

A STUDY OF ADOLESCENT SELF-CONCEPT: CONSISTENCY
IN AND OUT OF THE ACADEMIC SETTING

By

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BACHELOR OF ARTS

Oklahoma City University

Oklahoma City, Oklahoma

1970

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
MASTER OF SCIENCE
May, 1973

Thesis
1973
R 1835
Cap. 2

JUN 1 1973

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ACKNOWLEDGEMENTS

The author would like to express his deep appreciation to Dr. Paul Warden, chairman of his master's committee and thesis adviser, for the hours spent in consultation, advisement and encouragement. His guidance throughout this endeavor has been greatly appreciated.

To Dr. Robert Mangum goes a special thank you for the assistance and constructive criticism given.

Another thank you is extended to Dr. John Hampton and Dr. Joseph Pearl for their encouragement and help so freely given.

A note of gratitude is given to the educational institutions involved in this research, without their cooperation this study would have been impossible.

Finally, the most sincere gratitude and thanks must be given to the writer's parents, Dr. and Mrs. N. B. Ramsey. Without their continued encouragement and great assistance this thesis would not have been possible. Their recognition of the author's needs for personal and professional development enabled the master's program to be completed. Thank you.

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CHAPTER I

THE RESEARCH PROBLEM

Introduction

The area of the self-concept has intrigued man from the time rational thought began. We know that the self-concept can be affected by many variables. The way others perceive us, the way peers accept us, and the way we view ourselves appear to be the most important aspects. Therefore, certain portions of our lives seem to be shaped by this influence called the self-concept.

The way a person functions in society is affected by the self-concept. Therefore, the study of the self-concept would seem to hold several implications for the development of many human beings. How the self-concept develops would help educators bring about many positive influences in the educational setting. If the development of the self-concept fluctuated across the variables of setting, age, or sex differences, then these three variables would be a starting point for the development of positive influences in the educational situation. If inconsistencies in the self-concept, across these three variables, are present, then certain modifications to the educational system would be needed.

Significance of the Study

It would seem possible for the student to be involved in two or more peer groups, one in the school system and one or more out of the school setting. If this is possible, the student could have two or more values of self-concept. It could be possible for a child to have high self esteem in the home but when placed in a new setting, the school, around other people his self-concept could be devalued.

If this possibility of two self-concepts or two values of self-concept is true, then it would be necessary to look at many variables in education which relate to the self-concept. If the self-concept fluctuated across situations, ages or sex differences, then these variables would seem to have a very significant relationship to a student's success or failure in an academic setting. It would seem extremely important in the areas of tracking and individualizing instruction. Psychologists and educators are continually concerned with ways to have the learner reach his optimum, and if certain students have a better self-concept out of the school setting, this would be their optimum setting. It would seem that an entirely new approach to this ~~type of~~ student's education would be needed.

Review of the Literature

Man has tried to understand the essence of himself, and view this essence realistically. For the sake of efficiency, the view has been called self-concept. Many persons have theorized and speculated as to the way or ways of conceptualizing the self-concept. Yet, to date, the question of the definition of the self-concept has not been

satisfactorily put to rest. In recent years, the areas of psychiatry, psychology and sociology have experienced a surge of interest in the nature of the self-concept. This question would seem to be of particular interest to the psychologist-educator, especially in the area of consistency of the self-concept in an academic situation as compared to a non-academic setting. Yet several different approaches can be taken in defining and implementing the measurement of the self-concept.

Two Approaches to the Development of the Self-Concept

In attempts to investigate the development of the self-concept, two approaches are primarily used to guide research. From these two approaches, definitions of the self-concept and implementations of self-concept measurement are generated.

One approach seems to view the self as an object, and the other views the self as a process. Hall (1957) states that

Self-as-object may be defined simply as the total aggregate of attitudes, judgements, and values which an individual holds with respect to his behavior, his ability, his body, his worth as a person, in short, how he perceives and evaluates himself. Self-as-process is defined in terms of activities such as thinking and perceiving and coping with the environment; ego is another term used to describe this same construct (Hall p. 142).

If one can assume the view of the self as a cognitive-type process and is willing to accept this point, then an example of the self-as-process would be the phenomenal self of Snygg and Coombs (1953). These authors feel the phenomenal self "includes all those parts of the phenomenal field which the individual experienced as part or characteristic of himself (Snygg and Coombs p. 58)." This phenomenal definition of self would seem to create difficulties for the empirically oriented psychologist whose method of identifying and measuring

stimulus properties limit him. His tests for assessing personality limit his ability to know the person's phenomenal field as completely as the person himself is capable of knowing it since most instruments used to measure these processes are somewhat inadequate. Symond uses another approach which views the self as consisting of four aspects "(1) how a person perceives himself, (2) what he thinks of himself, (3) how he values himself, and (4) how he attempts through various actions to enhance or defend himself (Hall p. 469.)" With this approach of limiting the self-concept like any other attitude.

