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A multidimensional approach to the self concept of pre-adolescents

Clark, Lesley N.

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however, he describes this as an internalisation of broader social norms and expectations. He describes this process by illustrating how,

> '... dealing with the environment means carrying on a continuing transaction which gradually changes one's relation to the environment. Because there is no consummatory climax, satisfaction has to be seen as lying in a considerable series of transactions in a trend of behaviour rather than a goal that is achieved.' (1959, 322)

For the school-aged child, achievement and the development of a sense of competence is dependent on both internal and external factors. On the one hand, Anna Freud finds that 'pleasure in achievement is present in very young children as a latent capacity' (1965, 81). Her theory suggests that the school-aged child is motivated to learn through his own developing sense of pleasure in the finished product of activity. Furthermore, she sees this capacity as being an indispensible pre-requisite for performance in school. On the other hand, the child's intrinsic motivation to succeed and to cope competently with his environment, results from his having certain specific criteria for achievement. This arises from the fact that the school-aged child is evaluated according to standardised norms enforced by the educational system, and often re-inforced by his parents. According to White, these standards are internalised and form part of the bases for the child's sense of competence. One is reminded of the overachieving student who fails to develop a sense of competence, due to the stringent criteria for excellence that he has internalised.

Erik Erikson whose stage theory of development was described in Chapter Two, defines preadolescence as being in the stage of industry. He says that,

> '... competence is the specific strength emerging in a man's school age. However, the stage-by-stage acquisition during human childhood, of each of man's evolutionary gains, leaves the mark of infantile experience on his proudest achievements.' (1968, 234)

The individual's early experiences of competence, as well as his internalised criteria of acceptance, affect his experience of competence at each stage of development. Erikson, therefore, emphasises the important role played by the child's experience of competence through infancy and childhood, in facilitating his ability to have a sense of competence at preadolescence.

Intrinsic Motivation

The intrinsic motivation of the preadolescent is described as being an important aspect of his development of competence. (White, 1959; Hendrick in White, 1959; A Freud, 1965; Erikson, 1968). Research has been carried out in order to clarify the factors which encourage or inhibit intrinsic motivation (see Deci, 1975; Metz, 1975; Staw, 1976). An interesting finding is the effect extrinsic rewards have on the individual's intrinsic motivation Rosenfield et al (1980) found that extrinsic rewards might increase intrinsic motivation. This was however dependent on a number of factors. In the first instance, where a child experiences a reward out of line with his own internal experience of competence, his own intrinsic motivation is undermined. They propose that the child might feel that he has not been recognised for what he has done, but rather for what was done. The child's resistance to receiving feedback that is not in accordance with his own internal experience has also been discussed by others (Erikson, 1968; A Freud, 1965). These findings suggest that a child needs to be recognised for who he is as well as for what he does.

If, on the other hand, a child receives a reward in line with his own sense of competence, the reward could then be associated with his effort and ability, and in turn, his intrinsic motivation would be enhanced. (Rosenfield et al, 1980). In a study by Kruglanski, quoted by these authors, rewards, congruent with a group of fourth grade children's experience of competence were found to enhance their intrinsic motivation. In the experimental situation these children were found

to experience greater intrinsic pleasure in an activity, when not rewarded, than they experienced when rewarded. Rosenfield et al conclude,

> 'when rewards were not tied to competence regardless of whether they were contingent, higher rewards would lead to a lesser intrinsic motivation.' (1980: 374)

Their view is supported by Erikson who says 'children cannot be fooled by empty praise or condescending encouragement.' (in White, 1972: 235). This research has important implications for the nature of the intervention used with under and overachieving children. It serves to clarify the nature of the motivational factors which drive the children to achieve.

Achievement Motivation

A chapter on Competence motivation would be incomplete without some reference being made to studies of achievement motivation. The primary theorist and researcher in this field has been David McClelland. He and Atkinson have done a vast amount of research on this motive (1948, 1953) and see achievement motivation as developing out of growing expectancies of one's own capacities. McClelland defines a motive as '... a strong affective association characterised by an anticipatory goal reaction and based on past association of certain cues, with pleasure of pain.' (1951: 466). With achievement we therefore see a need to 'compete with a standard of excellence,' in anticipation of success, and to avoid failure. McClelland (1948) describes extrinsic motivation as being essential for achievement. He does not see the motive as being innate, but rather developing from the repeated association of internal drives with the external motive.

McClelland sees competence as being determined by external criteria and in this relates competence to achievement. He says,

> 'It follows that those cultures, or families which stress "competition with standards of excellence"

> 'or insist that the child be able to perform certain tasks well by himself - such cultures or families should produce children with high achievement motivation.' (McClelland et al, 1953: 275)

A person's sense of competence is therefore based on his ability to achieve according to external criteria and norms.

In McClelland's theory, motives are conceptualised as having a learned component. Motivation arises through the discrepancy between expectations and experiences, with the concomitant anticipation of what might happen. On initial reading of McClelland, one is struck by his de-emphasis of internal motivation for achievement. However, his thesis that motives only emerge in directional form with learning, bridges the gap between his and White's theory. External factors give motives direction-ability and focus the person's energies toward a specific goal. White (1959) and Erikson (1968) agree with the view that motivation is shaped by external factors, specifically the particular cultural ethos within which the person lives. They extend McClelland's theory through their recognition of the dynamic process through which the individual internalises external criteria on an emotional rather than cognitive level.

