Analysis of children's and parents' condition		
Pre-test	■ Self-esteem and self-efficacy Examination	March, 2009	Experiment, Control
Program Input	■ Maum Meditation program Input (16 sessions)	From May, 2009 until September, 2009	Experiment
Post-test	■ Self-esteem and self-efficacy Examination	October, 2009	Experiment
Analysis and Thesis Writing	■ Statistical analysis, quantitative analysis, writing thesis	October, 2009	

C. Self-Esteem Examination

The research used the self-esteem scales that was developed by Choi Bo Ga and Jun Gyeoi Yun (1993). Choi Bo Ga and Jun Gyeoi Yun composed the self-esteem scales by applying the factorial analysis to the preparatory examination tool consisting of 107 questions targeted to the students from forth to sixth grade in the elementary school and from first and second in the middle school; the questions were composed according to the common factors. The Cronbach's coefficient of the credibility in the criterion was in the range of .69 - .84.

It consists of 32 questions in total. It consists of Likert's 5 levels of measurement. The Division of the questions regarding self-esteem is as described at <Table 5>.

The subdivision in component type of self-esteem scales and the question classification are described at <Table 5>.

<Table 5> Subdivision in Component Type of Self-Esteem Standard and the Question Classification

Subdivision Scales	Question Number	Numbers of Questions	Credibility
General Self-Esteem	1,5,9,13,17,21	6	.69
Social Self-Esteem	2,6,10,14,18,22,25,28,31	9	.84
Family-Oriented Self-Esteem	3,7,11,15,19,23,26,29,32	9	.83
Academic Self-Esteem	4*,8*,12*,16*,20*,24*,27*,30*	8	.72
Total		32	.77

(*) is the inverse operational question.

D. Self-Efficacy Examination

In order to verify the effect of the Maum Meditation program to the elementary school children, this research has used the tools which are limited to measure only the academic realm amongst tools to measure the efficacy of the academic realm (Hillman, 1986; Pintrich & Degroot, 1990; Ji-Hyun Kang, 1993; Gye-Do Park, 1993), the social realm (Schunk, 1983) and the every phrase of life realm (Hee-Jung Woo, 1992).

Criterion consists of the total of 20 questions. The contents of examination consist

of questions of expected capacity on beginning of activity, expected capacity on continuing the activity, expected capacity on conducting the activity, and expected capacity on overcoming the experience. Question numbers of each subdivision and credibility is as the <Table 6>.

<Table 6> Question Composition in Self-Efficacy Scales and Credibility

Low Factor	Question Number	Numbers of Question
Expected Capacity on Beginning the Activity	1,9,16,15	4
Expected Capacity on Continuing the Activity	2,5,6*,12*,17	5
Expected Capacity on Conducting the Activity	3,7,11*,14*,18,19*	6
Expected Capacity on Overcoming the Experience	4*,8,10*,13*,20	5

(*) is the inverse operation question.

4. Data Processing

a. The t-test is conducted to test the homogeneity of the comparison group and the experimental group about the pre-examinations on self-esteem and self-efficacy.

b. In order to investigate the effects of the Maum Meditation program, the

differences across the groups (comparison/experimental) and the examinations (pre/post) on overall changes in self-esteem and self-efficacy are conducted with the measure2(experimental, comparison), X-test(pre, post) and Two-Way Anova, by using the SPSS 12.0 program.

III. Research Results and Interpretation

1. Similarity Examination Across the Research Groups

In order to verify the homogeneity of the levels of self-esteem and self-efficacy of the experimental and comparison groups before the implementation of the Maum Meditation program, the independent samples t-test has been employed. The results of the test were as below in <Table 7>.

<Table 7> Pre-Examination of Self-Esteem and Self-Efficacy across Groups

Group	Experimental Group(N=30)		Comparison Group(N=30)		t	p
Subdivision Variable	Mean	Standard Deviation	Mean	Standard Deviation		
General Self-Esteem	3.63	.82	3.49	.93	.553	.583
Social Self-Esteem	2.81	.84	3.00	.95	-.798	.428
Family-Oriented Self-	3.78	.74	3.60	.86	.782	.437

Esteem						
Academic Self-Esteem	3.25	.74	3.10	.62	.823	.414
General Self-Esteem	3.37	.50	3.30	.76	.416	.679
Expected Capacity on Beginning the Activity	2.73	.65	2.79	.66	-.342	.733
Expected Capacity on Continuing the Activity	3.49	.65	3.44	.62	.283	.778
Expected Capacity on Conducting the Activity	3.26	.53	3.36	.54	-.713	.479
Expected Capacity on Overcoming the Experiences	3.61	.61	3.56	.48	.327	.745
Overall Self-Efficacy	3.27	.51	3.29	.49	-.125	.901

As indicated in the <Table 7> above, the results of the pre-examination of the experimental and comparison groups of elementary school children's self-esteem and self-efficacy levels showed that the experimental group (M=3.37) had slightly higher mean than the comparison group (M=3.30) for the self-esteem variable and the comparison group (M=3.30) had slightly higher mean than the experimental group (M=3.27) for the self-efficacy variable. However, any significant difference of the mean has not been observed between the groups.

Examining the subdivision variables in the self-esteem level, the comparison group has shown the higher mean than the experimental group for the social self-esteem variable, whereas the experimental group has shown the higher mean than the

comparison group for the general, family-oriented and academic self-esteem variables. However, any meaningful difference of the mean has not been observed between the groups.

Examining each subdivision variable in the self-efficacy level, the comparison group has shown the slightly higher means than the experimental group for self-efficacies of expected capacity on continuing the activity and expected capacity on overcoming the experiences, while the experimental group has shown the slightly higher means than the comparison group for self-efficacies of expected capacity on beginning the activity and expected capacity on conducting the activity. However, any conspicuous difference has not been observed between the groups. Therefore, the levels of the elementary students' self-esteem and self-efficacy have been considered homogeneous for the experimental and comparison groups before implementing the Maum Meditation program.

2. Changes in Self-Esteem

A. General Changes in Self-Esteem

Overall means and the standard deviations of the self-esteem are shown in the <Table 8>.

<Table 8> Overall Average and the Standard Deviation in Self-Esteem

Time / Group	Pre-Examination		Post-Examination		Overall	
	M	SD	M	SD	M	SD

Experimental Group	3.37	.50	4.19	.52	3.78	.65
Comparison Group	3.30	.76	3.49	.59	3.39	.69
Overall	3.33	.64	3.84	.65	3.59	.69

As it is indicated in <Table 8>, the experimental group has shown the slightly higher mean of the self-esteem in the post-examination (M=4.19) than in the pre-examination (M=3.37), and the comparison group has shown the slightly higher mean of the self-esteem in the post- examination (M=3.49) than in the pre- examination (M=3.30).

