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A multidimensional approach to the self concept of pre-adolescents

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Anxiety : State and Trait

Significant correlations between these two variables and other variable have been discussed under the headings of other correlates above.

Composite Self Concept

A Stepwise Multiple Regression Analysis was used to establish the best predictors of the composite self concept. For this procedure the computer selects the best predictor of a variable and then goes on to select the next best predictor until the predictors in the equation no longer add to the explained variance. These predictors were then examined in terms of the improvement in predictive variance that was obtained when they were added to the regression equation. For a summary of these equations, see Table III

TABLE III
Maximum R-Square Improvement for Dependent Variable Sccomp (Composite Self Concept Score)

VARIABLE	F	PROB F	R-SQUARE	MULTIPLE R
TRAIT	14.77	.0006	0.3226	.5679
STATE	9.00	.0009	0.3748	.6122
REAL	5.86	.003	0.3773	.6142
GATES	4.25	.008	0.3775	.6144

The strongest predictor of the composite self concept was Trait Anxiety (MR =.56, f = .0006). The multiple R was raised significantly (MR = .61; f = 0009) by the addition of State Anxiety to the equation. In effect, the addition of state anxiety to the equation raised the predictive variance by 5%. As these two measures have been demonstrated to be independent, yet correlate , their combination as predictors in the equation is expected .

Although the addition of the mother's rating of the child was statistically significant (f = .003), it had a minimal effect on the Multiple R (+.0020). Likewise, a statistically significant contribution by Gates, the child's verbal competence (f = .008) had little effect on the Multiple R (+.0002).

In summary, Trait and State anxiety were found to be the best predictors of .37% of the variance of the composite self concept of preadolescents. The mother's rating of the child and the child's verbal ability added little to the equation.

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CHAPTER NINE

DISCUSSION

Hypothesis 1

The first hypothesis tested the relationship between maternal acceptance and the preadolescent's self concept. It was hypothesised that a relationship would be found between the preadolescent's feelings about and perceptions of himself, and the degree of congruence between the mother's ratings of her real and ideal child. The findings in the present study did not support this assumption. Other researchers Helper (1958); Bledsoe and Wiggins (1973); Mote (1967) (in Shavelson et al, 1979) attempting to examine the congruence between self evaluation of children and their parental evaluations found tenuous relationships between self and parental evaluations. In Helper's 1958 study of eigth and ninth graders, self acceptance was not found to relate to maternal acceptance. Although these results concur with those obtained in the present study, the different measures used invalidate a direct comparison of results. In a study looking at the relationship between self and parental evaluations of adolescent children, Bledsoe and Wiggins (1973) found no congruence. A comparison of these findings and those in the present study reflects a common tendency. The actual evaluation and acceptance by parents of their child does not necessarily relate to the child's self evaluation and self acceptance.

However, in a study by Gray and Gaier (1974) of twelfth graders and their parents, the children were rated on positive and negative traits by their parents, and then they rated themselves on the same traits. The researchers found congruence between these two ratings.

In the present research a similar trend was found for preadolescents. The mother's rating of her real child corresponded to the child's self rating on the Piers-Harris Self Concept Scale. That is, the more positively the mother rated her child, the more positively the child tended to rate himself. The symbolic interactionist approach describes this tendency in their concept of the 'looking glass self' (Cooley, 1902). They propose that a person's self concept develops as a reflection of the way one appears to others. (Cooley, 1902; Mead, 1934). Cooley says, 'in the presence of one whom we feel to be of importance, there is a tendency to enter into and adopt, by sympathy his judgement.' (1902, 175). For the preadolescent, his mother's judgement is clearly still of importance in terms of his self definition.

Whereas Cooley's 'looking glass self is based in the reflection of significant others, Mead (1934) maintained that it related to the generalised other to one's whole socio-cultural environment. Thus he felt that the role played by the preadolescent's peers and teachers in determining his self definition could not be ignored. Although the ratings of teachers and peers were not included in the present study, it is important to look at the research that has been done using their ratings. Perkins (1958) found a strong correlation between teacher evaluation and the self evaluation of fourth and sixth graders. These findings are not supported however, by a host of other studies (see Schranger and Schoeneman, 1979) where positive findings failed to be obtained.