The importance of McClelland's theory for this present study rests in the role played by the child's environment in creating and maintaining his motive to achieve. For the children in this study, the school assumes a primary role both in clarification of criteria for achievement, and in the provision of guidance and support that these ends be attained. The preadolescent is seen as being intrinsically motivated to deal with his world in a competent way. His sense of competence is based in his internalised sense of what his family, society and culture expect of him, and in his own appraisal of his ability to meet these expectations. A major part of the preadolescent's life is spent in the classroom. Consequently his experience of himself and his ability to cope with classroom experiences on both an academic

Page 33 omitted in the pagination.

and social level are of fundamental importance for his developing sense of self.

CHAPTER FIVE

CRITIQUE OF SELF CONCEPT RESEARCH

Introduction

There has been a large amount of Self Concept research over past three decades. Inspite of a great deal of interest in this area, the research has come under heavy criticism, both for its theoretical and methodological problems. Wylie (1961, 1979), one of the most prolific critics of self concept research has repeatedly questioned the validity of this construct, and the interpretations that are made of it. The difficulties rest in the variability of definition, the use of countless, often very different measuring instruments, and the questionable generalisations and interpretations that are made.

The problem of definition of the self concept has been addressed by many authors, including Crowne and Stephens (1961), Shavelson et al (1976) and Wylie (1961, 1979). In the first instance definitions of Self Concept are imprecise and vary from study to study. Shavelson et al (1976) in a review of such studies 'revealed seventeen different conceptual dimensions on which they could be classified' (1976: 409). Given such variability and imprecision, there is no reason to believe that measurement techniques, or the interpretation thereof, are equivalent. Consequently, much of the research that is done, is done 'in vaccuo', with dubious practical applicability.

Shavelson et al (1976) define two other areas that are problematic as a result of this fundamental definitive difficulty. They say it is,

> '... difficult to specify a) the population of self concept items from which a representative

> 'sample would be drawn for an instrument, or b) the population of subjects for which measurement techniques and instruments would be appropriate.' (1976: 408)

The absence of a concise and generally accepted definition of self concept influences both the nature of the instruments that are developed, and the applicability that they have in terms of subject populations. Where these two areas have not been carefully acknowledged, the researcher risks invalidating his findings.

The problem of generalisability needs to be raised. Shavelson et al (1976) describe the lack of empirically demonstrated equivalence between different measures of self concept making it impossible to generalise from one study to another - where different instruments have been used. A study by Zirkel (1971) quoted by Shavelson et al demonstrated the lack of validity in using the same test across different cultural groups. It is apparent that specific criteria are necessary for test construction, and these relate to fundamental characteristics of the group being studied.

Wylie (1979) makes the point that 'the most impressive thing that emerges .. it the widespread occurance of null or weak findings' in studies relating self concept to achievement, ability and interpersonal relationships, as well as a host of other antecedant or consequent variables (1979: 690). She concludes, along with Shavelson et al (1976) that these methodological inadequacies are inherent in the existing self concept scales. Furthermore, Wylie comments on the lack of congruence between empirical findings and the common sense or theoretical rationale for exploring certain relationships. At a purely intuitive level, she maintains the self concept should be importantly connected with successful adaptation in life, an area where 'theory and conventional wisdom very confidently predict strong trends.' (1979: 690), yet ultimately an area where research findings fail to substantiate these hypotheses with any validity.

The problem of self concept research rests essentially

in it's methodology, and the nature of the instruments that are used. Damon and Hart (1982) address this problem by emphasising the importance of having a developmental perspective for the construction of instruments, specifically with regard to understanding the development of self conceptualisation. They say that is it important that the test items on a self concept inventory reflect the major ways in which self-understanding is organised and reorganised through the life-span of the individual (1982: 842). Although a developmental perspective might be implied in one's definition of the self concept, (Shavelson et al, 1976), it clearly is an issue which needs to be considered at the interpretive level as well. Consequently, the results of self concept scales should be interpreted with specific regard to the developmental stage of the subjects.

The process by which self-concept scores are obtained is also problematic. Wylie (1961) comments on the fact that each subject is his own best 'vantage point. Given a phenomenological perspective, the primary source of information on the subject's self concept must necessarily come from the subject himself. Traditionally the assessment has taken the form of a self report, or alternatively other's have made inferences from observing the subject's behaviour. Allport (1955) argued that the individual has the right to be believed when he reports on himself, however, this argument has met with much opposition (Orne (1962), Rosenberg (1969), Burns (1979)) for numerous reasons.

Orne (1962) describes the demand characteristic in psychological experiments. Here the subject attempts to be whom he feels the experimenter wants or expects him to be. The tendency for subjects to present themselves as having favourable traits, in order to gain the approval and acceptance of the experimenter, is also noted by Rosenberg (1969). Burns (1979) says that this tendency results in subjects answering in terms of response sets, the most pervasive of which he defines as being acquiescence and social desire-

ualisation independent of feelings toward the Self, might be problematic.

Shavelson et al (1976) propose a model for the definition of self concept. They say that ideally it is necessary to define a construct in accord with a network of associations and propositions, that relate the construct to observable properties or qualities of the Self. That is, the within constuct portion of the construct definition and other constructs, and the between construct portion which are themselves related to observables. In clarifying this process they say,

> '... the within portion of the definition specifies the features of the construct and links them to each other, and to observable attributes of the person. The between portion locates the construct in a conceptual space that includes many other constructs related to or independent of the construct.' (1976: 410)

Given that the Self Concept has a multifaceted character (Coopersmith, 1967; Piers and Harris, 1964; Purkey, 1970) the within construct aspects of the definition may identify academic, social and physical self concept facets and their inter-relationships. At the same time, the between-construct may relate each of these to other constructs, thus the academic self concept might be more related to achievement than the physical self concept.