Two approaches to self-concept were noted, the second approach being the self-as-object. This approach may result in the same tendency to reification which a self-as-process definition may promote. Gordon (1968) feels that there is a tendency to talk of self as an existing entity or actuality, at times investigators will speak of self as if it were an individual's material possession, perhaps in the same class as his worldly goods. This mode of thinking has created serious problems in thinking about self-conception. Though if viewed from an experimental point of view, the self is a theoretical construct and several measures can be applied to this construct. One measure could be how well the person knows himself, or to what degree a person is able to know his feelings.

Significant Other In Relation to Self-Concept

The image a person has of himself may be formed by his relationships ✓ with other persons with whom he is in contact. The question of knowing oneself must be looked at as a learning situation, how one has learned about himself, and how the person has learned from the

views others have of him. This may refer to an identification process, incorporating views and attitudes of others toward the self. Kendler (1968) notes that learning about oneself is a gradual affair. A child must learn that he exists as an individual separate and distinct from everybody around him. Secord (1964) holds a view very similar to Kendler when he presents the idea that the self is acquired from the views other persons have toward the person. It is because of their relation to him that he chooses certain other persons as models. He not only copies their overt behavior, but also takes on the attitudes that they hold toward him.

If the child takes on the attitudes of the parent, then this shaping of the self-concept must have been occurring since infancy. If this is true, identification with the parent would be very strong as age increases. The style of parental control would have some effect upon the self-concept. Byrne (1960) indicates that "If the child strives to maintain parental love by introjection of their values, it follows that self-regard would depend on the degree to which the child felt he was successful in maintaining the positive evaluation of his parents (Byrne p. 438.)" In Wylie's (1961) conception of the self "There is also some evidence that children's self-concepts are similar to the view of themselves which they attribute to their parents (Wylie p. 135.)" Rosenberg (1965) investigated adolescent self-image in relation to the society. In his chapter "Participation and Leadership in the High School Community," Rosenberg noted that forty percent of the lowest self-esteem students took no part in leadership compared to twenty-seven percent of those with the highest level of self-respect. This could conceivably be equated with self-concept.

It is possible that those students with the better self-concept work better in leadership positions, while ignoring the child with the poor self-concept or administering negative reinforcement to those with poor self-concepts.

Rosenberg also notes self-concept can be affected by the family conditions. His data suggests that extreme parental indifference seems to be even more deleterious to the self-esteem than punitive parental reactions. He then draws the conclusion that "the feeling that one is important to a significant other is probably essential to the development of a feeling of self-worth (Rosenberg p. 274)."

Peer Group Effects

If the concept of identification and shaping was to be continued on into adolescence or late childhood, the peer group would seem to be a significant factor in the process. Byrne (1966) maintains that "The one basic motive of the organism is the actualizing tendency, an inherent tendency to develop all its capacities in ways which serve to maintain or enhance the organism (p. 438)." One factor essential to the enhancement of the organism is the positive regard for others. Byrne goes on to note that developing out of the need for positive regard from others is the need for positive self-regard. The child's self-concept can be formed by means of interaction with others, therefore, the child adopts for himself or internalizes this need to be thought worthwhile. Each person, in this way, becomes his own significant other, persons seen as defining oneself in a way which is compatible with one's own definition the more resistant to change becomes the self definition. Thus Secord (1964) says "The individual

is not passive, but is an active agent in maintaining a stable interpersonal environment (Secord p. 583)."

If the peer group does have a significant effect upon the self-concept, it would follow that the amount of involvement in the peer group would also have an effect. The position of Sherwood (1965) is that the individual's self-identity or concept is dependent upon his subjectively held version of his peer group contacts and their actual ratings of him. Therefore, Sherwood would basically agree with Rosenberg's concept of the significant other, but the significant other is the peer group. He found that changes in self-identity would follow a pattern, and the changes were dependent upon (A) the importance of various peers for the individual, (B) the extent to which peer perceptions were communicated to him and (C) the degree of the individual's involvement in the group.

There are possibilities that the self-concept could be different in the home as opposed to the school setting since different areas of self development could be emphasized in different settings. The data collected by Hott and Sonstegard (1965) parallel the findings of Rosenberg. Their findings indicate that reference groups and cultural objectives do not have the same degree of relevancy for all students. A questionnaire was administered to seventh-, eighth-, and ninth-grade students, and the responses were classified as consensual and sub-consensual. The findings showed that certain concepts of self are not as relevant as others to specific individuals; one of the primary concepts regarded as not so relevant was academic ability.