Schranger and Schoeneman (1979) in a study of teacher ratings, and later self perceptions of pupils over a two and a half year period, found no evidence for a causal relationship between other's ratings and later self perceptions. Their findings suggest teacher evaluations do not have an enduring effect on the child's self perceptions. One reason for this could be the relative temporariness of the teacher-child relationship with this most often being terminated after one school year. This might serve to neutralise the influence that the teacher's

evaluation might have on the child. It might also be seen in contrast to the relative continuity and constancy of the child's mother and consequently the more enduring effect her evaluation might have on the child.

A review of studies incorporating peer ratings (Schranger and Schoeneman, 1979) reveals inconclusive finding in those studies looking at congruence between peer ratings and self ratings. Some studies quoted by these authors (Goodman, 1973; Horowitz, 1962) report correlation whilst others (Jorgenson, 1967; McConnell, 1959) failed to find significant correlations. In examining the effect of external influences on children, Schranger and Schoeneman (1979) concluded that younger children were more susceptible to external influences in developing their self concepts than older children.

Furthermore, in the developmental research of Bernstein (1980), preadolescents were found to be fairly concrete, situation specific thinkers. His findings are in line with Piaget's theory of cognitive development which places the preadolescent in the stage of concrete operations just prior to the development of formal operations at adolescence (1977).
Bernstein found that more than half of his sample under the age of twelve felt that their parents knew them better than they did themselves. This in contrast to the older age group from twelve to fourteen years where only 36% of the sample felt the same. These findings suggest that the preadolescent is still susceptible to his parents description of him a finding which was confirmed in the present study.

An important aspect of the symbolic interactionist approach is the accessibility of different aspects of the self to the assessment of others. Depending on the various factors, self-other agreement in rating can be affected. Funder (1980) describes the different circumstances arising in high or low self-other agreement. He maintains that traits higher in social desirability produce high self-other agreement, whilst deeper more personalised experience appears to have more subjective validity,

and low self-other agreement. Funder hypothesises that this phenomenon might be as a result of the relative ease experienced giving feedback on high social desirability traits, as opposed to the difficulty with less acceptable traits. Consequently the individual might have a greater clarity of self definition, whilst his more subjective experience might remain less defined and as a result not integrated into the self definition. The lack of correspondence between the self-rating of the preadolescent and his projected self concept, found in this study, might be explained in part by this process. These results are discussed below.

The preadolescent, due to his concrete thinking, and tendency to value the definition that other's give him, specifically his mother, in this study, suggests that a self-rating scale is limited in the aspects of the child's self that are measured. Those aspects that are measured appear to be influenced by the feedback the child receives from his mother as well as his sense of social desirability.

Hypothesis 2

The second hypothesis stated that there was a relationship between the self concept of the preadolescent and his academic competence. This hypothesis was supported in the present study, specifically in relation to the projected self concept and the child's verbal ability. The implication which arises is that the child's unconscious feelings about himself are related to his verbal competence. The question of causality has been the topic of much research. Whether academic competence is the cause of a positive experience of self, or is conversely a positive experience of self being a precursor for academic competence. A review of literature addressing this question finds support for both assumptions. In a study by Wattenburg and Clifford (1964) self concept and ego strength were found to be predictive of reading achievement two and a half years later. From these results, they concluded that Self Concept was an antecedent to and predictive of reading. Furthermore, these authors quote a study

by Seay (1960) where a change in self concept was positively associated with a child's experience in remedial reading. These findings appear to challenge rather than confirm the conclusions by Wattenburg and Clifford. They suggest, rather there is a strong reciprocal relationship between self concept and reading ability.

Bachman and O'Malley (1970) investigated the antecedents of self esteem and achievement. They concluded that self esteem and achievement were not causally related, but rather shared common antedecents. Academic ability (competence) was found to be the precursor of both academic achievement and self esteem and Self esteem was directly related to academic ability, rather than to past achievement. White's (1959) concept of competence is a useful construct to explain the causal relationship between ability and self esteem. In the present study preadolescents were found to have enhanced unconscious self concepts in correspondence with their verbal competence.

It is important to address the question of arithmetic competence and the failure of this experience to relate to the preadolescent's self feelings. It has been suggested above that at this stage of development, the preadolescent's verbal acuity affects fundamental areas of his experience, particularly with regard to his social interaction. The social reinforcement gained through being verbally articulate is clearly an important aspect of the preadolescent's self feelings. At this stage arithmetic competence, which does not necessarily include external social reinforcement, is not fundamental to the preadolescent's self feelings.