Shavelson et al define self concept in broad terms as the 'person's perception of himself' (1976' 411). It is a means of explaining and predicting how one acts, rather than an entity within a person. Their definition rests on the idea that 'one's perceptions of himself are thought to influence the ways in which he acts, and his acts in turn influence the ways in which he perceives himself.' (1976: 411).

In their construct definition of the self concept, Shavelson et al (1976) identify seven crucial features. They say that the 'Self Concept may be described as:

organised, multifaceted, hierarchical, stable, developmental, evaluative, differentiable' (ibid)

The self concept is organised in so far as the individual is able to integrate his many experiences in such a way as to give them meaning. The multifaceted nature of self concept arises from the way in which the individual categorises his experiences, through the process of integration. The categories might include such areas as school, social, acceptance, attractiveness, anxiety, provoking, etc.

The third feature of the self concept is the hierarchical way in which it's multifaceted features might be organised. At the apex of the hierarchy is general self concept, which may be divided into two components: academic self concept and non-academic self concept, which in turn might be broken down into more specific aspects. The lower one goes on the hierarchy the more situation specific the individual's self concept becomes. At the lower levels, inferred self concept is probably strongly related to the individual's actual self concept. However, as situations become less specific and one moves up the hierarchy to general Self Concept, inferred self concept becomes less reliable, and the correspondence between observer and self decreases.

The fourth feature is the stability of general self concept. As one moves down the hierarchy so the self concept is more situation specific and less stable Shavelson et al (1976) say that a change in general self concept would require numerous situation - specific instances, inconsistent with the general concept. In a study by Ludwig and Maehr (1967) quoted by Shavelson et al, success and failure in an atheletic task was demonstrated to have no effect whilst changing their self concepts of their physical ability.

The developmental aspect of self concept is important (Engel, 1959). Whereas the self concepts of young

children tend to be global, undifferentiated and situation specific, the going process results in increasing differentiation of the self concept. It is at the stage that the child starts co-ordinating and integrating the different aspects of his self concept, that it acquires it's multifaceted character.

The evaluative aspect of the self concept is variable from individual to individual. Evaluations might be made against ideal standards, against relative standards, ie. peers, or against the perceived evaluations of significant others.

Finally the self concept is a construct that is differentiable from, yet related to other constructs

In the present study the stable, general self concept of the pre-adolescent is examined. These children have reached the stage of differentiation, with different aspects of their experience contributing to their general self feeling. Although these may be less stable than the general self concept at this stage of the child's development, different aspects might have a particular weighting in terms of their effect on general self concept at this particular stage of development.

Methodological Considerations

In Self Concept research, the researcher depends primarily on the self reports on the subject, or alternatively on inferences which might be made about the subject's self concept through observing his behaviour. Both of these means have been discussed briefly above. Given these shortcomings, it is important to examine the alternatives that are available to the researcher, with specific reference to the methods adopted in this study.

The Self Report method of assessing the self concept may take the form of: rating scales, a check list,

Q sort, unstructured and free response methods, projective techniques, and interviews. A combination of a rating scale and projective techniques will be used in the present study.

Self Rating Scale

Most rating scales tend to be structured around sets of statements which the subject endorses according to the degree to which he feels the item applies or characterises himself.

Wylie's (1961) survey of published research on the self concept utilising rating scales, indicated that most of these studies were inconclusive because of flaws in design. She described 80 instruments most of which were used only once, and for which published reliable information existed for only one-third of them.

> 'The rating scale produces a total score which usually obtained by summing the rating assigned to each item. This summation tends to obliterate the uniqueness of the individual item responses and thus obscures important clues to certain elements of self perception' (Burns, 1979, 88)

Problems which might affect scoring on these scales include the 'halo' effect - where the subject might vary over a response on one item to another. This technique also tends to be contaminated more than others by response sets such as acquiescence and social desirability.

The Piers Harris Self Concept scale used in this study attempts to control for acquiescence by dividing statements equally between positive and negative forms and between high and low reflections of the self concept. Burns (1979) notes that the present form of the test could be improved by expanding the scale from a dichotomous yes-no, to a five-point scale which would be more discriminating.

Projective Techniques

Researchers have used projective techniques in an attempt to measure the unconscious Self Concept (Friedman, 1955; Musseu and Jones, 1957; Linton and Graham, 1959 [in Burns, 1979]) The tests are used with the assumption that the individual is not conscious or aware of all the characteristics about himself - which affect his being in the world. Research has indicated that people tend to evaluate themselves more highly unconsciously, than consciously (Epstein, 1955). However, a projective approach poses a unique problem. Burns says,

> '... to prove a certain projective response or score represents an unconscious attitude towards the self; it is necessary to prove not only that the subject holds this attitude but also that he is unaware of it ... Only if inferences from self report and the projective measures differ are there grounds for exploring the more complex assumption that the latter is exploring an unconscious self attitude. In any case projective techniques are in a far more parlous state than the more commonly used ratings and attitude scales for indexing self attitudes in respect of reliability, validity and interpretation.' Burns (1979: 90)

Projective tests might give the researcher an unconscious affective measure of self concept in contrast to the cognitive measure obtained by self rating scales. The result might be a more uncontaminated view of the individual's self concept with the standard problems encountered with self-report scales being overcome. Projective tests do however, have their own inherent problems in terms of validation and interpretation.

A study by Savin-Williams and Jaquish (1981) found the presented self and the experienced self not be significantly related - thereby rationalising the use of multiple methods in assessing self esteem. The present study proposes to follow this approach. Self concept is defined according to the parameters set out by Shavelson et al (1976). Self Concept is

conceptualised as having a general, stable quality which does not necessarily relate to the Self Concept inferred by others. Furthermore, it is conceptualised as being multifaceted with an evaluative dimension and influenced by the developmental process. That is the general self concept though stable is influenced by the particular weighting of its components at different stages of development.

