

THE RELATIONSHIP OF KINDERGARTEN CHILDREN'S  
SELF-CONCEPT TO FORMAL LEARNING

By

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## CHAPTER I

### THE PROBLEM AND ITS IMPORTANCE

This study reported herein was concerned with the relationship of kindergarten children's self-concept to their readiness for formal learning; how a child perceives himself, people, and objects around him; how this perception is related to his feeling for himself, and ultimately, his desire to acquire the necessary readiness skills for formal learning such as verbal comprehension, size relationships, visual discrimination, reasoning, and spatial relations (Sprigle, 1965).

#### Need for Study

In a review of the literature, Gordon and Combs (1958) found little research concerning the young child and his self-concept. Most of the research involving self-concept has been done at the college level. McCandless (1961) stated:

Compared with the number of adult studies, there are few studies of the self-concept in children. Self-concept studies of children younger than about fourth grade age are rare, since each child would have to be examined individually (because of reading and writing difficulties).  
(p. 179)

Dubin and Dubin (1965) also pointed to the need for research on the self-concept of young children in relation to their behavior. Because there has been little research concerning self-concept and its relevance to the development of young children, the investigator believes that

information concerning the relationships between self-concept and the kindergarten child's readiness skills for formal learning situations would be of value to teachers and others who work with this aged child.

#### Purpose of Study

The purpose of this study was to ascertain the relationship between personal and social adjustment (self-concept) and readiness for formal learning.

#### Hypothesis

The hypothesis examined was:

1. There is a significant relationship between self-concept (as measured by the California Test of Personality) and readiness for formal learning (as measured by the Sprigle School Readiness Screening Test).

More specifically:

- (a) There is a significant relationship between readiness for formal learning and the following components of personal adjustment:
  - (1) Self-reliance
  - (2) Sense of Personal Worth
  - (3) Sense of Personal Freedom
  - (4) Feeling of Belonging
  - (5) Withdrawing Tendencies
  - (6) Nervous Symptoms
- (b) There is a significant relationship between readiness for formal learning and the following components of social

adjustment:

- (1) Social Standards
- (2) Social Skills
- (3) Anti-social Tendencies
- (4) Family Relations
- (5) School Relations
- (6) Community Relations

#### Definitions

For this study the following definitions were accepted:

Self-concept: in this study is the total picture a child perceives resulting from stimuli received from his environment.

School readiness: in this study refers to the maturity a child has achieved that permits him to attain some measure of success in school and to enjoy attending.

Formal learning: learning in this study refers to the systematic presentation of visual and auditory materials.

Personal adjustment: according to the California Test of Personality (Appendix A, p. 27) consists of components of self-reliance, sense of personal worth, sense of personal freedom, feeling of belonging, withdrawing tendencies, and nervous symptoms.

Social adjustment: according to the California Test of Personality (Appendix A, p. 27) consists of components of social standards, social skills, anti-social tendencies, family relations, school relations, occupation relations, and community relations.



## CHAPTER II

### LITERATURE RELATED TO THE PROBLEM

#### Development of Self-Concept

Jersild (1952) has indicated that the earliest experiences that influence the self-concept are those experiences which involve interaction with people. The reason for a decline in self-concept in later school years may tend to be caused by the failures a child may experience. The child perceives, interprets, resists or rejects what he meets at school in the light of the way he feels about himself inside.

Ribble (1955) has stated that self-concept marks the beginning of a child's mental life which indicates definite progress on his road to maturing, but it is often overlooked. Love and acceptance can build a child's self-concept and give him the foundation for making decisions and accepting realities in later life.

According to Gardner (1964), development of the healthy child is dependent upon what the child thinks of himself. Self-concept grows rapidly during the preschool years and is a critical motivation factor in behavior. Because of the child's interaction with people and objects is not always successful, the child is continuously fluctuating in his evaluation of his worth. Tangible accomplishments are less obvious in the preschooler, but these experiences, including skills, do become a part of the child.

Ilg and Ames (1965) found that although a child may be extremely intellectually bright for his age, he may not be mature socially and emotionally. This characteristic is called 'superior immatures' and may cause a child to decrease in his self-concept because he is unable to 'cope' with all the facets of his environment successfully.