Since the degree a person is involved in a peer group has an effect upon an individual's self-concept, it would seem that the number

of peer or social groups he is involved in would also have an effect upon the self-concept. Secord (1964) attends to this by saying "in part, consistencies in a person's behavior results from his participation in various social systems (p. 583)." Secord continues in saying "The process by which the self-concept, particularly a person's subjective public identities, is developed through social interaction may ... be seen as the assignment of the person in various social systems. As he performs these roles, he learns to see himself as various role partners see him (Secord 1964 p. 581)." As the individual traverses the span of his lifetime from infancy to senility, he assumes different social roles. All these roles contribute to his self-concept to the extent that they are sequential and discontinuous, with movement from one to the next requiring specific behavior changes, and they are instrumental in bringing about certain changes in the self. Kuhn (1960) and his associates found an "increasing use of social categories in defining self with age (p. 581)." Kuhn's findings would support the concept of peer groups influencing the self-concept, in that people define themselves with social categories.

When considering peer groups and involvement within the group, it would seem important to also investigate the problem of social class. Coopersmith (1967) attended to this question of social class and self-esteem. As would be expected, the findings showed the higher the social class the higher the self-esteem. These findings seemed to indicate that the parents who had high self-esteem tended to have children with high self-esteem.

School Effects on Self-Concept

Since a child's or an adolescent's peer groups are often formed within the school setting, the development of the self-concept within the school would appear to be an important factor to investigate. Buck and Brown (1962) investigated the relationship between self-concept and the presence and absence of scholastic underachievement and found a .60 positive relationship between educational disability and a low self-concept. They also indicate that a low self-concept plays a role in a student's disfunctioning in the school setting. There also seems to be a possibility of the home contributing to poor self-concept when he correlated perception of the home environment, either positive or negative and the self-concept. He found that students with a positive concept of the emotional environment of the home tended to have a positive or higher score in the area of adequacy as a person. There was significant indication that a positively perceived home climate on the part of the student is significant in operation of areas important in achieving worth as a student.

Piers and Harris (1964) also were interested in the area of the effects of the school experience and age upon the self-concept. They constructed their own self-concept instrument and administered it to children in grades three, six and ten. They indicated that grades three and ten were not significantly different from each other. Also, no significant sex differences were noted. These results indicate that the child's self-concept occurs in a somewhat consistent, then inconsistent and finally consistent pattern of development.

The possibility of an inconsistent self-concept as viewed by

Piers and Harris would seem to open a wide area for research. Hugh Perkins (1958) stepped into this gap and added significantly to the composite of knowledge about the self-concept. He found (1) the self-concepts and ideal-selves became congruent through time, (2) the self vs. ideal-self congruencies for girls are generally significantly greater than those for boys, and (3) there is little or no relationship between changes in children's self vs. ideal-self and (A) changes in their school achievement and (B) changes in their acceptance by peers.

With the number of variables that have been added to the study of the self-concept, it would seem that an interaction of some type must occur. Gergen (1971) tried to tie a number of these variables together with his research into the self-concept. He notes three major influences upon the expression of the self: (A) the significant other, (B) the interaction with the environment, and (C) the motivation. He found each of these influences to have a significant interaction effect upon the other.

Conclusion

The review presented indicates a number of approaches which could be taken to identify the self-concept. From each, certain aspects must be considered. The approaches of self-as-object and self-as-process appear to be the most prevalent approaches. Yet these two seem to have certain common factors, as indicated by Rentz and White (1967). The self-as-process subsumes the dimensions of self-as-object. The definitions and findings reported indicate a workable definition of the self-concept would be needed. Each of the definitions

presented seem to have certain salient points which should be considered. For this paper, a definition of the self-concept will be rather eclectic in approach. The self-concept consists of a material self, a social self, a spiritual self, values of the person, his behaviors, attitude toward himself and the way the person accepts himself. Each of these would only be a component of the self-concept, therefore, a measuring instrument was needed to tap as many of these aspects of the self-concept as possible.

W. H. Fitts presented the Tennessee Self Concept Scale (TSCS) for publication in 1965, and it appeared that this test could tap the components of self-concept outlined most effectively. Fitts (1965) notes that "The individual's concept of himself has been demonstrated to be highly influential in much of his behavior and also to be directly related to his general personality and state of mental health (p. 1)." The TSCS was simple for the subject to take; it required the subject to read a statement and evaluate on a scale of one to five as to how true it was about himself. It presented a multidimensional description of the self-concept which included scales which measure identity, acceptance of self, behaviors, physical self, moral and ethical self, personal self, family self, social self and self criticism. With the dimensions presented by the TSCS, it is an appropriate instrument to be used in the measurement of the self-concept. The preceding review indicated that the self-concept may be effected by many variables, and it is possible that the self-concept may fluctuate across settings, ages, or sex differences.

Statement of the Problem

The findings reviewed appear to leave a great number of questions concerning the development of the self-concept unanswered. There seems to be a need to integrate the definitions and findings into one design. The studies reviewed indicate that inconsistency in self-concept is a possibility. It is hoped this paper will investigate that possibility. Sex differences also were investigated; the question of whether the self-concept would be inconsistent across sex differences was tested. The self-concept would seem to have the possibility of changing across ages. This possibility was also investigated. If the self-concept fluctuates across situations, ages or sex differences, then these three variables would seem to have a very significant relationship to student success or failure in an academic setting. One example would be if the student had a lower self-concept in the academic setting than out, then merely the physical surroundings would affect his success.