Because of the discrepancy between inferred self concept and self-reported self concept, this study will assess the individual's self reported self concept by two different methods. The one method is the utilisation of Self rating scale, with proven reliability and validity, whilst the other method is the use of projective techniques where the validity and reliability are questionable. These two approaches were also selected because of their ability to make, on the one hand, a cognitive assessment of the self concept and on the other, an essentially affective emotional assessment of the self concept.

CHAPTER SIX

THEORETICAL RATIONALE

An integration of the points established in the preceding chapters will be presented in order to summarise the theoretical basis for the present study, and to explain the aims and hypotheses.

Theoretical Overview

The theoretical orientation of the present study is an interactive one. It examines the nature of the Self Concept of the child, as it effects and is affected by the environment in which the child lives. In chapter two the process of the development of the Self was described. It was suggested that this development occurs both through an innate, intrinsic process of growth, and through the mediation and feedback of significant others. The child's mother has been described as being the primary mediator of the child's self development, both in her facilitation of the child's own intrinsic growth, and in the important feedback that she gives the child about himself.

The development of the child's sense of competence is a central motivation (of growth and learning) described by Erikson (1968) and White (1959). In chapter two, Erikson's conceptualisation of the stage of industry is described with particular relevance to the preadolescent child. Due to the primary role played by education in the preadolescent child's life, the child's sense of academic competence is taken to be a fundamental aspect of his competence motivation at this stage of development. Although Piaget's theory of cognitive development gives us valuable insights as to the developmental process, particularly on a cognitive level, the present study has assumed a psychodynamic approch laying emphasis on the emotional development of the child.

It is important, however, to keep the stages of cognitive growth, described by Piaget, in mind in the understanding of the preadolescent.

Anxiety has been described as a process in chapter three. It is conceptualised as being both a response to and a motivating factor in dealing with the world. Anxiety in this study has been defined in terms of it's functionality. It was proposed that when anxiety is too intense, it is debilitating, and that there is an optimum level of anxiety necessary to adaptive functioning and growth in the world. Anxiety is also seen in terms of being a response to a situation (A-State) and as a more pervasive attitude toward the world in terms of anxiety proneness (A-Trait).

In the present study, the factors relating to these different experiences of anxiety are examined. The assumption is that the nature of the anxiety that is experienced is dependent on the centrality of the stimulus to the child's self concept. The more situationally based experiences of anxiety (A-State) might relate to more peripheral aspects of the Self Concept, whilst more pervasive experiences of anxiety (A-Trait) might be expected to related to more fundamental aspects of the self concept.

Criticisms of empirical studies of the Self Concept have pointed to the problems inherent in the self concept scales and the process of assessment. These criticisms have been described in chapter five. The present study addresses this problem by introducing a two-fold assessment of the self concept. A standardised self report scale is used and this is complemented by the use of a projective battery. It has been suggested by Burns (1979) that if these two measures can be found to be independent of one another, the researcher then has some evidence for the projective test revealing an unconscious attitude toward the self. Consequently, the conscious and unconscious attitudes toward the self are examined in the present study. The aim is to obtain a holistic assessment of the self concept of preadolescents through

addressing the shortcomings inherent in the exclusive use of self concept.

Aims

This present study aims :

1 to examine the relative roles played by the mother's attitude toward the child and the child's own sense of competence in characterising the nature of the preadolescent's feelings about himself;

2 to investigate the value of combining a standardised self concept scale with a projective assessment of self concept for enhancing the understanding of the preadolescent self concept.

HYPOTHESES

H1 There is a significant relationship between maternal acceptance and the preadolescent's self concept.

That is : a low discrepancy between the mother's real and ideal ratings for her child will relate to a high Self Concept as rated by the preadolescent. Conversely, a high discrepancy between the mother's real and ideal ratings for her child, will relate to a low Self Concept as rated by the preadolescent.

H2 There is a significant relationship between the preadolescent's academic competence and his self concept.

That is : high scores on the verbal and arithmetic tests will relate to high self concept scores. Conversely, low scores on the verbal and arithmetic tests will related to low self concept scores

H3 The projected self concept will account for different aspects of the child's experience to those aspects accounted for by the self concept scale.

That is: the projected self concept will measure unconscious feelings that the child has about himself whilst the self concept scale will measure the conscious attitude the child has about himself.

H4 The composite self concept scale accounts for a broader spectrum of the preadolescent's experience than does either the projected self concept, or the self concept scale.

That is: the composite self concept score will incorporate unconscious attitudes toward the self, and conscious attitudes. These are differentiated in terms of the child's unconscious experience of himself, and the conscious description of the self and consequently, wi.l account for a holistic view of the child's Self Concept.

CHAPTER SEVEN

METHOD

Subjects :

The Children

The subjects of this study were white male and female preadolescents. All the children had just completed their fifth year of schooling and were preparing to enter sixth grade. They were selected at random from four elementary schools, which fell within the middle socio-economic class range. The children in this study are considered normal in so far as none of them had failed at school, their families were intact, and none had had any psychological intervention up to the time of this study. Children of this age were chosen for the developmental reasons discussed in Chapter Two. A further important criteria for their selection was the consideration of the transformation that children undergo educationally in the sixth grade (Standard IV) in South African schools.

The Mothers

The mothers in this study were white middle class women who were included because of their being the biological mothers of the children in this study.

