

THE RELATION OF TEACHER'S KNOWLEDGE OF PUPILS  
TO THEIR ACHIEVEMENT IN A HIGH SCHOOL  
PERSONAL RELATIONS UNIT

By

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## CHAPTER I

### INTRODUCTION

Education for all and education to meet individual differences are two pleas which one hears as he reads the newspapers, watches television, and listens to the radio. Education should be more relevant is often heard with these pleas. How can the educator meet the needs of these students and answer these requests from parents, students, and the public? It is the belief of the writer that a genuine understanding of the individual child is the beginning and that recognition of these individual differences can aid educators in making education pertinent to the lives of individuals. Fantini (16) in the article, "Schools for the Seventies--Institutional Reform," says that in this reform all students will develop their skill and achieve mastery of academic subjects through individually tailored programs and that greater efforts will be made to develop a positive self concept in each learner.

Erikson (15) and Rosenberg (48) concur that adolescence is the stage of development in which young people are attempting to achieve the goal of identity vs. identity diffusion or to sort out their self identity. It is the time of answering the questions, "Who am I?", "What will I be?", "Will I be a success?" While the answers to these and other similar questions are often unanswerable and constantly changing, past, present, and future generations of young people have and will continue to search for specific answers to their identity. Of course



one should keep in mind that a person changes as he moves through Erikson's stages of psychosocial development and that each stage must be relatively complete before one can adequately proceed to the next stage successfully. Adolescence is a time of such major decisions as occupational choice and marriage. Since a person establishes his identity from persons and objects encompassing his environment, teachers and schools play a distinct role in developing this individual identity.

Education is the total of the experiences a person has throughout his life time. The effect which formal schooling has upon an individual is determined by the past experiences of that particular individual. Past experiences aid in the formulation of the total individual personality. Education cannot control past experiences of individuals, but it can contribute to the development of useful members of society. For it is through positive and rewarding experiences that individuals establish their sense of worthiness in the society and the family in which they live. Certainly the educator can contribute to the building of a desirable self concept for individuals through meaningful classroom experiences, aiding the student to feel that he is a person of worth and dignity.

#### Purpose of Study

This study examines the influence which teacher's knowledge of student self concept, students' intelligence, and students' knowledge of personal and family relations has upon the students' individual achievement in the home economics classroom of an Oklahoma secondary school. Specifically, evidence was sought concerning whether there would be a greater change in the individual achievement of students when the teacher

knew more about the individual student's self concept, intelligence, and how much the student does and does not know about a particular unit of instruction.

#### Objectives of Study

1. To gather information regarding self concept, achievement, the relationship of self concept and achievement, teachers' role in achievement, and school's role in achievement.

2. To discover ways to measure the self concept and the gain in achievement in a family relations unit.

3. To examine differences in individual achievement of students when the teacher is aware and unaware of the students' self concept, intelligence, and knowledge in personal and family relations.

4. To suggest recommendations which would enable teachers to make vocational home economics more relevant to the students of today.

#### Significance of Study

This study is significant for three reasons. First, other teachers can use the information and procedure to teach toward greater achievement in vocational home economics; second, it will aid home economics teachers in providing more relevant classes; and third, it will aid home economics teachers in teaching to achieve accountability. Educators, and schools have been encouraged to make a curriculum that meets individual differences. This curriculum should meet the needs of the students and provide tasks that can be successfully achieved. The school is also being encouraged to help students achieve more positive self concepts. Fantini (16) says that meeting individual differences of the

students and helping in achieving a positive self concept are two parts of reform for the seventies that will be demanded by parents and students.

Gordon (21) says that

As important as attitudes toward school and learning may be, it is in the area of attitude toward self and others that the crucial determinants of achievement and upward mobility may lie, and it is in these areas that our data are least clear.

Cottrell (10) recommends that further research needs to be done on the relationship of the students' self concept and academic achievements in home economics courses. Walton (56) suggested that there was a need for further research dealing with self concept and achievement.

Tomlinson, a principal of a secondary school in Oklahoma, said informally that teachers in all subjects should work toward improving students' self concept. Furthermore, the Declaration of Purpose for the 1968 Amendments to the Vocational Education Act states that vocational education programs should provide training for persons of all ages; the training should be realistic and suited to their needs, interests and ability in order to benefit from such training. Thus, the writer believes that it is important for the home economics teacher to consider individual differences in students. Mather, in her article, "What will the Seventies Require of Home Economics?", says that home economics should be more "people" oriented and less "thing" oriented (39). The writer believes that the home economics class should meet the needs of the students and thus make the program more people oriented. Therefore, if there is a relationship between the teachers knowledge of student self concept, intelligence, and achievement then the teacher might be able to help all students become better achievers.

### Definition of Terms

The following terms are defined as they are used in this study.

Self Concept is a picture of the person as he sees himself. It involves all the experiences of an individual and what he has learned through the role he plays and through what others think of him as reflected in his own image of himself (10).

Achievement is the amount of change from a pre-test to a post-test score as measured by an objective test in relation to the objectives of a ninth grade (Home Economics I) unit.

Intelligence is the national percentile for students on the Iowa Tests of Educational Development.

### Procedure

The procedure that was used to carry out this study is as follows:

1. A review of literature concerning self concept, achievement, and the relationship of self concept to achievement, teachers' role in achievement, and the schools' role in achievement was conducted.
2. The Tennessee Self Concept Scale as the instrument for measuring self concept was selected.
3. An achievement test was developed to meet the objectives of a unit in family and personal relations.
4. The students from within the Home Economics I classes were divided into Group I and Group II with each group having about the same number of students.
5. Before teaching a unit in personal and family relations, the writer completed the following steps: a) The self concept scale and the pre-test of knowledge in home economics were given to all students;

b) Intelligence test scores were secured from the counselors office for students in Group II, the experimental group.

6. The same four week unit in personal and family relations was taught to both sections of Home Economics I students.

7. After teaching the unit in personal and family relations, the writer completed the following steps: a) The achievement test was administered as a post-test and scored for all students; b) the teacher scored the pre-test, the TDMH for Group I, the control group, and the post-test for all subjects and obtained the intelligence scores for Group I from the counselors office.

8. A comparison was made of the achievement of Group II, students about whom the teacher knew more, and Group I, students about whom the teacher knew less.

9. Recommendations were made from the results.

#### Limitations of Study

The limitations of this study are as follows:

1. The writer recognizes that some authors (6, 7, 24, 44) believe that the self concept involves several phases of self, such as, the ideal self or the self as others see it. This study was limited to the actual self.

2. The measure of intelligence was limited to the Iowa Test of Educational Development National Percentile scores obtained from the counselors office.

4. The writer limited the study further by using only the total positive scores of the Tennessee Department of Mental Health Scale because (a) this score reflects the overall level of self esteem and

(b) this form allows the writer to score it by hand.

5. It is recognized that the teacher can not block out all knowledge of students which she acquires as she teaches the unit.

#### Summary

Presented in Chapter I was the purpose, the objectives, the significance, the definition of terms, the procedure, and the limitations of this study. Chapter II includes a review of the literature relating to achievement and self concept. Chapter III will explain in detail the procedure. In Chapter IV both the presentation and analysis of the data are found. Chapter V contains a brief summary of the research, conclusions and recommendations.

## CHAPTER II

### REVIEW OF LITERATURE

This chapter consists of the review of literature that was pertinent to this study. It covers two major topics: self concept and achievement. More specifically, the review of literature includes the following areas: defining self concept, development of self concept, self concept and achievement, self concept and attitude, self concept and education, a summary of self concept, definition of achievement, measuring achievement, achievement and attitude, and a summary of achievement.

#### Self Concept

##### Definition

What is meant by self concept, was an important question to be answered in the beginning of this study because there were a variety of definitions for the term. There are both differences and similarities in the definitions which follow.

According to Merritt (40) self concept means the individual's beliefs about himself. Jones (33) referred to the self concept as a persons's view of himself. Another writer, Pietrofesa (44), spelled out the definition of self concept as a composite of numerous self precepts. Pietrofesa described it as a hypothetical construct, encompassing all of the values, attitudes, and beliefs toward one's self in relation to the environment. Soper (52) says that the basic beliefs about the kind of

person one is are called his self concept. However, Hambelton and others (25) have defined the term to imply an evaluation of one's self in relation to others. Humphrey and others (30) used McGehee's definition of self concept in their study; self concept is the social product product . . . consisting of the system of cultural meanings an individual has about himself. Humphrey and others (30) interpreted this definition to mean that self concept is what an individual thinks he is. Moravek (41) agreed with this idea, saying self concept is the manner in which an individual generally perceives himself. In the development of the TENNESSEE DEPARTMENT OF MENTAL HEALTH SELF CONCEPT SCALE the author, Fitts (18), indicates that he defines the self concept to be how the individual perceives himself. Thus, there are a number of authors including Fitts who believe the self concept to be the individual's perception of himself and agreeing with the definition of self concept presented in Chapter I of this study.

Another point of view is presented by McCandless (38) who defined self concept as being essentially private even though it is in part translated into action by most of the things we say and do, by the attitudes we hold, and by the beliefs we express. More specifically, McCandless said self concept is a set of expectancies plus evaluations of behavior in relation to this set of expectancies. McCandless (38) refers to Lowe's six ideas about what composes the self:

One is the 'I' or Freud's ego; two is the motivating self: I must do well because it is important to me. Three is 'humanistic, semireligious conception of the self as that which experiences itself.' Four is the organizer. This version of self is similar to Freud's ego. Five, the self can also be a pacifier: 'An adjustment mechanism which seems to maintain congruence between the self and nonself.' And six, the 'self is the subjective voice of the culture being purely a social agent'(38).



Rose (47) felt that an individual's conception of himself is very much a function of what other people think of him. Rose also explained Cooley's "looking glass self." He said there are three ideas of self: first, the imagination of our appearance to the other person; second, the imagination of his judgment of the appearance; third, our reaction to the imagined judgment. Again Holmberg (27) has defined self concept as the person as known to himself. Hamachek (24) says that there are three levels of self: first, cognized or known self--"Me"; two, other self, that is, what the person believes others to think of him; third, the ideal self--the standard to be reached. In summary, these writers agree that the self concept is based on what one believes others think of him, that the self concept has several facets, and that the self concept is private.

With this variety in the definitions, the problems involved in defining the term become more evident. One problem encountered was that the definition had not been standardized. A second problem was that an objective method of measuring the term was limited. Pietrofesa (44) listed four problems with the use of the term "self concept." First, the operational and philosophical meanings of the term may not correspond; second, the researcher has problems measuring it because self concept deals with the inner experiences; third, most theoretical constructs and examples of self concept appear not to be closed circular affairs but a loxodromix curve, that is, always moving in the direction of the same point, may be more appropriate; finally, the work of the school counselor is not taken into consideration. Thus, these are the problems that exist with the term self concept.