The first step in self-awareness, according to Gordon (1969), is the discovery of one's own body. How adults react to this realization can create a negative or positive attitude toward one's self. The self begins to expand as an awareness of others becomes a part of the child's knowledge.

In 1969, Pietrofesa reported that self-concept develops out of experiences with the environment, parents, peers, and significant adults. What the child thinks about his experiences is as important as the actual experiences. Pietrofesa has indicated that the term self-concept deals with the 'inner experience' of a child; therefore, measurement is difficult.

#### Self-Concept and Family

As Jersild (1952) has noted, it is in the home where the self begins to develop and unfold. The child initiates his first experiences with other people in the home. It is here that he begins to form impressions of himself through the positive or negative responses from people.

Forest (1954) has expressed the feeling that the everyday experiences in the home, school, playground, and surrounding areas constitute his phenomenal field which completely determines the child's behavior. Parents tend to judge a child's behavior in terms of the adult's

phenomenal field rather than the child's. Soon the child begins to feel a sense of guilt if he fails to bring his natural behavior into conformity with his parents' desires.

Talbot (1958) asserted that generally the causes for a child's lack of adjustment seemed to be because of intrafamilial conflicts or cultural deprivation in the home and in terms of native intelligence and abilities rather than in terms of cultural influences. Poor family structure and unstable relationships appeared to be contributing factors in the study of 60 children having emotional problems according to Oppenheimer and Mandel (1959). Their emotional problems seemed to revolve around their relationship with their parents and other significant individuals.

For future mental health, Jenkins (1961) found that the quality of the parental care a child receives in his earliest years is vitally important. Welfare agencies believe that children do better when they are with their own parents, even when those parents fail their children in many ways.

The total personality (self-concept) of each child is the product of the relationship he has with his parents asserts Gardner (1964). However, there is little evidence that any one specific relationship affects the child's self-concept.

Prescott (1965) points to the need for love upon the child's self-concept and its importance in the learning process. When one is loved, it is easy to aspire in the direction encouraged. In relation to parental love and understanding, Muller (1969) also believes that positive or negative self-concept originated with the early encounters children have with their parents. Parents are extremely important in the

development of a child's self-concept since their reaction toward him produces a feeling of positive or negative self-concept,

Gordon (1969) has stated that parents influence opportunities for role-playing and provide basic models for imitation and influence both the cognitive and affective dimensions of the self-concept by the ways in which they teach or deny dramatic play. Parents seem to be the most effective agents in presenting both cognitive and affective experience to the young child. He also points out that the self-picture is well integrated by the child's third year and becomes the evaluator, selector and organizer of future experiences. Gordon does note that a change in the child's self-concept after that age is possible. Parental behavior in the child's first six years has a definite effect upon the child's behavior and attitudes in later life according to longitudinal studies cited by Gordon. Boys and girls view themselves differently in both the cognitive and affective aspects of the self. They tend to use different learning styles and to evaluate different aspects of self and the world as important.

According to Mixer and Milson (1973), how a child views his relationship with his parents often does not agree with the parents' view of the same relationship. How the child perceives the relationship is important in his development of self-concept. A child possesses strong attitudes and feelings in the depth of his being which direct his life.

#### Self-Concept and School

Jersild (1952) believed that next to the home, the school was the most important institution in the development of an individual's self-concept and his attitudes of self-acceptance or self-rejection.

According to Forest (1954), the child entering school with a picture of himself as secure, successful, well-loved person with a minimum of negative feelings can make use of the new opportunities. The five- or six-year-old who has a negative self-concept of himself is a challenge to the teacher and peer group. It is difficult to revise a self-concept because this concept colors any individual's subsequent perceptions. Staines (1958) indicated that the self-concept was a factor in all learning experiences. "Few teachers are aware of its importance . . . much more research must be done in the field," (p. 110)

The idea of self a child builds through school is important and is significant in his ability to learn asserts Jenkins (1961). The child who experiences continual failure may construct a sad and discouraged picture of himself. If this idea is continued for a period of time, the child may quit trying and develop a feeling of inferiority. This sense of incompetence and failure may hinder the child throughout his life.

