The Young Child's Self-Concept: Factors which Influence Positive Development

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THE YOUNG CHILD'S SELF-CONCEPT: FACTORS WHICH
INFLUENCE POSITIVE DEVELOPMENT

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THE YOUNG CHILD'S SELF-CONCEPT: FACTORS WHICH INFLUENCE POSITIVE DEVELOPMENT

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The University of North Florida, 1975

Major Professor: Janice Wood

The fundamental question proposed in this study was: can treatment, in the form of prescribed teacher behavior, classroom atmosphere and experiences, affect a positive change in the growth and development of the young child's self-concept. The secondary area questioned the extent to which the parent's self-concept score correlates to that of the child.

Based upon the assumption that adult and child self-concept can be measured, the I See Me Scale was constructed and utilized with children as a pre- and postassessment and the How I See Myself Scale was used to measure parent self-concept. Thus, it was hypothesized that: 1) there will be no statistically significant difference between the mean gain scores of the two groups of children after treatment; and 2) that there will be no statistically significant correlation between parent and child self-concept scores.

Procedures. One hundred subjects were selected for participation in this study. The subjects were five and six year old children in four kindergarten classes from two Duval County schools. One class from each school was selected as an experimental group and one as a control.
group. The experimental and control groups consisted of 50 subjects each.

The I See Me Scale was administered to all subjects and the How I See Myself Scale administered to their parents simultaneously. Following preassessment, a six week treatment schedule was implemented. During the seventh week, both groups were postassessed with the I See Me Scale.

Results and Conclusions. The mean gain scores were calculated for both groups and, based upon statistical significance at the .05 level as determined by the t test, the fundamental null hypothesis was rejected. However, no statistically significant correlation was found between the self-concept scores of the parent and the child.

The findings discussed in this study begin to provide a basis for practical implementation of a program designed to enhance the self-concept of the young child by means of strategies and techniques which involve the development of self-actualization, understanding and self-acceptance.
ACKNOWLEDGEMENTS

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Dr. Janice Wood, professor and advisor, provided us with much knowledge, guidance, and continuing patience throughout this study.

Dr. James Cangelosi contributed to the study by offering assistance in statistical computations.

Our appreciation is also extended to Project Follow Through at the University of Florida which permitted us the use of the How I See Myself Scale.
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CHAPTER I

THE PROBLEM

In recent years a great deal of emphasis has been placed on the development and enhancement of the young child's self-concept and its influence on motivation, achievement and behavior is recognized by numerous psychologists and educators. As stated by Avila, Combs and Purkey (1971), "the most important factor affecting behavior and learning is the self-concept of the child." Just as the child who harbors feelings of adequacy is one who functions effectively, ineffective functioning is fostered when the child has feelings of inadequacy (Eldridge, Barcikowski and Witmer, 1973). Dinkmeyer (1971) suggests that "only as the child understands himself, his needs, his purposes and his goals is he free to become involved and committed to the educational process." Therefore, the school becomes responsible for the development of self-understanding in the young child.

Traditionally, the child is expected to adjust to the school rather than the school adjusting to the child (Purkey, 1970). Current research indicates a trend toward direct classroom experiences in affective education, thus facilitating the growth and development of self-awareness, self-actualization and self-acceptance. In this way, the child is more well equipped emotionally to deal with situations encountered in his academic, social and familial environments.

A review of the literature indicates that, while there is a wide
variety of studies which deal with the self-concept in young children as it relates to socio-economic, cultural and ethnic background, there is little evidence with which to assess the emergence of the young child's self-concept in the classroom without regard to such variables. Based upon the assumption that the classroom teacher and atmosphere are major contributors towards the facilitation of positive self-concept growth and development, this study was designed to integrate into the existing curriculum, a series of planned experiences with children, the focal point of which is the enhancement of self-concept as a result of teaching strategies and techniques which establish and promote emotional awareness.

Various studies substantiate Purkey's (1970) statement that "children come to school for the first time with a predisposition toward success or failure. Because the self is not instinctive, but is developed as a process of experience, it is remarkably plastic, changable and possesses a capacity for growth and actualization. It is difficult to overestimate the impact of significant others in the early environment in which the child finds himself." For this reason, the experiential process of self-concept development lends itself to careful and scrutinizing investigation.

This study, therefore, proposed to assess the degree of effect of direct classroom experiences on the development of the young child's self-concept and parental influences on that development.
Statement of the Problem

The questions posed were: 1) can selected preplanned experiences and activities, designed to enhance self-concept and integrated into the existing curriculum, facilitate an observable change in the self-concept of the young child; and 2) is there a correlation between the self-concept scores of the parent and that of the child.

Hypotheses

Based upon the assumption that the measures used to assess the self-concept were valid, the following null hypotheses were investigated in this study:

1. There will be no statistically significant difference in the mean gain scores of the two groups after treatment.
2. There will be no statistically significant correlation between the scores of the parent and the child before treatment.

Significance of the Study

In an effort to understand the behavior, learning and personality of the young child, the study of the self is an essential concept and has been significant for many educators and psychologists in recent years. As evidenced by research in numerous studies from Rosenthal and Jacobson (1968), Gale (1969) and others, there is a deepening interest in the young child's perception of himself and his situation as a major influence on his behavior.

This study is viewed as an effort to determine the effectiveness
of the school environment, significant persons and planned activities on the development of the young child's self-concept.