### Development of Self Concept

How is self concept formed? One answer to this question is that self concept is learned. A number of authors have discussed the means by which the self concept is learned. Staines (51) says self concept is learned and grows through comments made from other people and from beliefs of children out of their experiences at home, at school, and other social situations and from the behavior of others. Combs (8) referred to the self concept as learned because people discover who they are and what they are from their acceptance or rejection by those around them during the process of growing up. VanKoughnett and Smith (54) conducted their research based on the belief that self concept is a learned thing coming from interpersonal relationships with significant others. Soper (52) says that the self concept of children is developed through relationships with important people in his life. Bills (2) indicates that the self concept is learned from interactions with other significant people. Couch (11) believes that the self concept is learned from the inference's of others behavior rather than the actual attitudes of others. McGandless (38) considered self concept to be learned because he said it is basically a set of expectancies. Pietrofesa (44) says that the self concept develops out of the interactions with the environment, parents, peers, and significant adults. Brookover and others (4) believe that self concept develops through interaction with significant others, thus, influencing behavior. Davidson and Lang (12) say that self concept develops early and that the significant people who affect the child's belief about himself first are parents and then teachers. Hambleton and others (25) believe that during adolescence ones peers have a great influence upon an individual's concept of self

and that the adolescent attempts to establish a self concept to meet the approval of his peers. Therefore, these authors agree in believing that the self concept is learned through interpersonal relationships with significant others such as parents, peers, and teachers whom an individual comes into contact with during his lifetime.

A second answer to the question of how the self concept is formed is provided in the beliefs that the self concept is composed of more than one dimension. Chickering (7) studied the difference in self-perceptions and ideal self-perceptions. Hamachek (24) identified three levels of self: first, the cognized or known self "Me"; two, other self--what the person believes others think of him; third, the ideal self--standard to be reached. Holmberg (27) says that the self concept is commonly divided into the self-image, the ideal self, and the reality self. However, she further states that the self concept is learned. O'Hara (42) says that the self concept begins to form before adolescence but becomes clearer in adolescence as it is translated into occupational terms. Holmberg (27) and Bills (2) concur with the belief that the formation of the self concept begins early in life. Phillips (45) reports that self concept begins in infancy. Phillips (45) also cited Strang's belief that there are four areas of self concept:

First, the basic self concept is the individual's perception of his abilities and his status and roles in the outer world. It is his concept of the person he thinks he is. Second, the transitory perception of self is the self perception which the individual holds at the present time. It may be influenced by the mood of the moment. Third, the social self is the self as the person thinks others see it. Fourth, the ideal self is the kind of person the individual hopes to be or would like to be.

Thus, the self concept is not only learned and influenced by significant others but several authors believe that it is composed of a number of

sections for each individual.

### Self Concept and Achievement

How are self concept and achievement related? Caplin (5) found that children in the fifth and sixth grades who have more positive self concepts had higher academic achievement. Caplin (5) measured self concept by the use of a self report technique and academic achievement by using the total composite score on the Iowa Test of Basic Skills. He says that one cannot say that achievement is the result of a positive self concept but that a relation does exist. In a study by Shaw and others (50) using high school juniors and seniors they concluded that there does exist a difference in self concepts between achievers and underachievers. Achievement was based on the Primary Mental Abilities Test and self concept was measured by the Sarbin Adjective Checklist. In this study achievers were students who had a 2.00 or above grade average while underachievers were students who had a grade average below 1.75.

A third researcher, Roth, (49) found that those who achieve as well as those who do not, do so as a result of the needs of their own self. A college level reading improvement class provided the subjects in this study. Self concept was measured with the Q sort and Sentence Completion Technique; achievement was measured by a series of tests, the American Council on Education Psychological Examination, the Cooperative English Test, Diagnostic Reading Test, grade point averages, and a reading effectiveness test.

Williams and Cole (60) have stated that academic success is not determined by one factor but that a child's evaluation of self is basic

to his success and happiness. The subjects of this study were sixth grade students. The Tennessee Self Concept Scale by Fitts was used to measure self concept and achievement was measured by the California Test of Personality, the California Short-Form Test of Mental Maturity and the California Achievement Test Battery. Achievement in the areas of reading and arithmetic were the major concern.

Brookover and others (4) found a positive and significant correlation between self concept and performance in the academic role. Subjects in this study were seventh grade students. The self concept was measured by the use of a Guttman scale while achievement or academic performance was measured by the grade point averages in arithmetic, English, social studies, and science. Pietrofesa, in his paper, (44) also recorded that the self concept of the child influenced academic achievement. Staines (51) in his study of students at the infant school level and the junior level indicated that self-picture is a factor in academic success. The interview technique was used to determine the students self reference and a card test allowing children the chance to mark "most true of me," etc. Standardized tests in English and arithmetic were used to check academic results.

Davidson and Lang (12) indicated that their review of literature yielded the belief that positive feelings about the self are associated with good academic achievement. The subjects of this study were fourth, fifth, and sixth grade students. The Adjective checklist type of instrument was used to measure self concept and the achievement was rated by the teachers on the following four point scale: Very well, Adequately, Below average, and Very poorly. The four desirable traits were: eager, obedient, cooperative, assertive. In his writing McCandless (38) indi-

cates that there is a relation between self concept and achievement.

Zakrajsek (61) in her study of the relationship between self concept and motor ability and peer evaluation of motor ability as it relates to self concept reported that for junior high girls there is a significant relationship between self concept and motor ability and that students who have a higher self concept score are also found to be higher in motor performance. Those with low self concept scores were lower in motor performance and have more negative attitudes toward self. Zakrajsek used the Tennessee Self Concept scale as her measure of self concept. Therefore, there does seem to be evidence that self concept and achievement occur at the same time as achievement.

On the other hand, a study by Looper (36) indicated that there were no positive increases in self concept when students had a series of planned experiences added to the curriculum. The subjects of this study were ninth grade home economics students. The Tennessee Self Concept Scale was used to measure self concept. Looper (36) used praise and reinforcement in a relaxed atmosphere aimed at helping students achieve an appearance that was acceptable to themselves and others using the areas of nutrition, grooming, and clothing. Looper did not find a change in self concept from the planned learning experiences.

#### Self Concept and Attitude

What a person is and what he may become, whether he succeeds or fails, achieves satisfaction or not, approaches his potential or allows his talents to remain undeveloped or underdeveloped, rests not alone upon the smile of fortune-a quick intelligence, a healthy body, the knock of opportunity-but also and perhaps ultimately upon the attitudes he has acquired (57).

Wethington (57) reports that Soregson said that an attitude is an

attitude is a particular feeling about something. The something may be a person, idea, or object. Also, attitudes are partially rational and partially emotional and are acquired, not inherent, in an individual (57). He also said that attitudes vary in intensity or strength of the feeling toward the something. Hill (26) says that attitudes toward self vary with chronological age. Wethington supports this. He says that the development of attitudes are effected by intelligence, age, home and group influence, majority opinion, employment and unemployment, community size and location. Thus, if various factors influence attitudes and the self concept is learned from the experiences that one has in his lifetime, then ones attitude is important in determining his self concept.

#### Self Concept and Education

Education involves teachers and schools. What is the teachers role in relation to a students self concept? A number of writers have written about the teacher and self concept. One of these, Pietrofesa, (44) further explains that in order for a teacher to exert this positive influence the teacher must understand the parts of the self concept. At this point he refers to his definition of self concept as what is inside the other person--his thinking and said that the teacher should be concerned with this aspect of the self as it is the emotion-arousing stimulus. Pietrofesa (44) encourages individual teachers to take part in aiding children to gain a more positive concept of self by being creative in this area. He illustrates this by explaining the change in a seven year old Afro-American child when the teacher said "Black is beautiful." He says that the teacher's involvement in the student's self concept can be justified because of the available research. He

lists the following conclusions from research:

One, the self concept of an individual develops out of interaction with the environment, parents, peers, and significant adults. Two, the self concept influences the child's perception of the school and, correspondingly, his academic achievement. Three, the self concept is an important factor in the child's personal-social adjustment within the school. Four, self concept is an important factor in career development. Five, self concept, since it affects personal-social and academic growth within the school, is a concern of the professional educator, and can be changed through encounter with meaningful school experience.

Pietrofesa (44) cited the four steps suggested by the Florida Education and Research Development Council for a teacher to follow in building adequate self concepts. These steps are:

One, see each student as a person of worth and dignity; two, provide an educational atmosphere characterized by warmth, respect, and safety; three, be sensitive as to how the student sees things; and four, convince each student he is capable of coping with the school's expectations.

Thus, Pietrofesa has indicated that a teacher is important in developing the self concept of students.

A second writer, Staines (41), discusses the teacher and self concept. In this study, the four groups of students of four teachers were matched as nearly as possible in age, ability, etc. Two groups were of junior age or elementary school age and two were of infant school age. Staines believed the environment is important in the development of self and teachers were a part of this environment. Furthermore, he believed that the comments made by the teacher either consciously or unconsciously helped to shape the self picture of students. Therefore, through interviews with students he found that the common everyday comments on success and failure that may seem unimportant to the teacher were the most likely to modify the child's self-picture in this direction (51). A second result from this study was that teachers did not develop educational



outcomes that were closely related to subject matter but ones which effected behavior.

Another area investigated by Staines in this study was based on the belief that teachers who frequently use references to self will produce a different self picture. From the result of the first half of the study Staines concluded that the two junior teachers exhibited enough differences in their self references that these two were used in this section of the study. One teacher using a free method of stressing aspects of the self-picture definitely produced acceptable characteristics of self while the other stressing the importance of passing exams yielded signs of insecurity. According to Staines (51), his research produces evidence that teachers who are teaching for an improved self-picture can produce academically as well as those who do not and possibly a little higher. The reasoning behind this is that the self is always present. In addition, Staines has made recommendations for further work in the nature of in-service and pre-service training for teachers which would stress the importance of the self.

A third research study dealing with the teacher's role in self concept was carried out by VanKoughnett and Smith (54). This study was done using fourth, fifth and sixth grade students in an elementary school system located in a low socio-economic area. Part of the teachers developed a positive approach such as writing the number "correct" on a student's paper instead of the number "wrong," and using encouraging remarks and bulletin boards pointing out individual children's accomplishments. Tangible rewards were given, whenever possible, such as personal scrap books, individual praise, recognition and attention (54). Again the "Black is beautiful" theme was used. The results of this study

indicated that students of the experimental group viewed themselves as competent learners more so than the control group and that self concept was improved. However, the achievement level of the upper elementary students was not greater. Therefore, it could not be concluded that achievement was improved due to an increase in self concept.

In a study by Brookover (4) in which seventh grade students were used as subjects, it was found that there is a "significant and positive correlation between self concept and performance in academic role even when I. Q. is controlled."

There are specific self concepts of ability and the self concept is significantly and positively correlated with the perceived evaluations that significant others hold of the student; however, it is the total influence of significant others rather than individuals.

In Brookover's study parents, peers, and teachers were considered significant others.

Soper (52) writes that teachers can help children to see themselves adequately by being sensitive to the child's feelings. The student should be aided in recognizing reality and one fact that he should realize is that teachers are human beings. Phillips (45) concluded that self concept is an unnoticed factor in every learning situation even if the teacher is not aware of it. Thus, it seems that self concept is a factor in learning and that teachers can be aware of it in the classroom.

What is the school's role in learning situations? Bishop (3) defined the role of the school as to help each student develop a concept and role of self that will allow the individual to make sense out of the experiences he encounters. Hamachek (21) suggests that self is a factor in all learning situations and that all teachers should

stress self and that its development should be an aim. In addition, Hamachek suggests in his book that it is the school which is responsible for providing learning experiences that will aid in the development of a self concept which is desirable for a productive member of society. Further, he challenges education to focus on changing the learners view of himself in relation to experiences. Rosenberg (48) says that a successful school record or successful interpersonal relationships are related to self-esteem. He also says that ages 15 and 18 are the ages when most young people are concerned with Who am I. Rosenberg (48) stated that Cooley, Mead, Jones, and others concur that the individual's opinion of himself is determined by what he thinks others think of him. Fisher (19), in an article discussed a Title III survey taken in Oklahoma to determine which child will succeed in school, says that the attitudes of the parents before the child enters school are extremely important. Further, he said that the simple act of reading a simple book to a small child helps to affect the child's approach to learning. Roberts (46) concurs with Fisher concerning the fact that attitudes are fixed before first grade for students. Thus, there seems to be a difference in opinion as to the schools role in relation to self concept. Some believe that the school can play an important part and some seem to believe that a great deal cannot be done by the school because the experiences prior to first grade have already established a pattern.

