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ELEMENTARY TEACHERS' PERCEPTIONS
OF SELF CONCEPT CORRELATES

DISSERTATION
Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By
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1970

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CHAPTER I

THE RATIONALE, PROBLEM, AND
BACKGROUND OF THE STUDY

Identification of the Rationale for the Study

During the past forty years there has been considerable interest in the significance of the self concept in relation to the way people behave and learn. Some psychologists and scientists in cognate fields and some specialists in education have concerned themselves with the problem of self concept development and have investigated this phenomenon from many different approaches. As a result of these investigations, the researchers have formulated some meaningful conclusions about the importance of the self concept in the development of various aspects of the human personality.

As a result of the above mentioned research, it is generally recognized that the beginning point of awareness of oneself occurs at an early age while a child is still at home with his family. While his family begins the process which results in the shaping of the child's awareness of himself, however, the development of the self continues throughout his growing, inquiring years as he leaves the home and enters other social situations where he has contact with people other than his parents. When a child leaves the home and enters school, he is introduced to an unfamiliar world that operates
under new conditions which require him to observe limits set by new circumstances and a new set of personal relationships. Even though he continues to be affected by his relationships with his family, now he, also, is psychologically influenced by his relationships with other people who are significant to him.

Since the thoughts and feelings an individual has about himself and others are really products of social learning, coupled with factors from his genetic makeup, it is apparent that the quality of his social experiences will have a profound impact upon the direction those thoughts or feelings will take. As a result of continuous contact and interaction with people who are significant to him, a child's senses react to the opinions, thoughts, and behavior of these "others" towards him. His perceptual processes absorb these sensory data, sort it out, and begin to put it to use in a continuous process of evaluation of what these "others" think about him. Jersild supports this idea when he states, "As a child is appraised by 'significant others', so he in time appraises himself."

Included in this process of perceptually screening others' reactions and feelings towards him, is the process by which a child develops ideas of what he thinks other people think about him. This transference of reality to what a child thinks is happening is caught up in the perceptual exchanges that take place within him. If his relationships and experiences with others have been negative and he has developed negative ideas about his own worth, he may continue to

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view most relationships as negative for some time, even though subsequent relationships with others might be quite positive. In other words, because of the negative feelings which a person has developed about himself, he finds it difficult to recognize positive relationships when they occur. This lack of perceptual accuracy occurs as a result of the child's inability to see the world from an adequate self-base. Thus, the child's feelings are continuing to develop in a negative way, since he views others from a position of what he thinks others think about him, rather than on the basis of what others actually do think about him or say and do to him. As Dinkmeyer has stated,

The self is one's inner world. It results from evaluational interaction with others, becoming the consistent personal perception of "I" and "me." The child's perception of the reflected attitudes and judgments of those who comprise his world serves as the foundation for the formulation of self. The self concept really is the individual's anticipation of his general acceptance or rejection in a given situation. As the self concept is formulated, it tends to shape new experiences to conform to established patterns. Behavior then becomes an attempt to maintain the consistency of the self concept, a homeostasis at the psychological level.

Consequently, if a child is not placed in a highly positive environment at home or school, his negative feelings about himself may continue to flourish until his self concept becomes so negative that it is not easily adaptable to change in a positive direction.

Even though a child's self concept begins to develop while he is at home, it continues to develop while he is in school. Support for this idea comes from Jersild when he states that "the process of

self discovery is actively going on at least as long as the child is developing or discovering new potentialities, and in a healthy person the discovery of self continues as long as he lives.3 Thus, a major portion of the self development of any child occurs during the school years and much self development takes place while a child is actually in school. If this is the case, then it is possible that the school can provide the opportunity for continued positive formulation of children's self concepts, or if need be, a positive reformulation of their self concepts.

Since most schools purportedly are concerned with the social adjustment of children, a teacher, as the representative of a school's position in this matter, becomes the active participant in helping the child shape his goals, concepts, convictions, and attitudes. A child's first dependency move after leaving the shelter of the family may be towards his teacher, and it may be the teacher who significantly affects what the child thinks he is and what he is to become.

If one observes the classroom practice of teachers and the behavior of administrators in many schools, it becomes apparent that most practicing educators do not formally concern themselves with the problems of self concept development in the children in their schools. Some teachers, for example, tend to ignore manifestations of a child's feelings of security or insecurity, his anxiety or superego level, the actual reason behind his goals, his aggressive or submissive tendencies, the causes of these tendencies as related to the child's feelings about

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3Jersild, Child Psychology, p. 165.
himself and the world as he views it. In addition to ignoring the inner-most feelings and thoughts of developing children, some educators seem to unwittingly promote negative self concept development on the part of their students. First, most schools attempt to sort out children on the basis of various measures of learning ability. The children take tests to measure their ability to learn, they are grouped by probable learning rates, they are classified by various kinds of grading systems, and so on. Second, children are rewarded for success and often actually punished for failure. For example, students are permitted to participate in extracurricular activities if they are fast, strong, heavy, tall, good-looking, popular, skillful, or intelligent. If they do not exemplify these characteristics, children often are shoved aside and left to ponder their worth to society and themselves. Third, children are categorized into social hierarchies in school. For example, there are vocational hierarchies in most schools which segregate children academically on the basis of the particular kind of job they hope to have. The schools, also, foster social stratification by ignoring situations in which children are separated by socio-economic, racial, or religious factors. The aggregate consequences of these kinds of treatment are that children develop feelings of unworthiness and negative thoughts about themselves, and therefore, strengthened negative self concepts.

If the inner-most thoughts and feelings of students are not understood and explored, then, it is questionable how schools can improve curriculum and instruction--the learning environment--especially if there is a direct relationship between the quality of
learning and the feelings a person has about himself. Moreover, other provisions which attempt to undo many of the discrepancies that take place in the school and which are designed to help children assess their thoughts and feelings about themselves, others, or anything else that involves self analysis and intellectual or emotional development would seem to be equally difficult to achieve. As Dinkmeyer states,

It becomes increasingly evident that the child must be encouraged to make the most important discovery of all, himself, and the school must participate in the development of self-understanding. Facilitating the child's ability to draw upon his feelings, to face his feelings, to experience and live comfortably with them, should be part of the educational experience.

Part of the reason for the lack of concern and understanding about the self concept may be a result of the lack of knowledge that teachers have about the development of the self. There is ample information available in the empirical research and philosophical literature about self theory and development. However, from this researcher's observations, many teachers do not seem to have sufficient awareness of this information to enable them to be skillful in putting the ideas, concepts, practices, and procedures of self concept development to use. It is difficult to ascertain just how wide-spread the problem is because this researcher's observations are not supported in the research. One of the noticeable weaknesses of the research about the self concept is the lack of research dealing with what teachers know about self concept development. In particular, there is a paucity of research information concerning the perceptual knowledge teachers have about self concept.

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4Dinkmeyer, Emerging Self, pp. 204-205.
If schools, in general, affect the self concepts of children, and if teachers, in particular, affect the self concepts of the children they teach, then it seems that teachers should have some knowledge about the empirical research which deals with various aspects of the self concept phenomenon. It may be very appropriate to suppose that some teachers deal with self concept concerns in intuitive ways without having a high level of cognitive awareness. However, if most teachers do not have a perceptual knowledge-base and understanding about the development of the self concept of the children they teach, the intuitive approach to dealing with self concept development could be only a partially successful proposition since teachers would not know what they were doing or why in any given instance. In addition, from observation, it is obvious that many teachers do not concern themselves even intuitively with the development of the self concepts of the children they teach. Thus, there is a need for teachers to have a solid base of perceptual or cognitive knowledge about the development of self concept so that they can (1) become more astute in analyzing their own behavior relationships with the children they teach, (2) have a rational base for making decisions about creating kinds of teaching/learning situations which enhance positive self concepts, (3) sequence activities in such a way that all children are given support in ways which they individually need the support, and (4) cognitively understand self concept problems which arise and lead to further personality difficulties within their students.
Identification of the Problem

With the above requisites in mind, the first and major problem of the two problems with which this study concerned itself, then, was the development of an adequate instrument which would measure the perceptions teachers had about self concept, its nature and development. As a part of this first problem, an attempt was made to develop a test which had a high degree of validity and reliability. The second problem, which was merely exploratory in nature, was concerned with whether or not a population of elementary school teachers had a perceptual-base about the nature of self concept which would aid them in helping children develop into positive, confident self-actualizing human beings.

Objectives of the Study

There were two major objectives of this research study; (1) to utilize empirical research findings in the development of the test instrument, A Measure of Percentual Knowledge About Self Concept, which would be a valid and reliable test of teachers' perceptions about self concept, and (2) to determine whether a population of practicing elementary teachers had a perceptual-base about the nature of self concept as this phenomenon is described in the research literature. Theoretically, it was postulated that if teachers did not have this perceptual-base, they would not be able to work effectively with children in ways which would improve the childrens' concepts of self. An attempt was made to determine differences in the level of teachers' perceptions by acquiring mean test scores in five categories for each
of the following factors: teachers' ages, educational attainments, amount of teaching experience, grade levels taught, types and sizes of schools in which teachers were teaching, types and sizes of colleges or universities from which teachers received the major portion of their teacher-training, and length of time since the teachers received the major portion of their teacher-training.

Major Questions of the Study

There are three major questions which this study attempts to answer. These questions are as follows:

1. Can a test instrument be developed, using only the findings of empirical research for its test items, which is a valid and reliable measure of teachers' perceptions about self concept?

2. Will there be any significant difference in the perceptions about self concept among practicing elementary teachers in the five categories for each of the following factors: teachers' ages, educational attainments, amount of teaching experience, grade levels taught, types and sizes of schools in which teachers were teaching, types and sizes of colleges or universities from which teachers received the major portion of their teacher-training, and the length of time since the teachers received the major portion of their teacher-training?

3. Will the practicing teachers who are tested demonstrate an adequate perceptual-base about self concept as evidenced by scores on the test instrument?

Definition of Terms


Knowledge-base refers to the information about self concept that a teacher has within his intellectual grasp. This information is basic and includes facts, ideas, and concepts which permit him to
make decisions about the problems that involve various aspects of the self concept phenomenon.

2. Perceptual knowledge.

Perceptual knowledge refers to the intellectual information and understanding a person has about a topic which has become a part of the person's conscious and unconscious thinking. In this study, perceptual knowledge refers specifically to the idea that a person knows something about self concept.

3. Practicing teachers.

These are teachers who were functioning as full-time employees in classrooms when the study was undertaken.

4. Self concept.

The self concept has been defined by Blackham as "the manner in which a person characteristically views and evaluates himself or feels about himself." In effect, the self concept is both "the core of one's being and the end result of all of one's experiences."5

Assumptions

Several assumptions were made when this study was formulated. One assumption was that if teachers are to share in the development of self concepts in the children they teach, these teachers must know something about the characteristics of self concept. It was thought that without a perceptual knowledge-base, teachers would be operating primarily from an intuitive-base. While some degree of emotional...

involvement is probably necessary, it was reasoned that emotional action without cognitive awareness of what they were doing might lead to inappropriate teacher behavior and very superficial kinds of concerns for the children.

The second assumption was that a thorough understanding of the research dealing with self concept would be the most fundamental kind of information a teacher could have at his disposal for dealing with problems involving self concept. It was reasoned that theoretical concepts were necessary for a complete understanding, but that research which was developed from or which supported the theory about the self concept phenomenon was the most valid and reliable source of information available to a teacher.

The third assumption was that the use of empirical research findings would lead to the development of a test instrument which would accurately measure the perceptual-base of teachers. It was assumed that such an instrument would have a high degree of content validity because all of the items having to do with self concept would be actual findings from the empirical research and would have been investigated, analyzed, and reported by many experts in the field.

Another assumption was that a test instrument which was developed from the research would be as an appropriate procedure to determine what a population of practicing teachers knew about self concept as would observations of the teachers' classroom behavior, discussions with the teachers, and so on.
A fifth assumption was that by using teachers from a variety of elementary schools within one of the largest metropolitan areas in the United States, there would be a justifiable base from which to draw conclusions about the knowledge teachers had about self concept. This possibility would occur because of the fact that nearly every variety of teaching/learning situation would be present in a good cross section of the metropolitan area.

Lastly, the assumption was made that elementary teachers were the most significant persons in a school structure and would have the most profound effect upon the self concepts of children. The rationale for this thinking was that elementary teachers receive the children when the children are still attached to the home and are beginning to expand their social contacts in school, and the elementary teachers are the first significant "others" which the children have after their parents and between their parents and significant peers.

Population

The population utilized in this study was selected in cooperation with the Cleveland Board of Education's Division of Elementary Education. A total of 116 teachers, representing grades one through six, from five elementary schools in the Cleveland School System took the instrument, A Measure of Perceptual Knowledge About Self Concept. Each of the teachers volunteered to participate in the study and to take part in the administration of the test instrument.

The five schools from which the teachers volunteered were identified by the Division of Elementary Education with the guidance of the
researcher. The schools represent five different geographical and socio-economic areas within the City of Cleveland. Since the researcher agreed with the school principals to maintain anonymity, the names of the schools are not identified in this study. For purposes of parametric evaluation, each school is identified by number, geographic location, and some socio-economic characteristics. The socio-economic characteristics of the areas in which the schools are located were determined by the researcher's discussions with the principals, teachers, and citizens in each community.