**Definition of Terms**

For the purpose of this study, the following definitions of terms will be used:

1. **Self** is the group of psychological processes which govern behavior and adjustments.
2. **Self-Concept** is the complex organization made up of many perceptions of greater or lesser degrees of importance to the individual and defining his relationship to the world as he sees it.
3. **Self-Awareness** consists of the basic recognition of oneself as an individual.
4. **Self-Actualization** is the way in which an individual views himself with regard to his strengths and limitations.
5. **Self-Acceptance** is the adoption of the knowledge of one's strengths and weaknesses.
6. **Affective Education** is the facilitation of positive personality development.

**Limitations of the Study**

The following limitations will be set on this study:

1. A basic assumption of all self-concept research, be it with children or adults, is that all information given to the examiner is that which the interviewee is willing to express
rather than his true perceptions of himself.

2. Due to the fact that all treatment took place in the classroom environment, the variable of the home's influence on the child's self-concept could not be controlled.

3. Both experimental and control groups will be examined by the investigators, with treatment of the experimental group administered by the investigators, as well.

4. The treatment will be scheduled throughout a six week period of time during the final quarter of the academic year.

As noted throughout this chapter, current research evidences a trend toward an emphasis placed upon self-concept development in the young child and the ramifications and implications of that emphasis. This study, designed to implement a self-concept enhancement program for young children and investigate the results, can, through its implications, begin to provide a framework for future reference and utilization.
CHAPTER II

A REVIEW OF THE RESEARCH

In the previous chapter, a question was posed as to the effects of teacher behavior, classroom experiences and parental self-concept on the self-concept of the young child. This chapter reviews, in depth, the literature relative to the growth and development of a young child's self-concept examined in this study. A considerable amount of research has been done which relates to self-concept and its implications. The literature studied dealt with the nature of the self-concept, the relationship between self-concept and school achievement, the relationship between the role of the teacher and the young child's self-concept, and the parent's perception of himself and his child as it affects the child's feelings of self-worth. Because self-concept relates to numerous facets of life, it becomes meaningful to study factors which relate to the shaping of the young child's self-concept.

The Nature of the Young Child's Self-Concept

A review of the research on the self-concept of young children revealed considerable emphasis on the very nature of the self-concept. According to Bledsoe and Garrison (1962), "an individual's perception of himself may well be the central factor influencing his behavior. The Self is involved in social reactions; it operates in the service of need satisfaction, particularly in the enhancement of the Self or
in relation to self-esteem; it is a vital force in effective adjustment." Purkey (1967) states that the self-concept develops out of an individual's communication and interaction with the environment and is, therefore, a social product which determines behavior as it strives for consistency and is a criterion against which the world is measured. This is in accordance with the Piagetian theory of the sequential development of self-concept which begins with egocentricity and progresses towards, if properly developed, freedom and creative functioning of the individual.

Of importance to this study is a definition of the Self proper as offered by Rainey (1948) in his description of the Self as the "complex organization made up of many perceptions of a greater or lesser degree of importance to the individual and defining his relationships to the world as he sees it." An emphasis is placed upon the three classifications within the Self: 1) the material ME is described as the body, its clothes and property; 2) the social ME which involves recognition from peers and, strictly speaking, one has as many social selves as the persons recognizing ME; and 3) the spiritual ME encompassing the entire collection of states of consciousness, psychic facilities and dispositions taken concretely (James, 1970). The study goes on to state that in each ME, one distinguishes an actual and potential Self.

Jowan's (1974) study is consistent with this as he notes the child's progression from the ideal self, as with body image in the
narcissitic period, to the phenomenal self, to the environmental
self and then to areas which are not properly part of the self.
Turner (1968) summarizes that self-conception is a "vague, but vital-
ly felt idea of what I'm like in my best moments, of what I am
striving toward and, having some encouragement, I may achieve, or
of what I can do when the situation supplies incentive for unquali-

died effort."

A conflicting theory of the self-concept is held by Deese and
Spears (1973) as they note the fact that one can infer a person's
self-concept from organized behavior, language, roles, cognitive style
and expressive behavior. They suggest that self-concept be treated
with a high degree of abstraction rather than as an "established
fact or an all-inclusive theory of human existence" (Wylie, 1968).
This avoids labeling self-concept as causal and the ramifications of
such labels in behavioral instances of a complex nature.

In summary, the self-concept is one of the most personal states
of mind that an individual can experience and, nevertheless, that
self-image is obtained more from his interaction with the group than
from self-evaluation. Benjamin (1950) notes that "an individual
is led to construct his behavior in a manner which he sees as being
consistent with the conceptions he has of himself and that . . . he
strives to maintain his integrity as the sort of person he conceives
himself to be."
The Role of Self-Concept in School Achievement

The impact of the school environment on the development of self-concept has received much attention in recent years. The underlying assumption in the research is that, as self-concept is not unidimensional, it can be viewed as an integrated and explanatory concept. Two roles of the American public school receive support: 1) helping all students in the acquisition of basic skills; and 2) enhancing each individual child's self-image and ability to interact fruitfully within his or her society.

It is implied by some research that self-concept is a fundamental determinant of academic performance and numerous studies have been done which evidence a significant relationship between a child's self-concept and school achievement. Purkey (1967) found that most difficulties are related to faulty perceptions of the self in the basic personality structure, thus suggesting an emphasis be placed upon self-actualization procedures with young children due to the findings that self-concept can be changed through school experiences.