O'Hara (42, 43) has conducted a great deal of research relating to vocational achievement and self concept. Vocational achievement here refers to the career that a student selects. In one study by O'Hara and Tiedeman (42) it was found that in grades 9 through 12 the self concept became clearer in relation to vocational choice. In another

study in which the topics under investigation were the relation of vocational self concept to academic achievement, it was found that there exists a significant relationship. Also, the seniors' vocational achievement was more closely related than freshman (43).

To indicate a student's academic success Merritt (40) used teacher ratings to measure the progress at various times. In vocational type classes the subjects which were needed consisted of home economics students in grades nine, ten, eleven, and twelve. Merritt (40) concluded that self concept is related to success in vocational type classes as well as traditional classes such as math and reading. Looper (36) in her study investigating the possibility of changing a student's self concept in a positive direction was unable to indicate this accomplishment. Subjects for her study were ninth grade home economics students. In another study, Gay (20) recommended that schools include courses in vocational and technical training for non-college bound students. Further, he suggests that this is one item that could possibly change the self concept of "significant others" and thus improve a student's self concept. In the works reviewed the authors seemed to agree that vocational training could possibly be a part of the answer for improving self concept and changing achievement.

A study by Engle (13) investigated the stability of self concept. The subjects of the study were two groups of adolescents, one group of eighth graders and one tenth graders. The study covered a two year period. The significant result of this study was that those who had a negative self concept were less stable in self concept than those who had a positive self concept. Hill (26) concluded from his study that self concept improves with chronological age.

## Summary of Self Concept

Self concept is the individual person's view of himself. Some writers say that it includes different selves. Self concept is formed through an individual's interactions with significant others and his environment.

Ideally, the school's role in relation to self concept and achievement is to enhance the student's self concept through positive responses provided by the teacher. The student's attitude toward himself is a contributing factor in his academic success and many times he brings this attitude to school with him from the home.

## Achievement

### Definition

The variety in definitions for the term achievement seems to provide evidence that there are some problems to be encountered when using the term in research. First, there is no standardized definition; instead, each researcher defines the term to suit his particular interest and set of circumstances. Second, the number of researchers using home economics as a subject to study student's achievement is limited.

What is achievement? The review of literature revealed that achievement is defined in numerous ways. The most common method of defining academic achievement in the various pieces of research reviewed was based on grade point averages (GPA). Jones (33), and Brookover and Thomas (4) agree with this definition. In some cases grade point average was based on one semester of work and in others it was based on an average of over two or four years. Jervis (31) and Merritt (40) used

grades in specific subjects as indications of achievement. In another study Jones (32) defined academic achievement as "the degree or level of success attained in the scholastic area according to a quantifiable scale." Thus, grades and grade point averages was one method of defining achievement.

In order to determine that achievement has taken place one must know what knowledge the student already has concerning the subject his achievement is to be measured in. Levine (35) discussed achievement as being a test given after a specific course of instruction, such as history or algebra, while he says that an aptitude test is given before the course of study and used to predict the achievement. Levine says that both achievement and aptitude test measure the end product or the school success, but that learnings measured by achievement tests are more restricted in scope and more precise predictions in a practical situation. Holmstrom (28) defined achievement in two ways: first, "as the difference between pre-test and post-test scores on a given unit test of biology" and second, as "the percentage of possible improvement between pre-test and post-test scores on a given unit test in biology." Gay (20) said that Durost and others defined achievement as the degree of pupil growth . . . in the skill and content area of the . . . junior high school curriculum. In his own study, Gay (20) defined achievement as the

extent or degree of the individual's growth in the skills and content areas of the junior high school curriculum as determined by the Metropolitan Achievement Tests, Advanced Battery Complete, for grades seven, eight, and nine, and reflected by the individual's position in the class.

Thus, Holmstrom, Levine, and Gay concur in defining achievement as a measure of growth in a skill or content area. This agrees with the

definition given in Chapter I for this study.

### Measuring Achievement

There were two problems involved in measuring achievement, the growth in a skill or content area. First, the instruments used to measure achievement were limited as well as varied. Second, there were no standardized achievement tests for home economics.

Davidson and Lang (12) used teacher ratings to measure academic achievement along a four point rating scale: very well, adequately, below average, and very poorly. The subjects of this study were fourth, fifth, and sixth grade students. The purpose of the study was to investigate the effect of student's perceptions about their teachers feelings toward them upon achievement. The first method of measuring achievement to be discussed was teacher ratings.

Jones (33) used a correlation between predicted grade point averages and the obtained grade point average as a measure of achievement. The subjects were high school senior boys and girls. Brookover and Thomas (4) used grade point averages in four subjects, arithmetic, English, social studies, and science as measures of academic performance. The second method of measuring achievement to be discussed was grade point averages.

Gay (20) used a number of measures to determine which would be the most effective measure to predict a student's grade point average. Gay used teacher's estimates, pupils scores on the Metropolitan Achievement Test, and intelligence test scores. He concluded that the teacher's estimate combined with the achievement tests were the best predictors of grade point average. Chickering (7) used the Battery Median score from

the Stanford Achievement Test, the I. Q. from the Otis Quick Scoring Mental Abilities Test, and age, achievement residuals were computed as a measure of achievement. Chickering called

an individual's achievement residual the difference between his actual achievements, as indicated by his Battery Median score on the Standard Achievement, and the predicted achievement level.

Caplin (5) used a correlation between composite scores on the Iowa Test of Basic Skills with self concept scores to measure achievement. The subjects of this study were intermediate elementary students. The third method of measuring achievement is a standardized test.

According to Gough (22) in the past the attempts to use non-intellectual factors in predicting scholastic achievement have not succeeded because test scores were correlated with grade point averages. He says that the problem here is that the personality scales have not been constructed considering problems of academic achievers. Gough (22) suggests that to predict academic achievement one should discover the subset of "dominance" items, which he says is predictive of achievement and then to use this subset to make predictions. He further suggests that test items should be written in a subtle and idionatic way. Thus, it seems that Gough is suggesting that achievement tests specially designed to measure specific achievement would be most desirable. In this study an achievement test was specially designed to measure achievement in a unit in personal and family relations in a vocational home economics course.

#### Achievement and Attitude

The effect of attitudes upon achievement was the basic question in this study. Wethington (57) said that implications from his study of



students' attitudes toward English showed very little change during high school. In other words he indicated that attitudes toward specific subjects are formed before high school and seldom change. Furthermore, he suggests that attitudes affect marks and that marks affect attitudes meaning that success in a subject tends to lead to further success (57). Wethington also seems to indicate that his research supports the idea that success in a specific subject will contribute to further success but that attitudes were not changed by the teachers after students reached high school.

On the other hand, Williams (59) indicated that scholastic attitudes are not determined solely by academic success or failures. He felt that the personality traits which the child brings to school have an effect upon his attitude. Williams (59) was attempting to replicate the studies of Jackson and Getzles who concluded that attitude towards school work is not related to intellectual ability and academic achievement but to personality traits.

Another researcher, Coopersmith (9), says that neither achievement motivation nor self-esteem are related to recall preference. Subjects of this study were fifth and sixth graders in the middle-middle and upper-middle class. Subjects were given six pairs of tasks to produce an achievement orientation. In each pair of tasks one subject succeeded and the other failed. Next four stories that indicated achievement were told to the subjects. All groups recalled more successes, which seems to signify that successes will aid in achievement or were not related to either motivation or self esteem.

### Effects of Significant Others Upon Achievement

Another factor that tends to effect a student's achievement is one's parents. Chabassol (6) found that tenth grade boys who were under-achievers were faced with being rejected by one or both of his parents. He cited other authors who believed that parents of underachievers were more rejective, critical, and nonaccepting of students. Entwistle (14) says that a child's achievement motivation is reflected by his parents attitude and child rearing practices. Chabassol (6) says that "academic underachievement cannot be simply explained in terms of too much interest in extracurricular activities and too little motivation in class." Thus, Chabassol and Entwistle concur that parents attitudes is an influential factor in achievement.

Entwistle (14) stated that social class is not related to academic motivation. On the other hand, Davidson and Lang (12) expressed in their summary that social class position was positively related to achievement in school. Therefore, it seems that there is a difference in opinion as to the effect of social class upon a student's achievement.

Roberts (46) found that comments written by elementary teachers relating to the home or poor relationship with parents were frequent for low achievers, while comments that were more complimentary were written for high achievers. She also indicated that fathers of high achievers had more formal education and that the fathers of the high achievers were younger. In general Roberts stated in her implications that many of the problems of poor achievement enter school with the child.

Williams and Cole (60) cited evidence from other researchers expressing the point of view that positive communication from parents led to an increase in self-perception of ability and grade point average. Also,

they said that the counselors had very little effect upon self-perception of ability or grade point. In general, the writer seems to agree that parents are the first people children come into contact with and the problems created by the home situation and parents could very easily enter school with the child.

### Summary

Two problems encountered when using the term achievement in research were discussed in Chapter II. These problems were, (1) there is no standardized definition for the term and (2) the limited number of researchers using home economics subjects as a means of study for student achievement.

Three ways of defining achievement have been discussed in this chapter. The first method was to use grades and grade point averages as a means of defining the term. The second method was to define achievement as reaching a desirable goal in relation to a set standard. The third method was to measure growth in a skill or content area. This third method is the one used in this study.

The next topic covered in this chapter was measuring achievement. The following methods have been explored and used as measures of achievement: Teacher ratings, grade point averages, standardized tests, and tests which were specially designed to measure specific achievement. The test used in this study was specially designed for the unit by the writer.

Finally, the relation of achievement to attitude was studied. The review of literature concerning this topic seemed to reveal that teachers and counselors had little effect upon changing a student's

attitude toward school and achievement. Another factor that seemed to have little effect upon achievement was social class. A number of researchers believed that parental attitudes and influences were very influential in achievement beginning long before the student entered school.

The next chapter explains in detail the procedure used to conduct this study. Literature is reviewed dealing with the selection of the self concept instrument. Development of the achievement test is discussed as well as selection of the population.

## CHAPTER III

### PROCEDURE

This chapter includes an explanation of the procedure that was used to carry out the objectives of this study concerning achievement and self concept.

In order to meet objectives one, a review of literature dealing with self concept , achievement, the relationship of self concept to achievement, teachers role in achievement, the schools role in achievement and the peers influence upon achievement was conducted. A synthesis from this review follows.