Two basic assumptions emerge. The first of these is that the child achieves for the approval of others, and secondly, for the intrinsic sense of achievement experienced by the child (White, 1959; Erikson, 1963; Harris, 1960; Crandall et al, 1960). Crandall's extension of the formulation of the achievement motive includes the two reasons described above and a third experienced in competition with standards of excellence. In the present study these standards of excellence are intrinsic

to the school system and the standards it imposes, as well as social reinforcement of one's verbal fluency. Although these standards are initially external, they ultimately become internalised and become the individual's personal standards for evaluation, whilst being reinforced by the educational system, society and the child's parents.

The social, communicative, implications of the pre-adolescent's verbal competence has been discussed. It has been suggested that beyond the experience of academic competence, the preadolescent's social competence, through his verbal ability, is fundamental to his sense of self. The intensity of this experience is further clarified by the nature of the anxiety that the pre-adolescent experiences. In the present study, trait anxiety was found to relate to the child's verbal ability. Spielberger (1972a) described trait anxiety as a pervasive sense of anxiety, or anxiety proneness. In chapter three, this form of anxiety was described as analagous to the basic anxiety described by Freud (1926) and Horney (1939) arising in the early mother-child relationship. The preadolescent's verbal competence relates to a fundamental sense of himself, and is therefore a central aspect of his self concept.

In summary, it has been demonstrated that at the stage of preadolescence it is not academic competence, per se, which influences the child's feelings about himself, but rather his level of verbal competence. This arises out of both his intrinsic sense of competence in ultimately being able to cope with his social environment, and the reinforcing role played by this environment. The primacy of environmental feedback at this stage of development has been described above. A future study might look at the stage at which arithmetic competence comes to have a significant influence on the child's self feelings. It might serve to clarify the point when the reinforcing contingency for competence rests more strongly in internal than external criteria. Arithmetic competence, unlike verbal competence, is not reinforced

socially, but primarily in the achievement itself.

Hypothesis 3

The third hypothesis states that the projected self concept will account for different aspects of the child's experience to those aspects accounted for by the self-rating scale. The discussion for hypothesis one and two above has amplified the distinction between these two measures of self concept. In Coopersmith's (1967) study, he described the discrepancy between the actual self and the self presented to others. In the present study a similar finding emerged in that the different areas of the child's experience relating to the projected self concept, or the unconscious self concept, and those areas relating to the presented self, according to the self-rating scale. Others have described a similar dichotomy (James, 1890; Cooley, 1902; Mead, 1934) and a widely criticised flaw in self concept research is based in the limitations of the self rating scale.

In a study of adolescent Self Esteem, Savin-Williams and Jaquish (1981) found that self-reported self esteem did not concur with the behaviourally assessed presented self. These findings suggest that there is validity in assessing self feelings on more than one dimension as assessment methods have their own inherent limitations. These authors conclude that self-report methods reveal what the individual is either willing to, or able to share concerning his self-evaluation. Consequently the results from self report measures might be unduly influenced by the individual's awareness, unconscious defences, current emotional state, need for social acceptance, or in order to meet social desirability standards. The findings of the present study support this view given the relationship that was found between the child's self-rating and his mother's rating of him. The pre-adolescent's need for social acceptance and to confirm to acceptable norms influences what he is will to reveal about himself.

The projected self concept measure, on the other hand,

was found to correspond with aspects of the child's experience unrelated to the self-report measures. Here, the child's verbal competence was strongly related to his self feelings. Burns (1979) says,

> '... to prove a certain projective response or score represents an unconscious attitude toward the self; it is necessary to prove not only that the subject holds this attitude but also that he is unaware of it' (90)

Although these attitudes were not explicitly checked by the testers, the theoretical assumption that the projective test reveals unconscious attitudes, would render such procedure invalid. Furthermore, Burns says,

> '... only if inferences from self report and projective measures differ are there any grounds for exploring the more complex assumption that the latter is exposing an unconscious self attitude.' (1979, 90)

The results obtained in this study found the projected self concept to be independent of the self-rated self concept. It can, therefore, be assumed that the projected self concept measure does indeed tap an unconscious attitude toward the self. This in turn implies that the projected self concept measure taps different aspects of the child's experience to the self-rated self concept measure.

Hypothesis 4

The fourth hypothesis stated that the composite self concept score would account for the conscious and unconscious attitudes toward the self of the preadolescent. The strongest predictor of this self concept score was trait anxiety. Trait anxiety was found to relate to both the child's self rated self concept and his verbal competence. Consequently it might be assumed that the basic anxiety that the child experiences, or his anxiety proneness corresponds to the way in which he perceives himself and his verbal competence.