Almy (1962) discusses the importance of the early years and how they affect older children. He states that with older children the source of difficulty often lies in their anxiety and lack of warm ties of affection with adults. This tends to set up a barrier to a successful school experience. Pietrofesa (1969) found that a child's self-concept influences the child's perception of school and, correspondingly, his academic achievement. If the child perceives that the larger society feels he is not worthwhile and demonstrates to him that it so judges him, it is difficult for the child to have a positive self-concept. Gordon (1969) has stated: "For very young children, negative self-views may be as damaging as physical illness or actual physical handicap," (p. 378).

As a result of their research, Carpenter and Busse (1969) and Trowbridge (1970) discovered that favorableness of self-concept declined as the children moved into higher grades. Self-concept was found to be the most accurate predictor of academic achievement in a study by Jones and Grieneeks (1970). Osehosky and Clark (1970) discovered that not only was self-concept at the kindergarten level related to achievement but also that the teachers' judgment of the child's self-concept at this age was predictive of his kindergarten achievement. Kindergarten girls were not found to be superior to boys in achievement at this level. This counteracts the data from other studies relating to older children.

Maw and Maw (1970) found that a child's curiosity seemed to be closely associated with a good self-concept. High-curiosity boys showed better overall personal adjustment and were better able to progress academically than were the girls. Moon and Wilson (1971), as well as Kokovich and Matthews (1971), found that through improving the self-concepts of fifth and sixth grade children, their behavior, attitudes and academic work improved. A child's identity depends upon how he views himself according to Yeates (1971). Much of the progress of a child in school is dependent upon a positive view of himself. He suggests that administrators and teachers take a view of the school and promote the development of better self-concepts in the curriculum.

To change negative self-concepts in low-ability children, Watson (1973) suggests that the teacher help the child to feel important and needed, to feel liked, and to enable the child to be successful in school. Mixer and Milson (1973) believe that teaching is a dynamic interplay of human personalities between teacher and pupil and that the concept of self becomes a critical ingredient in the teaching-learning

process. Self-evaluation is influenced by the evaluation made of the individual by others and the child becomes the way he is treated. The main requirement to change a negative self-concept is positive experiences with people and life.

Self-esteem is the mainspring that slates every child for success or failure as a human being. We have an opportunity as teachers to recognize and develop the uniqueness in our students. Helping children build high self-esteem is the goal of every successful teacher. (p. 350)

#### Summary

The literature related to this study revealed the following:

1. Self-concept influences how a child views himself and how he relates to experiences, people, and the environment.
2. Measurement of self-concept is difficult as it deals with 'inner experiences' that are continually changing.
3. Self-concept seems to be interrelated to the child's behavior, academic progress, and his mental, emotional, social, and physical development.

## CHAPTER III

### PROCEDURE

The purpose of this study was to ascertain the relationship between personal and social adjustment (self-concept) and readiness for formal learning. A design for this study was submitted to Dr. Paul McCloud, Director of Instructional Research of the Tulsa Public Schools, with the request for permission to obtain data from one public kindergarten within the public school system (Appendix C). Upon receiving permission from Dr. McCloud (Appendix C), the researcher mailed letters (Appendix C) to each kindergarten parent explaining the nature of the study and asking permission to test their child using the California Test of Personality (1953). Stamped self-addressed envelopes were enclosed for the parents to return the permission slips. Testing was done before and after school hours and the data were compared with the Sprigle School Readiness Screening Test (1965). Data were placed on IBM cards and treated statistically by calculating the Spearman rank correlation coefficient.

#### Description of Subjects

The subjects whose responses were examined were thirty-six kindergarten children in one Tulsa Public School during the 1972-73 school year. Thirty-five white children and one black child were tested. There were eleven boys and twenty-five girls coming from various socio-economic



levels. Most of the sample had been to preschools prior to their kindergarten year and were judged to be quite verbal and relaxed about school. They were able to listen and participate with little difficulty.