#### Selection of Self Concept Instrument

The first step in accomplishing objective two was to examine various types of instruments. The first instrument considered was the measure of self concept. In reviewing the literature dealing with self concept, the writer found that measurement of self concept is a difficult task because first, the term self concept does not have a standard definition but instead depends upon the researcher's point of view. Secondly, it has been measured by a variety of instruments. The writer studied a number of these instruments before making a final decision on the matter. In the selection of the instrument for measuring self concept the writer considered the following criteria as being important and most pertinent to this study:

1. Does the instrument measure self concept as it is defined in the present study?
2. Is it objective rather than subjective (just belonging to one person's thinking)?
3. Have many other researchers used the instrument?
4. What did other researchers find as assets and problems with the instrument?
5. Is it appropriate to be used with ninth grade female students (using a vocabulary they can understand)?
6. Can the measure be successfully completed within a fifty-five minute class?

The following is a brief discussion of each method studied.

One, the ADJECTIVE CHECKLIST (17, 23, 47) consists of a list of adjectives such as good, brave, beautiful, and honest. Individuals are asked to check the degree to which this is "most" or "least" like me. This is simple enough for the high school age student; however, the writer felt that this check list did not provide specific enough criteria to be the most objective measure for self concept in this study.

The second method considered was a LIST OF TRAITS (38) which involves more than a list of words. These complete phrases are similar to this: "I go out of my way to look after people who are in trouble." Again this is a simple enough task for a high school student and can be successfully completed in the allotted time. Like the adjective checklist the criteria was not as objective as desired nor was it standardized to allow for a comparison with others.

The third method studied was the PAIRED OPPOSITE ADJECTIVES (34, 38). This is a second type of adjective checklist of which the adject-

tives are on a line and subjects are asked to place a check someplace along the line that is most like the individual. An example is "constantly on the go versus relaxed and a little lazy." This instrument allowed for a more subjective measure of self concept; thus it seemed to be more difficult in scoring consistently. It does provide appropriate vocabulary for ninth grade students and requires a minimum amount of time. But it did not provide a standardized list of adjectives measuring self concept.

Still a fourth method used by some investigators to measure self concept was the WHO AM I? TECHNIQUE (11, 23, 38). The subject is requested to answer this question as many as twenty times. Again the writer rejected this type of measure because of its subjectiveness, that is, the variety provided by each individual answer.

The fifth type of technique that is used by some researchers is the Q-SORT (7, 23, 38, 60). A large number of statements (approximately 100) are given to subjects and they are asked to select the statement that is most "like" them and most "unlike" them. Subjects are given seven cards beginning with "like me" on the first card and "unlike me" on the seventh card. Instructions are given to participants to place a specific number of statements on each of the seven cards. These specific numbers of statements provide a normal curve according to Hall (23). One of the problems that the writer found with this procedure was the scoring technique. The writer used the Q-Sort developed by Chickering (7) in a preliminary test with sophomore students in the fall of 1971. The directions were simplified but still seemed to be too complicated for this age student. In addition, this technique required more space to distribute the seven cards; thus, it would be difficult to

use in a larger group setting.

The sixth method of measurement reviewed was the PROJECTIVE TECHNIQUE (38). The Thematic Apperception Test (38) is an example consisting of a number of pictures in which the subjects are asked to identify the character and explain the preceding, present and future situation. This again is a rather subjective type of measurement but as with some of the above instruments, it allows the subject to think about himself and to express his feelings in his own way. This type of instrument presents problems with scoring the responses.

A seventh method of measuring self concept studied by the writer was the 10-ITEM GUTTMAN SCALE (60). This instrument is a type of Likert scale (23). Subjects are asked to indicate whether they strongly agree, agree, disagree, or strongly disagree with the ten items. An example of the items is "on the whole, I am satisfied with myself" (60). This instrument is simple for student use and requires a minimum amount of time, but it is a type of continuum that is not as objective as another method might be.

The eighth type of self concept measure is the TENNESSEE DEPARTMENT OF MENTAL HEALTH SELF CONCEPT SCALE (10, 18, 27, 28, 36, 37, 56, 61, 53). This is an attempt to construct a scale which would be simple enough in wording and mechanics to be used with practically all of the literate population, short enough so that the average person can complete the task in a few minutes, and yet subject to detailed breakdown and analysis for interpretive purposes. This scale has five categories which represent major frames of reference which individuals employ in their self-descriptions or self-perceptions. The five groups are:

1. Physical characteristics, appearance, state of health,



- sexuality, etc.
2. Moral and ethical characteristics, or the value system;
  3. Psychological traits and characteristics;
  4. Primary group membership, or the self as perceived in relation to one's family and close friends;
  5. Secondary group membership, the social self, or the self as perceived in relation to other people in general. (18)

This instrument was built by William H. Fitts (18). It has been used by a number of researchers.

The researcher selected the Tennessee Department of Mental Health Self Concept Scale, which will be referred to as TDMH from now on, as the instrument to be used in this study for measuring the self concept. According to the manual for the TDMH, the knowledge of how an individual perceives himself is useful in attempting to help that individual, or in making evaluations of him (18). Those people who see themselves as undesirable, worthless, or "bad" tend to act accordingly. Those who have highly unrealistic ways and those who have very deviant self concepts tend to behave in deviant ways (18). An example of the type question asked in the TDMH is "I am an attractive person" or "I have a healthy body."

There are two forms of this instrument, 1) the counseling form and 2) the clinical and research form. The researcher chose the counseling form to use because it is quicker and easier to score and requires less sophistication in psychometrics and psychopathology by the user (18). The use of the instrument was limited to the Total P Score because, according to Fitts, this score reflects the overall level of self esteem. Persons with high scores tend to like themselves, and act accordingly. People with low scores are doubtful about their own worth; see themselves as undesirable, often feel anxious, depressed, and unhappy; and have little faith or confidence in themselves. Therefore, this one score

will be the only one used in this study as it will provide appropriate data. The Total Positive score has a mean of 345.57 and a reliability of .92 (18).

#### Development of the Achievement Test

The unit of study was personal and family relationships. Achievement is defined in Chapter I as the amount of change from a pre-test to a post-test score as measured by an objective test in relation to the objectives of a ninth grade unit. After examining the literature relating to achievement, the writer developed a test in order to measure achievement as it is defined in this study, based upon the following behavioral objectives. Appendix D contains the table of specifications for the achievement test.

#### UNIT: PERSONAL AND FAMILY RELATIONS BEHAVIORAL OBJECTIVES

Overall Objectives	Specific Objectives
1. Recognizes how one grows toward maturity	1. Recognizes the (physical, social, and emotional) changes as a natural phase of development during the teenage years
2. Develops increased understanding of family members	2. Identifies the factors (heredity, environment, personality, appearance, friends) which influence the development of the self
3. Identifies ways in which the family contributes to the development of its members	3. Identifies the needs of a family and how each individual may relate to these overall needs

- |   |   |
|---|---|
| 4. Identifies the value of communication with peers | 4. Identifies dating practices of our culture and examines their influence upon the individual's self-image |
|---|---|
- 

Appendix B contains the learning experiences used in teaching the unit.

The achievement test was used in a trial test in the spring of 1972. The test was given to twelve ninth grade students who had completed a unit on personal and family relations. After the test had been administered and scored, the discrimination factor was determined for each item. The discrimination factor is the ability of the test item to differentiate between pupils who have achieved well and those who have achieved poorly (1). The upper and lower thirds of the total test scores was used to determine the discrimination factor on the trial test (1). According to Ahmann and Glock "a test item with maximum discriminating power would be one which every pupil in the upper group would answer correctly, and every pupil in the lower group would answer incorrectly." Therefore, the maximum size of the index is +1.00 and the minimum size is -1.00 (1). A negative discrimination factor is undesirable while a positive discrimination factor of +0.20 and above is more desirable (1). Table I illustrates the discrimination power guides for determining the value of test items.

Figure 1 illustrates the percent of items on the trial test, pre-test, and post-test in each of the above classifications. The figure shows an increase in items in the category of 0.40 to +1.00 and 0.20 to 0.40 from the pre-test. The largest number of items on the post test remains in the 0.00 to 0.20 range. Those test items having a negative

discrimination power on the trial test were analyzed and adjustments made in order to attempt to eliminate this undesirable discrimination power. Figure 1 shows a decrease in test items that have a negative discriminating power from 11 percent to 3 percent. Thus, the post-test items showed a more desirable degree of discrimination than the trial test or pre-test.

TABLE I  
A GUIDE FOR DETERMINING DISCRIMINATION POWER OF TEST ITEMS

Discrimination Power of Test Item	Interpretation	Desired Percent of Test Items
0.40 to +1.00	Very Good	50
0.20 to 0.40	Satisfactory	Less than 40
0.00 to 0.20	Poor	Less than 10
Negative	Discriminate in Wrong Way	None

Those test items which were found to have a negative discrimination power on the trial test were analyzed and adjustments were needed in order to attempt to eliminate this undesirable discrimination power. Also, the number of test items was reduced by one in order to provide an even number of test items to aid in calculating the coefficient of reliability.

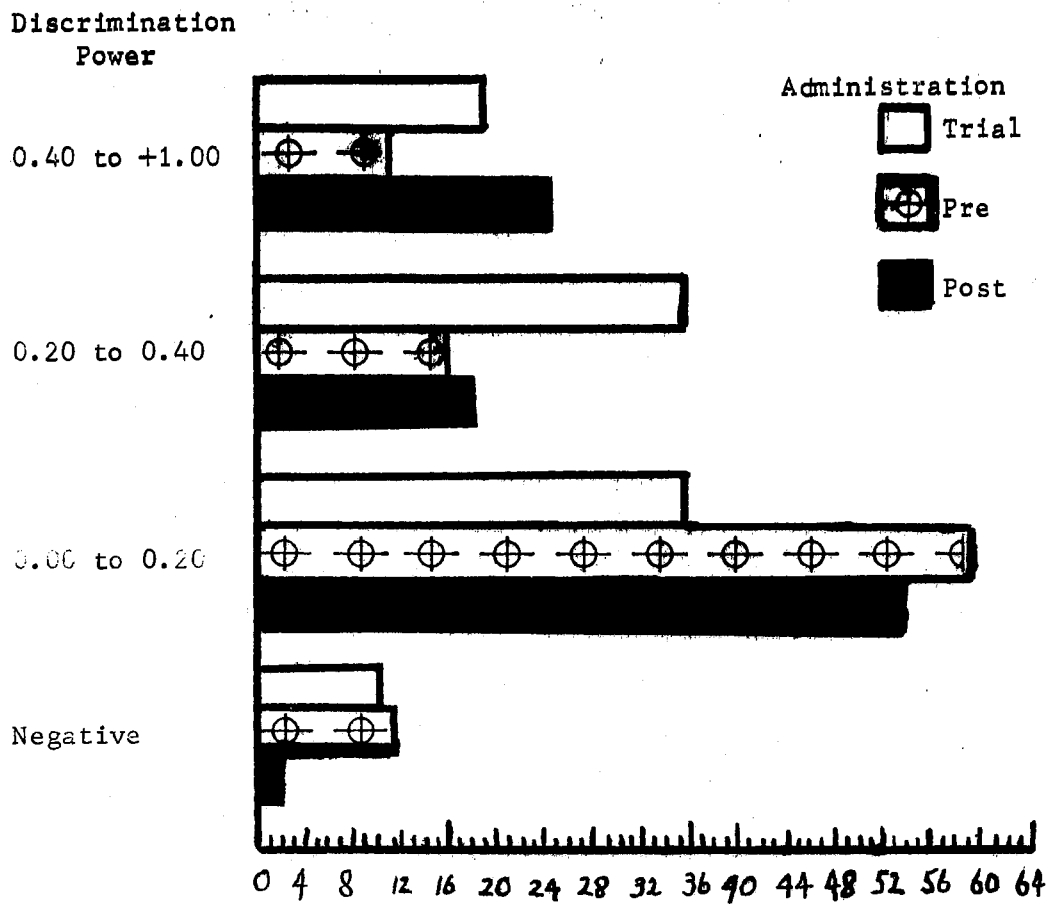


Figure 1. The Percent of Test Items in Each Classification of Discrimination Power for the Achievement Test on the Trial, Pre-Test, and Post-Test Administration

Knowledge of the reliability of the instrument, its ability to provide consistent information, is necessary for research. The coefficient of reliability for the trial test was determined by using the split-half procedure (1). The formula used was the Spearman-Brown "Prophecy Formula" (1). Computer calculations indicated that the coefficient of reliability to be +.67 for the trial test. Scattergrams of later test data showed the correlation of odd-even halves to be increasing on each administration of the test.