Biographical Data

Average age	10 yrs 11 mths
Average No of siblings	2.8
Average position in the family	1.9
Sex	18 boys 18 girls

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The Procedure

Mothers and their children were invited to take part in a study of child development. The procedure was explained to them and they were told that they would be given the opportunity to talk about any concerns that they had about their children. Mothers were interviewed individually according to a standardised interview format (which explored their perceptions of their children and themselves) whilst their children were assessed.

The Children's Assessment

Each child was individually given the following battery of tests by a trained assessor using standardised instructions :

TESTS OF COMPETENCE

WRAT	The Wide Range Arithmetic Test
GATES	The Gates McGinitie Reading Test
SCHONELL	The Schonell Silent Reading Test A

PROJECTED SELF CONCEPT

DAP	Draw A Person Test
KFD	The Kinetic Family Drawing Test
TAT	The Thematic Apperception Test (3 Cards)

STANDARDISED ANXIETY SCALE

The State-Trait Anxiety Scale (Spielberger, 1970)

STANDARDISED SELF CONCEPT SCALE

The Piers-Harris Self Concept Scale (Piers & Harris, 1964)

The Mother's Interview

Each mother was interviewed according to an interview format designed for this study. The interview explored the mother's perception of her child in different areas of functioning and her attitude toward her child and herself.

MATERNAL ACCEPTANCE
Semantic Differential for Real Child
Semantic Differential for Ideal Child

TEST MATERIAL

ationale for the Selection of Competence Tests

Combs and Soper (1967) found that a child had already differentiated his academic self concept into two primary areas by grade one. These areas are arithmetic and reading. So from the beginning of a child's schooling, his sense of competence in the classroom is based on his ability to read and to do arithmetic. It is for these reasons that the following tests were selected.

The Wide Range Arithmetic Test (MMY No. 7-36)

The arithmetic subtest, level one, was selected to yield computational achievement scores. Only the written part was administered. Level one was standardised on a population of 5868 individuals draw from a number of states in the USA. Probability samplings based on the IQs of 1000 children from all socio-economic levels were studied to develop norms that would correspond to the achievement of mentally average groups with representative dispersions of scores above and below the mean. Reliability studies on level one range from .35 to .92. The authors report on four methods that they have used to establish the validity of the test. Scores are determined by grade and range from nursery school to sixteenth grade.

Gates McGintie Reading Test Arthur I Gates & Waller H McGintie (1926-1965)

These tests are the revision of the original Gates Reading Tests. A vocabulary test was selected from this battery. The vocabulary subtest is designed to measure the child's ability to analyse and recognise isolated words. In the Primary Tests A & B this is done with pictures only,

in Test C a combination of both pictures and words and in the survey test only words are used. The survey test was chosen for this study. The child is required to recognise the correct word from a given list of five words. Validity evidence is not presented, but the reliability estimates were based on alternative forms method as well as split-halves procedure and the correlations range from .67 to .94. On the average reliability of most of the tests are of the order of above .80. (Mehrens & Lehmann, 1975). Mehrens and Lehmann further report that these tests are extremely popular with teachers and appear to reflect current methods of teaching reading. The results are presented in grade scores.

Schonnel Reading Tests

The silent reading test A was used in this study. These tests were first developed by Schonnel in 1942. New norms were published by Bookbinder (1970), the publishers of the test (1972) and Shearer (1974). The tests form a complete battery for the assessment of reading attainment. The Silent Reading Test was selected to provide levels of reading comprehension achievement, reliability and validity were reported in Schonnel's work, Backwardness in the Basic Subjects (4th Ed), 1948. The present test was scored according to Schonnel norms published in his work, Diagnostic and Attainment Testing, (1965).

Rationale for use of Projective Tests

An assumption of the TAT, as with the DAP and KFD, is that the present motivational and emotional conditions of the subject affect his responses to an unstructured

test situation. There is also a wide body of research which points to the temporariness of the TAT which might result in difficulty detecting more enduring personality traits. Notwithstanding the limitations of these tests, researchers have attempted to measure the unconscious self concept with projective tests (Friedman, 1955; Mussen and Jones, 1957; Linton and Graham, 1959). Burns (1979) says,

> '... to prove a certain projective response or score represents an unconscious attitude towards the self; it is necessary to prove not only that the subject holds this attitude, but also that he is unaware of it ... Only if inferences from self report and the projective measures differ, are there any grounds for exploring the more complex assumption that the latter is exposing an unconscious self attitude.' (1979: 90)

Projective tests are in a tenuous state in respect of reliability, validity and interpretation. In this regard it becomes important to address the issue of interrater reliability.

Inter-rater Reliability

In the present study two qualified clinical psychologists, independently rated the projective tests along three dimensions according to specific criteria. Each rater had been trained in the same psychodynamically oriented school of psychology, with exposure to the same theoretical foundations for clinical assessments.

Anastasi says,

> '... for projective techniques, a proper measure of scorer reliability should include not only the more objective preliminary scoring, but also the final integrative and interpretive stages.' (1976,579)

One of her major criticisms of scorer reliability is the absence of interpretive reliability. There may be consensus as to the score given, however, she questions whether there is consensus as to it's meaning. She goes on to say that,

> '... neither high or low scorer reliability can be directly generalised to other scorers differing

> 'appreciably from those utilised in the particular investigation.' (1976, 579)

In the present study, the conceptual framework in which each of the scoring criteria fell, was discussed with the scorers. Scores and concomitant interpretations were, therefore, based on their clinical expertise and some consensus as to the meaning of each of the criterion.

The inter-rater reliability co-efficient ranged from .65 to .99, with a co-efficient of .81 (0001) being obtained for an overall self concept score.