School 1 is located in the southeast end of Cleveland in a predominately middle-income black area. Some of the houses are brick, and most are well-kept. The people, according to the school principal, represent most kinds of occupations with a fair proportion employed in the professions. School 2 is located in the southwest section of the city and is a lower-middle-income white area. Most of the houses are neat and well-kept. The principal indicated that most of the people work in skilled or white collar type jobs; few people work in the professions. School 3 is located in the west inner-city which is the Puerto Rican and lower-income white area. Most of the houses are run down and the streets are littered with debris. The people are unskilled and skilled blue collar workers with a high proportion being unemployed, according to the principal. School 4 is located in the northeast inner-city which is approximately 75 percent black and 25 percent white. Homes are in a deteriorating condition and relatively unkept. Most of the employed people work in laboring type jobs. School 5 is located in the east inner-city, an area which is nearly
100 percent black. The houses are dilapidated, in some cases little more than shacks, and the streets are cluttered with litter and school dropouts. There is wide-spread unemployment and a very high crime rate.

Since it was not possible to determine the precise number of teachers who would volunteer from each of the five schools, it was hoped that at least 50 percent would do so. In addition, it was speculated that there would be more than one teacher representing each grade level from each school. In Table 1 (page 15), the composition of the population is indicated by the total number of teachers per grade level who took the instrument in each of the five schools, and the total number and percentage of teachers who took the instrument from each of the five schools. From School 1, 90 percent of the faculty volunteered to take the instrument. In School 2, the percentage was 77; in School 3, 63 percent; in School 4, 76 percent; and in School 5, 61 percent. The number of teachers from each grade level who volunteered from each school, also, far exceeded the original speculation, except for Schools 2 and 5 at the second grade level. As can be seen from Table 1, the percentage of teachers from each school who participated voluntarily in this study was substantially above 50 percent, a fact which is both commendable of the teachers and meaningful to this study.

Development and Administration of the Test Instrument

As the first step in the development of a test instrument, empirical research studies which dealt with self concept were reviewed.
TABLE 1.—Number of teachers per grade level who took test in each school, total number of teachers in each school, and total number and percentage of teachers who took test in each school

<table>
<thead>
<tr>
<th>Elementary schools</th>
<th>Number of teachers per grade level who took test</th>
<th>Total number of teachers in each school</th>
<th>Totals: Teachers who took test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade level</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 2 3 4 5 or 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School 1. Southeast outer-city, middle income black</td>
<td>6 4 6 6 13</td>
<td>39</td>
<td>35 .90</td>
</tr>
<tr>
<td>School 2. Southwest outer-city, lower-middle income white</td>
<td>4 0 4 4 8</td>
<td>26</td>
<td>20 .77</td>
</tr>
<tr>
<td>School 3. West inner-city, low income white and Puerto Rican</td>
<td>6 5 3 3 8</td>
<td>40</td>
<td>25 .63</td>
</tr>
<tr>
<td>School 4. Northeast inner-city, 75 percent low income black</td>
<td>3 5 2 2 7</td>
<td>25</td>
<td>19 .76</td>
</tr>
<tr>
<td>School 5. East inner-city, 100 percent low or no income black</td>
<td>6 1 3 2 5</td>
<td>28</td>
<td>17 .61</td>
</tr>
</tbody>
</table>
As the studies were read, they were grouped according to the particular aspect of self concept about which they dealt. From this categorization, it became obvious that there were five groups of studies which had the most significance for improvement of the teaching/learning situation in the schools. These five groups, also, contained the largest number of studies and the greatest breadth and quality of research. Thus, the following five groups, hereafter referred to as Topic Areas, were utilized for the development of the test instrument.

**Topic Area 1.** Self Concept and Its Relationship to Achievement

**Topic Area 2.** Self Concept and Its Relationship to Juvenile Delinquency

**Topic Area 3.** Change Factors of Self Concept

**Topic Area 4.** The Relationship of the Actual and Ideal Self Concepts

**Topic Area 5.** Self Concept and Its Relationship to Socio-Economic Factors

From the research studies in the five Topic Areas, a total of 123 findings were extracted and became the initial group of statements which were considered for inclusion on a test instrument. After additional analysis of the research findings on the basis of the (1) statistical accuracy of the research study in which the finding was found, (2) importance of the finding to education, (3) clarity of the finding statement, and (4) design of the research study in which the finding was found, the original number of 123 findings was reduced to 76 findings. Each of the 76 statements was grouped into the appropriate Topic Area, and these statements were used as the basis for a trial test instrument.
The trial instrument was administered to 70 Cleveland State University junior and senior students who were enrolled in the Foundations of Education course. Since most of the students had taken their psychology courses, including child psychology, only a few months before the administration of the trial instrument, it was thought that these students would be able to accurately respond to the 76 statements as well as evaluate unclear statements, poor terminology, and so on. This plan proved to be successful in that the results of the trial administration were helpful in making it possible to formulate the final test design.

Following the administration of the trial test, the data for each of the 76 statements were reviewed. Each statement was studied on the basis of two considerations: (1) the number of correct and incorrect responses, and (2) the strength or clarity of the statement as indicated by the students' written comments about it. In general, most statements that received either a preponderance of correct or incorrect responses were eliminated from the list. Statements which were near the middle 50 percentile in response were given consideration. In other words, statements about which only 25 percent of the students responded correctly or statements about which only 25 percent of the students responded incorrectly were sorted out of the total list of statements to be used.

The second consideration in the analysis of the statements involved the strength and clarity of each statement. Many students commented about certain aspects of statements that they liked, disliked, misunderstood, and so on. These statements were either altered
so they would have greater clarity or were discarded from the final list of statements.

Once the item analysis was completed, nine of the most accurate statements were taken from each of the five Topic Areas. These 45 statements, then, were utilized for developing Part 2 of the final test instrument.

The final test instrument, *A Measure of Perceptual Knowledge About Self Concept*, (see Appendix) is divided into two parts, Part 1 and Part 2. Part 1 (questions 1-10) contains demographic-type questions which ask each of the teachers to classify themselves into one of five categories for each of the questions. Each question has a different set of answer categories from the other questions because the nature of each question differs. The questions are concerned with the following demographic information: (1) the teachers' ages, (2) the level of education the teachers have attained, (3) the teachers' number of years teaching experience, (4) the grade levels the teachers teach, (5) the types and sizes of schools in which the teachers teach, (6) the types and sizes of colleges or universities from which the teachers received the major portion of their teacher-training, and (7) the length of time since the teachers received the major portion of their teacher-training.

Part 2 (statements 11-55) of the instrument consists of 45 alternative choice statements dealing with self concept. Each of the statements is grouped with its appropriate Topic Area and each Topic Area contains nine statements grouped via a Table of Random Numbers. The Topic Areas correspond to the Topic Areas in the trial instrument.
and contain the statements numbered as follows:

Topic Area 1. Statements 11-19. Self Concept and Its Relationship to Achievement

Topic Area 2. Statements 20-28. Self Concept and Its Relationship to Juvenile Delinquency


Topic Area 4. Statements 38-46. The Relationship of Actual and Ideal Self Concepts

Topic Area 5. Statements 47-55. Self Concept and Its Relationship to Socio-Economic Factors

On Part 2 of the final instrument, the teachers were asked to respond to each statement about the self concept by marking their answer choice on an IBM Answer Sheet. Whereas each question on Part 1 of the test had five possible responses, each set of responses differing from the others, each statement on Part 2 had only three possible responses, each set of responses identical to the other sets. The three response possibilities were as follows:

(a) Agree. The respondent agrees with the statement.

(b) Disagree. The respondent disagrees with the statement.

(c) Do Not Know. The respondent does not know whether the statement is correct or incorrect.

It was reasoned that if a respondent did not know whether a statement was correct or incorrect, if given the opportunity to indicate that he did not know the answer, he would do so by marking the "c" response possibility. By providing this third possibility, the

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6International Business Machines, Document 1230, No. 516.
probability of guessing was greatly reduced and a more accurate indication of the perceptual base of the teachers was achieved. In addition, for purposes of data analysis, the "Do Not Know" responses were computed as incorrect responses. It was reasoned that since one of the major objectives of this study was to determine whether a small population of teachers had a perceptual base about self concept, if the teachers did not know the correctness or incorrectness of statements and responded that they did not know, this would, in effect, indicate their lack of knowledge just as incorrect responses would indicate.

The final instrument was administered to teachers in each of the five schools on five different days, i.e., teachers in one school took the test on one day, teachers in a second school took it on a second day, and so on. The teachers who took the test in each of the five schools volunteered to do so, and all the teachers in each school took the test at the same administration. All five administrations of the test were completed within a period of eight days. The researcher administered the test in each school.

Upon completion of the administration of the test instrument, the answer sheets were taken to the Computer Center at Cleveland State University and were put through a Mermac and Scortran program which analyzed and ordered the teachers' responses to the test items. The item analyses were made by schools as well as by Topic Areas. Included in the computer programs were analyses of means, medians, standard deviations, Spearman-Brown Prophesy Formulas, Kuder Richardson 21 reliabilities, Pearson Product Moment correlation coefficients, and
so on. The data which resulted from the computer programs are recorded in Chapter III under Presentation of the Data.
CHAPTER II

REVIEW OF THE RESEARCH LITERATURE
ABOUT SELF CONCEPT

The Plan of the Chapter

The empirical research literature from which the statements on the test instrument were extracted is reported in this chapter. The research is grouped into five Topic Areas which attempt to illustrate the relationship of factors about self concept with the factors in each of the Topic Areas. These five categories are as follows:

Topic Area 1. Self Concept and Its Relationship to Achievement

Topic Area 2. Self Concept and Its Relationship to Juvenile Delinquency

Topic Area 3. Change Factors of the Self Concept

Topic Area 4. The Relationship of Actual and Ideal Self Concepts

Topic Area 5. Self Concept and Its Relationship to Socio-Economic Factors

The research which was utilized from each of these categories for this research study is cited and discussed. In some cases, other research studies or ideas from the theoretical literature which clarify or support the studies used in this research project, also, will be cited and discussed.
In this chapter, the discussion of the literature is organized to parallel the list of the five Topic Areas. Each study which contributed a finding to the test instrument, *A Measure of Perceptual Knowledge About Self Concept*, is so noted by (1) indicating in brackets the number of that finding on the test instrument, and (2) indicating whether the research statement has been converted to a reverse statement on the test or whether it is left in tact on the test. If it is reversed, the statement is so marked. If left as stated in the research, the word "positive" will indicate that the statement has the same meaning on the instrument as it has in the research. This procedure makes it possible for the reader to compare the research findings with the statements on the instrument (see Appendix).

Due to the limitations of space, there will be many empirical research studies which were reviewed for this research project which will not be reported in this chapter. These studies did help the researcher formulate and clarify his thinking and classify what the most important Topic Areas and research were. Thus, these studies are classified in the Bibliography under one of the five appropriate Topic Areas or under the separate heading called "Miscellaneous Research."

**Self Concept and Its Relationship to Achievement**

Achievement as an idea controls much of what we do in education. It affects decisions we make about curriculum because curriculum is developed with the idea of helping children learn, be successful,
in general, to achieve. Achievement, also, affects the direction children take with their lives, and indeed, the direction educators encourage them to take. This situation is particularly noticeable in schools which place a heavy emphasis upon occupational counseling and performance record keeping. Equally concerned with achievement are many parents who encourage or coerce their children into doing well in school, be it scholastically or extra-curricularly. The basic point is that much of what schools do is centered upon the premise that they have a responsibility to help children achieve for both the sake of the individual and the protection of our competitive society. What is seldom considered by schools, however, is what this continued stress upon being successful, or arriving at acceptable goals—achieving—does to children and the ways they begin to think about themselves. Do children think of themselves in positive or negative ways when they achieve? Do they see others differently in relation to themselves as a result of achievement or the lack of it? Are boys more interested in certain kinds of achievement than girls? These and other questions have been studied by researchers in what is considered here as being a coupling between the study of self concept and the idea of achievement.

If a person's self concept develops partly as a result of his observations of what other people think about him, and much of what takes place involving achievement is based upon what other people think of him, and if self concept is affected by achievement to a similar degree that it affects achievement, then there is reason to think that this cyclical process should be a fundamental concern of
teachers in the schools. Arthur Combs speaks about the importance of self concept in relation to the idea of achievement, maintaining that a person with an adequate self concept will meet life expecting to be successful. Likewise, a person with an inadequate self concept will think that he is unable to succeed. Quimby found that there is a significant relationship between a person's self concept and his achievement. Generally, a high self concept is related to achievement and a low self concept is related to underachievement. Jones and Strowig, Walsh, and Fink found that there is a definite, significant relationship between an adequate self concept and high scholastic achievement. These researchers discovered that low or inadequate self concept lowers a person's confidence to do good work and makes him feel helpless and inadequate. This feeling extends to the individual's scholastic work and has the result of making him do poor quality work. It is a process in which, as a result of poor academic work, the individual's self concept is further reduced or made more inadequate.