#### Selection of Population

The population for this study was 33 ninth grade female students enrolled in vocational home economics in an Oklahoma high school during the 1972-73 school term. This high school was chosen because it is the school in which the writer is currently employed as a teacher of Vocational Home Economics I and II. Home Economics I is especially designed for ninth graders and a large number of students usually enroll in this class. The majority of the Home Economics I students will not have had any previous experience with home economics since this is the first course offered in the school system. Thus, students will be more apt to have had similar experiences relating to their formal home economics training.

#### Method of Carrying Out the Study

The students were divided into two equal groups so that the teacher would have one group of students about whom she possessed slight knowledge. Seventeen students were selected to make up Group I, the control group, about whom the teacher possessed only slight knowledge. The

remaining freshmen, three sophomores, and seven students who have had older sisters enrolled in the writers vocational home economics classes in the previous years were placed in Group II, about whom the teacher possessed extensive knowledge, the experimental group.

Students numbered their pre-tests, post-tests, and self concept answer sheets with their locker numbers as a method of identifying papers.

Before teaching a unit in personal and family relations, the TDMH self concept scale was given to all 33 subjects. A pre-test was given to all 33 subjects to measure the knowledge the students had at the beginning of the unit in personal and family relations. The Iowa Test of Educational Development scores were secured from the counselors' office for Group II, the experimental group. The writer looked at the scores for the TDMH self concept scale, the pre-test, and the Iowa Test of Educational Development for Group II. Then a four week unit in personal and family relations was taught to all 33 Home Economics I students.

At the conclusion of the unit in personal and family relations the achievement test was administered as a post-test to all subjects. The writer scored the achievement test for all students. In addition, the writer scored the pre-test, the TDMH self concept scale, and secured the Iowa Test of Education Development Test results from the counselor's office for Group I, the control group.

The information secured for the two groups was compared to determine if the students achieved more when the teacher was aware of their

self concept, their intelligence, and their pre-test scores. This data will be reported in Chapter IV. Conclusions were drawn from the data. Then recommendations were made from the results to complete objective four of this study.



## CHAPTER IV

### ANALYSIS OF DATA

The purpose of this study was to examine the influence which teacher's knowledge of student self concept, student intelligence, and student information concerning a unit in personal and family relations had upon achievement in the home economics classroom. This chapter will explain in detail the results of the data regarding the relation of self concept to achievement and intelligence.

#### Characteristics of Population

##### General Background

The school that served as the institution for conducting this study has a total enrollment of approximately 350 students. Home Economics I is the first course in home economics offered in some Oklahoma secondary schools and this is the case for the subjects in this study. Therefore, most of these students have not had any formal training in home economics prior to enrolling in this elective class.

There were 33 female Home Economics I students in the Oklahoma secondary school who served as subjects for this study. Thirty of the subjects were in the ninth grade while three were classed as sophomores. The subjects represented three races in this way: 22 subjects were white, five were black, and six were American Indians.

The subjects were divided in order to establish one group about

whom the teacher possessed more information and one group about whom the teacher knew very little. There existed a possibility that the writer would know more about those people who were sophomores or who have had older sisters in her class during the past three years. Therefore, Group I was composed of 16 freshmen whose names were drawn from a dish filled with the names of the freshmen who did not have an older sister in the writer's class and about whom the writer knew least. The seven students who had older sisters in the writers class during the past three years, the three sophomores and the remaining seven freshmen were grouped together and called Group II.

All subjects were given a pre-test about personal and family relations in the fall before studying a unit in this area and all were given a post-test at the end of the unit. All subjects were also given the Tennessee Department of Mental Health Self Concept scale before studying the unit.

#### Distribution of Tennessee Department of Mental Health Self Concept Scores

On the Tennessee Department of Mental Health Self Concept scale it is possible for subjects to score from 90 to 450 in a total Positive score. Total Positive scores, which will be referred to as Total P scores from now on, reflect the overall level of self esteem. As defined in Chapter III, persons with high positive scores tend to like themselves, feel that they are persons of value and worth, have confidence in themselves, and act accordingly. People with low scores are doubtful about their own worth; see themselves as undesirable; often feel anxious, depressed and unhappy; and have little faith or confidence

in themselves.

According to Fitts the Total P score has a mean of 345.57 (18). In order to establish the mean total P score, tests were given to people from grade six to Ph.D. degree and ages 12 to 68 (18). In the present study the distribution of Positive self concept scores ranged from a low of 271 to a high of 361. The mean Total P score was 317, meaning the average performance of the group as a whole, considering the high and low scores of the group. The median score for self concept in this study was 321, meaning that sixteen subjects had scores higher than 321 and sixteen subjects had scores lower than 321.

The writer chose to use the median score to divide the subjects into what will be referred to from now on as "more positive" and "more negative" groups. Those students whose scores were above the median score, 321, were considered to have a more positive self concept and will be called Group A in this research; while those who scored below the median score, 321, were believed to be more negative in self concept and will be called Group B in the analysis of data.

Table II shows the division of Group I, those subjects about whom the teacher knew less, had eight students above the median and had eight students below the median. Group II, which consisted of those students about whom the teacher knew most, was divided with nine students who had a self concept score above the median and eight who had a self concept score below the median. Group I and II refer to the division of subjects as described in the previous section of this chapter.

TABLE II  
DIVISION OF GROUPS ACCORDING TO TDMH\*  
SCORES AND TEACHER'S KNOWLEDGE

	Number of Subjects	
	Group I	Group II
Above Median**	8	9
Below Median	8	8

\* TDMH refers to the Tennessee Department of Mental Health Self Concept Scale.

\*\* The median TDMH score for subjects was 321.

#### Distribution of Achievement Test Scores

Achievement in this study was defined as the percent of individual change from a pre-test to a post-test in personal and family relations. The pre-test scores for the total group of subjects ranged from 32 to 62 out of a possible 76. The mean score for the pre-test was 51 with a median score of 54.

Generally, a slight increase in individual change in achievement is noted in the post-test. Again the highest possible score on the post-test was 76. The range for all subjects in this study on the post-test was from a low of 33 to a high of 73. The mean score on the post-test was 61 and the median score was 62.

Individual change in achievement scores ranged from -8 to +22 percent. These percentages represent a mean overall change in individual

achievement of 13 percent. In addition, this represents a change in points ranging from -6 to +17 with a mean change of 10 points.

#### Relation of Achievement to Teacher's Knowledge

Group I, about whom the teacher had only slight knowledge, had a change from the pre-test to the post-test from -6 to 16 points which represents a change of -8 percent to 21 percent. This group had a mean change of 9 points or 12 percent. Group II, about whom the teacher possessed extensive knowledge, has a change from 3 points to 17 points or 3 percent to 22 percent. This represents a mean change of 10 points which is equivalent to 14 percent. Group II had a mean change of 1 point more than those students in Group I. This change in points represents a 2 percent increase for Group II more than for Group I. As a result, those subjects about whom the teacher had extensive knowledge showed almost the same gain in achievement as those subjects about whom the teacher knew very little.

TABLE III

COMPARISON OF THE EXTENT OF TEACHER'S KNOWLEDGE TO ACHIEVEMENT

Extent of Teacher's Knowledge of Pupils	Range of Achievement Test Scores					
	Low Score		High Score		Mean Score	
	Points	(%)	Points	(%)	Points	(%)
Group I--Slight	-6	(-8)	16	(21)	9	(12)
Group II--Extensive	3	(3)	17	(22)	10	(14)

As shown in Table IV the subjects in Group I, about whom the writer had slight knowledge and who had a more positive self concept, showed a mean gain in achievement of 17 percent which is the largest mean gain for any group. The mean gain in achievement for those subjects of Group I who had a more negative self concept was 7 percent. The difference in mean gain between those who seemed to have a more positive self concept and those with a more negative self concept was 10 percent. This 10 percent gain represents the largest difference in mean gain between any two groups.

TABLE IV  
GAIN IN ACHIEVEMENT IN RELATION TO SELF CONCEPT

Extent of Teacher's Knowledge of Pupils	Self Concept Score			
	Group A		Group B	
	More Positive	More Negative	More Positive	More Negative
	Points Gained	Mean (%)	Points Gained	Mean (%)
Group I--Slight	17	(17)	7	(7)
Group II--Extensive	10	(13)	11	(14)

Those subjects in Group I, who had a more negative self concept and about whom the teacher had slight knowledge, had a low gain of 7 percent in achievement. The writer anticipated that those students about whom the teacher had slight knowledge would not have as great a

change in achievement. In addition, the writer expected that those subjects with a negative self concept would not have as great achievement. In this case there is a combination of the teacher's slight knowledge and the students negative self concept with slight gain in achievement.

The subjects in Group II, about whom the writer had extensive knowledge, and who had a more positive self concept, showed a mean change in achievement of 13 percent. Of those subjects in Group II who had a more negative self concept the mean change in achievement was 14 percent. Thus, in this group those subjects who had a more negative self concept showed a gain of 1 percent more than those with a more positive self concept. Thus, this data seems to indicate that teacher's knowledge of students alone has little to do with achievement. Instead this data seems to indicate that the positive self concept in combination with teacher's knowledge might be the influential factors.

#### The Relation of Intelligence to Self Concept and Achievement

The relation of intelligence to self concept and achievement was questioned to determine whether those students with more positive self concepts, Group A, were already higher in intelligence than those who had negative self concepts. If this was true, then those with more positive self concept would be expected to have the greatest amount of achievement. In this study intelligence was measured by the Iowa Test of Educational Development given to the students the previous year.

In Group A, those pupils with a positive self concept had Iowa Test of Educational Development national percentile scores ranging from

4 to 84 with a mean of 53. Group B, those with a more negative self concept, had Iowa Test of Educational Development national percentile ranging from 6 to 91 with a mean of 29. Thus, Group A, the pupils with more positive self concept did have a higher mean on the Iowa Test of Educational Development and consequently, could be considered more intelligent as a group, thus accounting for their greater increase in achievement.

Those subjects in the control group, Group I, who had a more negative self concept, showed a mean change of 7 percent (Table IV) and had a mean intelligence of 25 (Table V). The group who did not have a high rate of achievement did not have as high intelligence scores. Thus, the combination of the slight knowledge which the teacher had of her students and lower intelligence of students might have contributed to a lower gain in achievement.

TABLE V  
RELATION OF INTELLIGENCE TO SELF CONCEPT  
AND TEACHER'S KNOWLEDGE

Extent of Teacher's Knowledge of Pupils	Self Concept Scores	
	Group A	Group B
	More Positive Mean ITED* Score	More Negative Mean ITED Score
Group I--Slight	61	25
Group II--Extensive	47	34
Mean Score of Intelligence	53	29

\* ITED refers to the Iowa Test of Educational Development.