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Spielberger (1972a) says that trait anxiety is influenced by the quality of the parent-child relationship in child-

hood. Furthermore, in May's 1977 study, anxiety proneness was found to have it's roots in the child's experience of maternal rejection. Clearly at the stage of pre-adolescence, the child's self-feelings are fundamentally influenced by the quality of his relationship with his mother, both in terms of her acceptance of him through his life-time and the feedback that she continues to give him about himself. These findings support the importance of the early mother-child relationship as a primary influence in the child's development of self. Whether the relative influence of these early experiences holds much primacy i. the later development of the child through adolescence and young adulthood would be an important area for subsequent research.

The other significant predictor of the preadolescent's general self concept, was found to be State anxiety. Spielberger (1972a) defines State anxiety as a transitory emotional condition. Other theorists have defined this form of anxiety as realistic anxiety (Freud, 1973a; Horney, 1939). Here learning plays a fundamental role, and this form of anxiety is experienced in proportion to the individual's ability to cope with his environment. In chapter four, the role played by state anxiety in the child's motivation to competence is described. The ability for the preadolescent, with a developing sense of industry to adapt to his environment and to use the concomitant experience of anxiety constructively, is an important factor in the quality of his attitude toward himself.

In summary, the preadolescent self concept is dependent on both his early experiences of the mother-child relationship, and his experience of competence in coping with his world generally. A composite measure of the self concept, incorporating conscious and unconscious attitudes toward the self, gives one a holistic view of the nature of the preadolescent's self feelings.

CHAPTER TEN

IMPLICATIONS AND CONCLUSIONS

The preadolescent has been characterised as being in the stage of industry (Erikson, 1968). In this stage the motivation to achieve competence (White, 1959) assumes a primary role. According to Erikson (1968), each stage in the psycho-social development of the individual poses certain crises which need to be resolved before the individual can confidently approach the demands of the next stage. With this in mind it is important to understand the relevance of a study of the preadolescent self concept.

Preadolescence, or latency as it is referred to by analytic theorists, is a relatively under-researched stage of development. It is the stage when libidinal energy lies dormant, id impulses and drives are quieted, and the child enters a phase of consolidation and integration. With the oedipal conflict behind him, and the crises of puberty and identity formation of adolescence ahead of him, the preadolescent is free to devote himself to other tasks, and to acquire fresh content, knowledge and capacities.

The crises that face the preadolescent are his experience of competence in acting in his world, and of being industrious. It is a time of ego building and ego organisation.* The conflicts and tensions which arise in adolescence are well documented. Defences and other controlling mechanisms are strained, old issues long forgotten re-emerge to be worked through yet again.

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* Where the preadolescent fails to develop a sense of industry at preadolescence, he is left with feelings of inadequacy and inferiority. (Erikson, 1963)

The ability of the adolescent to work through these crises in a constructive and adaptive way, depends largely on the extent to which he is able to feel competent and to overcome any feelings of inferiority. Because ego strength is closely tied to the effectiveness of crisis resolution at each preceding stage (Erikson, 1963), it is important to identify the factors which contribute to the preadolescent ego - so as to support and enhance these on his journey toward adolescence.

In chapter two the development of the self was described with specific reference to the mother-child relationship. The mother was seen as an important aspect of the child's development, both in terms of her role in mediating his experiences o f the world at a young stage, and in supplying him with important feedback about himself at later stages. In the present study, the mother's feedback in terms of her rating of her child, was found to relate strongly to the child's self rating. This has important implications for the quality of direct feedback that the preadolescent receives from his mother. Where the mother is denigrating and negative about her child, the child will tend to rate himself in similar terms. Alternatively, the mother who is affirming and positive about her child will influence the child's self description in a similar way. Although teachers and peers were not included in this study, the positive reframing of their experience of a preadolescent might also serve to enhance the terms the preadolescent uses to describe himself. Theory suggests that parental feedback is primary and would override the feedback the child receives from others - indicating that primary intervention should take place in the parent-child relationship.

These findings have further implications for intervention at this stage of a child's development. In a situation where parental feedback is essentially negative and denigrating, counselling could result in the reframing of many of their comments so as to be more affirming of their child. Clearly family therapy would provide a situation where these issues could be dealt with.

The importance of positive feedback does not imply what parents or others should like about their experience of the child. Earlier the importance of honest feedback was discussed. It does imply that negative feedback can be given without annihilating the entire personality of the child, and that comments can be restricted and situation specific. This is also the approach advocated by authors of popular books on parenting for example, Parent Effectiveness Training (PET).