Statement of the Purpose

The purpose of this study is (1) to determine if the self-concept held by the adolescent student in the high school is significantly different from the self-concept of the same student in a non-school setting, (2) to find if this difference is consistent as a function of age and (3) to determine if the self-concept differs significantly between sexes.

Definition of Terms

In school setting - the student is tested in the classroom with the instructions to imagine himself in the classroom.

In home setting - the student is tested in a school lounge with the instructions to imagine himself in the home setting.

Consistent - the uniformity with which the student rates himself on two administrations of the TSCS (Counseling Form).

Hypotheses

This study will test the following hypotheses:

Hypotheses 1. There will be no significant difference in self-concept, as measured by the TSCS, in the school setting and in the home setting.

Hypotheses 2. There will be no significant difference in self-concept, as measured by the TSCS, across three age levels.

Hypotheses 3. There will be no significant difference between self-concept, as measured by the TSCS, of males and the self-concept of females.

Hypotheses 4. There will be no significant interaction, as measured by the TSCS, between the settings and the levels of age.

Hypotheses 5. There will be no significant interaction, as measured by the TSCS, between the settings and sex.

Hypotheses 6. There will be no significant interaction, as measured by the TSCS, between age levels and sex.

Hypotheses 7. There will be no significant interaction, as measured by the TSCS, between age levels, sex, and settings.

CHAPTER II

METHODOLOGY AND DESIGN

Sample and Population

The subjects for this study were high school students from two suburban high schools in central Oklahoma, both having student populations of approximately seven hundred. Being suburban schools, the surrounding communities for these schools are white, middle class, with a few lower-middle class families mixed in. The subjects ranged from thirteen to nineteen years. The same students were used in a test re-test situation. Sex was not controlled for within the design. No students who had entered the school system that semester were used in the sample. The number of subjects was one hundred and five selected randomly from both school populations.

Instrument Used

The Tennessee Self Concept Scale was used as the measuring instrument in this study. The scale consists of one hundred statements to which the examinee must reply if the statement is completely false, mostly false, sometimes true, sometimes false, mostly true or completely true about himself. The scale measures seven areas of self-concept, with one total score. The total score was the score used for the statistical analysis; it is the most important score

presented by the Counseling Form. It reflects the overall level of self-esteem. Persons with high scores tend to like themselves and act accordingly. Persons with low scores are doubtful about their own worth, see themselves as undesirable and have little faith or confidence in themselves.

The standardization group from which the norms were developed was a sample of 626 people. The sample included people from various parts of the country, and age ranged from 12 to 68. There were approximately equal numbers of both sexes, both Negro and white subjects, representatives of all social, economic and intellectual levels and educational levels from sixth grade through the Ph.D. degree.

The author of the instrument used a test-retest design with 60 college students over a two-week period to base his data for reliability. The scores used for measurement in this study (the total positive score) had the highest reliability score of any scale reported, as it reached a .92 level of reliability. The total score, as reported, is a highly reliable score used in the measurement of the self-concept, and acceptable limits of significance were set. Therefore, it is believed that any change in self-concept reported was due to actual change in the self-concept of the subjects.

The instrument was measured against the MMPI and the Edwards Personal Preference Schedule. On the MMPI the total validity score ratio ranged from +.27 on the Hy scale to +.70 on the Pt scale. On the Edwards the validity scores ranged from a +.16 on the Deference scale to a +.65 on the Order Scale. Vacchiano and Stauss (1968) used a factor analytic approach to test the construct validity of the TSCS. They found 20 factors accounted for 66 percent of the total

variance. Although the scale is a complex measure, when the factors are considered together, it does provide the five proposed measures of the self, physical, moral-ethical, personal, family and social. This lends some support to the validity of the test, since these factors are reported to be that which is measured by the TSCS.

"There is some evidence that certain scores change in predicted ways as a result of psychotherapy and other relevant experiences. It can be concluded, therefore, that the initial data on the scale's psychometric attributes indicate that it 'measures up' by traditional criteria rather well (Crites p. 330)." Though these twenty factors have been accounted for, no standardized system of scoring them has been presented in the test manual.

Design

The total number of subjects was one hundred and five, and each subject was measured against himself on a test-retest procedure. The subjects were tested in six groups of fifteen to twenty in each group. The first stimulus situation was the school setting in which a conventional classroom was used for the testing room, with the instructions given to the subjects to imagine themselves in the school setting and respond accordingly. The second situation was a lounge area within the school used for the testing room. Instructions were then given to the subjects to imagine themselves in the home setting and respond accordingly. The test employed was the TSCS which provided interval data.

The design was a two by three by two factorial design, with the factors being age, sex and setting.