### Summary

In summary there was a mean increase of 10 points or 13 percent from the pre-test to the post-test for all subjects. In Group I, those pupils about whom the teacher had slight knowledge, had a mean change in individual achievement from the pre-test to post-test of 9 points or 12 percent. Pupils in Group II, those students about whom the teacher possessed extensive knowledge, had a mean change in individual achievement from the pre-test to post-test of 10 points or 14 percent. Those students with more positive self concepts about whom the teacher had extensive knowledge had about the same achievement as those about whom she had slight knowledge. Those subjects in the control group who had a more negative self concept and lower intelligence had a 7 percent gain in achievement, indicating that this combination of factors might produce less achievement.

The pupils with more positive self concepts, Group A, did have a higher mean on the Iowa Test of Educational Development than the pupils with more negative self concepts, Group B. Consequently, those subjects who had the greatest amount of achievement had the highest Iowa Test of Educational Development scores. Those subjects who had a more negative self concept and about whom the teacher had slight knowledge showed lower achievement and also had lower Iowa Test of Educational Development scores than those with more positive self concepts. Thus, possibly accounting for the lack of gain for those in the control group with a more negative self concept.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary and Conclusions

One problem facing educators is providing education that youth and parents consider relevant. In order to accomplish this task teachers must possess knowledge concerning individual students. The purpose of this study was to examine the influence which teacher's knowledge of student self concept, student intelligence, and student information concerning a unit in personal and family relations had upon achievement in the home economics classroom.

In reviewing literature, the writer found support for the problem and selected the Tennessee Department of Mental Health Self Concept Scale as the device to measure self concept. Achievement was measured through the use of a test prepared by the writer in the area of personal and family relations.

In order to investigate achievement, the writer divided the Home Economics I students into two equal groups. Group I, the control group, was composed of students of whom the teacher had slight knowledge and Group II, the experimental group, was composed of those students of whom the teacher possessed extensive knowledge, specifically self concept scores, Iowa Test of Educational Development scores and pre-test scores. With this information or lack of information for individual students, the teacher taught a four week unit in the area of personal and

family relations. The pre-test was given again at the end of the unit as a post-test to enable the writer to measure individual achievement, the dependent variable in this study. At the end of the unit the teacher also became knowledgeable of the self concept and Iowa Test of Educational Development scores of those students in Group I, whom she did not know in the past.

The data from this research revealed that there was a slight gain in achievement for the subjects as a total group. Those subjects about whom the teacher knew very little and with more negative self concepts had the lowest gain achievement.

Taking student's self concept into consideration, those subjects in Group I, the control group, about whom the teacher had slight knowledge and who had a more positive self concept displayed a gain of 10 percent over those subjects who had a more negative self concept. This supports the writer's belief that the more positive self concept aids students in achievement. In Chapter II, Caplin (5) and Zahrajsek (61) who conducted similar studies reported that there exists a relation between positive self concept and achievement. Those students who gained less from the unit, on the average, were those about whom the teacher lacked knowledge and students who had a more negative self concept.

In Group II, those subjects about whom the teacher had more knowledge, nearly the same achievement gains were made by students with a more positive self concept and a more negative self concept. In the review of literature, William and Cole (60) said that a number of factors effect achievement.

In conclusion, it seems that teachers knowledge alone is not the influential factor but in combination with individual student's self

concept and intelligence. The mean Iowa Test of Educational Development test scores for subjects, who had a greater change in achievement was the same. One difference to note is that as a group those subjects who had the slightest gain in achievement had more negative self concepts, were members of the control group about whom the teacher had slight knowledge and also had lower mean Iowa Test of Educational Development scores. The fact that their intelligence scores were lower at the beginning might be a part of the reason for their lower achievement.

#### Recommendations

It is a fairly common practice at the present time for schools to give achievement tests such as the Iowa Test of Educational Development to measure intelligence and to place the student's test scores on his permanent record. One suggestion is to use the same procedure for the self concept scores. A teacher could become informed about a student's intelligence and self concept from the permanent records, thus aiding the teacher in making the class more relevant. It could be argued that self concept is changing and this is true. This is also the case with intelligence. In view of this, the writer suggests that self concept tests be given every two or three years as with intelligence tests. Conditions at the time of the test administration should be such that the class is of the type that allows students to feel free to express self. The teacher giving the test should personally believe the test is important.

Another recommendation for the future would deal with a study in which individual learning experiences were planned for those students who show a more negative self concept, thus, providing learning experi-

ences that would enable all students to be achievers. This might be one answer to the ungraded class because if all students are achievers then grades would not be necessary as indicators of progress.

This chapter included a summary of the study, conclusions from the data, and recommendations for further use of the information presented. It was believed that positive self concept was one factor that contributed to achievement and this was supported by the data.

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APPENDIX A

CORRESPONDENCE

Dorothy J. Harp  
Box 704  
Holdenville, Okla. 74848  
March 14, 1972

William H. Fitts, Ph.D.  
Director of Research  
Nashville Mental Health Center  
Nashville, Tennessee 37204

Dear Dr. Fitts:

I am a graduate student at Oklahoma State University working for a Master's degree in Home Economics Education. I work primarily during the summer since I am a Vocational Home Economics teacher at Holdenville High School during the school term. At present I am working on my thesis. The temporary title is The Relationship of Self Concept to Home Economics Achievement.

In an attempt to select an instrument to measure self concept, I reviewed the Tennessee Department of Mental Health Self-Concept Scale, and it appears to fit my needs. I would like to request your permission to use the Counseling form of this instrument.

If permission to use the instrument is granted, I would like to have a specimen copy to study in more detail. I have enclosed a check for \$1.00 to cover the cost.

Any information that you can provide me relating to this matter will be appreciated.

Sincerely,

Dorothy J. Harp



# dede wallace center

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

March 21, 1972

Miss Dorothy J. Harp  
Box 704  
Holdenville, Oklahoma 74848

Dear Miss Harp:

Thank you for your letter of March 14. Immediately after receipt of it my secretary requested that you be sent a specimen set by the publisher. Certainly you have my permission to use the TSCS in your research work for your thesis. Your check has been forwarded to the publisher and they will bill you for the difference.

I am enclosing our Monograph I and Monograph II which resulted from our studies and those of others with the TSCS. We presently have four more monographs in press which should be available within the next two months. One of these is The Self Concept and Performance. If you are interested in receiving this monograph and/or the others in the series, please let us know and we will put you on our list.

Would you please reserve a copy of your thesis for me? I will be most interested in your findings in addition to being able to add your study to our library of works here with the TSCS. We would also want to add your study to our list of references (you should have received one with the specimen set) to other works with the TSCS which is circulated widely in this country and abroad.

If I can be of further help, please do not hesitate to write.

Sincerely,

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

"Community mental health services for the development of human potential"

APPENDIX B

LESSON PLANS, REFERENCES, TEST, ATTITUDE SCALE

## FAMILY RELATIONS

UNIT: PERSONAL AND FAMILY RELATIONS

LEVEL: HOME ECONOMICS I

SUGGESTED TIME: APPROXIMATELY FOUR WEEKS

## OVERALL BEHAVIORAL OBJECTIVES:

- I. Recognizes how one grows toward maturity
- II. Develops increased understanding of family members.
- III. Identifies ways in which the family contributes to the development of its members
- IV. Identifies the value of communication with peers.

Concepts and Specific Objectives	Learning Experiences*
I. Understanding Self	View film: <u>Developing Your Character (B)</u> --students recognize how to achieve good character and the influences which mold an individual's character. (10 min.) <u>Evaluation</u> students keep a notebook for the unit which includes notes from film and class discussion.
-the student will be able to identify the factors (heredity, environment, personality, friends, appearance) which influence the development of the self.	Read: Chapter 1 "Studying Yourself" Answer Review Questions 1-5 and Words and Phrases to note and understand page 3 (G) Evaluation questions for notebook and class discussion.
	View: transparency--The Nature of Self-Personality, Heredity, and Environment

\*References and Resource Material used in preparation of Unit are identified by letter and referred to on page 69.

## Influence of Personality

Read: Chapter 2 "Your Personality"--Answer review questions 1-11 and words and phrases to note and understand page 12 (G) Evaluation questions for notebook and class discussion

View filmstrip: Being an Individual--Young people seek approval through conformity. Independence is often punished by ridicule or social ostracism. People must want to change themselves (A). 9 min. with record.

## Influence of Environment

View film: Developing Your Self Reliance--the student will be able to list the steps in developing self reliance (10 min.) (B).

Read: Chapter 3 "Your Environment and Your Personality"--Answer review questions 1-5 and 7-10 and words and phrases to note and understand page 23 (G) Evaluation questions for notebook and class discussion.

## Influence of Heredity

Read: Chapter 4 "Your Heredity and Your Personality" Answer review questions 1-7 and words and phrases to note and understand pages 29-30 (G). Evaluation: questions for notebook and class discussion.

## Influence of Appearance

Read: Chapter 5 "Your Appearance and Your Personality" Answer review questions 1-9 page 41 for the students notebook (G)

Leaflet handout Let's Concentrate on You (C).

Poems You and Yourself page 357 (H) You Don't Have to Tell It, They Know It page 357 (H) Myself by Edgar A. Guest page 358 (H).

Checklist: "How Well Do You Know Yourself: (H) "My Concept of Self" (H).



View film: It's Wonderful Being A Girl 22 mins. color. Feminine Hygiene the psychological and physiological aspects of growing up (D).

Handouts: Menstruation (J, K, L, P, O).

View Film: Quarter Million Teenagers 16 mins color. Venereal disease education no moral issues (B).

View Film: Teen-aged? Have Acne? 10 mins. color. Exploring the cause and treatment of acne (D).

Handout: Teen-Aged? Have Acne? (Q)

View filmstrip: Brother-Sister Relationships 9 mins. Give and take among brothers and sisters may cause unhealthy rivalry. Or, it may provide the opportunity to learn to get along with other people (A).

## Influence of Friends

Read: Chapter 6 "Making Friends" Answer review questions 1-10 and words to note and understand pages 52-53 (G).

Students make collage for unit. Illustrate your feelings towards or about yourself and/or friends.

- II. -the student recognizes the (physical, social, and emotional) changes as a natural phase of development during the teenage years.

Read: Chapter 7 "More About Friendships" Answer review questions 1-5 and words and phrases to note and understand page 59 in student notebook (G).

View filmstrip: Need to Belong-- Everyone needs to feel accepted. 11 mins with record (A).

Handout: "Are You A Good Branch of Your Family Tree" p. 380 (H) "A Friend Is a Person" by Dorothy C. Retsloff page 358 (H).

- View filmstrip: Adolescent Revolt 7 min. The second weaning is psychological and comes in adolescence (A).
- III. -the student identifies the needs of a family and how each individual may relate to these overall needs.
- family needs
- individual's role in the family
- social responsibility
- emotional needs
- View filmstrip: Too Much Help 9 min. Well-meaning parents may decide what they believe to be best. They fail to give due consideration to the ideas, feelings of their children (A).
- Checklist: "Getting Along With Others" page 374 (H).
- Read: Chapter 8 "Growing Up Socially" Answer review questions and words and phrases page 69 in notebook (G).
- Read: Chapter 9 "Your Emotional Growth" page 80. Answer review questions and words and phrases for notebook (G).
- View film: Parents are People 15 min. Shows how high school boys and girls can earn adult standing with their parents by showing that they are dependable, can handle responsibility, and see their parents' viewpoints as well as their own (B).
- Read: small society cartoon
- Checklist: "How Emotionally Mature Are You?" Page 373 (H).
- Young Folks Be Somebody (E)
- View filmstrip: Stern Father 9 min. Learning to relate to authority . . . limits should be clearly defined in open, friendly discussion (B).
- Write a brief explanation of collage.
- IV. -the student will be able to identify dating practices of our culture and examine their
- View film: Going Steady 10 min. Regular dating is normal step in progress toward engagement and

influence upon the individual's self-image.

marriage and should be understood as such (B).