Consistent with this are the findings that a positive self-concept is related to: 1) fewer problems with authority; 2) better institutional adjustment; 3) higher scores on measures of social responsibility; 4) more favorable attitudes about human nature; and 5) more internal locus of control (Fitts and Hammer, 1969). It has also been found that self-concept level drops significantly after the third grade (Morse, 1964) and that there exists a positive
relationships between the self-concept and verbal fluency (Felker and Bahlke, 1970).

While a considerable amount of research shows a positive relationship between self-concept and school achievement, others have postulated that deficiency in self-esteem may be a significant determinant of underachievement, as well. Combs (1964) concluded that: 1) "underachievers" were shown to be significantly different from "achievers" in that they perceived themselves as less adequate and acceptable to others; 2) they considered their peers and adults as less acceptable; and 3) "underachievers" showed an inefficient and less effective approach to problem solving. Williams and Spurgeon (1968) worked with 80 sixth grade students and found significant correlations between the measures of test variables, conceptions of the school, emotional adjustment, mental ability, and achievement in reading and mathematics.

Interestingly enough, there have been certain studies that have yielded somewhat different results. One such unconfirmed hypothesis is that there would be a significant relationship between self-concept scores and over/underachievers. Peters (1968) reasoned that the sample was not representative enough, that there was an insufficient number of over/underachievers in the classes studied and, finally, that the study neglected the investigation of sex as a variable.

During the Summer of 1970, an experimental program took place at P.K. Yonge Laboratory School, utilizing "special education"
students as subjects. Basically, "Achievement Unlimited", as the study was named, was designed to modify behavior by structuring educational experiences without sacrificing humanistic goals. Manipulation of the three sides of the learning triangle -- task-reward-structure -- with the student as its center, was extremely important to each successful program of remediation. The evaluation consisted of a number of instruments designed to measure social behavior and self-perception and found significant changes from pre- to posttest. The findings could not be considered valid, due to the fact that the raters, as well as the setting changed from pre- to posttest recording, although statistical significance in gain scores was evidenced in all academic areas.

In a study designed to investigate the relationship between self-concept and self-reinforcement (the child's inwardly directed evaluative conversation), Felker and Stanwyck (1973) found that the link between self-concept and "internal, self-administered evaluative statements" can be used to predict the relationship between self-concept and other variables such as: 1) acceptance of responsibility for success and failure; 2) verbal fluency; and 3) positive quality of self-statements during schoolwork. While it was found that self-concept contributes significantly to the prediction of self-evaluations, there was no significant relationship between that and academic performance. A teacher training program did result in positive changes in student self-concept.
Another study was designed to investigate the relationship between self-concept, intelligence, socio-economic status and school achievement among Spanish-American children in Omaha. The findings show: 1) the test of the significance of the difference between the means of the Spanish-Americans and the Anglo group is not significant at the .05 level; 2) even though not statistically significant, the Anglo group scored higher on measures of self-concept; 3) no significance was found between the two groups on school achievement; and 4) the relationship between intelligence and socio-economic status was statistically low. In the area of sex differences, Campbell and Bledsoe (1967) found a stronger relationship between self-concept and achievement, using a self-report inventory, in boys than in girls.

In a study done by Brookover, Thomas and Patterson (1964), it was concluded that the relationship between self-concept and academic performance is substantial and that there are specific self-concepts which relate to individual academic disciplines and, thus, differ from the self-concept of general ability. Finally, the self-concept was found to correlate significantly with perceived evaluation of the student by significant others. In summary, it was concluded that self-concept of academic ability is associated with academic performance at each grade level.

The conclusion that the successful student is one who is likely to see himself in essentially positive ways has been verified by a host of studies. Farls (1967) studied intermediate grade students
and found that high achievers reported significantly higher self-concepts, in general and as students, than did low achievers. In a study of Black students, Caplin (1966) found children possessing more positive self-concepts tended to have higher academic achievement, thus the appearance that the influence of self-concept has no racial boundaries.

Findings related to self-concept of the young child concur that measures of self-concept are antecedents to, and predictors of subsequent academic performance (Wattenburg and Clifford, 1964; Lamy, 1965). Acknowledging the trend of the data, which evidences a reciprocal relationship between school achievement and self-concept in the young child, specific practical implications are thus evolved which demand consideration by those involved in the growth and development of the young child's self-concept.

**Self-Concept Enhancement in the Early Childhood Program**

While there exist various means of assessing and describing the self-concept of the young child, the trend of the data indicates tremendous implications for teachers of young children. Coller (1971) suggests that it is "theoretically possible and advisable to think of a child as possessing many self-concepts such as, 'learner, girl, game player', and to assess as such, rather than globally." It is recommended that the role of the classroom teacher be one which facilitates and promotes congruence between the sequential levels in self-concept development (Jowan, 1974) by helping the child identify
factors which contribute to an accurate picture of the self, for as the child comes to understand himself, he is better able to assume a greater degree of responsibility for his actions and decisions.

In a study concerned with self-concept growth and development in preschool children, Landy (1974) investigated the effects of a preschool self-concept enhancement program on a group of four year old children. Significant increases in self-concept scores were found on 14 variables in the experimental group. More significant gains were made on five variables when compared to the scores of the control group. It was concluded that self-concept enhancing education results in positive self-concept development at the preschool level.

Another study by Lamb (1969) investigated results of Project Head Start experiences on self-concept in the program's participants. The research indicated positive changes in self-other relationships, self-perception and the maintenance of the self as central. Controls showed a shift toward lower self-esteem and a lack of change from a self-different to a self-same response.