Bruck and Bodwin\textsuperscript{10} found that a positive relationship exists between educational disability and immature self concept. In addition, they discovered that motivation as well as academic achievement is affected by a faulty or weak self concept. These men maintain that self appears to be the crutch to academic success. When looking at scholastic achievement as a prime goal, Borislaw\textsuperscript{11} found that under-achievers have a more pessimistic conception of themselves as students than do achievers prior to their actual scholastic performance [No. 15, Reversed]. Roth\textsuperscript{12} found, when using reading achievement as the means for the research study, that there is a direct relationship between defensiveness in the self concept as a reader and relative performance in the reading improvement situation. In other words, the students who improved in reading, also, became less defensive about themselves as readers, while students who did not improve as readers, became more defensive about themselves as readers. Also using reading to study self concept and achievement, Wattenberg and Clifford\textsuperscript{13} found that with kindergarten children ratings of ego strength show a high positive correlation with achievement in reading. Furthermore, self


concept in kindergarten has greater influence on the development of reading skill than the reading experience has upon the self concept [No. 12, Reversed].

A very interesting study was conducted by Dyson in which he found that in both homogeneous and heterogeneous grouping situations, high achievers report significantly different patterns of academic self concept than do low achievers. In other words, regardless of the type of grouping experienced in school, those students who are successful in achieving higher grades report significantly more positive self concepts while those who are unsuccessful in achieving good grades, report significantly less positive self concepts. Stotland, Thorley, Thomas, Cohen, and Zander, also, studied the effects of grouping on students and found that persons with high self esteem tend to evaluate themselves better after a failure than individuals with low self esteem, regardless of the level of the group's expectations [No. 14, Positive].

Self concept is related to achievement through the perceptual process as pointed out by Gordon and Wood, and Combs. Gordon and

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Wood discovered that threat to the self decreases the ability of the person to perceive both himself and his situation accurately. Combs found that underachieving students seem to be threatened by others and perceive others as people of little value. Scholastic achievers seem to regard their peers as acceptable, as people of dignity and integrity to a much greater extent than do underachievers. Related to these studies is a study by Davidson and Lang\(^1\) which concludes that children who have a more favorable or a more adequate self concept perceive their teachers' feelings toward them more favorably than do children who have an inadequate self concept \([\text{No. 19, Positive}]\). Davidson and Lang conclude that a child's self appraisal is significantly related to his perception of his teachers' feelings about him and that there is a positive relationship between favorable perception of his teachers' feelings and his academic achievement.

In a dissertation study, Peppin\(^1\) found that parents of over-achievers usually anticipate their children's responses with greater accuracy than do parents of underachievers. Peppin, also, discovered that overachievers rate themselves more favorably than they rate their peers, while the reverse is true of the underachievers \([\text{No. 11, Positive}]\). Somewhat related to Peppin's research is a study conducted by

\(^{17}\)Helen H. Davidson and Gerhard Lang, "Children's Perceptions of Their Teachers' Feelings Toward Them Related to Self-Perception, School Achievement and Behavior," *Journal of Experimental Education*, XXIX, No. 2 (December, 1960), pp. 107-117.

Paschal\textsuperscript{19} in which he not only shows that children having adequate self concepts are usually those children who are achievers, but also, that many of the achievers who have adequate self concepts are older or only children in a family [No. 16, Positive]. Age factors, also, have a bearing on the findings in a study by Campbell\textsuperscript{20} in which it was demonstrated that any curriculum discussions or development in a school must take into consideration that attention to the development of a high level of self esteem is more significant to achievement in the fourth and fifth grades than it is in the sixth grade [No. 17, Reversed]. The hypothetical reason for this finding is that the degree of dependence upon the teacher as a significant person seems to decrease as a child progresses through school. In other words, a child is more dependent upon a teacher in the early grades than he is in the later grades. Thus, curriculum development in the elementary school must take this fact into consideration if it is to develop situations and programs in which early elementary age children can learn.

Several studies involved sex differences about self concept in relation to achievement. Shaw, Edson, and Bell\textsuperscript{21} found that not only do differences in self concept exist between achievers and

\textsuperscript{19}Billy J. Paschal, "The Role of Self Concept in Achievement," \textit{The Journal of Negro Education}, XXXVII, No. 4 (Fall, 1968), pp. 392-396.


underachievers, but male underachievers seem to have more negative feelings about themselves than do male achievers. In addition, female underachievers tend to be ambivalent with regard to their feelings toward themselves [No. 13, Positive]. Bledsoe achieved a similar set of findings in that at levels between the fourth and sixth grades, girls have greater self esteem than boys [No. 18, Reversed]. A very interesting investigation was conducted by Whitted who indicates that twice as many boys as girls are identified as underachievers.

It is apparent, then, that the research demonstrates that there is a positive correlation between positive self concept and high achievement and between poor self concept and low achievement. The research, also, demonstrates that self concept affects achievement and conversely, achievement affects self concept. Motivation, reading skill development, perception of one's learning capacity and situation are all affected by the self concept. The age and sex of children, also, have a bearing on the self concept/achievement relationship.

**Self Concept and Its Relationship to Juvenile Delinquency**

Juvenile delinquency is an increasingly serious problem in our society. Many researchers from the academic community, politicians, religious bodies, and lay groups have conducted surveys, tested,  

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analyzed, and probed the problem in hundreds of different ways. Included in this array has been research work done around the idea that self concept has a part to play in a child's proneness to become delinquent. Reported in this Topic Area, Topic Area 2, are some of these studies.

Juvenile delinquency is a waste of the abilities of the young. Once it starts in a community, it festers and grows if steps are not taken to eliminate the cause or to provide a cure. Delinquent boys and girls often become socially segregated because they do not seem to be able to live within the protective laws of society and as other contributing members of society live. These children usually drop out of school if their problems are not alleviated. While in school, they do not learn much because of their inability to accept the social regulations of the school and associate with their more socially adjusted peers. They are learning misfits who may be very intelligent, but who simply cannot or will not adjust to the rules and regulations which are a part of our learning institutions. Since delinquents often do not learn in the formal school environment, it becomes the educator's responsibility to find out why they do not learn in school and what he can do about it. In other words, the problem of delinquency is a curricular problem and must be considered whenever there is an attempt to improve the learning milieu. In this study, juvenile delinquency is considered to be a problem which is partly the result of poor self concept development. In order to develop curriculum which attempts to help children learn, including delinquents, it is necessary to review the possible cause of delinquency and demonstrate how this cause can be
corrected via curriculum development. Thus, in this Topic Area, juvenile delinquency as it relates to self concept is discussed via the research on the subject. It is through a study of this research that fundamental decisions can be made which will help curriculum innovators find ways to help delinquents develop into productive, educable citizens.

What keeps some children from becoming delinquents while others seem to be in perpetual trouble with authorities? Reckless, Dinitz, and Murray\textsuperscript{24} found that a well-developed concept of self as a 'good boy' is the component which keeps middle and upper-class boys, who live in the better neighborhoods, out of delinquency [No. 23, Reversed]. The authors make the point that the good boy self concept seems to be strong enough to 'insulate' the adolescent against delinquency in the unfavorable neighborhoods. In support of the above finding, Reckless, Dinitz, and Murray\textsuperscript{25} discovered in another study that the 'insulated' boy is one who is thought by his teacher, parents, and others to be a good boy, and who conceives of himself as a conventional and law-abiding individual [No. 21, Positive]. The authors clarify their findings by stating that the insulated boy

\textbf{... has been relatively 'isolated' from the pervasive delinquent patterns characteristic of his area of residence. This relative}


isolation from deviant norms and associations may be attributed in part to close maternal supervision in a relatively non-deviant, harmonious and stable family setting. In this setting, the boy’s affectional needs appeared to be satisfactorily met in terms of his own perceptions of these needs. Finally, the social processing of these boys was essentially characterized by an unusually firm presentation of non-deviant values to the exclusion of others.26

In a replication of previous studies, Reckless, Dinitz, and Kay27 demonstrate that self concept is probably an underlying component in delinquent or non-delinquent conduct. These writers state further:

Perhaps one of the chief distinctions between persons who will and those who will not experience difficulty with the law in their formative and later years lies in the extent to which a socially acceptable self image has been developed.28

Scarpitti, Murray, Dinitz, and Reckless29 confirm the idea that self concept profoundly affects a child’s proneness to delinquency and, also, confirm that once a favorable self image has been internalized by preadolescents with respect to friends, parents, school, and the law, there is every reason to believe that it is as difficult to alter as a delinquent self image [No. 28, Positive]. In relation to the above idea, Dinitz, Scarpitti, and Reckless30 found that a good self

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28Ibid., p. 569.


concept veers slum boys away from delinquency, while a poor self concept gives the slum boy no resistance to deviacy, delinquent companions, or delinquent sub-culture [No. 25, Positive]. The reason for this dichotomy is that a good self concept is a product of favorable socialization while a poor self concept is a product of unfavorable socialization, according to the researchers. As stated by the writers:

We feel that components of the self strength, such as a favorable concept of self, act as an inner buffer or inner containment against deviacy, distraction, lure, and pressures. Our operational assumptions are that a good self concept is indicative of a residual favorable socialization and a strong inner self, which in turn steers the person away from bad companions and street corner society, toward middle class values, and to awareness of possibility of upward movement in the opportunity structure. Conversely, the poor concept of self is indicative of a residual unfavorable socialization . . . and indicative of weak inner direction . . . , which in turn does not deflect the boy from bad companions and street corner society, does not enable him to embrace middle class values, and gives him an awareness of being cut off from upward movement in the legitimate opportunity system.31

Donald and Dinitz32 support the above statement with the finding that the big thing which determines the boy's self concept orientation is something other than race and neighborhood [No. 20, Reversed]. The authors maintain that the boy who gravitates to delinquency lacks the defense that a good self concept provides. He is prone to gravitate towards the street corner or delinquency because of the lack of this inner defense.

31 Ibid., p. 517.

Boys see themselves in certain ways on the basis of their social class as evidenced by findings in a study conducted by Fannin and Clinard. They found that lower class boys feel themselves to be tougher, more powerful, fierce, fearless, and dangerous than middle class boys. Middle class delinquents, on the other hand, conceive themselves as being more loyal, clever, smart, smooth, and bad [No. 27, Positive]. Fannin and Clinard, also, discovered that approximately 80 percent of lower class boys want a type of adult occupation in which they can work with their hands, while only 36 percent of middle class boys want to work with their hands [No. 22, Positive].

There is a perceptual factor which enters into the picture when thinking about self concept in relation to delinquency. Trent conducted a study of delinquent boys in which he discovered the following:

1. There is no significant relationship between accuracy of perception of own status and accuracy of perception of others' status.

2. Anxiety is negatively related to accuracy of perception of own status but unrelated to accuracy of perception of others' status.

3. The less anxious enjoy significantly higher social status than the more anxious. The more accurate the perception of own status, the greater the social status.

4. Those Ss who overestimate their own status tend to overestimate the status of others. (p. 90)


In a piece of research which tends to refer to some of Trout's findings, Shippee-Blum found that rebels regard themselves more highly than they regard their parents [No. 26, Reversed]. The reasons for this finding are not clear, although Shippee-Blum hypothesizes that the rebels may have an unrealistic opinion of themselves, a kind of grandiose self esteem.

While most of the research relating self concept to delinquency had concerned itself with boys, one very good research study was conducted by Epstein in which she studied the delinquent girl. Epstein found that delinquent girls evaluate themselves significantly more negatively than the average group of girls. In addition, delinquent girls express their goals in terms of personal characteristics such as desiring to be happier, smarter, prettier, and so on, while non-delinquent girls express their future goals in terms of whole roles such as wanting to be a teacher, secretary, mother, and so on [No. 24, Reversed]. It is clear from this study that delinquent girls have impaired self concepts because they are looking at their futures in ways which help them visualize themselves as being different, personally, from what they are at the moment.

There is little question that self concept affects children in ways which contribute to their adaptation to society. Those boys


and girls who have poor self concepts tend to be socially segregated and unable to accept the laws of society. As a result of these two factors and in order to protect their egos as much as possible, these children become delinquent. Their feelings of inadequacy and the resultant delinquency tend to make them non-learners in the school setting. Learning little, not able to get along with peers or professionals, they drop out of school, psychologically or physically. This separation from the school and the opportunities the school offers to those who remain in school, only adds to the delinquents' burden and impoverishment of their already poor self concepts. Thus, if educators are to keep these children in school so that they are learning while there, educators must have a knowledge about the self concept of these children, realizing that it is the problems of the self that are the heart of the problems those children face.

Change Factors of the Self Concept

This Topic Area, Topic Area 3, is concerned with the stability of the self concept and the factors that are involved in attempting to change a person's self concept if his concept is negative. While it is fairly obvious that everyone's self concept is not equally positive or negative, it, also is reasonable to conclude that the different levels of ego strength do not proclue that each person's self concept must be changed in some way. The major concern for educators is the direction the self concept takes; i.e., if it is negative or poor, and the relative strength of this concept. If a negative self concept is fairly well established, and, thus, relatively strong, what can people
in education do to change the direction of the self concept so that it becomes positive? In addition, what can educators do to strengthen the positive self concepts so that they become well established?

Williams and Cole\(^{37}\) have a partial answer to the problem of self concept identification of the students in the schools, a concern which needs to be solved before alternatives can be proposed, when they refer to the testing programs of most schools as being programs which seek information about children's intelligence and achievement, but nothing about the self concepts of these children. Also, the writers state:

Such may be a function of the lack of reputable, standardized measuring instruments of self-concept for all age levels, or the lack of information on the part of administrators and teachers concerning the possible importance of self-concept to academic adjustment and success. It should be the business of the school to identify children with derogatory self-esteem, to determine the factors that have and are contributing to the low self-appraisal, and to embark on a judicious program of amelioration. Few factors are more fundamental to a child's success and happiness than his evaluation and acceptance of himself.\(^{38}\)

Williams and Cole, also, refer to the necessity of creating social and group activities in the schools which make children feel comfortable and wanted, both by their peers and by their teachers.