Draw A Person Test (DAP)

This test was originally devised by Goodenough in 1920. She used it to assess the developmental and intellectual level of children. She felt that children draw from the world they know, rather than the world they see. In other words, a child in drawing an object, projects his own experience, often altering the reality.

Machover's (1949) study of human figure drawings based it's interpretations on psychoanalytic theory, with the basic premise that an individual drawing a person taps both consciously and unconsciously 'his whole system of psychic value.'

> 'The individual's internalised body image, evolving from a combination of his physical, physiological, psychic and interpersonal experiences, determines the features he selects in drawing a person.' (Schildkrout et al, 1972, p3)

Koppitz (1968) uses Sullivan's interpersonal theory as a basis for her analysis of the draw a person. She feels that the child's drawing represents his current state of mental development and his attitudes and concerns at any given moment. She offers well validated experimental norms and 'emotional indicators' which she feels will reflect the child's anxieties, concerns and attitudes. Clearly Koppitz integrates the developmental perspective of Goodenough with the psychoanalytic, emotional perspective of Machover. Her criteria were used in the rating of drawings in this study (See Appendix)

Kinetic Family Drawing (KFD)

This test was developed by Burns and Kaufman (1970). The child produces a 'kinetic family' drawing in response to the instructions 'draw a picture of everyone in your family, including you, doing something.' The author feels this technique offers a rich picture of how the child perceives the members of his family in relation to himself and daily life. The rationale for the use of this test is much the same as that presented for the DAP above. An added dimension of the KFD is the illustration of the child's perception of his position in his family. Burns and Kaufman list a variety of elements in the drawing of a family which illustrate differing degrees and intensities of relating from compartmentalisation (dissociation) to a total lack of boundaries (enmeshment). For detailed scoring of this test see Appendix)

Thematic Apperception Test (TAT)

This test was developed by Murray et al in 1938. The material consists of nineteen cards containing vague pictures in black and white, and one blank card. The subject is asked to make up a story to fit each picture, telling what led up to the event shown in the picture, describing what is happening at that time, and what the characters are feeling and thinking, and then giving the outcome.

A fair amount of normative data has been published regarding the most frequent response characteristic for each card including the way each card is perceived, the themes developed, emotional tones expressed and roles ascribed to characters (Atkinson, 1958; Henry, 1956). The three cards selected for this study each have been assumed to contain a particular emotional 'pull'. Card 1 has been associated with a need to achieve, and competence motivation, whilst Card 2 is more specifically directed at family relationship, whilst

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incorporating the achievement motive. The third card selected was Card 17. This card's content is more ambiguous in terms of the emotional response it pulls, however, it does tap one's anxiety and fantasy life. (Bellak, 1975)

Rating of the Projective Tests

In the previous chapters the multi-faceted nature of the Self Concept has been described. There has also been theoretical support for three major aspects of the Self Concept. These are determined by :-

a) the quality of interpersonal relationships;
b) the individual's competence in adapting to is environment;
c) the nature and intensity of the anxiety experienced by the individual.

Broadly speaking these three dimensions cover the non-academic and academic aspects of self concept, and include the affective orientation.

These projective protocols were rated on a scale of 1 to 5 on the following criteria :-

a) the quality of interpersonal relatedness;
b) the adequacy or competence of individual's functioning in the world;
c) the degree to which the individual's anxiety is functional, and motivating to constructive action or dysfunctional and debilitating.

(for detailed criteria see Appendix)

A composite Self Concept score was gained by adding the scores obtained on each of these criteria. Ratings were done by two qualified clinical psychologists. The question of inter-rater reliability has been addressed.

Piers Harris Self Concept Scale

This scale was developed by Piers and Harris in 1964.

It was constructed from a pool of items derived from Jersild's (1952) collection of children's statements. The final scale was reduced to 80 yes-no items after several pilot studies. Examples of these items are, 'I am unpopular', 'I am a happy person', 'I cry easily'. It is a wide ranging scale covering physical appearance, social behaviour, academic status, depreciation, dissatisfaction and contentment with self. All statements are equally divided between positive and negative forms, and between high and low reflections of self concept. There is an attempt to control the acquiescent response set by reversal of negative items.

Reliability over a two-month and four-month period produced a test-retest co-efficient of .77. Internal consistency for 8, 11 and 15 year old groups ranged from .78 to .93. Correlations with intelligence are low but positive, and the figure of .32 is comparable to the 0.36 reported by Coopersmith (1967).

With regard to validity, the scores obtained by institutionalised female retardates score significantly lower than normal persons of the same chronological age. The Piers-Harris scale correlates 0.68 with Lipsett's scale.

Several factorial analyses have been made of the scale. Six interpretable factors constantly appear. These are, happiness and satisfaction; social behaviour; anxiety; popularity; academic competence and physical appearance. No general factor emerges although the test is intended to reflect general self concept.

The State-Trait Anxiety Inventory (Spielberger, 1970)

This scale comprises two separate self-report scales for measuring two distinct anxiety concepts; state anxiety (A-State) and trait anxiety (A-Trait). The scale was originally developed as a research instrument for investigating anxiety in normal adults. It has also

been found useful in the measurement of anxiety in junior and senior high school students.

The STAI A-Trait scale consists of 20 statements which ask people to describe how they generally feel. The A-State scale also consists of 20 statements but the instructions require subjects to indicate how they feel at a particular moment in time. Normative data are available for large samples of college freshmen, undergraduate college students, and high school students.

Retest reliabilities of the trait scale were high ranging from .73 to .86. However, for the state scale for which temporal stability is not expected, they were quite low (.16 to .54). Anastasi (1970) reports that Kuder-Richardson reliabilities were high for both scales (.83 to .92).