#### Description of Tests

The California Test of Personality: To measure personal and social adjustment (self-concept), the California Test of Personality, Primary, form AA, was chosen. Personal adjustment is assumed to be based on feelings of personal worth, sense of personal freedom, feeling of belonging, withdrawing tendencies, and nervous symptoms. Social adjustment is assumed to be based on feelings of social security as seen in its six components: social standards, social skills, anti-social tendencies, family relations, school relations, and community relations. Under each of these 12 components are eight questions answered either "yes" or "no"; thereby, simplifying the administration of the test, especially with younger children. Validity is increased by requiring a choice between only these two alternative responses. A detailed explanation of the validity and the reliability can be obtained from the California Test of Personality manual (1953).

Norms provided for the California Test of Personality, Primary Level, were derived from test data secured from 4,500 pupils in kindergarten to grade three inclusive in schools in South Carolina, Ohio, Colorado, and California. The statistical reliability of this kind sometimes appears to be lower than that of good tests of ability or achievement since the child is an ever-growing, changing organism whose attitudes and feelings are not a static element giving constant results

(Buros, 1959).

The Sprigle School Readiness Screening Test: To measure readiness for formal learning, the Sprigle School Readiness Screening Test (1965) was utilized. This test is already in use by the Tulsa Public Schools and the data from it is available. A copy of the results received by the teacher is included in Appendix B. There are nine areas of abilities and skills tested. The child must listen and respond to the directions given by the examiner. These areas are: verbal comprehension, size relations, visual discrimination, reasoning, understanding of numbers, information, analogies, and vocabulary. The child is also asked to draw a picture of himself. A psychologist from the Tulsa Public Schools evaluates these and will confer with the teacher upon request. Results received by the teacher include the raw score and an index of the child's developmental level. The five levels of developmental readiness for the Sprigle School Readiness Screening Test were: accelerated, high average, low average, below average, and questionable. A face sheet explaining the computation of the raw scores is included in Appendix B. Norms were derived from 575 children randomly selected from kindergartens and day nurseries in four cities from the South, East, and Midwest. Children from lower class, lower-middle class, and middle class families were used. Three sources were used to test the validity of the Sprigle School Readiness Screening Test. The scores on the Sprigle School Readiness Screening Test were compared with scores on the Stanford-Binet Intelligence Scale, the Metropolitan Readiness Test, and the Gates Primary Reading Test (paragraph reading). While not all children took all the tests in the development of the instrument, a representative sample took one or more of them. Correlation of the Sprigle

School Readiness Screening Test and the Stanford-Binet was .95 in each age group. The reliability of the test scores on the Sprigle School Readiness Screening Test was obtained by testing thirty randomly selected children and then retesting with a different examiner. The correlation coefficient between the test-retest scores was .96. A more detailed explanation of the validity and the reliability can be obtained from the Sprigle School Readiness Screening Test manual (1965).

## CHAPTER IV

### ANALYSIS OF DATA

The purpose of this study was to ascertain the relationship between personal and social adjustment (self-concept) and readiness for formal learning. The data were analyzed by the Spearman Rank Correlation Coefficient. The hypothesis and results are presented in Tables I, II, and III,

Hypothesis I. There is a significant relationship between self-concept as measured by the California Test of Personality and readiness for formal learning as measured by the Sprigle School Readiness Screening Test.

Table I reflects there was no significant relationship in total adjustment, personal adjustment, or social adjustment and the Sprigle School Readiness Screening Test. Therefore, Hypothesis I is not supported.

Hypothesis Ia. There is a significant relationship between readiness for formal learning and the following components of personal adjustment: self-reliance, sense of personal worth, sense of personal freedom, feeling of belonging, withdrawing tendencies, and nervous symptoms.