<Table 9> indicates the results that the Two-Way quantitative analysis of group(2) × period(2) has been carried out, in order to investigate the differences of the elementary school students' self-esteem in the various groups and points of time of examinations.

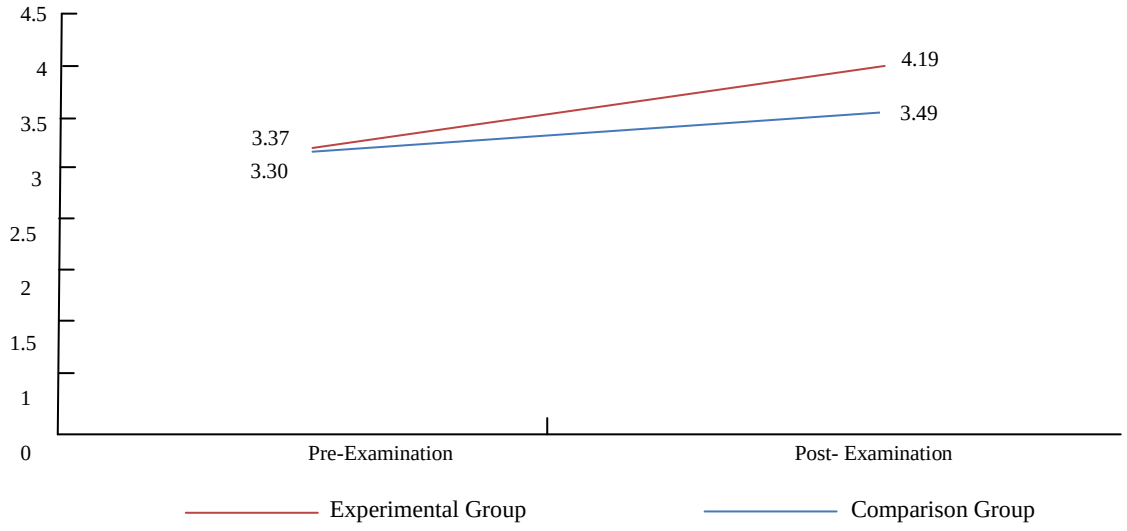
<Table 9> Results of the Two-Way Quantitative Analysis of the Overall Self-Esteem in the Various Groups and the Times of the Examination

Source	SS	df	MS	F	p
Group	4.387	1	4.387	11.842	.001
Time	7.717	1	7.717	20.830	.000
Group ×	2.932	1	2.932	7.914	.006

Time					
Error	42.973	116	.370		
Overall	58.009	119			

As <Table 9> indicates, the statistically conspicuous difference has been observed between the major effects of the group (F=11.842, p<.02) and of the time (F=20.830, p<.001) and the mutual effect of the group and time (F=7.914, p<.01). As indicated in <Diagram 1> below, the experimental group (M=4.19) has shown the higher mean of the overall self-esteem than the comparison group (M=3.49).

<Diagram 1> Changes of Total Grades in Self-Esteem in Accordance with Group and the Time



The statistically significant change (F=37.762, p<.001) has been noticed in the experimental group. In other words, the mean grade of the self-esteem beforehand was 3.37 but the mean grade of the self-esteem afterwards was 4.19. It has been increased by approximately 0.82 points. Therefore, it can be perceived that the Maum Meditation

program has the positive influence on improving the self-esteem of the elementary school students.

B. Changes in the Subdivisions of Self-Esteem

1) General Changes in Self-Esteem

The means and the standard deviations of general self-esteem for each group were indicated in <Table 10>.

<Table 10> Mean and the Standard Deviation of General Self-Esteem

Time / Group	Pre-Test		Post-Test		Overall	
	M	SD	M	SD	M	SD
Experimental Group	3.63	.82	4.39	.48	4.01	.77
Comparison Group	3.49	.93	3.82	.79	3.66	.92
Overall	3.56	.93	4.10	.71	3.83	.86

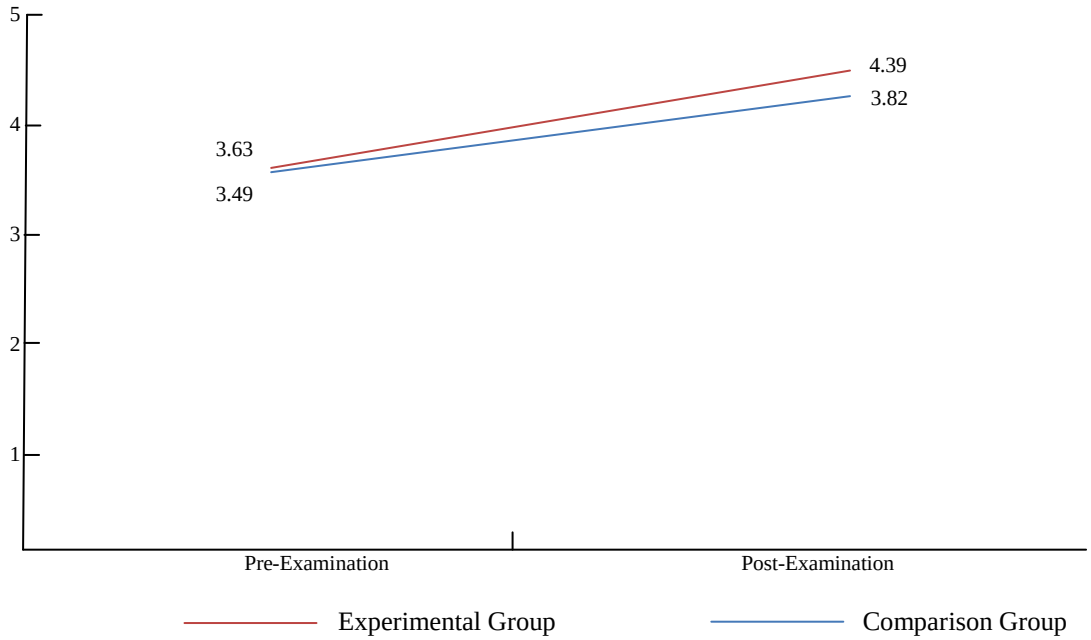
As indicated in <Table 10>, the experimental group showed the slightly higher mean of the post- examination (M=4.39) of general self-esteem than the pre-examination (M=3.63). The comparison group has shown the slightly higher mean of the post-examination of general self-esteem (M=3.82) than the pre-examination (M=3.49).