View film: The Outsider 10 mins. Dramatizes the problem of a girl who feels she is rejected by her school group (B).

View film: Date Etiquette 10 mins. the steps of dating (B).

View film: Dating Do's and Don'ts 14 mins. Shows progress of an idealized date (B)

Read: Chapter 10 "Developing Skills in Social Relationships Dating" Answer review questions and words and phrases page 91 for notebook (G).

Evaluation: Short test over Chapters 7, 8, and 9.

Read: Chapter 11 "Dating: Going Steady and Hours to Get In" Answer words and phrases page 114 in notebook.

Students fill out attitude scale developed by writer.

Bulletin Boards: Use during appropriate section of unit.

Grooming: A giant daisy teels the principles of good grooming. "Are You as Fresh as a Daisy?" Petals are labeled with daily bath, clean teeth, etc.

Personal Development: "Who Am I?" Differences in personal values. Drawings of children (boy and girl) from different ethnic groups. Label with different values, or goal. Examples are love, honesty, success.

Dating: "The Dating Ladder" Steps of the ladder are labeled Good friendship, dating, courtship, engagement.

## References and Resource Material Used in Unit

- (A) Teen-Parent Relationships  
Quality Filmstrips  
A Division of Cathedral Films, Inc.  
Burbank, California 91505
- (B) Oklahoma State Department of Health  
3400 North Eastern  
Oklahoma City, Oklahoma 73105
- (C) Procter and Gamble Teaching Aids  
P. O. Box 14668  
Cincinnati, Ohio 45214
- (D) Association-Sterling Films  
8615 Directors Row  
Dallas, Texas 75247
- (E) Circular E-756  
Cunningham, Thomas. Young Folks, Be Somebody. Oklahoma State  
University Extension. Stillwater, Oklahoma.
- (F) Tampax Incorporated  
Educational Department  
161 East 42nd Street  
New York, New York 10017
- (G) Landis, Judson T. and Mary G. Landis. Building Your Life.  
Prentice-Hall, Inc.: Englewood Cliffs, N. J. Second Edition.  
1959.
- (H) Oklahoma Home Economics Education Human Development and The Family  
Curriculum Guide. State Department of Vocational and Techni-  
cal Education. Stillwater, Oklahoma 74074. 1969.
- (I) Bonnie Bell  
The Great Look Book  
Box 6177  
Cleveland, Ohio 44101
- (J) Neutrogena Corporation  
5755 West 96th Street  
Los Angeles, California 90045
- (K) Life Cycle Library  
Kimberly-Clark Corporation. Copyright 1968.
- (L) Consumer Information Center  
Box 6-GU  
Personal Products Company  
Milltown, New Jersey 08850

- (M) Boyka, Louise. "The Search for Self-Image." The P. I. Instructor.  
Milady Publishing Corporation. November, 1971. Vol. 5, No. 2
- (N) Home Service Center  
Scott Paper Company  
International Airport  
Philadelphia, Pa. 19113
- (O) Maybelline Company  
8 South Michigan Avenue  
Sixth 1306  
Chicago, Illinois 60603
- (P) Educational Service  
Avon Products, Inc.  
30 Rockefeller Plaza  
New York, New York 10020
- (Q) Teen-Aged? Have Acne?  
Winthrop Laboratories  
New York, New York
- (R) The Beauty and Health Institute  
18 East 41st Street  
New York, New York 10017
- (S) Home Service Institute  
Calgon Center  
Pittsburgh, Pa. 15230
- (T) All bulletin board ideas were from Forecast

## HOME ECONOMICS I TEST

NAME \_\_\_\_\_ DATE \_\_\_\_\_ HOUR \_\_\_\_\_ SCORE \_\_\_\_\_

LOCKER NUMBER \_\_\_\_\_

Directions: Please fill in the blank on the left with the correct answer.

- personality 1. A person's total make-up; or all of the factors that make one an individual is called ?
- prejudice 2. To prejudge is called?
- gossiping 3. To talk about someone in their absence is called ?
- They don't know our feelings. 4. Others sometimes misjudge us. Why does this happen?
- ovum 5. Another name for the ripened egg in a female is called ?
- pituitary 6. The ? is the gland in the body that influences the menstrual cycle and is located at the base of the brain.
- ovaries 7. The two organs that contain thousands of tiny egg cells.
- womb 8. Another name for uterus is?
- can 9. During menstruation one (can or cannot) continue the regular activities?
- anonymous 10. To remain unknown is the same as ?
- Roman-persona  
false faces 11. What is the origin of the word personality?
- self centered 12. ? is to have no thought for the other person.
- friends 13. ? helps one to rub off the rough edge of his personality.
- handicap 14. To detain or prevent one from accomplishing a desired goal is called ?
- environment 15. All of one's surroundings is called ?
- cooperation 16. Working with others is called ?

- outward behavior 17. Others judge your personality by ?
- month 18. Menstruation comes from the Latin word mensis meaning ?
- anger 19. An emotion that allows one to "let yourself go" is ?

## ATTITUDE SCALE

Directions: Indicate your attitude about yourself concerning each of the following questions.

Use the following choices for your answer

ALWAYS    USUALLY    SOMETIMES    SELDOM    NEVER

1. I can accept the responsibility for my conduct on dates.
2. I am learning a lot about myself because I date many different guys.
3. I am developing a lot of social skills because I date many different guys.
4. I am the best socializer among my peers.
5. I date more often than my friends.
6. I consider the amount of home work and sleep I have before going out with the gang.
7. I have my parents permission before I accept dates.
8. I introduce my date to my parents.
9. I think that boys should take the initiative in dating.
10. I think that a request for a date requires a prompt and direct reply.
11. I think that a request for a date is a compliment, regardless of the person asking.
12. I think one advantage to steady dating is that you may get a better understanding of yourself and others.
13. I think one disadvantage to steady dating is the feeling of being forced in or possessed.
14. I think that parents object to going steady because they do not understand the meaning of "going steady" today.
15. I expect my date to call for me at my door.
16. I feel that my parents are too strict.
17. I think my parents will not be as strict if I cooperate with them while demonstrating that I am dependable and that I can be trusted.



18. I manage to be late so my date will not think I am too anxious.
19. I try to encourage other people to talk about subjects that interest them.
20. I think that dating is one phase of a person's development.

APPENDIX C

ACHIEVEMENT TEST

## ACHIEVEMENT TEST

NAME \_\_\_\_\_ DATE \_\_\_\_\_ HOUR \_\_\_\_\_ SCORE \_\_\_\_\_

LOCKER NUMBER \_\_\_\_\_

Directions: This is a test of your achievement in family and personal relationships. Please answer every question.

MULTIPLE CHOICE: Select the letter that identifies the term that is defined by placing the letter of your answer choice in the blank at the left. Select the best answer. Only one answer for each question.

- B 1. A hinderance is a (A) reputation (B) handicap (C) trait (D) fear (E) non-conformist.
- D 2. A trait that tends to handicap friendships is one's (A) self-consciousness (B) interest in people (C) reputation (D) possessiveness (E) gossiping.
- C 3. The act of making another person known to another is called (A) gossiping (B) recognition (C) introduction (D) self consciousness (E) traits.
- E 4. Feelings of uncertainty may be the result of one's (A) reputation (B) clique membership (C) standards of behavior (D) possessiveness (E) self-consciousness.
- A 5. A word similar to unknown is (A) anonymous (B) non-conformist (C) goal (D) curious (E) personality.
- E 6. Because of all of the experiences you have had since you were born ? was formed(A) traits (B) standards of behavior (C) social maturity (D) environment (E) personality.
- D 7. All people are alike because they want (A) to gossip (B) a reputation (C) physical maturity (D) recognition (E) flattery.
- C 8. What people believe you to be from what they have seen of your actions is called (A) flattery (B) traits (C) reputation (D) standards of behavior (E) behavior.
- B 9. A final purpose is (A) a trait (B) a goal (C) interest in people (D) achievement (E) one's reputation.
- A 10. Giving a dishonest compliment is (A) flattery (B) interest in people (C) recognition (D) achievement (E) considering others.

- A 11. A person's age in years is called (A) chronological age (B) social age (C) emotional age (D) physical age (E) mental age.
- C 12. A trait that tends to aid in making friends is (A) flattery (B) social maturity (C) interest in people (D) possessiveness (E) environment.
- D 13. An individual person's total make-up consists of his (A) traits (B) characteristics (C) heredity (D) personality (E) environment.
- A 14. Talking about a person in their absence is called (A) gossiping (B) recognition (C) consideration for others (D) flattery.
- C 15. The basis of good manners is (A) gossiping (B) flattery (C) consideration for others (D) standards of behavior (E) recognition.
- B 16. Others judge our personalities by our (A) reputation (B) behavior (C) membership in cliques (D) achievement (E) standards of behavior.
- D 17. Groups of people who are close-knit and exclusive in their friendships are called (A) crushes (B) non-conformist (C) conformist (D) cliques (E) cooperatives.
- A 18. Thinking of another person and his interests rather than of one's own interest is called (A) other-centeredness (B) self-centeredness (C) cooperativeness (D) prejudices (E) over-sensitive.
- C 19. All of a person's surroundings from birth until now is called (A) fears (B) prejudices (C) environment (D) characteristics (E) reputation.
- B 20. To form an opinion without having any real facts upon which to base the opinion is called (A) characteristic (B) prejudice (C) non-conformist (D) possessive (E) flattery.
- E 21. An emotional attachment for another person, such as a person of your own sex, boy-friend or girl-friend, favorite teacher or older person is called (A) non-conformist (B) clique (C) prejudice (D) possession (E) crush.
- A 22. When a person works with others he is said to be (A) cooperative (B) uncooperative (C) anonymous (D) non-conformist (E) possessive.
- E 23. When one is not concerned for another, he is called (A) prejudices (B) over-sensitive (C) cooperative (D) other-centered (E) self-centered.
- A 24. A gene that is said to cover over or hide certain characteristics is called (A) dominant (B) majority (C) recessive (D) anonymous (E) reputation.

## SECTION B

DIRECTIONS: Underline the letter "T" for True or the "F" for False to indicate whether each statement below is true or false.

## I.

- T or F 1. Dating customs are the same in most countries.
- T or F 2. When both people pay their own expenses on a date it is called a dutch date.
- T or F 3. One reason young people date is to get to know many different kinds of people.
- T or F 4. Dating does provide one with the opportunity to develop social skills.
- T or F 5. A girl should not break a date with one boy if a "better" date turns up later.
- T or F 6. One should refuse a date in such a way that the boy does not feel that his invitation is thrown in his face.
- T or F 7. When a girl is asked for a date the boy has paid her a compliment.
- T or F 8. Young people go steady because they need security.
- T or F 9. Young people begin dating at age 16.