Table II indicated a relationship ( $p = .05$ ) between the component, feeling of belonging, and the Sprigle School Readiness Screening Test. A close examination of the questions in this section reveal they are all

TABLE I

SPEARMAN RANK CORRELATION COEFFICIENTS REFLECTING ASSOCIATION  
 BETWEEN SPRIGLE SCHOOL READINESS SCREENING TEST  
 SCORES AND TOTAL ADJUSTMENT SCORES ON  
 THE CALIFORNIA TEST OF PERSONALITY  
 (N = 36)

Component	Spearman r	t	Level of Significance
Total Adjustment	.27	1.66	n.s.
Personal Adjustment	.26	1.58	n.s.
Social Adjustment	.24	1.50	n.s.

df = 1

TABLE II

SPEARMAN RANK CORRELATION COEFFICIENTS REFLECTING ASSOCIATION  
 BETWEEN SPRIGLE SCHOOL READINESS SCREENING TEST  
 SCORES AND PERSONAL ADJUSTMENT SCORES ON  
 THE CALIFORNIA TEST OF PERSONALITY  
 (N = 36)

Component	Spearman r	t	Level of Significance
Personal Adjustment	.26	1.58	n.s.
Self-reliance	.02	.11	n.s.
Sense of Personal Worth	.02	.12	n.s.
Sense of Personal Freedom	.08	.44	n.s.
Feeling of Belonging	.37	2.30	.05
Withdrawing Tendencies	.14	.80	n.s.
Nervous Symptoms	.04	.22	n.s.

df = 1

related to relationships with peers, school, and parents.

Those children who reflected high readiness for learning were those who indicated a favorable feeling of belonging with other children and adults. This may imply that teachers should become more sensitive to children and their feelings of belonging to the group in order to promote successful formal school learning.

Specific questions on this component, i.e., feeling of belonging (California Test of Personality, 1953) were:

1. Do you need to have more friends?
  2. Do you feel that people don't like you?
  3. Do you have good times with the children at school?
  4. Are the children glad to have you in school?
  5. Are you lonesome even when you are with people?
  6. Do people like to have you around them?
  7. Do most of the people you know like you?
  8. Do lots of children have more fun at home than you do?
- (p. 4)

Other components in the personal adjustment section of the California Test of Personality did not reveal significant relationships to Sprigle School Readiness Screening Test scores, therefore, Hypothesis Ia is not supported.

Hypothesis Ib. There is a significant relationship between readiness for formal learning and the following components of social adjustment: social standards, social skills, anti-social tendencies, family relations, school relations, and community relations.

Table III indicates no relationship between any of the components except social standards ( $p = .01$ ). This component was comprised of statements concerning relationships with parents, other adults, and peers. Specific questions on this component, i.e., social standards (California Test of Personality, 1953) were:

1. Should you mind your folks even when they are wrong?

2. Should you mind your folks even if your friends tell you not to?
3. Is it all right to cry if you cannot have your own way?
4. Should children fight when people do not treat them right?
5. Should a person break a promise he thinks is unfair?
6. Do you need to thank everyone who helps you?
7. Is it all right to cheat if no one sees you?
8. Do children need to ask their folks if they may do things? (p. 6)

TABLE III

SPEARMAN RANK CORRELATION COEFFICIENTS REFLECTING ASSOCIATION  
 BETWEEN SPRIGLE SCHOOL READINESS SCREENING TEST  
 SCORES AND SOCIAL ADJUSTMENT SCORES ON  
 THE CALIFORNIA TEST OF PERSONALITY  
 (N = 36)

Component	Spearman r	t	Level of Significance
Social Adjustment	.24	1.50	n.s.
Social Standards	.40	2.55	.01
Social Skills	.10	.60	n.s.
Anti-social Tendencies	.22	1.30	n.s.
Family Relations	.18	1.08	n.s.
School Relations	.29	1.80	n.s.
Community Relations	.02	.10	n.s.

df = 1

This section of social adjustment, i.e., social standards, as did the section of personal adjustment, i.e., feeling of belonging, reflects the interaction of the child with his environment, peers, and adults. The only two components, one in personal adjustment and one in social adjustment were both concerned with relationships. This may serve to

point to the need for teachers and adults to become more sensitive to helping the child feel a part of the activities within the group and to feel that he is important.

The other components of the social adjustment section on the California Test of Personality scores did not reveal significant relationships to the Sprigle School Readiness Screening Test scores; therefore, Hypothesis Ib is not supported.



## CHAPTER V

### SUMMARY, FINDINGS, AND RECOMMENDATIONS

The major purpose of this study was to ascertain the relationship between personal and social adjustment (self-concept) and readiness for formal learning. Subjects used for this study were all kindergarten children from Lee Elementary School in Tulsa, Oklahoma, during the 1972-73 school year. The California Test of Personality was administered to the total number of thirty-six children.