By the same token, educators and clinicians might be alerted to the fact that the preadolescent is still a fairly concrete thinker and responds strongly to the voice of authority. Teachers of preadolescents should avoid making global, abstract comments about the child's character, but rather refer to the concrete, situation specific behaviours.

The child with a positive self definition will be able to use it in working through the more negative self feelings he might experience. Conversely, the child with a negative self definition will need to resort to other, less constructive defences, against his negative self feelings. An adaptation of a popular rhyme might read, 'when he thinks he's good, he thinks he's very very good, but when he thinks he's bad, he's horrid.' The preadolescent is often dependent on the feedback of others for positive self feelings, and these will help him cope with the negative feelings, when he thinks he's horrid. It is important to note that other's feedback does not necessarily affect the way in which the preadolescent feels about himself. The findings in the present study suggest that the unconscious attitude that the preadolescent has toward himself relates to his experience of his verbal competence, rather than how his mother describes him. In terms of Erikson (1963) and White (1959) the motivation to competence or in Erikson's words, industry, is the focal crisis for the preadolescent. The findings in the present study suggest that for the preadolescent his sense of competence is rooted primarily on a verbal level, which

implies that social reinforcers are affecting the child's experience of competence. The preadolescent's social competence is an important aspect of his experience. These findings beg the question of causality . Is the child who feels better about himself likely to experience more confidence ' social situations and therefore be more verbally articulate - or is the verbally articulate child likely to feel better about himself - particularly in a society which rewards verbal competence as ours does. It appears that is it probably not a question of causality, but rather an interactive effect between social reinforcers and verbal ability.

Where the preadolescent is verbally inarticulate and consequently relating poorly to others, an enrichment programme on that level might be useful. In the class-rooms, groups discussions can be encouraged in a supportive and unthreatening atmosphere. The child can be encouraged to express himself more fluently and where his vocabulary is inadequate special reading and vocabulary enrichment programmes can be designed. On the psychotherapeutic level, the results of the present study support the use of group psychotherapy for this age group. As the peer group becomes increasingly central to the child and more specifically his competence in relating to them, so group therapy proposes a useful arena for the preadolescent to experiment with himself in the peer group. Clearly the proposals that have emerged from the present study cannot be applied to every preadolescent presenting with a poor self concept. They do, however, present certain guidelines which could be experimented with.

A further implication that arises from the findings in the present study is in the arena of preventative work. It has been shown that the early mother-child relationship is fundamental to the anxiety proneness of the individual, and in turn, predictive of the pre-adolescent self concept. Ante-natal and new baby clinics should continue to stress the importance of 'good-enough' mothering. Furthermore, mothering might include the idea of mediation and facilitating of the young child's

own spontaneous innate drive to develop.

CHAPTER ELEVEN

LIMITATIONS OF THE PRESENT STUDY AND IMPLICATIONS FOR FUTURE RESEARCH

During the course of this study, certain limitations have become apparent and these need to be discussed with specific reference to future research.

1. In order to maximise the understanding of the parental influence on the preadolescent self conceptualisation, father's ratings could have been included. Although fathers have been generally excluded from research on child development, studies including fathers have demonstrated the important role they play in the developmental process. Davidson et al (1958) found that where as a mother's ratings of their children failed to differentiate between high and low anxiety groups, father ratings were able to discriminate. Similarly Helper (1958) found that mother's evaluations of their children's self evaluations did not correlate with the children's self evaluations, whilst the fathers evaluations did. A future study might gain valuable insight as to the influences of the child's self-conceptualisation, by including the children's fathers in the study.

2. The size of the sample in the present study poses serious limitations on the nature of the statistical procedures that could be used and the inferences and interpretations that could be made of the results. Furthermore, the selection of a 'normal', 'middle-class' sample further limits the generalisations that might be made from these findings. A future study might examine group differences found between 'normal' and experimental groups, further clarifying those aspects

self experience which are most enduring under stress.

3. Although there were no apparent difficulties for the subjects in the present study, responding to the State Trait Anxiety Scale, the absence of norms for this age group on this particular version of the test poses certain problems in the validity of the results. Ideally a test with proven reliability and validity for that particular age group should have been selected. The occurrence of expected correlations with these scales, does suggest that a reasonable level of validity was met.