It has also been shown by Edenban and Landy (1974) that the teacher's self-acceptance is related to the development of positive self-concepts in third, fourth and fifth grade students. Evidence suggests that the selection of self-accepting teachers at elementary schools is of importance. Combs (1969) also indicated that a teacher's attitude towards himself and others are as important as his techniques, practices and materials.
Parental Influences on the Young Child's Self-Concept

The earliest years of a child's life and those who play significant roles in it are of utmost importance in the development of self-concept in the young child and are thus the subject of much research from which a great deal of information may be gleaned. The overall trend of the data indicates that a child's self-concept is more closely related to his parents' perceptions of him than to his parents' self-conceptions. Within this pattern were some interesting sex variations. It was found that girls had higher correlations than boys for both model and mirror relationships, thus indicating more dependency on parent for self-conceptions. A slight trend was also noted for mirror correlations in cross-sex parent-child relationships.

With respect to modeling, both boys and girls tended to model the father more than the mother. It was noted that the findings are more suggestive than conclusive.

Grecas (1974) found that two dimensions of adolescent self-evaluation were affected in different ways by the support of the parent i.e., the child's sense of self-worth was more closely related to the level of parental support than was his sense of power.

In essence, when a child first enters school, he brings with him a formed self-concept. He was not born with it, but rather it has developed as a part of the growth process and will continue throughout a child's interaction with people of significance. His first feelings about himself are a reflection of his parents' view of
him. Research has shown a significant relationship between parental evaluations of their children and the way in which the child regards himself and others (Fox, Luski and Schmuck, 1966).

Gordon summarizes much about self-concept development in young children when he states:

Their original images of themselves are formed in the family circle. They develop the notions of who they are in relation to the behaviors of people around them, particularly through the ways in which their behavior is received by adults who are important [and that] the origins of self-concept are the result of interactions with his parents and the meanings he assigns these experiences. In this way, predispositioned feelings of self-worth are set and ramifications for later years become evident.

**Summary**

It is anticipated that with an improved self-image, with increasing language facilitation and with the nurturance of intellectual growth, the child will develop positive attitudes towards school, learning and society, adults and fellow classmates. These are the fundamental learnings assigned to the young child's classroom upon which rest his future attitudes towards himself as a participant in the educational process and life in general.
CHAPTER III

METHODOLOGY

The first chapter of this study discussed briefly the need for the enhancement of the young child's self-concept. The fundamental emphasis of the study questioned the extent to which teacher behavior and classroom experiences and atmosphere effect the self-concept of the young child. The secondary area of concern investigated the parent self-concept as an influential factor by determining the degree of correlation between the parent self-concept score and that of the child. The second chapter reviewed the research relative to the development of the self-concept in young children, as well as parental factors which influence this development. This chapter is concerned with the research methodology used to test the hypotheses.

Design and Administration

The experimental design used to test the fundamental hypothesis was the classical pretest-posttest control group design, as discussed by Campbell and Stanley (1963). The student pretest was administered to both experimental and control groups by the investigators. The How I See Myself Scale was administered, in the form of a questionnaire sent to the home, to the parents of the children in both groups simultaneously. The experimental group was treated for a period of six weeks. Upon completion of the treatment, a posttest was administered to both groups. The significance of the difference between the two
groups was tested before treatment, to establish comparability of the two, and after treatment, in order to compute statistical difference between gain scores. The significance of the correlation between parent and child scores was then computed. A graphic representation of the design of this study is provided in Figure 1.

**RESEARCH DESIGN**

\[
\begin{array}{ccc}
X_1 & T & X_2 \\
Y_1 & & Y_2 \\
\end{array}
\]

Figure 1

Where:

- \( X_1 \) = Pretest Group 1
- \( X_2 \) = Posttest Group 1
- \( Y_1 \) = Pretest Group 2
- \( Y_2 \) = Posttest Group 2
- \( T \) = Treatment

**Subjects**

The subjects for this study consisted of one hundred five and six year old kindergarten children from four classes at John N.C. Stockton Elementary School and Brentwood Center in Duval County. In each school, the one class taught and treated by an investigator served as an experimental group and one class, taught by a randomly
selected teacher, served as a control group. The students participating in the experimental group ranged in socio-economic level from low income (annual income below $5,000 for a family of four) to upper-middle income (annual income above $20,000 for a family of four), as did the control group. In each group consisting of 50 subjects, 25 of the subjects were black and 25 were white. The experimental group consisted of 25 males and 25 females. The control group consisted of 23 males and 27 females. The subjects ranged in preschool experience prior to treatment from zero to three years and came from homes comprised of two parents in 58% of the experimental group and 56% of the control group (44% and 42%, respectively, had one parent). Results of the t test on the pretest scores illustrate the two groups were comparable at the .05 level ($T = -1.78$).

**Instruments**

In order to maximize relevance of the instrument used to measure self-concept in the children, a decision was made by the investigators to construct an appropriate measure of self-concept for use with young children. The I See Me Scale format is such that the child responds verbally in Part I and nonverbally in Part II, in order to facilitate a more accurate measure of self-concept through its functional and versatile approach. The test was designed to measure four objectives: 1) how the child feels about himself; 2) how the child feels his parents see him; 3) how the child feels he is viewed in school relationships;
and how the child feels he is viewed by his peers. Less weight was placed on the area dealing with the family as this area was not as conducive to in-school treatment. A graphic representation is given in Table 1.