In order to examine the differences of the general self-esteem of the elementary school students in accordance with the group and the time, the Two-Way quantitative analysis has been conducted. The results are as follows in <Table 11> and <Diagram 2>.

<Table 11> Result of the Two-Way Quantity Analysis on General Self-Esteem in Accordance with the Group and the Time

Source	SS	df	MS	F	p
Group	3.734	1	3.734	5.708	.019
Time	8.802	1	8.802	13.456	.000
Group × Time	1.445	1	1.445	2.209	.140
Error	75.881	116	.654		
Total	89.861	119			

As presented in <Table 11>, the statistical conspicuous differences have been evident in the main effects of the group ($F=5.708$, $p<.05$) and of the time ($F=13.456$, $p<.001$), whereas no significant difference has been found in the mutual effect of the group and time ($F=2.209$, $p>.05$).



If the changes in grades of the general self-esteem domain were studied in <Diagram 2>, the changes in the grades of the general self-esteem at different points in time of examination would have been easily noticed. As the diagram above indicates, the pre-examination shows little difference across the groups. However, the average marks of general self-esteem in the experimental group have increased about 0.57 points than the comparison group. Therefore, the Maum Meditation program has the positive effect to improve general self-esteem of the elementary school students'.

2) Changes in Social Self-Esteem

The overall means and the standard deviations of the social self-esteem were as follows in <Table 12>.

<Table 12> Overall Mean and the Standard Deviation of Social Self-Esteem

Time / Group	Pre-Examination		Post-Examination		Overall	
	M	SD	M	SD	M	SD
Experimental Group	2.81	.84	4.10	.77	3.45	.93
Comparison Group	3.00	.95	3.23	.89	3.11	.92
Total	2.90	.89	3.66	.93	3.28	.89

As shown in <Table 12>, the experimental group has indicated a slightly higher mean of the pre-examination of social self-esteem(M=4.10) than the post-examination of social self-esteem(M=2.81). The comparison group has indicated a slightly higher mean of the pre-examination of social self-esteem (M=3.23) than the post- examination of social self-esteem (M=3.00).

In order to investigate the difference in elementary school students' social self-esteem in accordance with the group and the time of examination, the Two-Way quantitative analysis of group(2)×time(2) has been conducted. The results were shown in <Table 13>.

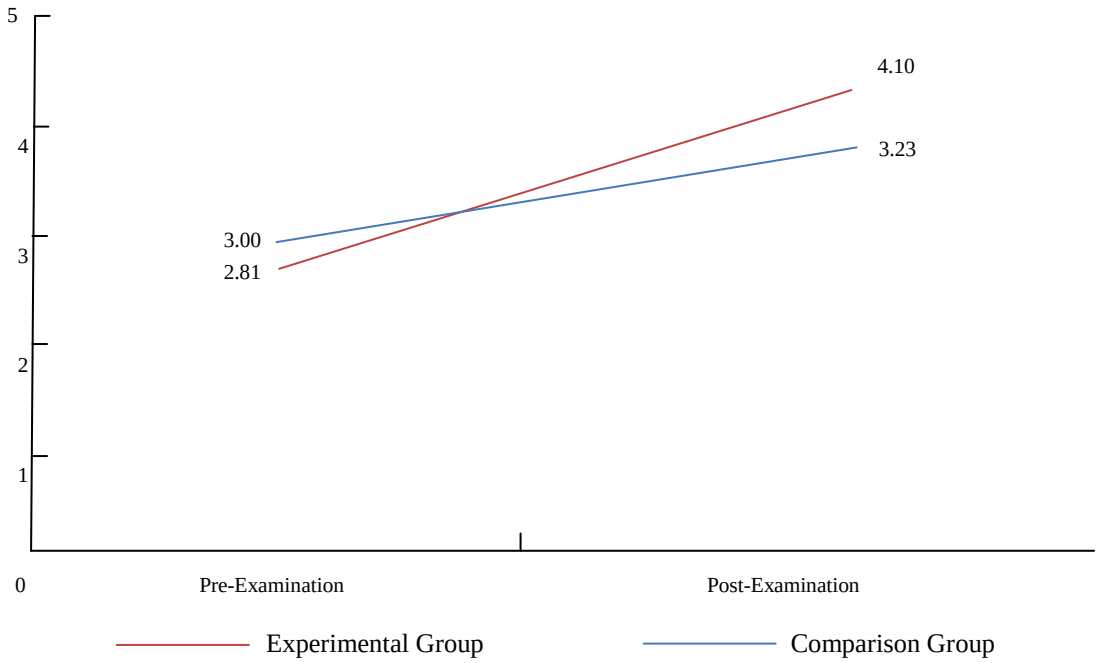
<Table 13> Result of Two-Way Quantity Analysis Result on Social Self-Esteem in Accordance with the Group and the Testing Time

Source	SS	df	MS	F	P
Group	3.445	1	3.445	4.560	.035

Time	17.379	1	17.379	23.000	.000
Group×Time	8.240	1	8.240	10/905	.001
Error	87.647	116	.756		
Total	116.711	119			

As presented in <Table 13>, the statistically meaningful differences between the major effects of the group ($F=4.560$, $p<.05$) and of the time ($F=23.000$, $p<.001$) and the mutual effects of the group and time ($F=10.905$, $p<.01$) have been evident. As suggested in <Diagram 3> below, the higher mean of the social self-esteem domain has been noticeable in the experimental group ($M=4.10$), relative to the comparison group ($M=3.23$).

The mean mark of the social self-esteem beforehand in the experimental group was 2.81, however, the mean mark of the social self-esteem afterwards was 4.10. It has been increased by approximately 1.28 points. Therefore, it can be perceived that the Maum Meditation program has positively influenced on improving the social self-esteem of the elementary school students.



<Diagram 3> Changes in Marks of Social Self-Esteem in Accordance to the Group and the Time

3) Changes in Family-Oriented Self-Esteem

The overall means and standard deviations of the family-oriented self-esteem were as follows in <Table 14>.