Data from the California Test of Personality were compared with data from the Sprigle School Readiness Screening Test administered by Tulsa Public Schools in cooperation with the Tulsa Mental Health Association. Data were placed on IBM cards and treated statistically by calculating the Spearman rank correlation coefficient.

#### Findings

The results of the statistical analysis of data gathered in the research were as follows: (1) There was no significant relationship in total adjustment, personal adjustment, or social adjustment as measured by the California Test of Personality and the Sprigle School Readiness Screening Test. (2) There was a significant relationship ( $p = .05$ ) between a specific component, i.e., feeling of belonging (California Test of Personality, 1953), and readiness for formal learning as measured by the Sprigle School Readiness Screening Test. (3) Although there was no

significant relationship between total social adjustment and readiness for formal learning, there was a significant relationship between a specific component, i.e., social standards (California Test of Personality, 1953), and readiness for formal learning ( $p = .01$ ).

#### Implications

The following implications seem to have relevance from the findings of this pilot study:

1. Both components where a significant relationship was found are concerned with the child's relationships with people. Therefore, good, positive interaction with others should be of vital concern to educators working with young children.
2. Children need to be drawn into the classroom activities through peer and adult acceptance of their abilities.
3. What a child perceives others think of him, his ideas and abilities, may be more important than the actual situation.
4. Educators may need to do more listening to children and giving them experiences related to their expressed interests.
5. Care should be given to the climate of the classroom to help the child feel that he is important. This pilot study seems to reinforce the comments of Pietrofesa (1969):

The problem for the teacher becomes one of effecting positive movement in self-image, thus improving chances of adequate school, personal-social, and career adjustment through the vehicle of group interaction among student and significant adults. (p. 38)

#### Recommendations

The investigator makes the following recommendations for further

research related to this study:

1. This pilot study indicated that relationships with peers and adults appear to be the significant aspect of self-concept as related to readiness for formal learning. More research should be done with a large sample of young children to gain a more accurate picture of the importance of this area.
2. The teacher of young children should become increasingly aware of the importance of her acceptance of the child and its relevance to learning.

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**APPENDIX A**

## CALIFORNIA TEST OF PERSONALITY

Definitions of the Components:<sup>1</sup>

The following components are not names for so-called general traits. They are, rather, names for groupings of more or less specific tendencies to feel, think, and act.

Personal Adjustment

- 1A. Self Reliance--An individual may be said to be self-reliant when his overt actions indicate that he can do things independently of others, depend upon himself in various situations, and direct his own activities. The self-reliant person is also characteristically stable emotionally, and responsible in his behavior.
- 1B. Sense of Personal Worth--An individual possesses a sense of being worthy when he feels he is well regarded by others, when he feels that others have faith in his future success, and when he believes that he has average or better than average ability. To feel worthy means to feel capable and reasonably attractive.
- 1C. Sense of Personal Freedom--An individual enjoys a sense of freedom when he is permitted to have a reasonable share in the determination of his conduct and in setting the general policies that shall govern his life. Desirable freedom includes permission to choose one's own friends and to have at least a little spending money.
- 1D. Feeling of Belonging--An individual feels that he belongs when he enjoys the love of his family, the well-wishes of good friends, and a cordial relationship with people in general. Such a person will as a rule get along well with his teachers or employers and usually feels proud of his school or place of business.

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<sup>1</sup>Louis P. Thorpe, Willis W. Clark, and Ernest W. Tiegs, Manual: California Test of Personality (Los Angeles, 1953), pp. 3-4.



- 1E. Withdrawing Tendencies--The individual who is said to withdraw is the one who substitutes the joys of a fantasy world for actual successes in real life. Such a person is characteristically sensitive, lonely, and given to self-concern. Normal adjustment is characterized by reasonable freedom from these tendencies.
- 1F. Nervous Symptoms--The individual who is classified as having nervous symptoms is the one who suffers from one or more of a variety of physical symptoms such as loss of appetite, frequent eye strain, inability to sleep, or a tendency to be chronically tired. People of this kind may be exhibiting physical expressions of emotional conflicts.