Related to what Williams and Cole are saying is a study done by Ludwig and Maehr\(^{39}\) in which they found that approving reaction on the

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\(^{38}\)Ibid., p. 480.

part of a significant other will effect a significant and persistent increase in the amount of positive regard for oneself. Conversely, disapproving reaction will effect a significant and persistent decrease in self regard.

Engel found that adolescents who persist in a negative self concept over a two-year period give evidence of significantly more maladjustment than subjects who persist in a positive self concept. Engel, also, found that the adolescents with negative self concepts are significantly less stable in self concept than subjects whose self concept is positive. Brownfain in a study concerning self concept stability discovered that those men in a university setting who have more stable self concepts (1) are better liked and considered more popular by the group, (2) see themselves more as they believe other people see them, and (3) know more people in the group and are better known by the group.

The rate of maturation seems to be linked to the problem of self concept stability as evidenced by two studies undertaken by Mussen and Jones. In one study, Jones and Mussen found that late-


maturing adolescents of both sexes are characterized by less adequate self concepts, slightly poorer parent-child relationships, and some tendency for stronger dependency needs [No. 33, Reversed]. The other study by Mussen and Jones\(^4\) demonstrated that late-maturing boys are more likely to encounter a generally unfavorable socio-psychological environment than early-maturing boys. As the researchers further point out:

Analysis of the data of the present study indicates that this situation may have adverse effects on the personalities of the physically retarded. These boys are more likely to have negative self-conceptions, feelings of inadequacy, strong feelings of being rejected and dominated, prolonged dependency needs, and rebellious attitudes toward parents [No. 34, Positive].\(^4\)

The authors indicate that early-maturing boys, in contrast, present a much more favorable psychological picture during adolescence.

"Relatively few of them felt inadequate, rejected, dominated, or rebellious toward their families."\(^4\)

Perkins\(^4\) discovered several interesting findings in a study involving elementary children. The study was concerned with the problem of change in self concept as this change is related to children's ideal self concepts and their actual self concepts. The first finding is that the actual self concepts and ideal self concepts of children become increasingly and significantly congruent through

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\(^4\)Ibid., p. 255. \(^4\)Ibid.

time [No. 31, Positive]. The second finding is that the actual self, ideal self congruencies of girls generally are significantly greater than those of boys [No. 30, Reversed]. A third finding shows that there is little or no relationship between changes in children's actual self and ideal self congruency and (1) changes in their school achievement, and (2) changes in their acceptance by peers [No. 32, Positive]. Related to the Perkins study in that it demonstrates one aspect of the problem of change, is a study done by Calvin and Holtzman\(^47\) in which they found that the tendency to better the self is inversely related to maladjustment [No. 36, Positive]. The researchers, also, found that individuals with poor insight regarding their own level of adjustment are more likely to be maladjusted than those with good insight [No. 29, Reversed]. Thus, Calvin and Holtzman introduce the idea that if children are maladjusted, they may not be able to change their self concepts by themselves. In addition, they are maladjusted because of the poor ways in which they view themselves so it is this self concept weakness that needs to be corrected before any maladjustment can be corrected.

The above studies lead to the problem of how to change one's self concept. Mink\(^48\) discovered in his study that one of the best


ways to change the concepts children have about themselves is to have regular counseling sessions with these childrens' parents. Mink states, "Clinical impressions of the meetings with the parents were that the parent discussions were qualitatively more affective in content than the student discussions."{49 [No. 37, Reversed]}

There is little in the research literature that clarifies ways to actually change the negative image some children have of themselves. The most appropriate way to view the problem of solution may be to analyze the research which deals with various aspects of self concept, and devise solutions or ways to change negative self concepts. At this point, there is little other choice.

**The Relationship of the Actual Self and Ideal Self Concepts**

One of the problems that occurs when discussing the self concept and its relationship to other factors involving the human personality is that usually such a discussion concerns the way a person sees himself as he is at the moment. The process of viewing oneself as he thinks and feels about himself and others is the process of looking at one's actual self. It is the actual self that affects much of what a person does at any given time and it is this self that is easiest to analyze. There is another aspect to one's self, however, and that is the problem of what a person would like to become. This future self is generally termed the "ideal self" because a person sees himself becoming something other than what he is at the moment. The person

{49 Ibid., p. 33.}
identifies what it is he would like to be based upon what is important to him. Thus, in looking at the self concept, it is necessary to look at the ideal self concept in order to determine what the person wants to become and how this future or ideal self is affecting the development of the person's actual self.

There is evidence that the actual self and ideal self concepts correlate in a positive direction and become congruent in time. Hanlon, Hofstaetter, and O'Connor\(^5^0\) found that the correlation between the actual self concept and ideal self concept tends to be positive. The researchers, also, discovered that as a person becomes better adjusted, there is congruence of the actual self concept and the ideal self concept; i.e., the two self concepts become similar or have the same characteristics [No. 38, Positive]. Of the two self concepts, the actual self seems to be the more stable, as Frank and Hiester\(^5^1\) found. These men noted that the ideal self concept appears to be somewhat less stable over time than the actual self concept, and the ideal self concept appears to be more greatly influenced by the sex factor. The ideal self concepts of males show more change over time than do the ideal self concepts of females, but both sexes have greater changes in their ideal self concepts than in their actual self concepts. Since this research project is concerned with the self concept


as it relates in various ways to the school setting, a study by Perkins is very interesting. Perkins found that children do in general achieve increased actual self, ideal self congruence during a period of time that they are in attendance at school; but that boys in general achieve significantly less congruence of their actual self, ideal self concepts than do girls [No. 44, Positive]. The writers speculate that it may be the increased physical maturity of the average girl as compared with the average boy and the school's feminine mores which tend to favor girls which causes this discrepancy. Another interesting finding by Perkins is that sixth grade children and children whose teachers had completed child study show significantly greater actual self and ideal self congruency than do children, respectively, in fourth grade and those whose teachers had never participated in this child study [No. 41, Reversed]. This finding may have something to say about training pre-service teachers.

The relationship of the actual self and ideal self to others is one which Lehner studied. He found that on the California Test of Personality, a high adjustment score for the actual self tends to be associated with the assigning of relatively higher adjustment scores to others [No. 42, Reversed]. A study conducted by Videbeck showed


that others affect the congruence of the actual self and ideal self.

He found that

. . . if another person reacts approvingly toward the individual with reference to some specified attribute, then the subject will change his actual-self rating to a point farther away from his ideal-self rating.55

Related to Videbeck's study is a study by Jourard and Remy56 in which they found that a person's attitude toward himself varies with his beliefs concerning his parents' attitudes towards him. Children who believe that their parents dislike many of their traits of self show signs of insecurity. Children who believe that their parents like many of their traits of self, conversely, show signs of security. Thus, the findings of the study show "that persons who evaluate their bodies and personalities negatively, and who believe that their parents evaluated these objects in similar fashion, would be insecure."57

Wilkinson and Worche158 discovered in a similar study that a significant curvilinear relationship exists between the actual self, ideal self discrepancy scores of parents and the actual self, ideal self discrepancy scores of children [No. 45, Reversed].

For both sons and daughters, high discrepancy scores of fathers were associated with low discrepancy scores of children. High

55Ibid., p. 352.


57Ibid., p. 366.

discrepancy scores of mothers were associated with low discrepancy scores of sons but with high scores of daughters.\textsuperscript{59} In a study by Helper,\textsuperscript{60} it was discovered that "for boys, relatively high degree of self-concept modeling after the father was found to be associated with high peer-status."\textsuperscript{61} Also, it was found that a high degree of parental reward for similarity to the mother is associated with low peer-status for girls [No. 43, Reversed]. The development of the two selves was investigated by Carroll,\textsuperscript{62} and she found that when choosing the person they most wish to be like, middle-class adolescents select more 'successful adults' than do the lower-class adolescents. However, lower-class adolescents most frequently choose 'glamorous adults' to represent the ideal self. In addition,\\n\\n\textit{...} middle-class adolescents stressed moral, altruistic, and intellectual qualities of the ideal self, while the lower-class adolescents stressed physical beauty, personal liking, and fame. The most influential single determinant of the ideal self seems to be the movies.\textsuperscript{63}\\n
Blocher and Schutz\textsuperscript{64} found that a group of twelfth grade boys perceive

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both their actual self concepts and their ideal self concepts to be more nearly similar to their stereotypes of workers in occupations with high claimed interests than to their equivalent stereotypes of workers in occupations with little claimed interest. Thus, there is ample evidence to demonstrate that actual and ideal self concepts are affected by a number of factors as these self concepts develop.

The relationship between certain behavior characteristics and self concept was studied by Cowen, Zax, Klein, Izzo, and Trost and they found that high anxiety is related to high self-dissatisfaction and maladjustment [No. 40, Reversed]. These researchers, also, found that a child with a relatively high degree of anxiety is more likely to be picked for negative and undesirable roles, in a hypothetical class-play situation, by his peers [No. 39, Positive]. In yet another study, Cowen found that on a self concept measure, high scorers have more positive concepts of self and are more self-acceptant. Also, he discovered that high scorers are less predisposed toward authoritarian attitudes [No. 46, Reversed] but tend not to have as strong a belief in the existence of God.

It is quite clear that the school must be concerned about both self concepts if it is going to be concerned about self concept at all. There are many factors which cause a person to see himself in certain


ways. These factors affect the development of what a person wants to become (ideal self) and this development relates to and affects what a person actually is at any moment (actual self). Thus, the school professionals must be cognizant about what it is a child sees himself becoming as well as what he actually is at that moment.

**Self Concept and Its Relationship to Socio-Economic Factors**

The link-up of socio-economic factors with self concept is a rather recent approach to the study of the self. The self is affected by such factors as housing conditions, parental employment, race, and so on. It is a contention of this study that the socio-economic conditions in which the children live who come to school to learn must be considered by the school as it attempts to create learning environments for the children. The "other life" of the children outside the school cannot be ignored, and this life as it affects the self concepts of the children cannot be ignored. Topic Area 5 deals with the research about these concerns.

Mayer demonstrated in a study that there is a trend for mentally handicapped, higher socio-economic children to have higher self concepts than mentally handicapped, lower socio-economic children. Egbert, Ballif, and Hendrix found that preschool

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lower-class children have less well-developed concepts pertaining to body images than do the preschool middle-class children. Butts\textsuperscript{69} discovered that Negro children with impaired self esteem perceive themselves less accurately in terms of skin color than do Negro children who have adequate self concepts [No. 52, Reversed]. A supportive set of findings was uncovered by Wylie\textsuperscript{70} who found that Negro children make more modest estimates of their abilities than do white children. Wylie, also, discovered that children of lower socio-economic levels make more modest estimates of their ability than do children of higher socio-economic levels [No. 53, Positive]. There can be little doubt as a result of these studies that the black children in lower socio-economic areas have a much more difficult time developing positive self images than do black children in higher socio-economic levels or white children in general.

To take the above idea further, Smith\textsuperscript{71} found that the personality trait that distinguishes the self esteem of students with professional fathers from those of non-professional ones is emotional stability. In addition,

\[\ldots\text{ a greater percentage of students of professional fathers rated themselves high on the traits of responsibility and}\]


ascendency than was evident with the students with non-professional fathers. The latter group rated themselves in a larger percentage on the trait of sociability than did the professional student group.73 [No. 54, Reversed]

Smith discusses the problem further.

Perhaps the difference found between the groups in the trait of emotional stability suggests that youth who come from homes with professional fathers are more conditioned toward a sense of security and stability because of their parents' experiences with long-term goals, and a high degree of job security. From such a background, undoubtedly, the professional father is able to encourage, give financial assistance and serve as a career image of the worthwhileness for undertaking an extended venture in educational preparation.74

Battle and Rotter75 did a study in which they attempted to discover the degree to which individuals accept personal responsibility for what happens to them (internal controls) in contrast to the attribution of responsibility to forces outside their control (external controls). The external forces might be those of chance, fate, an inability to understand the world, or the influence of other powerful people. These researchers found that the interaction of social class and ethnic group is highly related to internal and external control attitudes. It was discovered that lower-class Negroes are significantly more external than middle-class Negroes or whites. Middle-class children, in general, are significantly more internal than lower-class children [No. 49, Reversed].

In a study dealing with the mobility factor; i.e., the desire and opportunity to move up the socioeconomic ladder, conducted

73Ibid., p. 24  
74Ibid.  
by Douvan, the findings show that upward mobile boys have a high degree of self-acceptance and confidence in social situations. The downward mobile boy, on the other hand, is more ambivalent toward himself and more unsure in situations requiring social interaction. These findings are particularly appropriate for the school to consider when it attempts to create certain kinds of learning situations or help children find their own identity. Another study which deals specifically with the school setting, is a study by Caplin. Caplin found that school-rated self concepts of children, both white and black, who attend de facto segregated schools, are significantly lower than those children attending the newly desegregated or long-term desegregated schools [No. 48, Positive]. Goff discovered that in freely chosen out-of-school activities, lower income children indicate a decrease in confidence with an increase in age [No. 50, Positive]. In addition, upper income girls indicate rising assurance with an age increase in relation to both in-school and out-of-school activities [No. 47, Positive]. Realizing that regardless of the attempts schools make to group children in certain ways or, conversely, not to group children, grouping does take place by the very nature of the school.