<Table 14> Mean and Standard Deviation of Family-Oriented Self-Esteem

Time / Group	Pre-Test		Post-Test		Overall	
	M	SD	M	SD	M	SD
Experimental Group	3.78	.74	4.42	.56	4.10	.73
Comparison Group	3.60	.96	3.98	.88	3.79	.98
Overall	3.69	.91	4.20	.77	3.94	.87

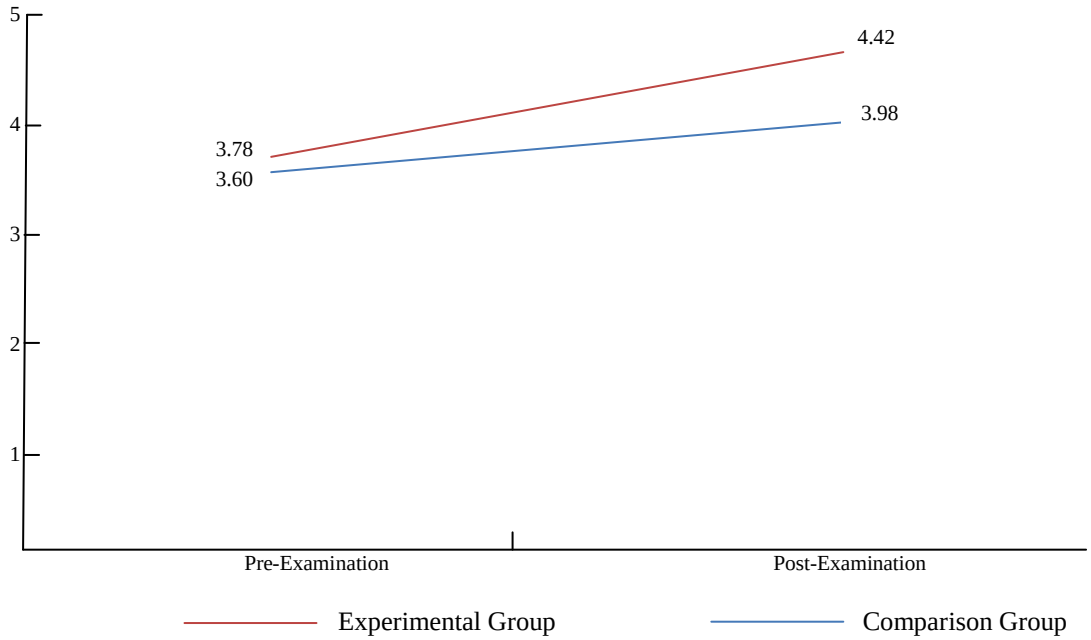
As observed in <Table 14>, the post-examination of family-oriented self-esteem (M=4.42) had the slightly higher mean than the pre-examination (M=3.78) for the experimental group. The post-examination of family-oriented self-esteem (M=3.98) have recorded the slightly higher mean than the pre-examination (M=3.60) for the comparison group.

In order to investigate the differences of the family-oriented self-esteem of the elementary students in various groups and points of time, the Two-Way quantitative analysis has been conducted with group(2)×time(2). The results were as follows in <Table 15> and <Diagram 4>.

<Table 15> Result of the Two-Way Quantitative Analysis on Social Self-Esteem in Various Groups and Times

Source	SS	df	MS	F	p
Group	2.938	1	2.938	4.212	.042
Time	7.780	1	7.780	11.154	.001
Group × Time	.490	1	.490	.702	.404
Error	80.915	116	.756		
Overall	92.123	119			

As presented in <Table 15>, the statistically conspicuous differences were observed in the major effects of the group (F=4.212, p<.05) and of the time (F=11.154, p<.01), whereas no significant differences were observed in the mutual effect of the group and the time (F=.702, p>.05).



<Diagram 4> Changes of Marks on Family-Oriented Self-Esteem in Accordance to the Group and the Time

If the changes of the grades on the domain of family-oriented self-esteem were studied, it would have been easily noticed of the changes of the grades on the family-oriented self-esteem by different points of time. It was evident from the diagram above that any significant differences were not recorded between the two groups in the pre-examination. However, in the post-examination, the mean of the family-oriented self-esteem of the experimental group has increased by approximately 0.46points, compared to the comparison group. Therefore, it can be perceived that the Maum Meditation program has the positive effects on improving the elementary school students' family-oriented self-esteem.

Changes in Academic Self-Esteem

The overall means and standard deviations of the academic self-esteem were as follows in <Table 16>.

<Table 16> Average and Standard Deviation of Academic Self-Esteem

Time / Group	Pre-Test		Post-Test		Total	
	M	SD	M	SD	M	SD
Experimental Group	3.25	.74	3.84	.84	3.54	.84
Comparison Group	3.10	.62	2.94	.72	3.02	.67
Total	3.17	.68	3.39	.90	3.28	.80

As observed in <Table 16>, the post-examination of the academic self-esteem (M=3.84) of the experimental group had the slightly higher mean than the pre-examination (M=3.25). The pre-test of the academic self-esteem (M=3.10) of the comparison group showed the slightly higher mean than the post-examination (M=2.94).

In order to investigate the differences of the elementary school students' academic self-esteem between different groups and points of time, the Two-Way quantitative analysis has been conducted. The results were as follows in <Table 17>.

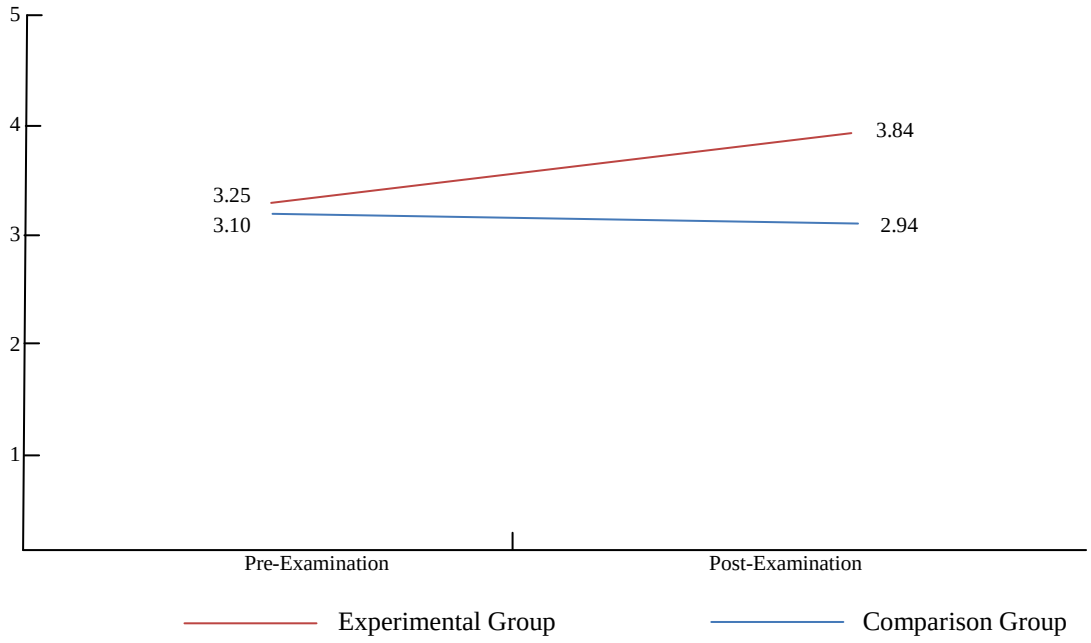
<Table 17> Result of the Two-Way Quantitative Analysis on Academic Self-Esteem in Different Groups and Time

Source	SS	df	MS	F	p
Group	8.269	1	8.269	15.161	.000
Time	1.408	1	1.408	2.582	.111
Group × Time	4.313	1	4.313	7.908	.006
Error	63.268	116	.545		
Overall	77.258	119			

As presented in <Table 17>, the statistically significant differences were observed between the major effect of the group (F=15.161, p<.001) and the mutual effect of the group and the time (F=7.908, p<.01). However, there was not a statistically significant difference in the time.