I. Variables investigated

A. Independent variables

1. Settings

- a. in home (A_1)
- b. in school (A_2)

2. Age

- a. 13 to 14-11 years (B_1)
- b. 15 to 16-11 years (B_2)
- c. 17 to 18-11 years (B_3)

3. Sex

- a. male within three age groups (C_1)
- b. female within three age groups (C_2)

B. Dependent variables

- a. first score on TSCS
- b. second score on TSCS

A_1	$B_1 C_1$	$B_1 C_2$	$B_2 C_1$	$B_2 C_2$	$B_3 C_1$	$B_3 C_2$
	A_1	A_1	A_1	A_1	A_1	A_1
A_2	$B_1 C_1$	$B_1 C_2$	$B_2 C_1$	$B_2 C_2$	$B_3 C_1$	$B_3 C_2$
	A_2	A_2	A_2	A_2	A_2	A_2

Figure 1
Design

A counter balanced design was also employed to minimize extraneous variables such as fatigue from school schedule, anticipation of returning home, having just left home setting or having just reached the school setting. The subjects were tested in six

groups with no age grouping used at this point. The first, third and fifth groups were tested in the school setting, while the second, fourth and sixth were tested in the home setting in the first administration. In the second administration, the procedure was reversed. In the first administration the groups were given the test in their numerical order, one, two, three, four, five, and six. In the second administration, the order was reversed to counterbalance for time, and fatigue during the day.

Statistical Analysis

The design of the study met the assumptions underlying the analysis of variance in the following ways; the TSCS produced interval data, the subjects were chosen randomly from the populations of the schools involved, the population was considered normally distributed since generalizations were made no further than schools similar to those participating, and the populations were very homogeneous; therefore, the variance underlying the population was assumed to be equal.

A factorial analysis of variance was used to test the hypotheses. The factorial analysis of variance was applied to a two by three by two design which included the variables already described. The criterion level of significance was the .05 level.

Timing

The first administration was conducted on March 24, 1972. It was presented at this time, before their spring break to insure that the students had become acclimated to the school setting. The second

administration occurred on April 6, 1972. This timing also allowed some forgetting to occur so the practice effect was minimized.

CHAPTER III

RESULTS

This chapter presents the statistical results of the analysis of variance employed in relation to the .05 level of significance. It was found that no variable reached the prescribed level of significance, as shown on Table I.

TABLE I
ANALYSIS OF VARIANCE TABLE

Source	SS	d.f.	MSS	F	
A	117.37	1	117.37	.78	P>.05
B	6,753.80	2	3376.90	2.24	P>.05
C	5,624.64	1	5624.64	3.74	P>.05
A x B	152.76	2	76.38	.05	P>.05
A x C	80.18	1	80.18	.06	P>.05
B x C	7,268.98	2	3634.46	2.42	P>.05
A x B x C	1,035.85	2	517.93	.35	P>.05
Within	298,078.24	198	1505.45		
Total	319,111.76	209			

Hypotheses number one, there will be no significant difference in self-concept in the school setting and in the home setting, was accepted as the F score did not reach the .05 level of significance.

Hypotheses number two, there will be no significant difference in self-concept consistency between the three age levels of two year intervals, was accepted as the F score did not reach the .05 level of significance.

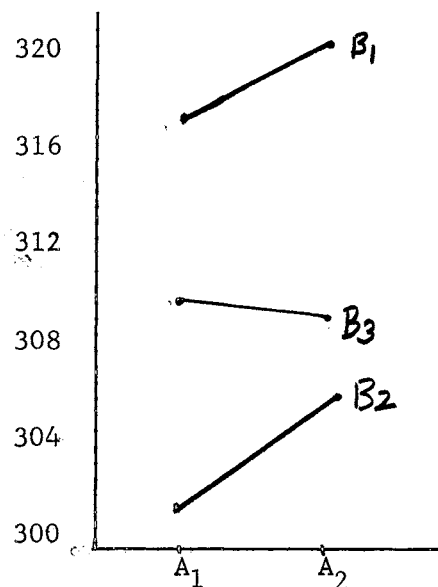
Hypotheses number three, there will be no significant difference in self-concept of males and females, was accepted since the F score did not reach the required .05 level of significance.

Hypotheses number four, there will be no significant interaction between the levels of setting and the levels of age was accepted since the F score did not reach the .05 level of significance. No significant interaction was noted; however, it is interesting to note that with two age groups, B₁ and B₂, the self-concept score was numerically higher in the school setting than in the home setting.

TABLE II

RESULTS OF ANALYSIS OF VARIANCE OF SETTING (A)
AND AGE (B) VARIABLES

	A x B		
	B ₁	B ₂	B ₃
A ₁	317.14	302.68	310.37
A ₂	319.14	305.97	309.57

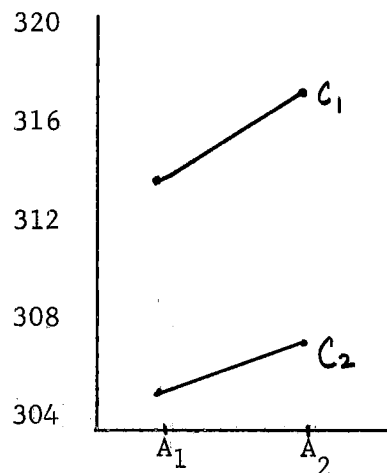


Hypotheses number five, there will be no significant interaction between the levels of setting and sex, was accepted as the F score did not reach the .05 level of significance. The numerical increase of the self-concept score in the school setting can be noted when looking at the analysis between sex differences and setting differences. Again the total self-concept score was numerically higher in the school setting. It should be noted that the male population self-concept score was highest in the school setting; however, this difference did not approach the imposed level of significance.