Children are placed together in classrooms in one way or another, or via school activities, and so on. Thus, the socio-economic conditions must be considered when placing children together in school. Gosling\(^7\) discovered that children who perceive themselves differently from the way they are perceived by the other members of the group, and who are unable to predict how the other members perceive them, will tend to be isolated from the group. In addition, rejected students are inaccurate in predictions of how they will be rated by their peers.

\[\text{[No. 51, Reversed]}\]

It is clear, then, that socio-economic conditions profoundly affect the ways children perceive themselves and others. For this reason, socio-economic conditions as they affect children's self concepts must be understood in light of the way these children learn in school, and the kinds of needs they have for self concept fulfillment and protection while in school.

From the research presented in this chapter, there is little question that schools in general and the professionals in these schools must have a deep understanding of many aspects of self concept. If children are to develop as positive people who are capable of fulfilling their own expectations and needs within our society, the school professionals must make every attempt to facilitate the development of the self. Without knowing the concepts and facts related to self concept, it is questionable whether or not teachers, administrators, 

guidance counselors, etc., can have much impact on the children with whom they work. If they do make an impact on the children's thoughts and feelings about themselves and others, it is questionable, also, that the professionals will have any certainty of affecting children's self concepts in positive directions.
CHAPTER III

PRESENTATION OF THE DATA AND FINDINGS

As a result of administering the test instrument, *A Measure of Perceptual Knowledge About Self Concept*, to a population of teachers from five elementary schools in the Cleveland Public School System, some data were generated. These data were categorized by computer in such a way that they could be analyzed and reported as the findings of this research project. In this chapter, the data are presented in tabular form and an analysis of the data follows this tabular presentation. The results of this analysis become the findings of the study.

Chapter III is organized in such a way that the data concerning the individual test items is presented first in Table 2. The data dealing with the totals for the Topic Areas, each group of teachers from each school, and the total test summaries are presented in Tables 3 and 4. Following the presentation of these tables, the analysis of the data, and the findings generated by the data; a second group of tables is included in this chapter. The data in the second group of tables, Tables 5 through 11, are concerned with the mean test scores of the teachers in each of five categories for seven demographic factorial areas. The last table to be presented in this report, Table 12, contains summary information about the teachers' responses to questions 5, 6, and 7 on Part I of the test.
The test instrument is divided into two parts, the first part containing ten questions about the background of a test taker—demographic information. The second part of the test instrument consists of forty-five statements dealing with self concept. The forty-five items are subdivided into five Topic Areas of nine statements each (see supra, pp. 18-19). As a result of this subdivision, it was possible to obtain data, not only about each test item, but about the responses within a Topic Area as a whole.

Analysis of Individual Test Items on Part II of Test and Test Results for Each Topic Area, Each School, and the Total Test

In Table 2 (page 56) are listed the item data dealing with the proportion of teachers who responded correctly to each item in each Topic Area, and the correlation between each item score and the total test score (an item discrimination or validity index for each item). When reviewing the item analysis for each item in each Topic Area as reported in Table 2, it is apparent that there are some easy and some difficult items. In general, however, most items are fairly satisfactory from the standpoint of difficulty. The easier items are statements 19 and 38. The more difficult items are statements 16, 21, 22, 32, 35, 42, 48, and 55. In addition to these items, some statements seemed to receive an uncertain totality of responses. These unclear response totals are characterized by either high or low item/test score correlations. These statements are 23, 30, 32, 35, 38, 47, 48, and 55.
TABLE 2.—Proportion of teachers who responded correctly to each item in each Topic Area, and the correlation between each item score and the total test score in each Topic Area

<table>
<thead>
<tr>
<th>Statements</th>
<th>Topic Area 1</th>
<th>Proportion of correct responses</th>
<th>r between item and test score</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Overachievers rate themselves more favorably than they rate their peers.</td>
<td></td>
<td>0.67</td>
<td>0.40</td>
</tr>
<tr>
<td>12. With kindergarten children, reading experience has a greater influence upon self concept than self concept has upon development of a reading skill.</td>
<td></td>
<td>.41</td>
<td>.45</td>
</tr>
<tr>
<td>13. Male underachievers have more negative feelings about themselves than do female underachievers.</td>
<td></td>
<td>.45</td>
<td>.35</td>
</tr>
<tr>
<td>14. When working in a group, persons with high self esteem evaluate themselves better after a failure than do persons with low self esteem, regardless of the level of the group's expectations.</td>
<td></td>
<td>.76</td>
<td>.47</td>
</tr>
<tr>
<td>15. Of students who exhibit an intention to strive for scholastic achievement as a prime goal, underachievers have a more optimistic conception of themselves as students than do achievers, prior to their actual scholastic performance.</td>
<td></td>
<td>.49</td>
<td>.38</td>
</tr>
<tr>
<td>16. Students who have adequate self concepts have higher achievement and are the oldest or only children a family.</td>
<td></td>
<td>.24</td>
<td>.39</td>
</tr>
<tr>
<td>17. Attention to the development of a high level of self esteem is more significant to achievement in the sixth grade than it is in the fourth or fifth grades.</td>
<td></td>
<td>.50</td>
<td>.40</td>
</tr>
</tbody>
</table>
TABLE 2.—Continued.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Proportion of correct responses</th>
<th>r between item and test score</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. In the fourth, fifth, and sixth grades, boys have greater self esteem than girls.</td>
<td>0.63</td>
<td>0.33</td>
</tr>
<tr>
<td>19. Children who have favorable self concepts perceive their teachers' feelings toward them favorably.</td>
<td>0.93</td>
<td>0.25</td>
</tr>
<tr>
<td>Mean for Topic Area 1</td>
<td>.57</td>
<td>.38</td>
</tr>
</tbody>
</table>

**Topic Area 2**

<table>
<thead>
<tr>
<th>Statements</th>
<th>Proportion of correct responses</th>
<th>r between item and test score</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. The big thing which determines a boy's self concept orientation is his race and neighborhood.</td>
<td>.63</td>
<td>.32</td>
</tr>
<tr>
<td>21. The &quot;insulated&quot; boy is one who is thought by his teachers, parents, and others to be a good boy, and who sees himself as a conventional and law-abiding individual.</td>
<td>.33</td>
<td>.39</td>
</tr>
<tr>
<td>22. Lower class delinquent boys want to obtain jobs in which they can work with their hands, while middle class delinquent boys do not want this kind of work.</td>
<td>.28</td>
<td>.40</td>
</tr>
<tr>
<td>23. A positively developed concept of self has little effect in keeping good boys out of trouble in unfavorable neighborhoods.</td>
<td>.74</td>
<td>.31</td>
</tr>
<tr>
<td>24. Delinquent girls frequently express their future goals in terms of whole roles (teacher, secretary, etc.) while non-delinquent girls express their future goals in terms of personal characteristics (happier, smarter, prettier, etc.).</td>
<td>.54</td>
<td>.32</td>
</tr>
</tbody>
</table>
TABLE 2.—Continued.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Proportion of correct responses</th>
<th>r between item and test score</th>
</tr>
</thead>
<tbody>
<tr>
<td>25. A good self concept veers slum boys away from delinquency, while a poor self concept gives slum boys no resistance to deviancy, delinquent companions, or delinquent sub-cultures.</td>
<td>0.78</td>
<td>0.44</td>
</tr>
<tr>
<td>26. Boys and girls who are rebels regard their parents more highly than they do themselves.</td>
<td>0.76</td>
<td>0.40</td>
</tr>
<tr>
<td>27. Middle class delinquent boys think of themselves as being more loyal, clever, smart, smooth, and bad than do lower class delinquent boys.</td>
<td>0.36</td>
<td>0.49</td>
</tr>
<tr>
<td>28. Once a favorable self image has been internalized by pre-adolescents with respect to friends, parents, school, and the law, it is as difficult to alter as a delinquent self image.</td>
<td>0.61</td>
<td>0.50</td>
</tr>
<tr>
<td>Mean for Topic Area 2</td>
<td>0.56</td>
<td>0.40</td>
</tr>
</tbody>
</table>

**Topic Area 3**

<table>
<thead>
<tr>
<th>Statements</th>
<th>Proportion of correct responses</th>
<th>r between item and test score</th>
</tr>
</thead>
<tbody>
<tr>
<td>29. There is little difference in the self concept adjustment level between those individuals who have poor insight regarding their own level of adjustment and those with good insight.</td>
<td>0.70</td>
<td>0.36</td>
</tr>
<tr>
<td>30. The actual self and ideal self congruencies of boys are significantly greater than those of girls.</td>
<td>0.33</td>
<td>0.30</td>
</tr>
<tr>
<td>31. The actual self concepts and ideal self concepts of children become increasingly and significantly congruent through time.</td>
<td>0.60</td>
<td>0.48</td>
</tr>
<tr>
<td>Statements</td>
<td>Proportion of correct responses</td>
<td>r between item and test score</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>32. There is little or no relationship between changes in children's</td>
<td>0.12</td>
<td>0.13</td>
</tr>
<tr>
<td>actual self, ideal self congruency and (a) changes in their school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>achievement, and (b) changes in their acceptance by peers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33. Late-maturing adolescents of both sexes are characterized by more</td>
<td>.47</td>
<td>.30</td>
</tr>
<tr>
<td>adequate self concepts than are early-maturing adolescents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34. Physically late-maturing boys have more negative self concepts,</td>
<td>.53</td>
<td>.42</td>
</tr>
<tr>
<td>feelings of inadequacy, and rebellious attitudes towards parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>than do physically early-maturing boys.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35. Individuals who have poor or unstable self concepts see themselves</td>
<td>.19</td>
<td>.34</td>
</tr>
<tr>
<td>more as they believe other people see them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36. The tendency to better the self is inversely related to maladjustment.</td>
<td>.41</td>
<td>.40</td>
</tr>
<tr>
<td>37. Regular counseling sessions with parents have little effect on</td>
<td></td>
<td></td>
</tr>
<tr>
<td>changing the self concepts of their children.</td>
<td>.78</td>
<td>.29</td>
</tr>
<tr>
<td>Mean for Topic Area 3</td>
<td>.46</td>
<td>.34</td>
</tr>
</tbody>
</table>

**Topic Area 4**

<table>
<thead>
<tr>
<th>Statements</th>
<th>Proportion of correct responses</th>
<th>r between item and test score</th>
</tr>
</thead>
<tbody>
<tr>
<td>38. As a person becomes better adjusted, there is congruence of the</td>
<td>.91</td>
<td>.16</td>
</tr>
<tr>
<td>actual self concept and the ideal self concept.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statements</td>
<td>Proportion of correct responses</td>
<td>r between item and test score</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>39. A child who has a high degree of anxiety will be picked by his peers for negative and undesirable school roles.</td>
<td>0.48</td>
<td>0.42</td>
</tr>
<tr>
<td>40. Low anxiety is related to high self dissatisfaction and maladjustment.</td>
<td>0.55</td>
<td>0.47</td>
</tr>
<tr>
<td>41. There is little difference between the self ideal and actual self congruency of children whose teachers have completed child study and children whose teachers have not participated in child study.</td>
<td>0.50</td>
<td>0.38</td>
</tr>
<tr>
<td>42. When males have low estimates of their own self adjustment, they, also, have higher estimates of the self adjustment of other males.</td>
<td>0.28</td>
<td>0.45</td>
</tr>
<tr>
<td>43. A high degree of parental reward for similarity to the mother is associated with high peer-status for girls.</td>
<td>0.22</td>
<td>0.42</td>
</tr>
<tr>
<td>44. Children in general achieve increased ideal self and actual self congruency during a period of time that they are in attendance at school, but boys achieve significantly less congruency of actual self concept and ideal self concept than do girls.</td>
<td>0.46</td>
<td>0.49</td>
</tr>
<tr>
<td>45. There is little relationship between the actual self and ideal self concept discrepancy scores of parents and the actual self and ideal self concept discrepancy scores of their children.</td>
<td>0.62</td>
<td>0.47</td>
</tr>
<tr>
<td>Statements</td>
<td>Proportion of correct responses</td>
<td>r between item and test score</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>46. People who have positive concepts of themselves are predisposed toward authoritarian attitudes.</td>
<td>0.40</td>
<td>0.43</td>
</tr>
<tr>
<td>Mean for Topic Area 4</td>
<td>.45</td>
<td>.39</td>
</tr>
<tr>
<td><strong>Topic Area 5</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>47. Upper income girls frequently indicate a rising assurance with age increase in relation to both in-school and out-of-school activities.</td>
<td>.70</td>
<td>.30</td>
</tr>
<tr>
<td>48. School-rated self concepts of white and black children who attend de facto segregated schools are much lower than the school-rated self concepts of white and black children who attend newly desegregated or long-term desegregated schools.</td>
<td>.27</td>
<td>.39</td>
</tr>
<tr>
<td>49. White students make more modest estimates of their ability than do black students.</td>
<td>.54</td>
<td>.56</td>
</tr>
<tr>
<td>50. In freely chosen out-of-school activities, lower income children indicate a decrease in confidence as they increase in age.</td>
<td>.53</td>
<td>.36</td>
</tr>
<tr>
<td>51. Rejected students are more accurate in their predictions of how they would be rated by their peers than are accepted students.</td>
<td>.39</td>
<td>.42</td>
</tr>
<tr>
<td>52. Black children who have impaired self esteem perceive themselves more accurately in terms of the skin color.</td>
<td>.31</td>
<td>.44</td>
</tr>
<tr>
<td>Statements</td>
<td>Proportion of correct responses</td>
<td>r between item and test score</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>53. Children of lower socio-economic levels make more modest estimates of their ability than do children of higher socio-economic levels.</td>
<td>0.63</td>
<td>0.36</td>
</tr>
<tr>
<td>54. When measuring self esteem, children with non-professional fathers rate themselves higher in responsibility and emotional stability than do children with professional fathers.</td>
<td>0.56</td>
<td>0.44</td>
</tr>
<tr>
<td>55. There is a significant difference in the self concepts of mentally handicapped children from different socio-economic levels.</td>
<td>0.14</td>
<td>0.28</td>
</tr>
<tr>
<td>Mean for Topic Area 5</td>
<td>0.45</td>
<td>0.39</td>
</tr>
<tr>
<td>Mean for total test</td>
<td>0.505</td>
<td>0.383</td>
</tr>
</tbody>
</table>
The means for each Topic Area and the total mean item discrimination indices for the proportion of correct responses and the correlations between item and test scores indicate that the items seem to be well balanced in difficulty. The total proportional mean of .505 and the correlation coefficient mean of .383 are what are expected of test items which are stable and of fairly equal difficulty. In addition, the reliability of the test instrument is .797.