TABLE 1

TABLE OF SPECIFICATIONS:
I SEE ME SCALE

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Weight Percentage</th>
<th>Number of Items</th>
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<tbody>
<tr>
<td>Self</td>
<td>63%</td>
<td>29</td>
</tr>
<tr>
<td>Family</td>
<td>9%</td>
<td>4</td>
</tr>
<tr>
<td>School</td>
<td>15%</td>
<td>7</td>
</tr>
<tr>
<td>Peers</td>
<td>13%</td>
<td>6</td>
</tr>
<tr>
<td>TOTALS</td>
<td>100%</td>
<td>46</td>
</tr>
</tbody>
</table>

The reliability of the I See Me Scale was computed, on the basis of the scores of both the experimental and control groups on the pretest, to be .79 by the Kuder-Richardson 21 Coefficient.

The test was administered in the form of an individual interview by the investigators. The posttest procedure was identical to that
of the pretest. An example of the I See Me scale is provided in Appendix A.

The How I See Myself Scale\(^1\) was used to examine the way in which each parent perceived himself. Factors included in the measurement are: 1) Interpersonal Adequacy; 2) Social Maladjustment; 3) Personal Appearance; and 4) Competence. An example and complete derivation is given in Appendix B.

**Treatment**

The treatment was designed to enhance the positive development of self-concept in young children by dealing with the variables of self, peers, family and school. Treatment time elapsed over a period of six weeks and consisted of one hour each day during four days of the school week. The instructional strategies, designed and executed identically in the classrooms of the investigators, focused on individual, small group and large group experiences in self-awareness, self-actualization and self-acceptance through the use of activities designed by the investigators and selected from DUSO I and *On Stage: Wally, Bertha and YOU*. The treatment began the week immediately following the pretest and is graphically represented in Figure 2 and outlined in the form of a guide for the classroom teacher.
THE TREATMENT PERIOD OF THE TWO GROUPS

The treatment schedule was implemented into the existing curriculum, depending on the nature of each individual activity, at varied times within the four hour day, as outlined in Appendix C. All children in the two experimental classes participated in each activity throughout the 24 day treatment period.

TREATMENT SCHEDULE

Day One:  I'm Important...I'm Alive The child tells a story about himself and pantomimes one thing that he does especially well.

Day Two:  Be Proud The child does a short act to show what makes him most proud of himself.

Song: Do This, Do That

Day Three:  A Story of Me The child uses appropriate "How
Day Four: Success Log. The child dictates, for charting, one accomplishment of utmost importance he has learned the current week.

Day Five: Me Trees. The child uses magazine pictures and other art materials to construct a tree which emphasizes his unique qualities, likes and dislikes.

Day Six: How You See Me. The child uses puppets to describe his emotions and attitudes through storytelling.

Day Seven: Song: I'm Glad That I am Me. The child pantomimes feelings on selected pictures drawn from a hat.

Day Eight: Success Log. The child dictates, for charting, one accomplishment of utmost importance he has learned the current week.

Day Nine: Duet Incidents. The child selects a partner and dramatizes several affective incidents.

Day Ten: Games: I'm Glad I'm Me and Who Is It? The child verbally describes, for the purpose of guessing on the part of peers, positive qualities about himself and selected others.

Day Eleven: Magic Mirror. After hearing a descriptive poem, the child uses a mirror to evoke "secret" emotions.
Day Twelve: Success Log  The child dictates, for the purpose of charting, one accomplishment of utmost importance he has learned the current week.

Day Thirteen: Introduction to Mountain Climbing The child describes one activity he would like to learn how to do. Progress will be charted on his individual mountain.

Song: Have a Go at It

Day Fourteen: Eyes and Touching The child discusses his feelings as he looks into the eyes and touches another child.

Day Fifteen: Tell . . . The child expresses his frustration with rules and regulations.

Day Sixteen: Success Log  The child dictates, for the purpose of charting, one accomplishment of utmost importance he has learned the current week.

Day Seventeen: Worry Birds Using stones mounted on wood, the child constructs an animal named Worry to remind him that there are some things over which one has no control and that worry is of no help.

Day Eighteen: Game: Circus The child gets into a circus by performing his own best accomplishment rather than one which has been previously selected by the Ringmaster.

Day Nineteen: Story: Leo the Late Bloomer The child listens
to the story and discusses various ways in which he has bloomed this year.

**Day Twenty:**

**Success Log**  The child dictates, for the purpose of charting, one accomplishment of utmost importance he has learned the current week.

**Days Twenty-One through Twenty-Four**

**Report Cards**  During the last week of school, the child dictates and illustrates what he feels are his five to ten most important accomplishments of the entire year.

The treatment of the experimental group, which was structured and administered within a six week period of time, was implemented effectively into the existing kindergarten curriculum. The purpose of the research and treatment methodology was designed to enhance the self-concept of the subjects in the experimental group.
CHAPTER IV

FINDINGS

The question posed in this study was fundamentally concerned with the effects of teacher behavior and classroom activities on the self-concept of the young child. The secondary area of importance studies the correlation between the self-concept of the parent and that of the child. More specifically, it was hypothesized that there would be no statistically significant difference between the two groups after treatment and that there would be no statistically significant correlation between parent and child self-concept scores. The focus of this chapter is on the results of the statistical analyses.