### Social Adjustment

- 2A. Social Standards--The individual who recognizes desirable social standards is the one who has come to understand the rights of others and who appreciates the necessity of subordinating certain desires to the needs of the group. Such an individual understands what is regarded as being right or wrong.
- 2B. Social Skills--An individual may be said to be socially skillful or effective when he shows a liking for people, when he inconveniences himself to be of assistance to them, and when he is diplomatic in his dealings with both friends and strangers. The socially skillful person subordinates his or her egoistic tendencies in favor of interest in the problems and activities of his associates.
- 2C. Anti-Social Tendencies--An individual would normally be regarded as anti-social when he is given to bullying, frequent quarreling, disobedience, and destructiveness to property. The anti-social person is the one who endeavors to get his satisfactions in ways that are damaging and unfair to others. Normal adjustment is characterized by reasonable freedom from these tendencies.
- 2D. Family Relations--The individual who exhibits desirable family relationships is the one who feels that he is loved and well-treated at home, and who has a sense of security and self-respect in connection with the various members of his family. Superior family relations also include parental control that is neither too strict nor too lenient.
- 2E. School Relations--The student who is satisfactorily adjusted to his school is the one who feels that his teacher like him, who enjoys being with other students, and who finds the school work adapted to his level of interest and maturity. Good school relations involve the feeling on the part of the student that he counts for something in the life of the institution.

2F. Community Relations--The individual who may be said to be making good adjustments in his community is the one who mingles happily with his neighbors, who takes pride in community improvements, and who is tolerant in dealing with both strangers and foreigners. Satisfactory community relations include as well the disposition to be respectful of laws and of regulations pertaining to the general welfare.

**APPENDIX B**

## SPRIGLE READINESS TEST STEPS

- Step 1. Verbal Comprehension--The ability to follow spoken directions in the form of a sentence.
- Step 2. Size Relations--The ability to recognize the real size relationship between pictured objects.
- Step 3. Visual Discrimination--The ability to visually discriminate and perceive differences and likenesses of form.
- Step 4. Reasoning--The classification according to function. The child must be able to understand relationships.
- Step 5. Understanding of Numbers--The child is asked to count objects ending at a specified number.
- Step 6. Information--The child must draw upon his own awareness of the things within his environment.
- Step 7. Analogies--The child must recognize the correct relationship in one specific instance and apply this relationship to another instance.
- Step 8. Vocabulary--The child must understand words and be able to use them. He is asked to say one thing about an object.
- Step 9. Spatial Relationships--The child is shown simple mazes such as a house having two pathways. The child must decide which stick boy has the shortest way to school. The child must be able to recognize the relationships of objects in space.

The information provided here is provided by the Tulsa Public School in cooperation with the Mental Health Association. When the test results (sample, p. 32) are received, a face sheet explaining the nine steps and the meaning of the scores (p. 32) is included.

## SPRIGLE SCHOOL READINESS TEST

## Meaning of Scores

Age (when tested)	Raw Score	Developmental Level
4-6 to 4-11	0 to 9	Below average
	10 to 14	Low average
	15 to 19	High average
	20 to 34	Accelerated
5-0 to 5-5	0 to 10	Below average
	11 to 12	Questionable
	13 to 17	Low average
	18 to 22	High average
	23 to 34	Accelerated
5-6 to 5-11	0 to 12	Below average
	13 to 14	Questionable
	15 to 20	Low average
	21 to 26	High average
	27 to 34	Accelerated
6-0 to 6-9	12 to 15 or under	Below average
	16 to 17	Questionable
	18 to 22	Low average
	23 to 27	High average
	28 to 34	Accelerated

## Test Results

Following is a sample of the information received about each child.

NAME	SCREENER'S COMMENTS	EVALUATOR'S RECOMMENDATIONS
Brown, Rod Age: 5-10 Raw Score: 21 Dev. Level: High Ave.	Low in steps 3, 8; seems to think be- fore responding; talks easily; food cooperation	Rod needs encourage- ment and praise

APPENDIX C

October 20, 1972

Dr. Paul I. McCloud  
Director of Instructional Research  
Educational Service Center  
Tulsa, Oklahoma

Dear Dr. McCloud:

This is to request permission to gather data in the Tulsa Public School Kindergartens, specifically my own classroom. The study will be concerned with the child's self-concept and its relatedness to formal school learning.