As presented in <Diagram 5> below, the experimental group (M=3.84) showed the higher mean of the academic self-esteem domain than the comparison group (M=2.94).

For the experimental group, the mean marks of the academic self-esteem beforehand and afterwards were 3.25 and 3.84, respectively, indicating the increase by 0.59 point approximately. Therefore, it can be perceived that the Maum Meditation program has the positive effect on improving the elementary school students' academic self-esteem.



<Diagram 5> Changes of Marks on Academic Self-Esteem in Accordance with the Group and the Time

Changes in Self-Efficacy

A. General Changes in Self-Efficacy

The overall means and the standard deviations of the self-efficacy were as follows in <Table 18> .

<Table 18> Overall Mean and the Standard Deviation of Self-Efficacy

Time / Group	Pre-Test		Post-Test		Total	
	M	SD	M	SD	M	SD
Experimental Group	3.27	.51	3.89	.42	3.58	.56
Comparison Group	3.29	.49	3.44	.43	3.36	.46q
Total	3.28	.50	3.67	.48	3.47	.52

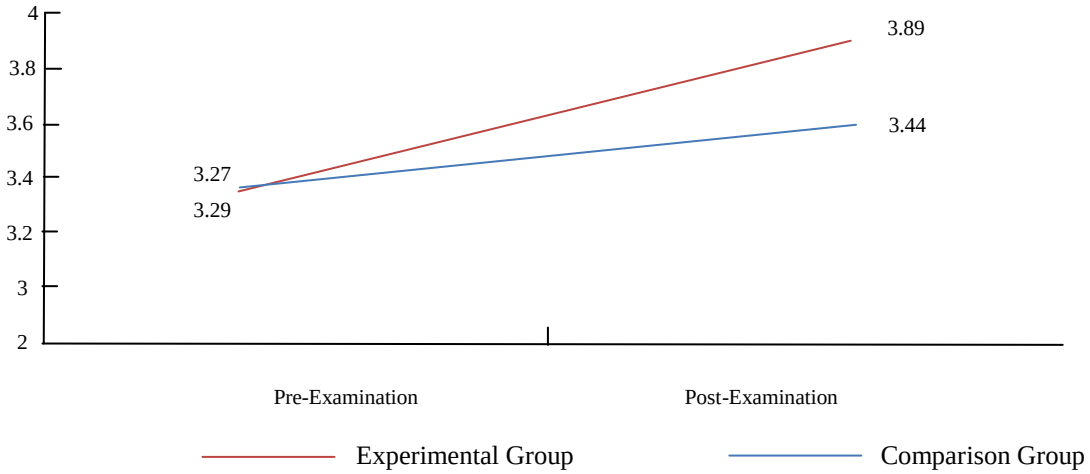
As observed in <Table 18>, the post-examination of self-efficacy (M=3.89) had the slightly higher mean than the pre-test (M=3.27) for the experimental group. The post-test of self-efficacy (M=3.44) has recorded the slightly higher mean than the pre-examination (M=3.29) for the comparison group.

In order to investigate the differences of elementary school students' self-efficacy in different groups and points of time, the Two-Way quantitative analysis of group(2) ×time(2) has been conducted. The results were as below in <Table 19>.

<Table 19> Result of the Two-Way Quantitative Analysis on Self-Efficacy in Different Groups and Times

Source	SS	df	MS	F	p
Group	1.428	1	1.428	6.542	.012
Time	4.511	1	4.511	20.664	.000
Group x Time	1.649	1	1.649	7.553	.007
Error	25.324	116	.218		
Overall	32.912	119			

As presented in <Table 19>, the statistically significant differences in the major effects of the group (F=6.542, p<.05) and of the time (F=20.664, p<.001) and the mutual effect of the group and the time (F=7.553, p<.01). As indicated in <Diagram 6> below, the experimental group (M=3.89) showed the higher mean in the domain of self-efficacy than the comparison group (M=3.34).



<Diagram 6> Changes of Total Marks in Self-Efficacy in Accordance with Group and the Time

B. Changes in Subdivision of Self-Efficacy

1) Change in Expected Capacity on Beginning the Activity

The means and the standard deviations of the expected capacity on beginning the activity by group were shown in <Table 20>.

<Table 20> Average and the Standard Deviation of Expected Capacity on Beginning the Activity

Time / Group	Pre-Examination		Post-Examination		Total	
	M	SD	M	SD	M	SD
Experimental Group	2.73	.65	3.50	.43	3.12	.67
Comparison Group	2.79	.66	3.04	.46	2.92	.57
Total	2.76	.65	3.27	.50	3.02	.63

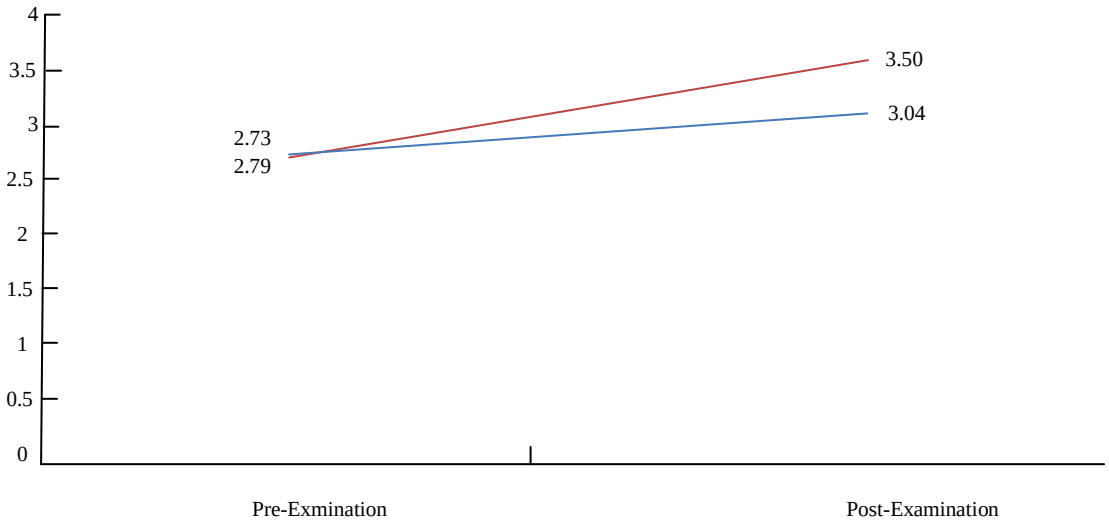
As observed in <Table 20>, the post-examination of expected capacity on beginning the activity (M=3.89) recorded the higher mean than the pre-examination (M=2.73) for the experimental group. The post-examination (M=3.04) recorded the slightly higher average than the pre-examination (M=2.79) for the comparison group.