TABLE III

RESULTS OF ANALYSIS OF VARIANCE OF SETTING (A) AND SEX (C)

	<u>A x C</u>	
	C ₁	C ₂
A ₁	314.94	305.80
A ₂	317.75	306.14

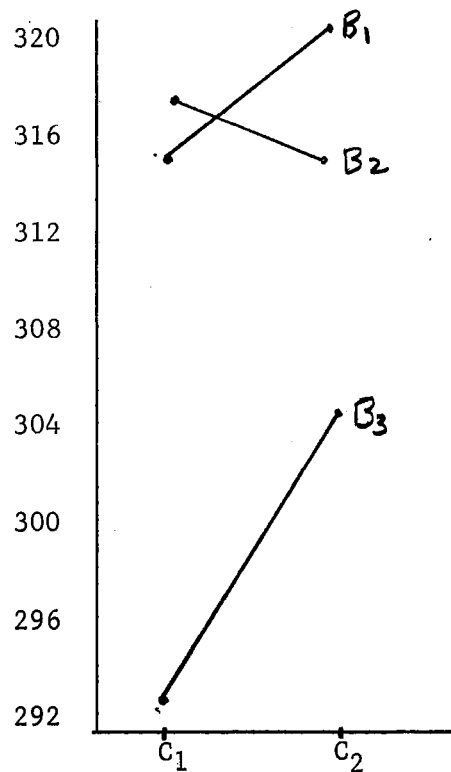


Hypotheses number six, there will be no significant interaction between age levels and sex, was accepted as the F score did not reach the .05 level of significance. Table IV indicates, graphically, the analysis of variance between sex and age variables.

TABLE IV

RESULTS OF ANALYSIS OF VARIANCE OF AGE (B) AND SEX (C)

	<u>B x C</u>		
	B ₁	B ₂	B ₃
C ₁	315.74	318.86	293.42
C ₂	320.54	314.69	305.75



Hypotheses number seven, there will be no significant interaction between age levels, sex, and settings, was accepted as the F score did not reach the required .05 level of significance. Table V parts A, B, and C present the analysis of variance of settings and sex variables according to the three age levels. Parts A, B, and C indicate no interaction between setting and sex variables at all three age levels. It is interesting to note that in each part, the mean of the self-concept scores were numerically less for the female subjects than for the male subjects, though the results did not reach the required level of significance.

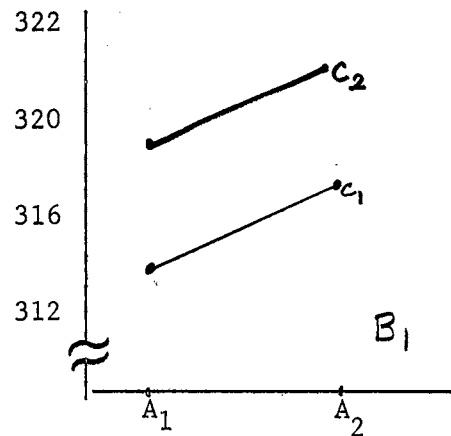
TABLE V

RESULTS OF ANALYSIS OF VARIANCE OF SETTINGS (A),
AGE (B) AND SEX (C)