Data Analysis

The percentages of each response indicating positive self-concept and negative self-concept was computed on the pretest and on the posttest for each subject in both the experimental and control groups. A mean percentage of posttest gain scores was then computed for each subject within each group. A t test design was utilized to test the fundamental null hypothesis of the study. Based upon the findings illustrated in Table 2, the fundamental null hypothesis was rejected.
TABLE 2

MEAN SCORES OF THE EXPERIMENTAL AND CONTROL GROUPS

<table>
<thead>
<tr>
<th></th>
<th>EXPERIMENTAL</th>
<th>CONTROL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>34.9</td>
<td>37.1</td>
</tr>
<tr>
<td>Posttest</td>
<td>41.2</td>
<td>36.1</td>
</tr>
<tr>
<td>Gain Score</td>
<td>6.26</td>
<td>-1.20</td>
</tr>
</tbody>
</table>

\[ T = 4.92 \]

The criterion level for the rejection of the fundamental null hypothesis, which states that there will be no significant difference between the two groups after treatment, was the .05 level of significance of the difference between the mean gain scores of the experimental and control groups, thus providing conclusive evidence as to the effectiveness of the treatment designed to enhance the self-concept.

The secondary null hypothesis was accepted based upon a Pearson product moment correlation coefficient utilized to compute the correlation between the self-concept score of the parent and that of the child. The criterion level for the acceptance of the secondary null hypothesis, which states that there will be no statistically significant correlation between parent and child self-concept, was that the correlation...
The coefficient was not significant at the .05 level.

The Analyses

Although not hypothesized, the data obtained on the four basic factors of the I See Me Scale suggests a brief review. Discussion of these factors will center around the pretest, posttest and gain scores of the experimental and control groups. The areas of concern are as follows:

**How the Child Views Himself.** This category deals with the way in which the child interprets himself with regard to self-worth and esteem. Significant gains were made by the experimental group in this area, with the control group scores remaining constant.

**How the Child Views His Family's Feelings Toward Him.** The study of this category showed no significant gains by either the experimental or control groups in the child's interpretation of how he is seen by his family.

**How the Child Feels He Is Viewed in School Relationships.** The most significant gains were made in this area by the experimental group, while the scores of the control group showed a slight decline in this interpretation.

**How the Child Feels His Peers See Him.** This area evidenced gains made by the experimental group, while the control group remained constant.
Limitations of the Findings

After testing the hypotheses, the following limitations were placed on this study:

1. A basic assumption of all self-concept research, be it with children or adults, is that all information given to the examiner is that which the interviewee is willing to express, rather than his true perceptions of himself.

2. Due to the fact that all treatment took place in the classroom environment, the variable of the home's influence on the child's self-concept could not be controlled.

3. Both experimental and control groups will be examined by the investigators, with treatment of the experimental group administered by the investigators, as well.

4. The treatment will be scheduled throughout a six week period of time, during the final quarter of the academic year.

This chapter has been concerned with data analyses. The fundamental null hypothesis was rejected based on a statistically significant difference computed at the .05 level in the mean gain scores between the experimental and control group. No significant correlation, however, was found between the self-concept scores of the parent and that of the child. Thus, the secondary null hypothesis was accepted. The next chapter will be directed toward summarizing the procedures, drawing conclusions from the data and making recommendations which may prove beneficial in conducting further scientific research.
CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study was concerned with the effects of prescribed affective classroom treatment designed to enhance the self-concept of young children and the investigation of the correlation between the self-concept of the parent and that of the child. The initial section of the chapter summarizes the procedures used in conducting this investigation, as well as the results obtained. A discussion of the conclusions drawn and recommendations generated by the study follows.

Summary

A review of the literature indicated varied research in the area of self-concept and related aspects such as, nature of the self-concept, school achievement, early childhood enhancement procedures and techniques and parental influences on self-concept.

The study questioned: 1) the existence of statistically significant differences between the scores of the experimental group, which received prescribed treatment, and the control group; and 2) the existence of a correlation between the self-concept score of the parent and that of the child. The subjects utilized in the Campbell-Stanley Design 6 (Experimental-Control group) consisted of 100 kindergarten children in Duval County schools. Based upon the assumption that the self-concept of the young child can be measured, the I See Me Scale
was constructed and utilized as a pre- and postassessment. The instru-
ment measured four factors of self-concept: 1) how the child feels
about himself; 2) how the child feels his family sees him; 3) how
the child feels he is viewed in school relationships; and 4) how the
child feels his peers see him.

The parent investigation was based upon the assumption that an
honest representation of self-perception, as expressed on the How I
See Myself Scale, Factors measured by the instrument included: 1)
interpersonal adequacy; 2) social maladjustment; 3) personal appear-
ance; and 4) competence.

Procedures

One hundred subjects were selected for participation in the study.
The subjects were kindergarten children from four classes in two Duval
County schools. One class from each school was selected to serve in the
experimental group, while the others served as the control group. Thus,
each group consisted of 50 children. Both groups were preassessed with
the I See Me Scale. The experimental group participated in a six week
period of prescribed self-concept enhancement treatment. Following the
treatment period, both groups were postassessed with the I See Me Scale.
The mean gain scores were calculated for both groups with a statistically
significant difference at the .05 level determined by the t test utilized
to test the fundamental null hypothesis of the study.

To test the secondary null hypothesis, the correlation between
parent and child self-concept scores was computed on the basis of the
How I See Myself Scale administered to the parents and the I See Me Scale administered to the children simultaneously.