In order to investigate the differences of the expected capacity on beginning the activity by different groups and points in time, the Two-Way quantitative analysis of group(2)× time(2) has been conducted. The results were as follows in <Table 21>.

<Table 21> Result of the Two-Way Quantitative Analysis on Expected Capacity on Beginning the Activity by Group and Time

Source	SS	df	MS	F	p
Group	1.200	1	1.200	3.774	.054
Time	7.752	1	7.752	24.378	.000
Group × Time	2.002	1	2.002	6.296	.013
Error	36.887	116	.318		
Overall	47.842	119			

As presented in <Table 21>, the statistically significant differences between the major effects the time (F=24.378, p<.001) and the mutual effect of the group and the time (F=6.296, p<.05) have been evident. As indicated in <Diagram 7> below, the experimental group (M=3.89) showed the higher mean of the overall domain of self-efficacy than the comparison group (M=3.44).



<Diagram 7> Changes of Total Marks in Expected Capacity on Beginning the Activity by Group and Time

2) Change in Expected Capacity on Continuing the Activity

The mean and the standard deviation of expected capacity on continuing the activity by group were shown in <Table 22>.

<Table 22> Average and the Standard Deviation of Expected Capacity on Continuing the Activity

Time / Group	Pre-Examination		Post-Examination		Total	
	M	SD	M	SD	M	SD
Experimental Group	3.49	.65	3.98	.50	3.73	.63
Comparison Group	3.44	.62	3.56	.54	3.50	.58
Total	3.46	.63	3.77	.56	3.62	.61

As observed in <Table 22>, the experimental group has shown the slightly higher mean of the post-examination of expected capacity on continuing the activity (M=3.98) than the pre-examination (M=3.49). The comparison group has shown the slightly higher mean of the post-examination (M=3.56) than the pre-examination (M=3.44).

In order to investigate the differences of the expected capacity on continuing the activity by group and point of time, the Two-Way quantitative analysis of group(2) ×

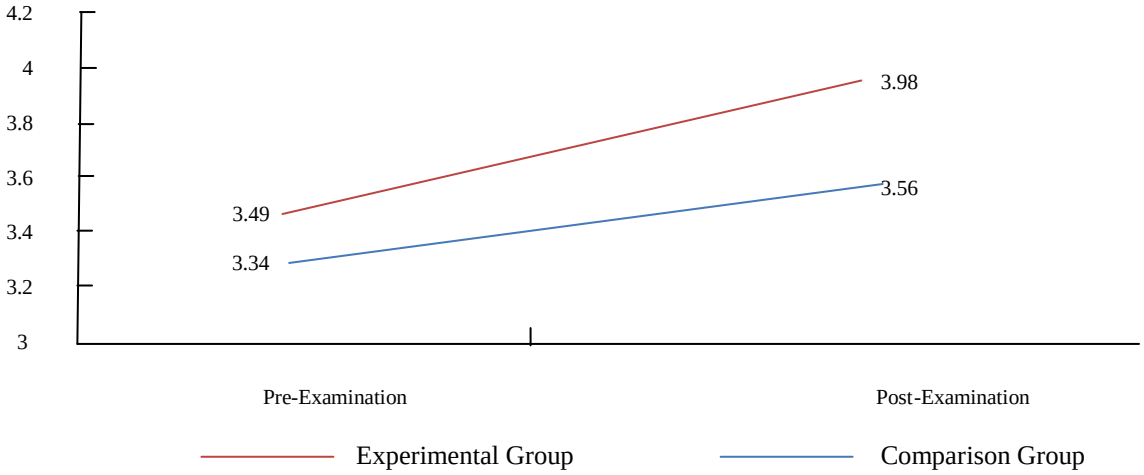
time(2) has been conducted. The result was illustrated in <Table 23>.

<Table 23> Result of the Two-Way Quantitative Analysis on Expected Capacity on Continuing the Activity by Group and Time

Source	SS	df	MS	F	p
Group	1.633	1	1.633	4.776	.031
Time	2.821	1	2.821	8.251	.005
Group x Time	1.045	1	1.045	3.057	.083
Error	39.667	116	.342		
Overall	45.167	119			

As presented in <Table 23>, the statistically significant differences in the major effects of the group ($F=4.776$, $p<.05$) and of the time ($F=8.251$, $p<.01$) have been evident, whereas no significant differences were observed statistically for the mutual effects of the group and the time.

If the changes of the mark of the expected capacity on continuing the activity were studied from <Diagram 8>, only a slight difference between the groups could be examined in the pre-examination period. However, in the post-examination, the experiment group has recorded the mean of the expected capacity on continuing the activity that was 0.42 point higher than that of the comparison group. Therefore, it can be perceived that the Maum Meditation program positively influences the elementary school students on improving the expected capacity on continuing the activity.



<Diagram 8> Changes of Marks of Expected Capacity on Continuing the Activity by Group and Time

3) Change in Expected Capacity on Conducting the Activity

The means and standard deviations of the expected capacity on conducting the activity by group were as follows in <Table 24>.

<Table 24> Mean and Standard Deviation of the Expected Capacity on Conducting the Activity

Time / Group	Pre-Examination		Post-Examination		Total	
	M	SD	M	SD	M	SD
Experimental Group	3.26	.53	3.98	.49	3.62	.63
Comparison Group	3.36	.54	3.51	.48	3.44	.51
Total	3.31	.54	3.75	.54	3.53	.58

As observed in <Table 24>, the experimental group has shown the higher mean of

the expected capacity on conducting the activity in the post-examination (M=3.98) than in the pre-examination (M=3.26). The comparison group has shown the slightly higher mean in the post-examination (M=3.36) than in the pre-examination (M=3.51).