4. Although the use of a projective assessment of self concept was innovative and recommended by past researchers, the application in this study has certain limitations. An acceptable level of inter-rater reliability was obtained. However, the interpretation of the scores that were finally calculated is problematic. Although the criteria for scoring the tests was based on theory, and the structure of other self concept tests*, the relative weighting of each dimension was not tested or controlled for. More research needs to be done in standardising rating procedures, as well as testing the validity of assumptions that are made by projective tests. It is this complexity that has kept the use of projective tests in the background of self concept research, yet the findings in the present study indicate that alternative forms of assessment are imperative and need to be incorporated into the research. The limitations of a self-rating scale as the sole tool for assessment has been described.

5. The present study took a developmental perspective whilst looking at a static stage of development. Although certain assumptions can be drawn from such an approach

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* the Piers-Harris has six factors which seemed to relate to Relationships, Anxiety and Competence.

it would be more valuable to have a longitudinal perspective on the same subjects. The problems inherent in longitudinal studies often argue against such a design. It is imperative, however, that when researching developmental phenomena, one is able to study the process of development. Future research should, therefore, be designed over at least two developmental stages.

Reference was made to the influence that the child's cognitive development hs on his ability to conceptualise his self. Although the present study took a psychodynamic perspective, future studies migh investigate Piagetian stages of cognitive development and how these relate to and affect the child's emotional development.

Finally having described the major limitations of the present study, it is important to integrate those aspects of the design which have given future researchers promising areas to investigate.

1 The self concept is conceptualised as being multifaceted, with different aspects being more central at different stages of development. The general self concept is considered to be relatively stable and unchanging through the different developmental stages.

2 As the self concept is multifaceted, a multidimensional approach to the assessment of the self is indicated. In the present study, a self-rating scale and a projected assessment were used. Future studies might include a behavioural assessment in the battery.

3 At the stage of preadolescence the self concept relates to both feedback from significant others specifically the mother and to the child's verbal competence.

4 Anxiety is seen as a process, both a motivating factor, and a response to situations and is central to the developmental process. Where it has it's roots in infancy, anxiety comes to play a fundamental role in the self conceptualisation of the individual.

APPENDIX 1

CRITERIA FOR RATING PROJECTIVES

The three tests, DAP, KFD, TAT must be rated on the following three dimensions :-

COMPETENCE: The ability to deal effectively with the environment. Problem-solving ability, adequacy, efficacy, coping ability.

Scoring: High: able to cope to adapt to the situation.

Low: unable to deal with the environment effectively, inadequate.

FUNCTIONAL ANXIETY: The optimum level of anxiety necessary to motivate the individual to action. A level of anxiety that facilitates problem-solving in the service of the ego.

Scoring: High: anxiety can be used to function appropriately, not debilitating.

Low: anxiety experienced as overwhelming and debilitating, inhibiting functional behaviour or repression of anxiety resulting in apathy and withdrawal. Individual not motivated to act or adapt functionally.

RELATIONSHIPS: The quality of relationships that the child experiences. How the child experiences himself in relation to others. The extent to which there exists to be positive regard from others.

Scoring: High: the child is open to relationships relationships are affirming and accepting.

Low: the child avoids relationships relationships are experienced as unaffirming and negative.

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1 being a low score and 5 a high score. The criteria are to be used as guidelines, clinical expertise is important to differentiate between levels.

KFD (Kinetic Family Drawing)

COMPETENCE

1. Exclusion of self
2. Passive - watching tv
3. Passive - reading
4. Active
5. Creatively active

ANXIETY

The use of clinical judgement is necessary for this rating. According to Koppitz, excessive use of shading pencil pressure and cross-hatching is indicative of anxiety scoring at the lower end of the scale, or feint lines and small size relating to timidity, would also be scored at the lower end of the scale. Drawings devoid of excessive hatching, or feint lines would tend to be scored higher.

RELATIONSHIPS

1. Exclusion of self
2. Compartmentalisation
3. Back of self facing family
4. Tendency toward involvement with family
5. Involvement with member(s) of family

DAP (Draw A Person)

COMPETENCE

1. No hands, exclusion of major body parts
2. *
3. *

4. *
5. Well drawn, all body parts, costume

* 2, 3, 4 scoring at discretion of rater - ranging from criteria for a score of 1 to that of a score of 5.

ANXIETY

As with KFD above.

RELATIONSHIPS

1. Back drawn facing
2. Person in activity on motorbike/horse/etc
3. Profile figure
4. Full frontal, body closed, avoidance of eye contact
5. Full frontal, open stance, eyes with pupils - contact

TAT (Thematic Apperception Test)

By using the three different cards, a single score should be obtained for each of the three dimensions. The criteria for the rating of these dimensions should be obtained by using the definitions of each dimension given above. Clinical expertise is fundamental to this rating.