Validity of the test instrument was built into both the process of choosing research studies and the content that was used to comprise the test. The type of validity considered was content validity in which a test can be assumed to be valid if the items on the test are carefully screened by experts in the field of the test or if the items on the test are items composed by experts in the field. In the case of the test instrument, A Measure of Perceptual Knowledge About Self Concept, the content, i.e., each test item, was gleaned from empirical research that dealt with some aspect of self concept. In most cases, the researchers were experts in the field of self concept. Secondly, the researcher of this study read and studied both self concept theory as written by leaders in the field and over 450 empirical research studies. Thus, it is believed that this researcher, also, became an expert in the field as a result of this procedure and that he achieved sufficient expertise to act as a screening instrument for the research that was to be used in the test.

The process by which the researcher decided which research studies would be utilized in composing the five Topic Areas and the test was as follows. First, the researcher surveyed the research in
general to determine what kinds of research had been done in the area of self concept. As a result of this survey, over 450 research studies were collected and categorized into homogeneous groups called "Topic Areas" which best represented the many aspects of the research dealing with self concept. Second, the research in each Topic Area was carefully scrutinized to determine the design of the research, the statistical accuracy and clarity of the research, and the nature of the findings as they related to education. In addition to these criteria, an attempt was made to utilize research that was replicated or substantiated by other research. On occasion, one research study would stand alone as being of a high quality but of somewhat different direction than other research on a topic. When such a situation occurred, an attempt was made to determine if the design or statistical treatment were of sufficient substance and quality that would make the research study valid and meaningful. For the most part, however, every effort was made to replicate or substantiate research and to use the findings from these studies as statements on the test instrument. As a result of the above named analysis efforts, the most appropriate research studies were chosen for use as the basis of a trial test.

It can be concluded, then, as a result of the reliability coefficient obtained and the validity process used that the test is adequate for consistently measuring what it is intended to measure; i.e., the perceptual knowledge teachers have about the nature of self concept.

The summary data presented in Table 3 (page 65) indicate the mean and median scores, the standard deviations, the ranges of scores,
TABLE 3.—Mean and median scores, standard deviations, ranges of scores, total number of items for each of five Topic Areas and for total test, and parameters for total test

<table>
<thead>
<tr>
<th>Topic Areas</th>
<th>Mn</th>
<th>Md</th>
<th>S.D.</th>
<th>Range</th>
<th>Total no. of items in each Topic Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic Area 1. Self concept and its relationship to achievement</td>
<td>5.08</td>
<td>5.08</td>
<td>1.58</td>
<td>1-9</td>
<td>9</td>
</tr>
<tr>
<td>Topic Area 2. Self concept and its relationship to juvenile delinquency</td>
<td>5.04</td>
<td>5.22</td>
<td>1.66</td>
<td>1-9</td>
<td>9</td>
</tr>
<tr>
<td>Topic Area 3. Change factors of the self concept</td>
<td>4.14</td>
<td>4.00</td>
<td>1.41</td>
<td>1-7</td>
<td>9</td>
</tr>
<tr>
<td>Topic Area 4. The relationship of the actual self and ideal self concepts</td>
<td>4.42</td>
<td>4.36</td>
<td>1.75</td>
<td>1-8</td>
<td>9</td>
</tr>
<tr>
<td>Topic Area 5. Self concept and its relationship to socio-economic factors</td>
<td>4.06</td>
<td>3.97</td>
<td>1.67</td>
<td>0-8</td>
<td>9</td>
</tr>
<tr>
<td>Total items</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>Parameters for total test</td>
<td>22.74</td>
<td>22.92</td>
<td>4.70</td>
<td>8-33</td>
<td>..</td>
</tr>
</tbody>
</table>
and the total number of items for each of the five Topic Areas and for the total test. Also, the parameters for the total test are presented.

Table 3 illustrates that for each Topic Area the mean scores of all scores are fairly close with the highest mean in Topic Area 1 and the lowest mean in Topic Area 5. The median scores of all scores are represented by the highest median in Topic Area 2 and the lowest median in Topic Area 5. When comparing the means and medians in each Topic Area, it is apparent that the scores in each Area are fairly well distributed and are not skewed to a significant degree.

The standard deviations for the Topic Areas are relatively similar, but they do indicate that in each Topic Area there are approximately 41-45 percent of the scores that are between the mean and the standard deviation. Stated another way, there are approximately 93-95 percent of the scores which lay below the standard deviation in each Topic Area. Thus, it is apparent that, while the scores are not skewed to any significant extent, there is some spread of the distribution of scores in each Topic Area.

For the total test, the mean and median are close which also indicates a non-skewed distribution of the scores. The standard deviation for the total test also indicates, as the standard deviations in the Topic Areas indicate, that there is some spread of the distribution of scores. From the data presented in Table 3, then, it is apparent that each of the Topic Areas is similar in parametric success with each of the other Topic Areas.

Referring to Table 4 (page 57), the number of teachers who took the test instrument from each of the five elementary schools in
<table>
<thead>
<tr>
<th>Elementary schools</th>
<th>Number of teachers taking test</th>
<th>Mn.</th>
<th>Md.</th>
<th>S.D.</th>
<th>Range*</th>
</tr>
</thead>
<tbody>
<tr>
<td>School 1. Southeast outer-city, middle income black</td>
<td>35</td>
<td>21.91</td>
<td>22.38</td>
<td>4.07</td>
<td>13 33</td>
</tr>
<tr>
<td>School 2. Southwest outer-city, lower-middle income white</td>
<td>20</td>
<td>21.80</td>
<td>23.25</td>
<td>5.14</td>
<td>8 28</td>
</tr>
<tr>
<td>School 3. West inner-city, low income white and Puerto Rican</td>
<td>25</td>
<td>23.56</td>
<td>24.75</td>
<td>5.32</td>
<td>14 31</td>
</tr>
<tr>
<td>School 4. Northeast inner-city, 75 percent low income black</td>
<td>19</td>
<td>23.11</td>
<td>23.00</td>
<td>4.65</td>
<td>17 31</td>
</tr>
<tr>
<td>School 5. East inner-city, 100 percent low or no income black</td>
<td>17</td>
<td>23.94</td>
<td>25.63</td>
<td>4.48</td>
<td>14 32</td>
</tr>
<tr>
<td>Total</td>
<td>116</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*There were 45 test items.*
Cleveland, the mean and median scores obtained by the teachers in each school, the standard deviations, and the range of scores for each school are cited. It is interesting that in each of the five schools the means and medians are similar enough to indicate that the test scores of the teachers are fairly well distributed. If the means and medians among the five schools are compared, there is a similar finding. There are several additional significant findings which result from the data cited in Table 4. First, the lowest mean and the lowest range of scores occur in the only predominately white school that cooperated in the study. Second, the highest mean and median and one of the better ranges occur in School 5, the school in the poorest socio-economic area of the city.

Thus, it is apparent that the parametric differences between School 2 and School 5, with the other three schools clustered in between these two schools, may give an indication that teachers in the black inner-city schools seem to have a better understanding of self concept than do teachers from the other four schools. This finding is quite interesting because it is usually assumed that the poorest teachers, however that is defined, are placed in the most rundown, most difficult school situations in the city school system. It is interesting that, to some extent in School 5, this situation does not seem to be the case.
Analyses of Teachers' Mean Test Scores as Compared with Demographic Factors

Presented in this section of Chapter III are the tables (Tables 5-11) in which the mean test scores of the teachers are reported for each of seven demographic factors. Each table includes the teachers' test means for the five categories of a demographic factor.

In Table 5, the test means of the teachers for each of five age categories are recorded. As can be seen from Table 5, there are

<table>
<thead>
<tr>
<th>Age level categories</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30 years (1)</td>
<td></td>
</tr>
<tr>
<td>31-40 years (2)</td>
<td></td>
</tr>
<tr>
<td>41-50 years (3)</td>
<td></td>
</tr>
<tr>
<td>51-60 years (4)</td>
<td></td>
</tr>
<tr>
<td>61-69 years (5)</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>116</td>
</tr>
<tr>
<td>Mn.</td>
<td>....</td>
</tr>
</tbody>
</table>

| 20-30 years (1) | 54 |
| 31-40 years (2) | 25 |
| 41-50 years (3) | 21 |
| 51-60 years (4) | 12 |
| 61-69 years (5) | 4  |

many more teachers in the first category (20-30 years) than in any of the other categories. In fact, nearly half the teachers tested are in the youngest age level of teachers. Also, the reduction in the number of teachers with each succeeding age level is dramatic.

When reviewing the mean scores of the teachers in each age category, it is apparent that the means increase with the age level of the teachers with the exception of the teachers in the second category (31-40 years). The teachers in the fifth category (61-69 years) have a mean 5 points higher than the teachers in the second category (31-40 years) and 4.6 points higher than the teachers in the first age level category (20-30 years). It might be concluded as a result of
this trend that the older the teachers are, the more perceptive they are about self concept concerns. This conclusion would be valid if it were not for the discrepant number of teachers in each age level category. Since the number is reduced so dramatically for each age level category, it must be suspected that possibly one of the reasons the means are higher for each higher age level is that there are in fact lower numbers of teachers from which the means are computed. If the number of teachers was increased in each category, the means might be reduced significantly. Thus, the principle finding that can be drawn from Table 5 is that the 116 teachers' perceptual knowledge about self concept seems to increase with age, but this is not a firmly established fact.

In Table 6 are recorded the test means of the teachers for each of five educational attainment level categories. Educational attainment level means the highest level of education each teacher in the population of 116 had achieved at the time the test was given.

| Educational attainment level categories | | | | | | Total |
|---|---|---|---|---|---|
| Non-degree Bachelor's degree plus Bachelor's degree plus Master's degree plus Total |
| (1) (2) (3) (4) (5) | |
| N | 6 | 67 | 23 | 17 | 3 | 116 |
| Mn. | 22.8 | 21.9 | 24.5 | 23.2 | 25.0 | .. |
Again, as in Table 5, one category in Table 6 contains the largest proportion of teachers from the total of 116 teachers who took the test, the second category (Bachelor's degree). There is an interesting occurrence in Table 6, however, that did not take place in Table 5. While the fifth category (Master's degree plus 20 semester hours) had the fewest teachers and the highest mean score for those teachers, the first category (non-degree) had the second lowest number as well as the second lowest mean. In addition, the third lowest mean occurred with the third lowest number of teachers in category four (Master's degree). Thus, the means did not necessarily increase with the decrease in numbers of teachers per category as happened in Table 5.

From the data in Table 6, then, it is apparent that the three highest educational attainment categories had higher means than did the two lowest educational levels. Only category four interrupted a trend that would indicate that additional education is a factor in increased perceptual knowledge about self concept. The major finding from Table 6 is that the level of education acquired does seem to affect teachers' perceptual knowledge about self concept. More specifically, the more education teachers have, the better their perceptual knowledge about the phenomenon of self concept.

Table 7 (page 72) contains the test means of teachers for five levels of teaching experience. In other words, a total number of fifty years of teaching experience is divided into five levels so that each teacher in the population fits into one of the levels.
TABLE 7.—Mean test scores of teachers in five levels of teaching experience categories

<table>
<thead>
<tr>
<th>Level of teaching experience categories</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than one year (1)</td>
<td>1-5 years (2)</td>
</tr>
<tr>
<td>16</td>
<td>37</td>
</tr>
<tr>
<td>20.6</td>
<td>22.2</td>
</tr>
</tbody>
</table>

The distribution of teachers in each teaching experience category is somewhat more balanced than the distributions were in Tables 5 and 6. It is immediately obvious that the more teaching experience teachers have, the more perceptual knowledge they have about self concept concerns. The mean in the fifth category (31-50 years) might be somewhat affected by the small number of teachers upon which the mean was calculated. However, if it was reduced somewhat by an increase in number of teachers, as all other means indicate, the mean in the fifth category would probably still be the highest of all the means in the table. It should be noted, also, that the second smallest number in category one (less than one year) had the lowest mean which lends significance to the finding from this table.