The children's form of the STAI was unavailable at the time that this present research was undertaken. Because of the validity and reliability obtained in junior high school samples, the adult form of the test was used. In a pilot interview with a group of 11 year old children, it was found that that age group were able to understand the concepts in the STAI.

Maternal Acceptance

A semantic differential for Real Child and Ideal Child was completed. These consisted of lists of dichotomous adjectives, on a seven point scale. A high score represented a relatively negative attitude toward the child, whilst a low score represented a relatively positive attitude. The discrepancy between real and ideal items was taken to represent the degree of maternal acceptance, whilst the total score on the real form was taken to represent the mother's rating of her child according to positive or negative qualities.

The semantic differential was originally designed by Osgood (1957). He reports numerous ways in which the

semantic differential can be analysed. In this study, the quantitative approach is applied with points on the scale carrying their own numerical weight. That is on a scale between good and bad a value of two will be indicative of a score closer to good than bad, whilst a score of four will reflect a score closer to bad than good. The item by item analyses of real and ideal ratings provides the researcher with a quantitative measure of the cogniscance between the way in which a mother experiences her child and the way she would like to experience her child (ideal). Furthermore, the positive affirmation that the child receives from his mother is thought to relate to the extent to which she accepts him.

The Mother's Interview

The interview explored, with open ended and structured questions, the mother's perception of her child in school, with peers and his general ability to adapt to the environment. (See Appendix for format).
In the present study, responses of particular relevance were to the questions of :

a) how do you see your child as doing at school;
b) how does your child get on with his peer group;
c) is there anything you would like to change about your child.

(a) and (b) were rated on a three-point scale - poor, average, good. (c) was rated on a dichotomous scale yes or no.

CHAPTER EIGHT

DATA ANALYSIS AND RESULTS

Statistical Procedure

1) Means, standard deviations and ranges of relevant variables were calculated. These are summarised in Table 1 below.
2) The Pearsons Product Moment Correlation Coefficient was used to obtain the degree of relatedness, or correspondence, between the relevant variables. It is important to note that a correlation only describes the relationship between variables and not causality or direction. These results are summarised in Table 2 below.
3) The inter-rater reliability coefficient for the two ratings for the projected self concept was calculated by means of a pearsons correlation coefficient. A composite projected self concept score was calculated by adding the two ratings and obtaining a mean score. This was then correlated with other variables to establish the extent of correspondence between this measure and other variables. These correlations are summarised in Table 2 below.
4) A principal component analysis of the projected self concept and the self-rated self concept scores, was calculated. As this analysis revealed two independent factors, a composite self concept score was obtained by adding these two scores and calculating the mean.
5) The data was then analysed by means of a stepwise Multiple Regression Analysis, with the composite self concept score as dependent variable and other related variables. This

analysis demonstrated the cumulative improvement in the predictive value of the variables as they were added to the regression equation.

It is important to know that the sample size is not conducive to accuracy in a multiple regression analysis. Ideally, the sample size should have been substantially larger to use this form of analysis with tested validity. This is a serious limitation in terms of the interpretation that might be made of the results. The justification for this procedure however, rests on it's ability to give some idea of the tendency that these results imply.

Results

The Means, Standard Deviations, and Ranges calculated for the variables. These are summarised in Table 1

TABLE 1 MEANS, STANDARD DEVIATIONS, RANGES

VARIABLE	MEAN	STD DEV	RANGE	MINIMUM	MAXIMUM
STATE	37.1	8.7	32	25	57
TRAIT	38.5	7.3	28	24	53
SELF CONCEPT	61.1	10.8	49	29	78
REAL	50.7	11.5	51	24	75
IDEAL	40.7	7	34	22	56
MATERNAL ACCEPTANCE	18.9	8.6	33	6	39
VOCABULARY (GATES)	14.6	4.9	23	5	28
ARITHMETIC (WRAT)	34.1	3	13	27	40
READING (SCHONELL)	27.2	7.6	27	12	39

A Pearsons Product Moment Correlation was then calculated to obtain the correspondence between the different variables and these results are summarised in Table 2. (See Page 61).

TABLE TWO

PEARSON PRODUCT MOMENT CORRELATION MATRIX

VARIABLE	SEX	STATE	TRAIT	REAL	IDEAL	MATERNAL ACCEPTANCE	PEERS	SCHOOL	GATES	WRAT	SCHONELL	PIERS HARRIS TOTAL	PROJECTED SELF CONCEPT
SEX	-	-.06	-.29	-.15	-.15	-.06	-.03	-.47**	.02	.17	.52***	-.02	.11
STATE			.4**	.27	.22	.03	-.03	.08	-.25	-.26	.09	-.45**	.0006
TRAIT				.30	.24	-.001	.08	.24	-.36*	.04	-.35*	-.6***	-.10
REAL					.48**	.64***	** .42	.21	-.41**	-.12	-.30	-.34*	.02
IDEAL						.19	-.03	.14	-.48**	-.12	-.14	-.22	-.09
MATERNAL ACCEPTANCE							*** .61	.13	-.04	-.29	-.21	-.20	.04
PEERS								-.07	.05	-.3	-.25	-.28	.15
SCHOOL									-.33*	-.30	-.55***	-.05	-.19
GATES										.19	.33*	.09	.35*
ARITH											.36*	.01	.13
SCHONELL												.12	.05
PIERS HARRIS TOTAL													.01
PROJECTED SELF CONCEPT													

* significance at .05
** significance at .01
*** significance at .001

A significance level of 0.05 or better was assumed to reflect a statistically significant relationship between the different variables.