COMPETENCE

1. Inability to problem solve, or deal with environment effectively
2. *
3. *
4. *
5. Creative problem solving, copes with environment productively

ANXIETY

1. Anxiety debilitating, apathy, withdrawal, constriction or expansive
2. *
3. *
4. *
5. Some experience of anxiety, but used productivity to cope with environment

RELATIONSHIPS

1. Absence of, or avoidance of relationships
2. *
3. *
4. *
5. Healthy participation in quality relationships

APPENDIX 2

MOTHER INTERVIEW

NAME

DEMOGRAPHIC

DATE OF BIRTH — MARITAL STATUS
NUMBER OF SIBLINGS — MOTHER WORKING
POSITION IN FAMILY

LAST FIVE YEARS

How did the child respond to starting school
How has child done at school
Academically: Poor, Average, Good
Socially (peer) : Poor, Average, Good

What other activities does the child have
Any special talents
Would you describe your child as imaginative
How would you describe your child right now
Would you like to change anything about your child
What worries do you have about your child's future
How would you say your child feels about himself
In what situation would you say he feels best about himself
In what situation would you say he feels worst about himself
Does he have any nervous ticks, phobias, etc
What do you see as being most stressful to him
What do you feel has had the greatest influence on him up to now
Describe his relationship with his father
Describe his relationship with hi sibs
Describe his relationship with his mother
Who disciplines and how is this done

Describe how you believe your child would cope with the following situations :

1 Child playing bat and ball with another child. They're evenly matched and the other child calls out 'I'm better than you, I hit harder than you'

2 Child and other child pulling at a ladder each screaming they had it first

3 Child is building a model - or doing some activity by himself and another child annoys him by removing tools and telling him what he's doing is silly

4 The teacher brings an assortment of objects to school and places them on the table - what would child do

5 Child is dressing in a fancy dress and having some difficulty - what will he do

MOTHER PARTICULARS

WORKING - YES - CAREER WOMAN - OTHER
NO

How would you describe yourself
What do you like about childbearing
What don't you like about childbearing
How wouldyou bring up your child differently if you ha it over again
How do you see the future

SEMANTIC DIFFERENTIAL

How Do You See Your Child?

Real Child

Happy	1 2 3 4 5 6 7	Sad
Obedient	1 2 3 4 5 6 7	Rowdy
Independent	1 2 3 4 5 6 7	Dependent on Mother
Imaginative	1 2 3 4 5 6 7	Conventional
Good	1 2 3 4 5 6 7	Naughty
Clever	1 2 3 4 5 6 7	Stupid
Quiet	1 2 3 4 5 6 7	Noisy
Aggressive	1 2 3 4 5 6 7	Does Not Show Aggression
Confident	1 2 3 4 5 6 7	Shy
Good Looking	1 2 3 4 5 6 7	Average
Socially Popular	1 2 3 4 5 6 7	Withdrawn
Creative	1 2 3 4 5 6 7	Average
Polite	1 2 3 4 5 6 7	Cheeky
Sensitive	1 2 3 4 5 6 7	Not Aware Of Others
Original	1 2 3 4 5 6 7	Conventional
Affectionate	1 2 3 4 5 6 7	affectionate
Calm	1 2 3 4 5 6 7	Anxious

SEMANTIC DIFFERENTIAL NO. 2

How Do You See Your Child?

Ideal Child

Happy	1 2 3 4 5 6 7	Sad
Obedient	1 2 3 4 5 6 7	Rowdy
Independent	1 2 3 4 5 6 7	Dependent On Mother
Imaginative	1 2 3 4 5 6 7	Conventional
Good	1 2 3 4 5 6 7	Naughty
Clever	1 2 3 4 5 6 7	Stupid
Quiet	1 2 3 4 5 6 7	Noisy
Aggressive	1 2 3 4 5 6 7	Does Not Show Aggression
Confident	1 2 3 4 5 6 7	Shy
Good Looking	1 2 3 4 5 6 7	Average
Socially Popular	1 2 3 4 5 6 7	Withdrawn
Creative	1 2 3 4 5 6 7	Average
Polite	1 2 3 4 5 6 7	Cheeky
Sensitive	1 2 3 4 5 6 7	Not Aware Of Others
Original	1 2 3 4 5 6 7	Conventional
Affectionate	1 2 3 4 5 6 7	Affectionate
Calm	1 2 3 4 5 6 7	Anxious