The test means of teachers for each of five grade level categories in which the teachers teach are recorded in Table 8 (page 73). Again, a fairly good balance occurred in the number of teachers in each category with the exception of category five (fifth or sixth grade). In this category, however, even with forty-one teachers taking the test, the mean was close to four other means. The
startling finding from this table is that the mean in the first category (first grade) is so much lower than any of the other means. This finding would indicate that teachers at the first grade level do not have as much perceptual knowledge about self concept as do teachers in the grades above first grade. At least this is the case with the small population of 116 teachers from five elementary schools in Cleveland.

TABLE 8.—Mean test scores of teachers in five grade level categories in which the teachers teach

<table>
<thead>
<tr>
<th>Grade level categories</th>
<th>First grade (1)</th>
<th>Second grade (2)</th>
<th>Third grade (3)</th>
<th>Fourth grade (4)</th>
<th>Fifth or sixth grade (5)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>25</td>
<td>15</td>
<td>18</td>
<td>17</td>
<td>41</td>
<td>116</td>
</tr>
<tr>
<td>Mn.</td>
<td>20.6</td>
<td>23.3</td>
<td>23.3</td>
<td>23.0</td>
<td>22.1</td>
<td></td>
</tr>
</tbody>
</table>

In Table 9 (page 74) are recorded the means for each of the five categories which indicate the types of colleges and universities from which the teachers received the major portion of their teacher training. The fifth category (state university) contains well over half the teachers who took the test while the second category (church related university) contains only three teachers. Interestingly enough, however, Table 9 illustrates that the teachers who attended church related universities scored far lower than any other group of teachers. In addition, the teachers who attended state universities did not do poorly when the large number of teachers from which the mean was computed is considered. The means do demonstrate that teachers who
attended private colleges or universities have a better perceptual knowledge about self concept aspects than do other teachers, since these means are significantly higher in spite of lower numbers.

TABLE 9.—Mean test scores of teachers in five categories of colleges and universities from which teachers received the major portion of their teacher training

<table>
<thead>
<tr>
<th>College and university categories</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Church related college (1)</td>
<td></td>
</tr>
<tr>
<td>Church related university (2)</td>
<td></td>
</tr>
<tr>
<td>Private college (3)</td>
<td></td>
</tr>
<tr>
<td>Private university (4)</td>
<td></td>
</tr>
<tr>
<td>State university (5)</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>116</td>
</tr>
<tr>
<td>Mn.</td>
<td></td>
</tr>
</tbody>
</table>

The means of teachers, who took the test, for each of the five categories which indicate the enrollment of the college or university they attended for the major portion of their teacher training are recorded in Table 10. Immediately evident from Table 10 is the fact that

TABLE 10.—Mean test scores of teachers in five categories of student enrollment in colleges and universities from which teachers received the major portion of their teacher training

<table>
<thead>
<tr>
<th>College and university enrollment categories</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1000</td>
<td></td>
</tr>
<tr>
<td>1000-2000</td>
<td></td>
</tr>
<tr>
<td>2001-5000</td>
<td></td>
</tr>
<tr>
<td>5001-15,000</td>
<td></td>
</tr>
<tr>
<td>15,001-50,000</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>116</td>
</tr>
<tr>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Mn.</td>
<td></td>
</tr>
</tbody>
</table>
of all the tables presented in this section of Chapter III, Table 10 has the most balanced or even distribution of teachers in each of the five categories. It should be apparent, also, that the means in each of the five categories are so close to each other that it makes it impossible to interpret any trend. In category one (less than 1000), there is a high mean, but it is less than one point higher than the means in categories two and five. Category three (2001-5000) has the lowest mean, but it is only two points from the highest mean. Thus, the only finding resulting from Table 10 is that with the population of 116 teachers, there is no significant difference in these teachers' perceptual knowledge about self concept when comparing the test means of the teachers with the student enrollment of the college or university they attended for the major portion of their teacher training.

Recorded in Table 11 are the test means of the teachers as they are grouped in five categories on the basis of the number of years since they completed the major portion of their teacher training.

<table>
<thead>
<tr>
<th>Years since completion of teacher training categories</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than one year (1)</td>
<td>16</td>
</tr>
<tr>
<td>1-5 years (2)</td>
<td></td>
</tr>
<tr>
<td>6-15 years (3)</td>
<td></td>
</tr>
<tr>
<td>16-25 years (4)</td>
<td></td>
</tr>
<tr>
<td>26-40 years (5)</td>
<td></td>
</tr>
</tbody>
</table>

TABLE 11.—Mean test scores of teachers in five categories based on number of years since the teachers completed the major portion of their teacher training.
Disregarding category one (less than one year) for the moment, the means get higher from the second category through the fifth category. There is an increase in each mean of at least one point from the second category to the fourth category with a jump of over three points from category four to category five. The high mean of 26.7 in category five (26-40 years) may be due to the low number of teachers in that category, but the mean deviates enough from the others that it cannot be discounted as having no meaning. What the rise in means does seem to indicate, then, is that the longer teachers have been away from the completion of their teacher training programs, the more perceptual knowledge about self concept they seem to have. However, because of the high mean in category one, this finding is not conclusive.

An additional finding is evident when surveying all seven tables (Tables 5-11) presented in this section. This finding is that most of the means are near the midpoint of test score possibilities. That is, if 50 percent of the scores were above and 50 percent were below the exact midpoint score possibility of 22.5 percent correct answers, it could be concluded that there was a great amount of statistical chance that occurred in the answers to the test. This appears to be a problem in the results of the administration of the test, A Measure of Percentual Knowledge About Self Concept, and this must be resolved by administering the test to a much larger population of teachers before any firm conclusions can be drawn about the test. In the meantime, however, the question of statistical chance having a part in the results of the test administration conflicts with the second
possibility that the 116 teachers did not, in fact, know very much about self concept.

Analyses of School Types, Size of Student Bodies, and Racial Nature of the Student Bodies of Five Schools as Viewed by Teachers in These Five Schools

Referring to Table 12 (page 78) in which the information from questions 5, 6, and 7 on Part I of the test instrument is recorded, it is clear that the teachers in each of the five schools view their respective schools similarly to the way their principals view the schools. Since, in all most every instance, 100 percent of the teachers who took the test responded to questions 5, 6, and 7 with the same answers, the data from these three questions have been consolidated on Table 12. Table 12, then, indicates the type of school, the size and the nature of the student body of each school as the teachers in each of the five cooperating schools view these factors. The findings for questions 5, 6, and 7 help confirm the types of schools that took part in the study. In addition, Table 12 makes it possible to suggest that the teachers in each of the five schools are very homogeneous in their opinions about the type of school in which they are teaching. This finding is encouraging because it lends support to the other findings in this study since the teachers were answering questions and responding to statements from a fairly similar frame of reference about the schools in which they teach and the children in those schools.
TABLE 12.--Type of school, size and nature of student body in each of five schools as indicated by teachers in each of these schools

<table>
<thead>
<tr>
<th>Elementary schools</th>
<th>Type of school</th>
<th>Size of student body</th>
<th>Nature of student body</th>
</tr>
</thead>
<tbody>
<tr>
<td>School 1. Southeast outer-city, middle income black</td>
<td>Inner-city school in a large metropolitan area</td>
<td>1001 or more students</td>
<td>Predominately black student body</td>
</tr>
<tr>
<td>School 2. Southwest outer-city, lower-middle income white</td>
<td>Non-inner-city school in a large metropolitan area</td>
<td>501-750 students</td>
<td>A majority of white students</td>
</tr>
<tr>
<td>School 3. West inner-city, low income white and Puerto Rican</td>
<td>Inner-city school in a large metropolitan area</td>
<td>1001 or more students</td>
<td>Predominately white student body</td>
</tr>
<tr>
<td>School 4. Northeast inner-city, 75 percent low income black</td>
<td>Inner-city school in a large metropolitan area</td>
<td>501-750 students</td>
<td>Predominately black student body</td>
</tr>
<tr>
<td>School 5. East inner-city, 100 percent low or no income black</td>
<td>Inner-city school in a large metropolitan area</td>
<td>750-1000 students</td>
<td>Predominately black student body</td>
</tr>
</tbody>
</table>
CHAPTER IV

SUMMARY OF THE STUDY, CONCLUSIONS, AND DISCUSSION

Summary of the Study

This study attempted to answer three questions. These questions were as follows:

1. Can a test instrument be developed, using only the findings of empirical research for its test items, which is a valid and reliable measure of teachers' perceptions about self concept?

2. Will there be any significant difference in the perceptions about self concept among practicing elementary teachers in the five categories for each of the following factors: teachers' ages, educational attainments, amount of teaching experience, grade levels taught, types and sizes of schools in which teachers were teaching, types and sizes of colleges or universities from which teachers received the major portion of their teacher training, and the length of time since the teachers received the major portion of their teacher training?

3. Will practicing teachers who are tested demonstrate an adequate perceptual-base about self concept as evidenced by scores on the test instrument?

In order to answer these three questions, an alternative choice test was created using empirical research findings about self concept concerns as the test items. The reliability coefficient of the test, A Measure of Perceptual Knowledge About Self Concept, was .797. Validity was created because of the utilization of empirical research which had been done by experts in the field.
The test was administered to 116 elementary school teachers from five elementary schools in the Cleveland City School System. Each of the five schools was in a different socio-economic area of the city and represented a different type student body. The teachers in each school volunteered to take the test, and the percentages of teachers who volunteered ranged from 61 percent in one school to 90 percent in another school.

An analysis of the test items indicated that an average of 50.5 percent of the teachers answered the test items correctly, and the total average correlation between each item score and the total test score was .383. Both of these parametric figures were quite satisfactory and with a total test mean of 22.74, a total test median of 22.92, and a total test standard deviation of 4.70, the test proved to be an accurate way of measuring what it was intended to measure. With a reliability of .797, the test, also, measured consistently what it was intended to measure.

Conclusions

The findings reported in Chapter III lead to some conclusions about the teachers' knowledge about self concept. First, the data on the test items and the test as a whole and the findings generated from this data tend to indicate that the test, A Measure of Perceptual Knowledge About Self Concept, is a test which is appropriate in diagnosing whether or not people entering the teaching field or teachers already in the field have an adequate understanding about the phenomenon of self concept. If teachers do not have a basic knowledge and
understanding, steps can be taken by school districts or universities to help them develop a better understanding. What begins as a psychological problem becomes a problem of curriculum development at both the university and public school level.

A second conclusion is that teachers in the poorest economic area, black schools are generally more knowledgeable about self concept concerns than teachers in the lower-middle class white schools. Perhaps, the teachers in the black schools have found it necessary to study the available information about self concept because of the very difficult child problems these teachers face. Another possibility is that the Cleveland School System is attempting to identify teachers who understand such aspects of human development as the self and to place these teachers in the inner-city schools. Also, it is possible that the teachers in the white schools are generally not confronted with the serious self problems that the teachers in the black schools face, and consequently, do not become aware of the aspects of self concept.

The third conclusion is that it appears, with the population of 116 teachers, that teachers' perceptual knowledge about self concept increases with an increase in age of the teachers. This conclusion is not definitely established, however, because of the discrepant number of teachers taking the test in each age level category. What can most reasonably be concluded is that a larger population of teachers should be tested with an effort made to equalize the distribution of teachers among the age level categories. If the finding in this study is valid, a question as to the reason for such
an occurrence can be raised. Maturity and an understanding about the nature of people could be the reason, because many of the older teachers are married and have reared families. The family responsibility coupled with teaching hundreds of children over a period of years might help teachers become more perceptually sensitive to the problems of the self concept in children. Whatever the reason, however, if the finding is a valid finding, there are some serious questions that must be asked about placing young teachers with children who need a great deal of self reinforcement.

Fourth, since those teachers who had additional levels of education seemed to have more perceptual knowledge about self concept concerns, there may be some validity in having teachers obtain additional education even if this training is of a general nature. Even more important is the necessity of incorporating some information about self concept development and the opportunity to learn how to work with this phenomenon into the educational process.

The fifth conclusion tends to support the third conclusion in that age and teaching experience are related. Since it was found that the more experience teachers had the better they did on the test, it could be proposed that only experienced teachers should be placed in the more difficult schools, where children need a great amount of teacher support. There is certainly a suggestion here that experience does continue to make some teachers more conscious of self concept problems and more aware of their possible solutions.

The fact that teachers in the first grade did not know as much about self concept factors as teachers in the other five grades is
rather frightening. What good is it to have teachers at the upper elementary level who understand the development of the self, if the primary, especially the first grade teachers, do not have this understanding? The self concept is more fully developed by the upper elementary years and is more difficult to change if change is necessary. During the early elementary years, the self concept is developing to a significant degree and requires the most knowledgeable teachers available. In general, the practice of placing the most perceptually knowledgeable teachers with the youngest children does not seem to be in effect.

The findings that deal with the types of colleges and universities from which the teachers received their teacher training are rather interesting. Teachers from the church related colleges and universities and the state universities did not do as well on the test as teachers from private colleges and universities when comparing test means. It could be that church related colleges and universities are hampered by finances and more traditional ways of doing things, and that state universities have very little continuing personal contact between students and professors. On the other hand, the private colleges and universities may be more prestigious to some extent, may pay higher salaries; thus, attract more skillful professors, and so on. The reasons for such conclusions are highly speculative, but the findings do raise some questions about the kinds and quality of teacher training programs at the church related colleges and universities and the state universities. Whatever the cause for this finding, it must be concluded that some serious
study of the college and university teacher training programs must be undertaken, if it is agreed that the present curriculums do not provide the necessary information to teachers about the development of the self concept in children.