Results

The fundamental null hypothesis was rejected, based upon the results presented in Chapter IV as a statistically significant difference, computed at the .05 level, in mean gain scores between the experimental and control groups.

However, no significant correlation was found between the parent and child self-concept scores, thus the acceptance of the secondary null hypothesis.

Conclusions

The experimental group showed more significant gains self-concept scores than did the control group, thus the rejection of the fundamental null hypothesis. During the course of the treatment period, the investigators subjectively noted an increase in openness on the part of the children in the experimental group. Given various self-concept enhancement activities as a medium for expression, the children became more free and profound in their expressions of emotion and could thus communicate more effectively with others. At the same time, through the use of discussion rules, attentive listening skills improved. The children seemed to become more aware of how other children perceived themselves and others and appeared to acquire a deeper and more functional understanding of cause and effect relationships in the form of
relationship between the behavior of one person and the resultant feelings of another. It was also noted that an increase in verbal problem solving techniques replaced their resorting to hitting or crying behavior. At the conclusion of the program, it was evident that the ability to cope with frustration was an additional effect. The investigators conceded that the goals and purposes of the self-concept enhancement program had been achieved by the experimental group.

Recommendations

The data evidenced in this study confirms the notions that the self-concept of the young child can be enhanced through the implementation of a treatment program specifically designed to facilitate self-actualization, understanding and acceptance. Stringent guidelines are suggested for the practical integration into the existing or proposed curriculum. The following recommendations are offered by Purkey (1974), Webb (1972), Jowan (1974), Jew and Mattocks (1974), and Felker and Stanwyck (1973):

1. Aspects of the classroom atmosphere, which must meet the needs of the self and affect development, consist of a child's need: a) for security -- to be safe and relatively free from threat; b) to be loved and accepted unconditionally; c) to belong -- to be part of a group.

2. Utilize teaching strategies which provide ultimate success.

3. Demonstrate continuing faith in the child's ability to achieve and point out all accomplishments.

4. Define realistic goals whereby a child can accept himself as
he is, thus building upon his strengths and compensating for his weaknesses.

5. Aid the child in acknowledging problems and isolating fears.

6. Adults should praise themselves when appropriate and in the presence of children to facilitate modeling behavior. Once the behavior is established, suggest statements be said quietly or to oneself.

7. Provide the child with the opportunity to evaluate himself. Although evaluation of his work may be inaccurate, once given the opportunity, standards become stringent. Teach the child to evaluate constructively towards reasonable expectations. The child must learn to set realistic goals such as the level slightly above previous performance. In this way, the child is able to see the series of his progression. Utilize progress charts.

8. Teach children to praise each other, as there is a relationship between the degree to which a person praises others and giving self-rewards. Introduce a "Compliment Club."

9. Work in conjunction with parents to alleviate anxiety and promote consistency.

10. Emphasize the fact that mistakes are human and are experiences from which much can be learned.

11. Allow maximum opportunities for learning-by-doing to evidence
improving through practice.

The findings discussed in this chapter begin to provide a basis for practical implementation of a program designed to enhance the self-concept of the young child by means of techniques and strategies which involve the development of self-actualization, understanding and acceptance.
APPENDICES
I SEE ME SCALE

Part I: Child answers "yes" or "no" to the following questions

1. Do you give up easily in school work?
2. Do you behave badly at home?
3. Do most of the children in your class like you?
4. Is your teacher, Mrs.________________, interested in the things you do?
5. Are you a good person?
6. Do you feel nervous or upset when you are learning something new?
7. Do other people really care about you?
8. Do you make a lot of mistakes when you try to do things?
9. Do you wish you were younger?
10. Do you feel lonely very often?
11. Do you worry a lot about bad things that could happen?
12. Can you do things if someone helps you?
13. Do you feel good about yourself most of the time?
14. Do you do most things well?
15. Do other children do things better than you?
16. Are you good looking?
17. Do you worry about a lot of things?
18. Does your family always trust you?
19. Does your family think you're a good person?
20. Are you a happy person?
21. Do you wish you were a different child?
22. Are you pretty good at everything?
23. Do you make your family unhappy?
24. Are other children often mean to you?
25. Are you an easy person to like?
26. When you don't understand something, are you afraid to ask questions?
27. Are you good in your school work?
28. Are most things too hard to do?
29. Do you often feel upset in school?
30. Do you play games well?

Part II: Child points to a picture of a happy or a sad face

31. Doing things for the first time makes me feel . . .
32. Going to school makes me feel . . .
33. When I talk to my teacher, Mrs. _________, I feel . . .
34. When I get mad I feel . . .
35. My clothes make me feel . . .
36. When I talk in front of my class I feel . . .
37. Looking in a mirror makes me feel . . .
38. When I paint or draw I feel . . .
39. Children make me feel . . .
40. My hair makes me feel . . .
41. Big people make me feel . . .
42. When I play I feel . . .
43. When I dance or sing I feel . . .
44. My teacher makes me feel . . .