Part A

Results of Analysis of Variance for Lower Age Level

		A x C for B ₁	
		C ₁	C ₂
A ₁	314.76	319.39	
A ₂	316.67	321.76	



Part B

Results of Analysis of Variance for Middle Age Level

		A x C for B ₂	
		C ₁	C ₂
A ₁	319.26	290.25	
A ₂	318.46	296.60	

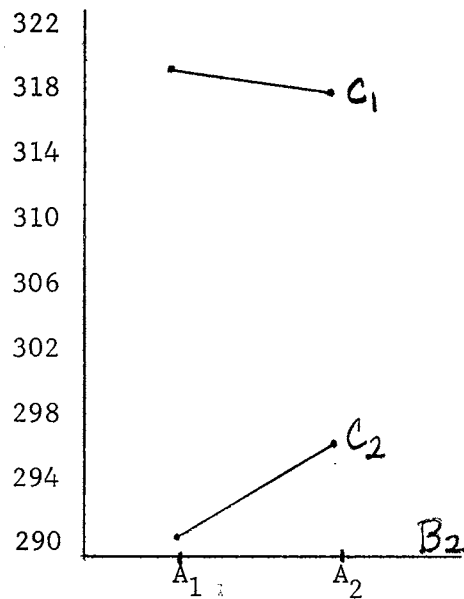
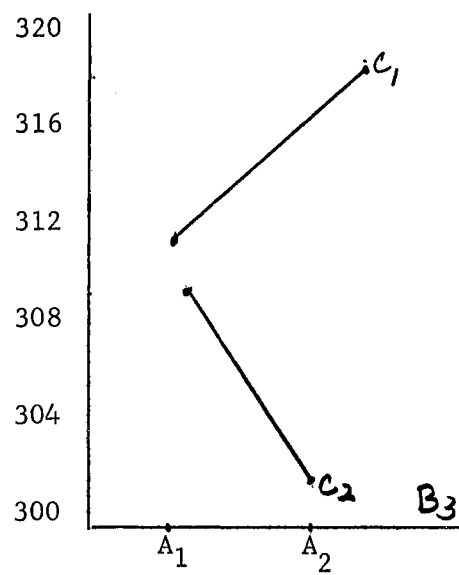


TABLE V (Continued)

Part C

Results of Analysis of Variance for Higher Age Level

A x C for B ₃		
	C ₁	C ₂
A ₁	311.29	309.50
A ₂	318.31	302.21



CHAPTER IV

DISCUSSION AND CONCLUSIONS

It would appear that this study supported none of the findings of the authors reviewed for the paper. With the application of a two tailed analysis of variance none of the variables approached the .10 level of significance, much less the .05 level of significance.¹

The possibility of inconsistency in the self-concept would still seem to be present in the school and outside school, if the contention that the school setting is primarily a feminine institution is accurate. Most instructors are female and may be rewarding the female population of the school for presenting behavior like the instructor, that of the acquiescing female, subservient to the male. This suggests that a difference of some type could be expected to exist, and that research designed specifically for investigation of this variable should be appropriate. In addition, it would seem possible that if the age levels were greater, perhaps at three year intervals, differences related to sex, setting and the interaction among the three age levels would be more apparent. This would seem to be a very real area of investigation. Crites findings suggest that the

¹It should be noted that when applying a one tailed reliability measure, the variables of sex differences and the variable of age and sex differences reached the .10 level of significance.

self-concept does vary after the person has undergone different types of treatment situations, and significant experiences over a period of time.

It would seem that the design of this study was faulty, especially when it came to the variable of setting. It would appear that the students would have a good grasp of their self-concept in the school setting since one of the administrations occurred in the classroom. Though when the students were examined in the simulated home setting, they were still in an academic setting and forced to rely upon memory or imagination for the home setting influence. There should be a clinical note attached at this point. From observation many of the students did not answer the questions as though they were in the home setting. At certain times, one student would ask a question about the home setting, and another would say "Oh! I forgot." This variable should be controlled for in some way to present a more real home setting. It seems that the design could be improved greatly regarding the variable of setting.

A reliability measure, The Pearson product-moment correlation coefficient, was run to determine the relationship between the variables A_1 and A_2 . This measure yielded a .81 coefficient of correlation between these two variables. Therefore, the setting variable could be considered ineffective, and the results may be considered a test of reliability of the TSCS.

The study was also limited in its population selection. Generalization further than to schools with characteristics very similar to the two involved in the study would seem inappropriate since the settings were suburban; they included no Negroes in the

population. The population was a very homogeneous grouping, and differences would likely be greater in more heterogeneous groups comprised of different socio-economic groups and different sub-cultures. This would seem to be a limitation since there may be a great many variables in schools with minority populations which effect the self-concept. It is hoped that an experimenter with the facilities, population and time to do a longitudinal type study would attempt such a project at a later date. It would allow a much more reliable statistic to be used, the trend analysis. From this, certain more specific implications could be made, such as the pattern of development of the self-concept.

There appears to yet be a great many questions in this area left unanswered. This study would seem to have the value of a pilot study, and the faults of a pilot study. It is hoped improvements could be made using a longitudinal study, improving the setting variables and widening the age range. This area of investigation would seem still very much alive and as yet unresolved.

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APPENDIX A

TENNESSEE SELF CONCEPT SCALE

	<u>Item No.</u>
1. I have a healthy body	1
3. I am an attractive person	3
5. I consider myself a sloppy person	5
19. I am a decent sort of person	19
21. I am an honest person	21
23. I am a bad person	23
37. I am a cheerful person	37
39. I am a calm and easy going person	39
41. I am a nobody	41
55. I have a family that would always help me in any kind of trouble	55
57. I am a member of a happy family	57
59. My friends have no confidence in me	59
73. I am a friendly person	73
75. I am popular with men	75
77. I am not interested in what other people do	77
91. I do not always tell the truth	91
93. I get angry sometimes	93

Responses-	Completely false	Mostly false	Partly false and Partly true	Mostly true	Completely true
	1	2	3	4	5