## II.

- T or F 1. Anger is a good thing when it helps to prevent dangerous or foolish actions.
- T or F 2. Fear is useful when you are suddenly frightened because it allows a quick and often automatic escape from danger.
- T or F 3. Physical activity is one way to overcome anger.
- T or F 4. A person who is socially grown up loves and/or respects his parents for all that they are as people.
- T or F 5. During infancy one only loves himself.
- T or F 6. To overcome self-consciousness one should be concerned with doing and not feeling.
- T or F 7. People who are cheerful have fewer problems.
- T or F 8. Mental ability is partly inherited.

- T or F 9. Small children can develop prejudices.
- T or F 10. Children copy some of the manners of their parents.
- T or F 11. Cooperativeness is working against parents and family.
- T or F 12. Attitudes about money are learned from one's family.
- T or F 13. Friends are sympathetic with a person's weaknesses.

### III.

- T or F 1. Another word for uterus is womb.
- T or F 2. The ovary contains the ova.
- T or F 3. The first step in having an attractive appearance is cleanliness.
- T or F 4. Everyone should use a deodorant everyday.
- T or F 5. Personality is one factor in being attractive.
- T or F 6. Physical characteristics are inherited.
- T or F 7. People grow most rapidly before birth and during adolescence.
- T or F 8. The shape of one's face determines one's hair style.
- T or F 9. The pituitary gland influences the menstrual cycle.
- T or F 10. The female egg originates in the uterus.
- T or F 11. The Latin word from which menstruation is derived means day.
- T or F 12. Menstruation takes place when the female egg has been fertilized.
- T or F 13. The only activity to be curtailed during menstruation is swimming.
- T or F 14. It is important for one to be able to accept her own physical features.
- T or F 15. The pituitary gland is located in the abdominal cavity.

### IV.

- T or F 1. A good conversationalist encourages others to talk about themselves.
- T or F 2. A good conversationalist listens to others.

- T or F 3. As people become more socially mature they usually care less for cliques because they feel successful enough that they do not need the security.
- T or F 4. Friends have a tendency to rub off the rough edges of one's personality.
- T or F 5. Young people learn attitudes from their parents. (For example--money to be saved or a spender.)
- T or F 6. One way to understand yourself is to study the effect you have upon others.
- T or F 7. "Jane has no personality."
- T or F 8. If you cannot think of an honest compliment, you should avoid saying anything.
- T or F 9. People tend to act the way they think others expect them to act.
- T or F 10. Personalities are misjudged because others do not know one's real feelings.
- T or F 11. One should not pick at his teeth, apply lipstick and comb hair in public.
- T or F 12. One should not interrupt when another is talking.
- T or F 13. Personalities are alike because most people tend to satisfy certain wishes in order to gain recognition.
- T or F 14. Most people have the desire to be like others of their own age.
- T or F 15. Habits that develop early in life may become a permanent part of one's personality.

APPENDIX D

COMPARISON OF DISCRIMINATION FACTOR FOR  
ACHIEVEMENT TEST ITEMS ON THE TRIAL,  
PRE-TEST, AND POST-TEST, AND  
SPECIFICATIONS OF  
ACHIEVEMENT TEST



TABLE VI

COMPARISON OF DISCRIMINATION FACTOR FOR ACHIEVEMENT TEST ITEMS ON THE TRIAL, PRE-TEST, AND POST-TEST

Item No.	Discrimination Factor			Item No.	Discrimination Factor		
	Trial	Pre-Test	Post-Test		Trial	Pre-Test	Post-Test
<u>SECTION A</u>				3	.00	.18	.27
1	.00	.09	.54	4	.00	.18	.00
2	.25	.00	.27	5	.00	-.36	.27
3	.25	.18	.27	6	.25	-.09	.45
4	.25	.27	.54	7	.25	.00	.00
5	.00	.54	.63	8	-.50	.45	.00
6	1.00	.45	.81	9	.00	.90	.90
7	1.00	.36	.81	10	.00	.00	.00
8	.25	.18	.54	11	1.00	.09	.36
9	.25	.27	.36	12	.25	.09	.09
10	.25	.00	.45	13	-.25	.09	.00
11	.00	.18	.54	<u>SECTION B III</u>			
12	.50	.54	.09	1	.25	.00	.45
13.	.25	-.27	.18	2	.50	.09	-.09
14	.00	.09	.27	3	.00	.09	.00
15	.25	.27	.54	4	.25	.00	.00
16	.00	.09	.00	5	.00	.09	.18
17	.25	.09	.09	6	.50	.18	.00
18	-.25	.27	.27	7	.00	.09	.54
19	.75	.45	.18	8	.25	.27	.18
20	.50	.00	.45	9	.25	-.09	.18
21	.25	.18	.18	10	-.75	.18	.54
22	.00	.09	.00	11	.00	.18	.27
23	.00	.27	.36	12	.50	.63	.63
24	.25	.54	.27	13	.00	.36	.00
<u>SECTION B I</u>				14	.25	.09	.00
1	.00	.45	.45	15	.50	-.18	.54
2	.00	.18	.00	<u>SECTION B IV</u>			
3	.00	.36	.00	1	.50	.27	.81
4	.00	-.18	.27	2	.00	.00	.27
5	.00	.00	.00	3	.50	.00	.18
6	.25	.09	.09	4	.25	.09	.18
7	.25	.00	.27	5	.25	.27	.18
8	.50	.36	.09	6	.50	.18	.09
9	.75	-.09	.09	7	-.25	.09	.00
<u>SECTION B II</u>				8	.25	.00	.00
1	.00	.09	.00	9	-.25	.09	.18
2	.00	-.18	.00	10	-.25	.00	.09

TABLE VI (Continued)

Item No.	Discrimination Factor		
	Trial	Pre-Test	Post-Test
11	.25	.00	.09
12	.25	.09	.09
13	.00	.09	.45
14	-.25	.45	.09
15	.00	.09	-.09

TABLE VII  
SPECIFICATIONS OF ACHIEVEMENT TEST

	Specific Objective			
	Number 1	Number 2	Number 3	Number 4
Achievement	SECTION A	SECTION A	SECTION A	SECTION B I
Test Item	3	1	22	1
Number	11	2	23	2
	15	4		3
	21	5	SECTION B II	4
	24	6	5	5
		7	9	6
	SECTION B II	8	10	7
	3	9	11	8
	4	10	12	9
	8	12		
		13	SECTION B IV	SECTION B IV
	SECTION B III	14	5	1
	1	16		2
	2	17		3
	6	18		9
	7	19		10
	9	20		12
	10			14
	11	SECTION B II		
	12	1		
	13	2		
	14	6		
	15	7		
		13		
		SECTION B III		
		3		
		4		
		5		
		8		
		SECTION B IV		
		4		
		6		
		7		
		8		
		11		
		13		
		15		

APPENDIX E

INTELLIGENCE TEST SCORES, SELF CONCEPT SCORES,  
ACHIEVEMENT TEST SCORES,  
CHANGE IN ACHIEVEMENT

TABLE VIII  
IOWA TEST OF EDUCATIONAL DEVELOPMENT SCORES

Code No.	Composite (Grade Level)	GSV	National Percentile
GROUP I			
1	10-9	517	75
2	12-9	567	91
3	8-6	452	48
4	5-1	296	8
5	5-7	324	13
6	9-4	477	58
7	9-1	467	54
8	Not Available		
9	5-3	307	10
10	10-7	512	73
11	Not Available		
12	3	Local 1	5
13	10-7	512	73
14	12	Local 51	37
15	5-9	329	15
16	5-2	301	9
			Mean 41
GROUP II			
17	12-3	544	84
18	9-1	467	54
19	14	Local 67	54
20	7-9	420	37
21	6-3	347	18
22	8-2	436	43
23	4-4	271	4
24	7-1	384	27
25	7-6	408	34
26	12-3	544	84
27	4-7	284	6
28	7-3	390	29
29	Not Available	Average of a seventh grade gives a 59	
30	8-8	457	50
31	9-7	487	62
32	6-9	372	24
33	6-9	372	24
			Mean 41

TABLE IX  
TOTAL POSITIVE SCORE ON TENNESSEE SELF CONCEPT SCALE

Code No.	Total P Self Concept*	Code No.	Total P Self Concept*
GROUP I		GROUP II	
1	340+	17	356+
2	271-	18	328+
3	286-	19	355+
4	314-	20	334+
5	305-	21	288-
6	361+	22	328+
7	343+	23	384+
8	361+	24	321+
9	271-	25	340+
10	350+	26	322+
11	327+	27	277-
12	288-	28	313-
13	338+	29	306-
14	356+	30	319-
15	290-	31	304-
16	304-	32	292-
		33	280-
Mean	319.06	Mean	314.52

\* + indicates whether the total P score is considered more positive.  
- indicates whether the total P score is considered more negative

TABLE X  
ACHIEVEMENT TEST SCORES

Code No.	Pre-Test	Post-Test	Code No.	Pre-Test	Post-Test
GROUP I			GROUP II		
1	56	71	17	60	69
2	62	73	18	53	70
3	53	57	19	58	68
4	40	46	20	55	59
5	49	53	21	53	65
6	49	61	22	57	60
7	55	69	23	42	57
8	47	57	24	49	56
9	45	54	25	54	69
10	57	69	26	56	67
11	52	68	27	49	57
12	32	33	28	50	62
13	56	66	29	53	62
14*		63	30	49	57
15	50	63	31	49	62
16	54	48	32	48	56
			33	47	60
Mean	50.46	59.41	Mean	51.88	62.11

\* Student was absent the day of testing.

TABLE XI  
GAIN IN ACHIEVEMENT

Code No.	Points Changed	Percent of Change	Code No.	Points Changed	Percent of Change
GROUP I			GROUP II		
1+	15	19	17+	9	12
2-	11	14	18+	17	22
3-	4	5	19+	10	13
4-	6	8	20+	4	6
5-	4	6	21-	12	16
6+	12	16	22+	3	3
7+	14	19	23+	15	20
8+	10	14	24+	7	10
9-	9	12	25+	15	20
10+	12	16	26+	11	14
11+	16	21	27-	8	11
12-	1	1	28-	12	16
13+	10	13	29-	9	12
14+	--	--	30-	8	11
15-	13	17	31-	13	18
16-	-6	-8	32-	8	11
			33-	13	18
Mean	8.73	11.53	Mean	10.24	13.70

+ indicates the subject has a more positive self concept.  
- indicates the subject has a more negative self concept.

The table above shows the number of points change in achievement from the pre-test to post-test and the percentage of gain in achievement from the pre-test to post-test.



TABLE XII  
GAIN IN ACHIEVEMENT IN RELATION TO SELF CONCEPT

Code No.	Achievement		Code No.	Achievement	
	Points Gained	Percent Of Gain		Points Gained	Percent of Gain
GROUP A*			GROUP B**		
1	15	19	2	11	14
6	12	16	3	4	5
7	14	19	4	6	8
8	10	14	5	4	6
10	12	16	9	9	12
11	16	21	12	1	1
13	10	13	15	13	17
14	--	--	16	-6	-8
17	9	12	21	12	16
18	17	22	27	8	11
19	10	13	28	12	16
20	4	6	29	9	12
22	3	3	30	8	11
23	15	20	31	13	18
24	7	10	32	8	11
25	15	20	33	13	18
26	14	11			
Mean	11.44	14.69	Mean	7.81	10.50

\* Students with more positive self concept

\*\* Students with more negative self concept

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