The interrater reliability coefficient obtained between the two ratings of projected self concept was ($r = .81$, $p = .001$). With a correlation of more than .7, these variables are considered to share enough common variance to be viewed as the same variable. Consequently they were added to one another and their mean score obtained. This score was used to represent the projected self concept, as discussed below.

Self Concept Measures

An examination of the correlation matrix indicates that there is a weak relationship between the two measures of self concept. That is the Piers-Harris Self Concept total does not relate significantly to the Projected Self Concept ($r = .01$, $0 = .05$). This result suggests that the two measures are in fact tapping different aspects of the child's self conceptualisation. In the principal component analysis of the Projected Self Concept Score, and the Piers-Harris Self Concept score, two independent factors were obtained. In the first factor, the projected self concept produced an eigenvector of .70, whilst the Piers-Harris had the identical eigenvector of .70. Because these two measures both contributed equal amounts to the two factors, it was decided to calculate a composite self concept score by simply adding two scores and calculating a mean.

The strongest correlates of the Piers-Harris total are the anxiety measures. State anxiety correlates at a .01 level of significance ($r = -.60$). These results suggest that the higher the child rates himself, the lower his experience of anxiety is likely to be. Although this relates to his anxiety in response to situations (State Anxiety), it also relates more stongly to his anxiety proneness (Trait Anxiety).

The other significant correlate of the Piers-Harris total is the mother's rating of her real child (r = -.34, p = .05). The higher the mother rated her child, the more likely the child was to rate himself highly. It is interesting to note that the child's academic competence measures did not relate to his Piers-Harris total. That is, neither the child's verbal competence, nor arithmetic competence, related significantly to the way in which the child rated himself.

In contrast, the only significant relationship to arise with the projected self concept, is that with the Gates vocabulary test (r = .35, p = .05). The child's projected self concept corresponds with the extent of his verbal competence. It is possible that the verbally competent child does better on projective tests and this might be as a result of the nature of the projective tests, and the scoring used. In the study, this possiblity was controlled for by loading the projective test battery in favour of non-verbal measures (drawings). Further separate scores were obtained for each of the two drawings, whilst a single averaged score was calculated for the TAT stories. It seems likely therefore, that the finding that the child's unconscious attitude toward himself relates to his experience of competence in coping with his world, specifically on a verbal level, was not biased by the method of assessment. It is interesting to note that the absence of correspondence between the child's verbal competence and the Piers-Harris total, which is essentially a verbal or non-verbal does not influence the results in the present study in a fundamental way. All other correlations with the projected self concept were weak and not significant.

Maternal Acceptance and Maternal Ratings

A significant relationship emerges between maternal acceptance and the mother's rating of the quality of her child's peer relationships (r = .61; p = .001). How mothers see their child's peer relationships corresponds with the degree to which they accept their

children. It is possible that the mother's perception of the preadolescent's competence with his peer group affects the way in which she evaluates him. Maternal acceptance does not relate significantly to any of the child's academic competence measures (r ranging from -.04 to -.29). These results imply that maternal acceptance of a preadolescent relates more strongly to her perception of her child's peer relationships, and social competence, than to his verbal or arithmetic competence.

The mother's rating of her child, in terms of positive and negative qualities relates to her perception of his competence with his peers ($r = .42$, $p = .01$) and his verbal competence ($r = -.41$; $p = .01$)*. The mother of the preadolescent describes her child in terms of her perception of his competence with his peers, and in terms of his verbal ability. Mothers of preadolescents appear to place stress on the social, communicative competence of their children at this stage of development. The weak relationship between the mother's rating and the child's arithmetic competence ($r = -.12$; $p = .05$) suggests that verbal competence is more influential in the mother's rating than the child's more general academic competence. It is also possible that the verbally competent child will do better on tests, although this was not found to be a central issue above.

Verbal Competence Measures

The Gates vocabul test relates significantly to Trait Anxiety ($r = -.36$; $p = .05$). The child's verbal competence corresponds to his experience of basic anxiety. Furthermore, in so far as trait anxiety is the measure of anxiety proneness in the individual, the results imply that there is a relationship between anxiety proneness and verbal competence in preadolescents. The more susceptible the child is to anxiety, the less likely he is to be competent verbally or visa versa. The

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* A negative correlation is due to reverse scoring

mother's rating of her real child relates to the child's verbal competence, as does her rating of the ideal child ($r = .48$; $p = .01$). These results are expected as the ratings are related to one another. However, they suggest that the criteria that mother's use in rating their preadolescent children corresponds with the child's verbal competence. Verbal fluency is an important ability particularly in a society that places great stress on communication.

The child's reading ability relates to his level of trait anxiety ($r = -.35$; $p = .05$). The anxiety proneness of the preadolescent corresponds to his reading ability. As expected, reading ability related to other measures of academic competence with vocabulary ($r = .36$; $p = .05$).

The mother's rating of the child's general academic ability also relates strongly to his reading ability ($r = -.55$; $p = .001$). This result suggests that mother's ra[illegible] their children's ability at school in accord with the child's reading competence. Their ratings might also be influenced by the feedback they get from schools, in the child's report. It is interesting to note that the maternal ratings in this study related to reading ability and not to the test of arithmetic competence, thereby suggesting that reading is of particular importance to the mother.

There is a significant relationship between the sex of the child and his reading ability ($r = .52$; $p = .001$). Girls tend to be better readers than boys. These findings substantiate much other research which found similar differences. There were no other significant sex differences between other variables.

Arithmetic Competence Measure

No significant correlations were obtained between the child's arithmetic competence and other variables, besides that with reading, which was discussed above. There were no sex differences in arithmetic competence.

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