In order to investigate the differences of the expected capacity on conducting the activity by group and point of examination time, the Two-Way quantitative analysis of group(2)×time(2) has been conducted. <Table 25> refers to the results of the analysis.

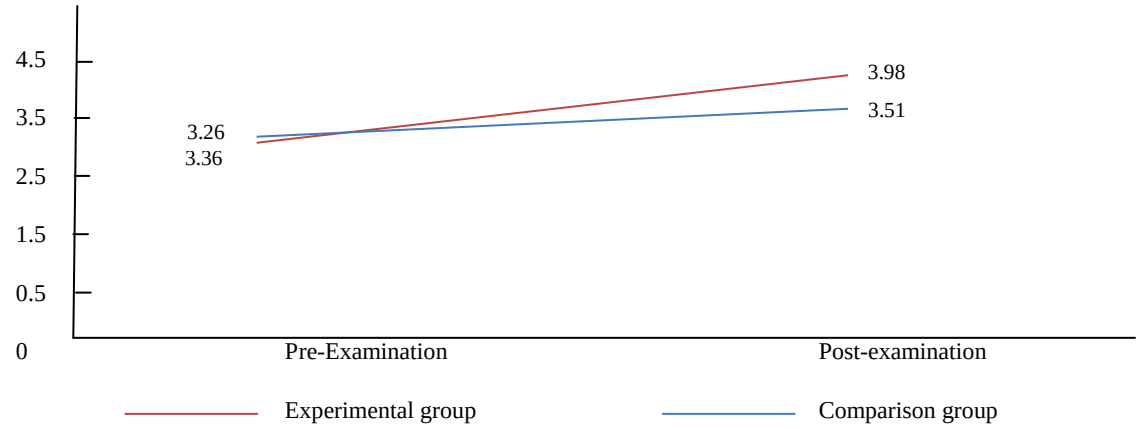
<Table 25> Result of Two-Way Quantitative Analysis of Expected Capacity on Conducting the Activity by Group and Time

Source	SS	df	MS	F	p
Group	1.039	1	1.039	3.874	.051
Time	5.706	1	5.706	21.273	.000
Group x Time	2.456	1	2.456	9.156	.003
Error	31.114	116	.268		
Overall	40.315	119			

As shown in <Table 25>, the major effects of the time (F=21.273, p<.001) and the mutual effects of the group and the time (F=9.156, p<.01) have statistically shown the conspicuous differences and the major effect of the group has not illustrated any conspicuous differences statistically.

As illustrated in <Diagram 9>, the means of the expected capacity on conducting

the activity of the experimental group were 3.26 in the pre-examination and 3.98 in the post-examination, indicating the increase of 0.72 point approximately. Therefore, it can be perceived that the Maum Meditation program has the positive effects on improving the expected capacity on conducting the activity of the elementary school students.



<Diagram 9> Changes of the Mark of the Expected Capacity on Conducting the Activity by Group and Time

4) Changes of the Expected Capacity on Overcoming the Experience

<Table 26> illustrates the means and standard deviations of the expected capacity on overcoming the experience by group.

<Table 26> Mean and Standard Deviation of the Expected Capacity on Overcoming the Experience

Time / Group	Pre-Examination		Post-Examination		Overall	
	M	SD	M	SD	M	SD
Experimental	3.61	.61	4.11	.48	3.86	.60

group						
Comparison group	3.56	.48	3.65	.53	3.61	.50
Overall	3.58	.54	3.88	.55	3.73	.57

As illustrated in <Table 26>, the experimental group has shown the higher mean of the expected capacity on overcoming the experience in the post-examination (M=4.11) than in the pre-examination (M=3.61). The comparison group has recorded the slightly higher mean in the post-examination (M=3.65) than in the pre-examination (M=3.56).

In order to investigate the differences of the expected capacity on overcoming the experience by group and point of examination time, the Two-Way quantitative analysis of group(2)×time(2) has been executed. <Table 27> illustrates the results from the analysis.

<Table 27> Result of the Two-Way Quantitative Analysis on Expected Capacity on Overcoming the Experience by Group and Time

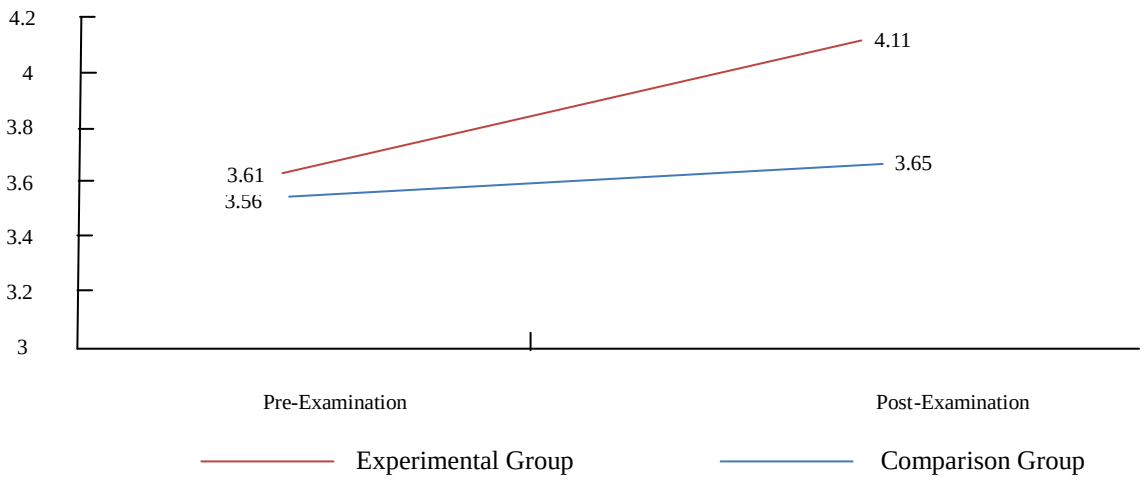
Source	SS	df	MS	F	p
Group	1.925	1	1.925	6.801	.010
Time	2.700	1	2.700	9.537	.003
Group × Time	1.281	1	1.281	4.526	.036

Error	32.840	116	.283		
Overall	38.747	119			

As illustrated in <Table 27>, the conspicuous differences have been statistically observed between the major effects of the group (F=6.801, p<.05) and of the time (F=9.537, p<.01) and the mutual effect of the group and the time (F=4.526, p<.05).

Evident in <Diagram 10>, the experimental group (M=4.11) has shown the higher mean of the expected capacity on overcoming the experience than the comparison group (M=3.65).