	<u>Item No.</u>
2. I like to look nice and neat all the time	2
4. I am full of aches and pains	4
6. I am a sick person	6
20. I am a religious person	20
22. I am a moral failure	22
24. I am a morally weak person	24
38. I have a lot of self-control	38
40. I am a hateful person	40
42. I am losing my mind	42
56. I am an important person to my friends and family	56
58. I am not loved by my family	58
60. I feel that my family doesn't trust me	60
74. I am popular with women	74
76. I am mad at the whole world	76
78. I am hard to be friendly with	78
92. Once in a while I think of things too bad to talk about . . .	92
94. Sometimes, when I am not feeling well, I am cross	94

Responses-	Completely false	Mostly false	Partly false and Partly true	Mostly true	Completely true
	1	2	3	4	5

	<u>Item No.</u>
7. I am neither too fat nor too thin	7
9. I like my looks just the way they are	9
11. I would like to change some parts of my body	11
25. I am satisfied with my moral behavior	25
27. I am satisfied with my relationship to God	27
29. I ought to go to church more	29
43. I am satisfied to be just what I am	43
45. I am just as nice as I should be	45
47. I despise myself	47
61. I am satisfied with my family relationships	61
63. I understand my family as well as I should	63
65. I should trust my family more	65
79. I am as sociable as I want to be	79
81. I try to please others, but I don't overdo it	81
83. I am no good at all from a social standpoint	83
95. I do not like everyone I know	95
97. Once in a while, I laugh at a dirty joke	97

Responses-	Completely false	Mostly false	Partly false and Partly true	Mostly true	Completely true
	1	2	3	4	5

	<u>Item No.</u>
8. I am neither too tall nor too short	8
10. I don't feel as well as I should	10
12. I should have more sex appeal	12
26. I am as religious as I want to be	26
28. I wish I could be more trustworthy	28
30. I shouldn't tell so many lies	30
44. I am as smart as I want to be	44
46. I am not the person I would like to be	46
48. I wish I didn't give up as easily as I do	48
62. I treat my parents as well as I should (Use past tense if parents are not living)	62
64. I am too sensitive to things my family say	64
66. I should love my family more	66
80. I am satisfied with the way I treat other people	80
82. I should be more polite to others	82
84. I ought to get along better with other people	84
96. I gossip a little at times	96
98. At times I feel like swearing	98

Responses-	Completely false	Mostly false	Partly false and Partly true	Mostly true	Completely true
	1	2	3	4	5

	<u>Item No.</u>
13. I take good care of myself physically	13
15. I try to be careful about my appearance	15
17. I often act like I am "all thumbs"	17
31. I am true to my religion in my everyday life	31
33. I try to change when I know I'm doing things that are wrong .	33
35. I sometimes do very bad things	35
49. I can always take care of myself in any situation	49
51. I take the blame for things without getting mad	51
53. I do things without thinking about them first	53
67. I try to play fair with my friends and family	67
69. I take a real interest in my family	69
71. I give in to my parents. (Use past tense if parents are not living)	71
85. I try to understand the other fellow's point of view	85
87. I get along well with other people	87
89. I do not forgive others easily	89
99. I would rather win than lose in a game	99

Responses-	Completely false	Mostly false	Partly false and Partly true	Mostly true	Completely true
	1	2	3	4	5

	<u>Item No.</u>
14. I feel good most of the time	14
16. I do poorly in sports and games	16
18. I am a poor sleeper	18
32. I do what is right most of the time	32
34. I sometimes use unfair means to get ahead	34
36. I have trouble doing the things that are right	36
50. I solve my problems quite easily	50
52. I change my mind a lot	52
54. I try to run away from my problems	54
68. I do my share of work at home	68
70. I quarrel with my family	70
72. I do not act like my family thinks I should	72
86. I see good points in all the people I meet	86
88. I do not feel at ease with other people	88
90. I find it hard to talk with strangers	90
100. Once in a while I put off until tomorrow what I ought to do today	100

Responses-	Completely false	Mostly false	Partly false and Partly true	Mostly true	Completely true
	1	2	3	4	5

APPENDIX B

LETTER FROM W. H. FITTS



dede wallace center

formerly nashville mental health center · 2410 white avenue · nashville, tennessee 37204 · phone 297-9571

March 3, 1972

Mr. Steve Ramsey
Oklahoma State University
Department of Education
Stillwater, Oklahoma 74074

Dear Mr. Ramsey:

This is to grant Steve Ramsey a special and limited exception to the copyright restrictions on the Tennessee Self Concept Scale test booklet. Permission is granted to reproduce this material in such quantity as is needed for this specific research project. This exception does not apply to materials for other persons or other projects.

Sincerely,

William H. Fitts
William H. Fitts, Ph.D.
Director of Research

PS I'm enclosing copies of our first two monographs, ^{and a reference list} Our free supply of #3 is already exhausted but am enclosing an address where it could be obtained if interested. We also have in preparation or in press four more in the series. Should you be interested in receiving them, please let us know.

VITA

Steve Alan Ramsey

Candidate for the Degree of

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