This research would be used for my master's thesis which, if this request is granted, could be completed in the summer session at Oklahoma State University in the field of early childhood education. A copy of the proposal is attached,

If additional information is needed for you to make a decision, I will be glad to furnish such at your request.

Results of the study will be available for you to use as you wish.

Sincerely yours,

Eileta Johnson  
Teacher, Tulsa Public Schools

Josephine Hoffer, Adviser  
Department of Family Relations  
and Child Development

EJ;JH:cw

enclosure

November 16, 1972

Dr. Josephine Hoffer, Adviser  
Department of Family Relations  
and Child Development  
Oklahoma State University  
Stillwater, Oklahoma 74074

Dear Dr. Hoffer:

This will approve your request in behalf of Miss Eileta Johnson to conduct a research study involving kindergarten children at Lee Elementary School, subject to the following conditions:

1. She must contact the parents by letter, sent by U. S. mail, informing them of the exact nature of the study. Parents must understand that their participation is entirely voluntary and that the study is Miss Johnson's personal project and not a school-sponsored activity. Included with the letter must be an approval slip which the parents are to sign and return to Miss Johnson. These signed approval slips must be shown to Dr. McPhail, the principal, before Miss Johnson proceeds with the testing of children. I request that Miss Johnson forward a copy of the letter she is sending to parents to me before she proceeds any further.
2. All work on this project must be done outside of the regular school hours.
3. Miss Johnson will need to clear each step of her data gathering procedures with the principal to insure that no misunderstandings develop.

We hope this will enable Miss Johnson to gather the data she requires for this study. We will appreciate receiving a copy of the abstract of her thesis when it is completed.

Sincerely,

Paul I. McCloud, Director  
Department of Instructional  
Research

PIM:bjb

cc: Mr. Cecil Benson  
Mr. Lewis Cleveland  
Dr. Harry McPhail  
Miss Eileta Johnson



January 16, 1973

Dear Parents,

I am currently enrolled at Oklahoma State University working toward a masters degree in Early Childhood Education, As partial requirement for my degree, I must complete a thesis. My thesis project involves the child's self-concept and how it affects the child's formal learning.

I request permission to administer the California Test of Personality to your child. The test will be given before or after school in accordance with the appointed time as set by parent and teacher. Your child's identity will never be known to any reader of this work. This request is not a part of the evaluation process of Tulsa Public Schools. Therefore your child's participation in my study is entirely voluntary.

Approval of this request will be given by your signature on this letter returned to me in the enclosed envelope, If you have a question, please call Lee School, 582-0006, or my home, 585-5819.

Sincerely,

Eileta Johnson

Parent approval \_\_\_\_\_

VITA

Eileta Faye Johnson

Candidate for the Degree of

Master of Science

Thesis: THE RELATIONSHIP OF KINDERGARTEN CHILDREN'S SELF-CONCEPT TO  
FORMAL LEARNING

Major Field; Family Relations and Child Development

Biographical:

Personal Data: Born in Labette County, near Edna, Kansas, February  
16, 1946, the daughter of Clyde Alfred and Opal Iona Johnson.

Education: Graduated from Labette County Community High School,  
Altamont, Kansas, in 1964; attended Coffeyville Junior Col-  
lege, Coffeyville, Kansas, one and a half years; received the  
Bachelor of Science degree from Kansas State College at  
Pittsburg, Kansas, summer of 1967, with a major in Elementary  
Education; completed requirements for the Degree of Master of  
Science in Family Relations and Child Development in July,  
1973, from Oklahoma State University at Stillwater, Oklahoma.

Professional Experience: Taught kindergarten six years in the  
Tulsa Public School System.

Professional Organizations: Oklahoma Education Association;  
National Education Association; Tulsa Classroom Teachers'  
Association; Kappa Delta Phi, Alpha Delta Kappa.