The size of the college or university from which each teacher received his teacher training did not have any effect on the teacher's success on the test. In general, teachers from the smallest colleges and universities did better on the test, but the differences in the means between teachers who attended small and large institutions was not significant enough to permit any cause and effect generalizations. At this point in this research effort, then, it must be concluded that teachers who attended small, medium, or large colleges or universities seemed to be almost equally successful on the test.

The longer the teachers have been away from their teacher training the more it seems to have a bearing on their test success. The finding that test means rose as the periods of time away from teacher training increased in length is not significant enough to permit any conclusions, however. What the finding does do is raise some doubts and questions that need to be further studied and answered.

The last conclusion is that the means noted in the tables in Chapter III seem to indicate two possibilities so far as the test success of the teachers is concerned. Since the means were so similar and so near the midpoint of the test, statistical chance could have affected the results. In other words, if the teachers did not know the answers to most statements on the test, it would be expected that they would achieve a score near the 50 percent level. On the other
hand, it could be that the teachers simply did not know the answers
to the test items and were not successful in responding to them. In
either case, however, it is obvious that the teachers were not espe-
cially perceptually knowledgeable about the phenomenon of self concept.
To solve this problem of test result interpretation, the test should
be given to a much larger population of teachers for the purpose of
trying to determine whether statistical chance is in effect or whether
some teachers really do not know the answers to the self concept state-
ments on the test.

Discussion

The sum total of the findings and conclusions seems to suggest
several ideas for the area of curriculum. First, colleges and univers-
sities should begin to look at what they are attempting to do in pre-
paring teachers. If the self concept is so important in the develop-
ment of stable, happy, emotionally healthy children, certainly it
should be a major aspect of any teacher training curriculum. It cannot
be dealt with in laboratory fashion in psychology courses. Study of
the development of self concept in children must become a continuous
exploration: (1) theoretically, through opinions of leading authors,
(2) informationally, through study of the research, and (3) pragmati-
cally, through child study.

In addition, it cannot be assumed that knowing something about
self concept; i.e., perceptually knowing the information gleaned from
research, will equip teachers to work with children in the development
of their self concepts. While it is important to understand this
phenomenon, it is probably more important that teachers, themselves, have positive self concepts because they may treat children in ways which tend to reinforce their own feelings about themselves. If they feel negatively about themselves, they may treat children in negative ways through overt authoritarian behavior. If they feel positively about themselves, the teachers may not need to reinforce their own feelings and might concentrate on the children.

Whatever the conclusions about what must be done in the improvement of teacher education, the conclusion is a curricular conclusion. There is a curricular conclusion which rests with the public schools, too. Schools must become more aware of the kinds of people they are putting in charge of the children. If the school administrations, for example, cannot identify or do not find ways to identify the kinds of teachers they are placing into the classrooms, they are ignoring a fundamental responsibility as administrators. That responsibility is to provide the best possible classroom environment and learning atmosphere for the children. It is perhaps the most important curricular decision school officials can make, because an abrogation of concerns about the developmental aspects of the self concepts of children is to deny there is any responsibility to children at all.

There are materials and tests available that can help diagnose the self concepts of teachers as well as children. It is suggested that school officials and hopefully teachers take whatever steps they must to begin screening new teachers entering the schools, not only on what they know about self concept, but how they feel about themselves.
This study was primarily concerned with the development of a valid and reliable test which could measure the perceptual knowledge pre-service or practicing teachers have about the various aspects of the self concept in children. The study was concerned secondarily with obtaining some demographic and parametric test data about a small population of practicing elementary teachers and relating this information to these teachers' test success. There are, as a result of this study, several additional areas in which research might be conducted. Recommendations for further research in each of these areas are noted below.

First, the test instrument, *A Measure of Perceptual Knowledge About Self Concept*, could be used as a diagnostic instrument with a large population of teachers and pre-service teachers for the purpose of determining if there is, in fact, a perceptual void about self concept on the part of these professionals and pre-professionals. Such information would be necessary before any major curriculum changes could be instituted at the college and university level.

Second, the test instrument might be used with a large population of pre-service and practicing teachers and the results correlated with results obtained by administering a second instrument which actually measured the self concepts of the teachers, themselves. In other words, the correlation would be between what the teachers know about self concept and the ways they feel about themselves.

A third possibility, and one which is related to the correlational possibility above, would be to administer personality (self concept) inventories to the students of the teachers who took the test about perceptual knowledge and the inventory on their feelings
about themselves. Thus, there would be a triangular correlation; i.e., between teachers' perceptual knowledge, their feelings about themselves, and their students' feelings about themselves.

Fourth, when administering the test, *A Measure of Perceptual Knowledge About Self Concept*, to a large population of teachers, it would be worthwhile, if the same kinds of findings are generated as were generated in this study, to explore in detail the reasons that teachers who score best on the test are the oldest teachers, have the most experience, and have been away from teacher training the longest. In addition, the differences between the younger, less experienced teachers and the older, more experienced teachers could be explored.

Fifth, because of the success of the test instrument, it would be necessary to administer it to a large population of pre-service and practicing teachers for the purpose of establishing norms for the test.

Last of all, experimental situations should be structured in such a way that it would be possible to measure whether improvement in perceptual knowledge about self concept concerns actually affects performance and behavior of teachers and makes a difference in the self concepts of the children they teach. This research possibility may be the most important of all the above suggestions.
APPENDIX

A MEASURE OF PERCEPTUAL KNOWLEDGE
ABOUT SELF CONCEPT CORRELATES

General Instructions

There are two parts to this test booklet. Part I consists of some general background questions. Part II consists of statements about self concept correlates. Read the instructions at the beginning of each part of the instrument carefully.

All of your answers should be made on the Answer Sheet, not on the test booklet. If you want to change an answer, thoroughly erase the original mark on the Answer Sheet and mark your new choice.

You are not being timed on this test so proceed at your own rate of speed.
PART I

Instructions

Part I contains questions 1-10. There are five possible answers to each question. Select one answer to each question and mark the appropriate letter (a, b, c, d, or e) on the Answer Sheet. Be sure to mark the answers on the Answer Sheet which correspond to the questions on this test.

1. In which of the following age brackets are you?
   (a) 20-30 years, (b) 31-40 years, (c) 41-50 years, (d) 51-60 years, (e) 61-69 years.

2. What is the highest educational level you have attained?
   (a) non-degree, (b) bachelor's degree, (c) bachelor's degree plus 30 quarter hours--20 semester hours, (d) master's degree, (e) master's degree plus 30 quarter hours--20 semester hours.

3. How much teaching experience have you had (excluding this year)?
   (a) less than one year, (b) 1-5 years, (c) 6-15 years, (d) 16-30 years, (e) 31-50 years.

4. What grade level do you teach?
   (a) first grade, (b) second grade, (c) third grade, (d) fourth grade, (e) fifth or sixth grade.

5. In what type of school do you teach?
   (a) inner-city school in a large metropolitan area, (b) non-inner-city school in a large metropolitan area, (c) inner-city school in a suburban city school system, (d) non-inner-city school in a suburban city school system, (e) rural school or small city school.

6. What is the nature of the student body in the school in which you teach?
   (a) predominately black student body, (b) predominately white student body, (c) a majority of black students, (d) a majority of white students, (e) fairly well balanced racially.

7. What is the size of the student body of the school in which you teach?
   (a) 100-250 pupils, (b) 251-500 pupils, (c) 501-750 pupils, (d) 751-1000 pupils, (e) 1001 or more pupils.

8. From what type of college or university did you receive the major portion of your teacher training?
   (a) church related college, (b) church related university, (c) private college, (d) private university, (e) state university.
9. What was the enrollment of the college or university from which you received the major portion of your teacher training?
(a) less than 1000 students, (b) 1001-2000 students, (c) 2001-5000 students, (d) 5001-15,000 students, (e) 15,001-50,000 students.

10. How many years ago did you finish the major portion of your teacher training?
(a) less than one year, (b) 1-5 years, (c) 6-15 years, (d) 16-25 years, (e) 26-40 years.

PART II

Instructions

Part II contains items 11-55. There are three possible answers to each statement. These answers are: (a) Agree, (b) Disagree, (c) Do Not Know. Select one answer to each statement and mark the appropriate letter (a, b, or c) on the Answer Sheet. Be sure to mark the answers on the Answer Sheet which correspond to the statements on this test.

(a) Agree (b) Disagree (c) Do Not Know

11. Overachievers rate themselves more favorably than they rate their peers.

12. With kindergarten children, reading experience has a greater influence upon self concept than self concept has upon development of a reading skill.

13. Male underachievers have more negative feelings about themselves than do female underachievers.

14. When working in a group, persons with high self esteem evaluate themselves better after a failure than do persons with low self esteem, regardless of the level of the group's expectations.

15. Of students who exhibit an intention to strive for scholastic achievement as a prime goal, underachievers have a more optimistic conception of themselves as students than do achievers, prior to their actual scholastic performance.

16. Students who have adequate self concepts have higher achievement and are the oldest or only children in a family.
17. Attention to the development of a high level of self esteem is more significant to achievement in the sixth grade than it is in the fourth and fifth grades.

18. In the fourth, fifth, and sixth grades, boys have greater self esteem than girls.

19. Children who have favorable self concepts perceive their teachers' feelings toward them favorably.

20. The big thing which determines a boy's self concept orientation is his race and neighborhood.

21. The "insulated" boy is one who is thought by his teachers, parents, and others to be a good boy, and who sees himself as a conventional and law-abiding individual.

22. Lower class delinquent boys want to obtain jobs in which they can work with their hands, while middle class delinquent boys do not want this kind of work.

23. A positively developed concept of self has little effect in keeping good boys out of trouble in unfavorable neighborhoods.

24. Delinquent girls frequently express their future goals in terms of whole roles (teacher, secretary, etc.) while non-delinquent girls express their future goals in terms of personal characteristics (happier, smarter, prettier, etc.).

25. A good self concept veers slum boys away from delinquency, while a poor self concept gives slum boys no resistance to deviancy, delinquent companions, or delinquent subcultures.

26. Boys and girls who are rebels regard their parents more highly than they do themselves.

27. Middle class delinquent boys think of themselves as being more loyal, clever, smart, smooth, and bad than do lower class delinquent boys.

28. Once a favorable self image has been internalized by pre-adolescents with respect to friends, parents, school, and the law, it is as difficult to alter as a delinquent self image.

29. There is little difference in the self concept adjustment level between those individuals who have poor insight regarding their own level of adjustment and those with good insight.

30. The actual self and ideal self congruencies of boys are significantly greater than those of girls.
31. The actual self concepts and the ideal self concepts of children become increasingly and significantly congruent through time.

32. There is little or no relationship between changes in children's actual self, ideal self congruency and (a) changes in their school achievement, and (b) changes in their acceptance by peers.

33. Late-maturing adolescents of both sexes are characterized by more adequate self concepts than are early-maturing adolescents.

34. Physically late-maturing boys have more negative self concepts, feelings of inadequacy, and rebellious attitudes towards parents than do physically early-maturing boys.

35. Individuals who have poor or unstable self concepts see themselves more as they believe other people see them.

36. The tendency to better the self is inversely related to maladjustment.

37. Regular counseling sessions with parents have little effect on changing the self concepts of their children.

38. As a person becomes better adjusted, there is congruence of the actual self concept and the ideal self concept.

39. A child who has a high degree of anxiety will be picked by his peers for negative and undesirable school roles.

40. Low anxiety is related to high self dissatisfaction and maladjustment.

41. There is little difference between the self ideal and actual self congruency of children whose teachers have completed child study and children whose teachers have not participated in child study.

42. When males have low estimates of their own self adjustment, they, also, have higher estimates of the self adjustment of other males.

43. A high degree of parental reward for similarity to the mother is associated with high peer-status for girls.

44. Children in general achieve increased ideal self and actual self congruency during a period of time that they are in attendance at school, but boys achieve significantly less congruency of actual self concept and ideal self concept than do girls.

45. There is little relationship between the actual self and ideal self concept discrepancy scores of parents and the actual self and ideal self concept discrepancy scores of their children.
46. People who have positive concepts of themselves are predisposed toward authoritarian attitudes.

47. Upper income girls frequently indicate a rising assurance with age increase in relation to both in-school and out-of-school activities.

48. School-rated self concepts of white and black children who attend de facto segregated schools are much lower than the school-rated self concepts of white and black children who attend newly desegregated or long-term desegregated schools.

49. White students make more modest estimates of their ability than do black students.

50. In freely chosen out-of-school activities lower income children indicate a decrease in confidence as they increase in age.

51. Rejected students are more accurate in their predictions of how they would be rated by their peers than are accepted students.

52. Black children who have impaired self esteem perceive themselves more accurately in terms of the skin color.

53. Children of lower socio-economic levels make more modest estimates of their ability than do children of higher socio-economic levels.

54. When measuring self esteem, children with non-professional fathers rate themselves higher in responsibility and emotional stability than do children with professional fathers.

55. There is a significant difference in the self concepts of mentally handicapped children from different socio-economic levels.
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