The mean of the expected capacity on overcoming the experience has increased approximately by 0.50 point for the experimental group, from 3.61 of the pre-examination to 4.11 of the post-examination. Therefore, it can be precieved that the Maum Meditation program has the positive influence on improving the expected capacity of overcoming the experience of the elementary school students.



<Diagram 10> Changes of Marks of Expected Capacity on Overcoming the Experience by Group and Time

IV. Conclusion and Suggestion

1. Conclusion

This research was carried out to find out how the Maum Meditation program affects the self-esteem and self-efficacy of third-grade children of elementary school.

As a result, the conclusions are stated as below.

First, the Maum Meditation program has shown the positive effects on improving the third-grade children's self-esteem. The positive effects have been noticeable all over the subdivisions; general self-esteem, social self-esteem, family-oriented self-esteem and academic self-esteem. In particular, social self-esteem has significantly improved, compared to the comparison group.

Second, the Maum Meditation program has shown the positive effects on improving the third-grade children's self-efficacy. Taking into account of the changes in the subdivisions, the positive changes have been evident all over the subdivisions; the expected capacity on beginning the activity, the expected capacity on lasting the activity, the expected capacity on conducting the activity and the expected capacity on overcoming experiences. In particular, the result shows that the expected capacity on beginning the activity has conspicuously improved compared to the comparison group.

Third, the behavior of the children has noticeably changed, which is evident from the worksheets, questionnaires and consultations.

After playing the mind games, the children expressed that they felt refreshed, great and thankful, that their mind broadened, and that they became clear in the mind.

For the practical changes, they expressed for themselves that their academic performance had improved with better concentration, the relationship with parents became better, they got to have more friends, they seldom used foul languages, they no longer fought, cleaning up became fun, their presentation skill had advanced, studying became interesting, and that the relationship with the siblings improved, after the mind-game. The parents expressed about their children's changes that the children came to manage themselves better, their facial expression became bright, they started to respect the elders, they took care of their younger siblings, they became more confident, and that they spent less time on using computers, and so on.

The teacher observed that the children's facial expressions had become brighter and they became vibrant and actively-involving. More children voluntarily involved in the classroom tidings, and the children who used to be shy in the beginning of the semester became confident, and thus their attitude changed to actively participate in the class presentations. The children have become so generous that the teacher could hear them say "Buddy, thanks. I am Sorry." As they came to have intimacy to teachers, such conducts and languages as cleaning up the teacher's lunch plates, "I appreciate it, Miss" and "Thank you," were naturally expressed. It was thought that all of the children were becoming one.

Furthermore, the mind-game has gradually settled as a class that the children enjoy and look forward to having. It is believed that the children have been planted with the broad mind that they understand and yield to others by actively involving in the mind-game for themselves.

2. Suggestion

A number of suggestions are to be made about how it was felt while conducting the Maum Mediation program for this research and for the follow-up researches.

First, it is seemed that the cold-heartedness from the rapidly-changing information society progressively drives children into their own world. It brings them up to be self-centered, seek for their own possession, and be always competitive. It is, indeed, the time to earnestly pay attention to the original nature of the mind. Therefore, it is perceived that such a program should be qualified in the educational curriculum and the persistent effort from the government is expected.

Second, the various effects of the Maum Meditation program must be verified. The effort has been persistently taken to verify the various effects through researches, however it is considered insufficient at this stage. Therefore, continuous researches must be conducted in order to verify the various effects in various fields.

Third, this research was insufficient in aspects of verifying the effects more accurately. It could be developed by increasing the number of sessions for the program or by performing continuous examinations to verify persistency of the effects. Therefore, researches must be carried out about the more effective examination sheets and the numbers of sessions for the program.

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[Appendix 1]

Examination Sheet of Self-Esteem

Grade _____ Class _____ Name _____ (Male, Female)

No.	Questions	Certainly	Mostly	Usually	Some-times	Never
1	I am able to make a decision and continue to carry it forward according to my decision.					
2	I am popular amongst my peers.					
3	My parents adore me.					
4	I sometimes have disappointments at school.					
5	I try my best to do the assignment given to me.					
6	I have many friends.					
7	My parents understand me well.					
8	My school-life is not as amicable as I want.					
9	I am able to make decisions without hesitation.					
10	Everyone likes me.					
11	I am very happy at home.					
12	I am sometimes angry at school.					
13	I can mostly solve out my problems.					
14	Other people like to be with me.					

15	I spend plenty of pleasant time with my parents.					
16	Teachers think I am not kind.					
17	I am aware of myself well.					
18	I am the person who amuses others.					
19	I feel good when I am with my family.					
20	I feel disappointed at my school grade.					
21	I am satisfied with myself very much.					
22	I am a good friend to others.					
No.	**Questions**	**Certainly**	**Mostly**	**Usually**	**Some-times**	**Never**
23	My family is the most excellent in the world.					
24	I am clumsy at tasks at school.					
25	My friends listen carefully to my thoughts.					
26	I am a good daughter(son).					
27	I wish I could be a better student.					
28	My friends mostly follow my opinion.					
29	I am deserved that my parents are proud of me.					
30	I wish I could understand better when teachers gives me an explanation.					
31	I can always become friends to others if I want to.					
32	I am the important member in my family.					

[Appendix 2]

Test Sheet of Self-Esteem

Grade _____ Class _____ Name _____ (Male, Female)

No.	Questions	Very Much	Yes	No	Never
1	I think I can learn most of the contents when I study.				
2	Although the learning content is complicating, I continue to make an effort until I understand it.				
3	When I study, I never stop until I reach the point I planned.				
4	When I study, I move on when a difficult task comes up.				
5	I am confident of learning the content which I consider difficult.				
6	When I study, I am not confident in most of the contents.				
7	When I study, I continue to make an effort until I achieve the goal I have set.				
8	When I study, I finish studying the contents				

	although I am not interested in them.				
9	When I decide to study, I begin studying right away.				
10	When I intend to learn something new, if I feel difficult from the beginning, I stop studying.				
11	When I consider that the learning contents at school are difficult, I am unable to make an effort.				
12	I do not feel that I will be good at studying.				
13	When I learn new contents, I usually do not know how to study.				
14	When new learning contents come out, it is very hard to understand most of them.				
15	When I study, I know how to efficiently study.				
16	I think most of the study methods that I use are efficient.				
17	When I study, I think I can cope with the difficult content if I put an effort in learning it.				
18	When I study, I know the reasons why I feel difficult.				
19	It is almost impossible to study without others' help.				
20	I can overcome the difficult situations when I study.				