PIERS HARRIS SELF CONCEPT SCALE

1) My class mates make fun of me.
2) I am a happy person.
3) It is hard for me to make friends.
4) I am often sad.
5) I am smart.
6) I am shy.
7) I get nervous when the teacher calls me.
8) My looks bother me.
9) When I grow up, I will be an important person.
10) I get worried when we have tests in school.
11) I am unpopular.
12) I am well behaved in school.
13) It is usually my fault when something goes wrong.
14) I cause trouble to my family.
15) I am strong.
16) I have good ideas.
17) I am an important member of my family.
18) I usually want my own way.
19) I am good at making things with my hands.
20) I give up easily.
21) I am good in my school work.
22) I do many bad things.
23) I can draw well.
24) I am good in music.
25) I behave badly at home.
26) I am slow in finishing my school work.
27) I am an important member of my class.
28) I am nervous.
29) I have pretty eyes.
30) I can give a good report in front of the class.
31) In shool I am a dreamer.
32) I pick on my brother(s) and sister(s).
33) My friends like my ideas.
34) I often get into trouble.
35) I am obedient at home.
36) I am lucky

37) I worry a lot.
38) My parents expect too much of me.
39) I like being the way I am.
40) I feel left out of things.
41) I have nice hair.
42) I often volunteer in school.
43) I wish I were different.
44) I sleep well at night.
45) I hate school.
46) I am among the last to be chosen for games.
47) I am sick a lot.
48) I am often mean to other people.
49) My classmates in school think I have good ideas.
50) I am unhappy.
51) I have many friends.
52) I am cheerful.
53) I am dumb about most things.
54) I am good looking.
55) I have lots of energy.
56) I get into lots of fights.
57) I am popular with boys.
58) People pick on me.
59) My family is disappointed in me.
60) I have a pleasant face.
61) When I try to make something, everything seems to go wrong.
62) I am picked on at home.
63) I am a leader in games and sports.
64) I am clumsy.
65) In games and sports, I watch instead of play.
66) I forget what I learn.
67) I am easy to get along with.
68) I lose my temper easily.
69) I am popular with girls.
70) I am a good reader.
71) I would rather work alone than in a group.
72) I like my brother (sister)

73) I have a good figure.
74) I am often afraid.
75) I am always dropping or breaking things.
76) I can be trusted.
77) I am different from other people.
78) I think bad thoughts.
79) I cry easily.
80) I am a good person.

SELF-EVALUATION QUESTIONAIRE (SPIELBERGER)

FORM X-1

HOW DO YOU FEEL AT THIS MOMENT;
THERE ARE NO RIGHT OR WRONG ANSWERS.

1)	I am tense	1	2	3	4
2)	I am regretful	1	2	3	4
3)	I feel upset	1	2	3	4
4)	I am presently worrying over possible misfortunes	1	2	3	4
5)	I feel anxious	1	2	3	4
6)	I feel nervous	1	2	3	4
7)	I am jittery	1	2	3	4
8)	I feel 'high strung'	1	2	3	4
9)	I am worried	1	2	3	4
10)	I feel over-excited and 'rattled'	1	2	3	4

1 = Not at all
2 = Somewhat
3 = Moderately so
4 = Very much so

SELF-EVALUATION QUESTIONAIRE NO. 2

FORM X-2

HOW DO YOU GENERALLY FEEL,
HOW DO YOU USUALLY FEEL.
THERE ARE NO RIGHT OR WRONG ANSWERS.

1)	I tire quickly.	1 2 3 4
2)	I feel like crying.	1 2 3 4
3)	I wish I could be as happy as others seem to be.	1 2 3 4
4)	I am losing out on things because I can't make up my mind quickly enough.	1 2 3 4
5)	I feel that difficulties are piling up so that I cannot overcome them;	1 2 3 4
6)	I worry too much over something that does not matter.	1 2 3 4
7)	I am inclined to take things hard.	1 2 3 4
8)	I lack self-confidence.	1 2 3 4
9)	I try to avoid facing a crisis or difficulty.	1 2 3 4
10)	I feel blue.	1 2 3 4
11)	Some unimportant thoughts run through my mind and bother me.	1 2 3 4
12)	I take disappointments so seriously that I can't put them out of my mind.	1 2 3 4
13)	I get in a state of tension or turmoil as I think over my recent concerns and interests.	1 2 3 4

1 = Almost never
2 = Sometimes
3 = Often
4 = Almost always

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