45. Playing with boys makes me feel . . .

46. Playing with girls makes me feel . . .
APPENDIX B

HOW I SEE MYSELF SCALE
<table>
<thead>
<tr>
<th>Statement</th>
<th>Scale</th>
<th>Reverse Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nothing gets me too mad</td>
<td>1 2 3 4 5</td>
<td>I get mad easily and explode</td>
</tr>
<tr>
<td>2. I don't stay with things and finish them</td>
<td>1 2 3 4 5</td>
<td>I stay with something till I finish</td>
</tr>
<tr>
<td>3. I'm very good at drawing</td>
<td>1 2 3 4 5</td>
<td>I'm not much good in drawing</td>
</tr>
<tr>
<td>4. I don't like to work with others</td>
<td>1 2 3 4 5</td>
<td>I like to work with others</td>
</tr>
<tr>
<td>5. I wish I were smaller (taller)</td>
<td>1 2 3 4 5</td>
<td>I'm just the right height</td>
</tr>
<tr>
<td>6. I worry a lot</td>
<td>1 2 3 4 5</td>
<td>I don't worry much</td>
</tr>
<tr>
<td>7. I wish I could do something with my hair</td>
<td>1 2 3 4 5</td>
<td>My hair is nice looking</td>
</tr>
<tr>
<td>8. Teachers like me</td>
<td>1 2 3 4 5</td>
<td>Teachers don't like me</td>
</tr>
<tr>
<td>9. I am ignored at parties</td>
<td>1 2 3 4 5</td>
<td>I'm a hit at parties</td>
</tr>
<tr>
<td>10. I've lots of energy</td>
<td>1 2 3 4 5</td>
<td>I haven't much energy</td>
</tr>
<tr>
<td>11. I'm just the right weight</td>
<td>1 2 3 4 5</td>
<td>I wish I were heavier (lighter)</td>
</tr>
<tr>
<td>12. Women don't like me</td>
<td>1 2 3 4 5</td>
<td>Women like me a lot</td>
</tr>
<tr>
<td>13. I'm very good at speaking before a group</td>
<td>1 2 3 4 5</td>
<td>I'm not much good at speaking before a group</td>
</tr>
<tr>
<td>14. My face is pretty (good looking)</td>
<td>1 2 3 4 5</td>
<td>I wish I were prettier (better looking)</td>
</tr>
<tr>
<td>15. I'm very good in music</td>
<td>1 2 3 4 5</td>
<td>I'm not much good in music</td>
</tr>
<tr>
<td>16. I get along well with teachers</td>
<td>1 2 3 4 5</td>
<td>I don't get along with teachers</td>
</tr>
<tr>
<td>17. I don't like teachers</td>
<td>1 2 3 4 5</td>
<td>I like teachers very much</td>
</tr>
<tr>
<td>18. I don't feel at ease, comfortable inside myself</td>
<td>1 2 3 4 5</td>
<td>I feel very at ease, comfortable inside myself</td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td>Rating</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>19</td>
<td>I don't like to try new things</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>20</td>
<td>I have trouble controlling my feelings</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>21</td>
<td>I did well in school work</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>22</td>
<td>I want men to like me</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>23</td>
<td>I don't like the way I look</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>24</td>
<td>I don't want other women to like me</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>25</td>
<td>I'm very healthy</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>26</td>
<td>I don't dance well</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>27</td>
<td>I write well</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>28</td>
<td>I like to work alone</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>29</td>
<td>I use my time well</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>30</td>
<td>I'm not much good at making things with my hands</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>31</td>
<td>I wish I could do something about my skin</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>32</td>
<td>School was never interesting to me</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>33</td>
<td>I don't do my housework well</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>34</td>
<td>I'm not as smart as the others</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>35</td>
<td>My clothes are not as I'd like</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>36</td>
<td>Men like me a lot</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>37</td>
<td>I liked school</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
38. I wish I were built like others 1 2 3 4 5 I'm happy with the way I am
39. I don't read well 1 2 3 4 5 I read very well
40. I don't learn new things easily 1 2 3 4 5 I learn new things easily

Developed by Ira J. Gordon, Director, Institute for Development of Human Resources, College of Education, University of Florida, Gainesville, Florida 32601
APPENDIX C

SAMPLE DAILY SCHEDULE
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30 - 9:45</td>
<td>Opening Activities -- large group</td>
</tr>
<tr>
<td>9:45 - 11:15</td>
<td>Center Activity Time -- individual and small group</td>
</tr>
<tr>
<td>11:15 - 11:30</td>
<td>Prepare for Lunch</td>
</tr>
<tr>
<td>11:30 - 12:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:00 - 12:30</td>
<td>Rest and Story</td>
</tr>
<tr>
<td>12:30 - 1:00</td>
<td>Outdoor Movement Activities -- small and large group</td>
</tr>
<tr>
<td>1:00 - 1:15</td>
<td>Visiting Time</td>
</tr>
<tr>
<td>1:15 - 1:30</td>
<td>Room Clean-up</td>
</tr>
<tr>
<td>1:30 - 1:50</td>
<td>Large Group Activity</td>
</tr>
<tr>
<td>1:50 - 2:00</td>
<td>Prepare to Leave</td>
</tr>
<tr>
<td>2:00</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>
Footnotes

1 Developed by Ira J. Gordon, Director, Institute for Development of Human Resources, College of Education, University of Florida, Gainesville, Florida.


3 (see footnote No. 2)

4 (see footnote No. 2)


6 (see footnote No. 2)

7 (see footnote No. 5)

8 (see footnote No. 2)

9 (see footnote No. 5)

10 (see footnote No. 5)

11 (see footnote No. 5)

12 (see footnote No. 2)

13 (see footnote No. 5)

14 (see footnote No. 5)

15 (see footnote No. 5)
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REFERENCES


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