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FACILITATING THE DEVELOPMENT OF SELF-CONCEPT SKILLS IN THE CLASSROOM AMONG TRAINEE TEACHERS

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A RESEARCH REPORT SUBMITTED TO THE DIVISION OF SPECIALIZED EDUCATION, UNIVERSITY OF THE WITATERSRAND, JOHANNESBURG, IN PARTIAL FULFILMENT OF THE REQUIREMENTS OF THE DEGREE OF MASTER OF EDUCATION (SCHOOL COUNSELLING).

JOHANNESBURG, 1991

DECLARATION

I hereby declare that this research report is my own unaided work and that it has not been submitted to any other University.

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April, 1991.

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ABSTRACT

There is generally a lack of research in the area of self-concept development in the classroom, as related to Black education in general, and at Black colleges of education in particular. The importance of self-concept in the academic situation and the need to develop it in Black education was a motivating reason for the current research study. The study was undertaken at the Soweto College of Education. The aims of the research study were:-

1. To assess the attitudes of trainee teachers regarding self-concept development in the classroom.
2. To provide for experiential involvement in a programme where the trainee-teachers were given an opportunity to explore their own self- concepts.
3. To develop a programme of self-concept enhancement skills for implementation in the classroom.

A bifactorial design was employed. Self-completed pre and post questionnaires were administered to a sample of 50 subjects in the second year of study at the college. The subjects belonged to two separate classes of students enrolled for the Pre-Primary Teachers' Diploma course. The one class consisting of 27 students was randomly assigned to the experimental group, while the other class of 23 students was assigned to the control group. The experimental group underwent an intervention programme over ten weekly sessions comprising the following main components:-

(a) Theoretical input on self-concept development through formal seminars and discussions.

(b) Skills training on self-concept enhancement in the day-to-day dealings with pupils through the use of classroom exercises.

(c) Experiential exercises for the trainee-teachers in an attempt to develop their own self-concepts.

Chi-square analysis did not show a significant change in the self-perceptions of the trainee-teachers involved in the intervention programme, as compared to the control group. However qualitative analysis did show improved perceptions towards the importance of self-concept enhancement skills in the classroom.

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1. INTRODUCTION

"The tutor was working with a fifth-grade boy in the remedial reading programme by using a suffix wheel. She was trying to teach him the meaning of words ending in "less". The first word which appeared when the wheel was turned was careless. What does that word mean, John?" "Well, that means me, because my teacher is always telling me how careless I am with my work."
"Let's try another word". "What does this word mean?" as useless came upon the wheel. Without the little laugh, this time John said, "That's really me? My mom is always telling me how useless I am around the house." The teacher talked a bit about the meaning of useless and careless and said, "Ready? Here is another word. What does this word mean?" as worthless came upon the wheel with no smile and with a deeply serious tone, the answer came back, "That's me because I'm not worth a thing to anybody in this world!!" (Felker, 1974, p v).

The above quotation highlights that for a child to gain self-esteem or to view himself in a positive way, it is necessary for him to feel he is competent, he is worthy and that he belongs. Felker (1974) has stated that when a child is born he does not have any of these feelings, but that he or she quickly begins to develop them through contact with significant persons, who, to a very great extent will determine what view the child is going to have towards himself or herself. Parents and teachers are people who significantly influence children in how they think and feel about themselves, and should therefore strive to keep children from developing a negative view of themselves as they meet the challenges of life.

For years educational psychologists have described the powerful effect of messages children hear about themselves. These messages are often called self-fulfilling prophecies (Biehler and Snowman, 1982) and teachers and counsellors have observed the potency of

children's behaviour (Biehler and Snowman, 1982) in Downing, 1986 . Bandura, as cited by Downing (1986) pointed out the powerful impact of a person's social learning. His research indicated that children are greatly influenced by messages provided by significant others, and that childhood suggestions may continue to influence behaviour in adulthood.

THEORIES OF SELF

The construct "self" has been of interest to both psychologists and educationists alike. A perusal of the literature indicates that the earliest beginning of interest in the concept of self dates back to William James and Sigmund Freud in the late seventeenth century. James considered the ego to be the individual's sense of identity and for him identity had various aspects including the mental, spiritual and social. He regarded the perceptions which an individual had of himself or herself as an important variable in understanding human behaviour. Once he was said to have remarked that "whenever two people meet there are really six people present. There is each man as he is, each man as the other sees him, and each man as he sees himself" (Felker, 1974, p.18). According to James, this view each individual has of himself/herself includes feelings and perceptions about the self which are distinct or different from reality but are equally important for its understanding.

Sigmund Freud's work extended the concept of "ego" further and added the vital dimension of "dynamics" to the ideas of the self (Felker, 1974). In Freud's view the ego is similar to the self with an emphasis on the dynamic-directing qualities of the self. The heavy emphasis on the psychodynamic role of personality in his theory suggests that the ego is seen as the "efficient organizer and maintainer of balance." Felker (1974) mentions that although Freud's ideas seem to have eluded empirical testing, they have had a lasting effect on clinical psychology, and many of Freud's pupils have given

emphasis to the ego or self even when they have shifted away from his other ideas.

Another group of theorists approached the concept of self from a humanistic point of view, a view that assumes that man naturally strives for those things that are most conducive to personal growth and self-fulfillment. Carl Rogers and Abraham Maslow exemplify this approach to self-theory. According to Rogers, each individual has a basic tendency to strive to actualize, maintain and enhance himself. For Rogers, an individual who develops a self which is uniquely his own, is a fully-functioning person, and in the process of becoming a fully-functioning person, the individual moves from facades and external evaluations and motivations into greater awareness of and dependence upon the self as an evaluator and motivator (Felker, 1974, p.20). Thus, for Rogers, a fully functioning individual moves from an external locus of control an internalized one. Rogers further postulates that self-actualizing tendencies are biologically determined, but that the direction of growth potential is culturally determined by parents, teachers, peers and other significant individuals. In this regard, Rogers' viewpoint supports Bandura's concept of social learning.

Recent research by Siann and Ugwuegbu, (1985) cites a view taken by sociologists like Mead and psychologists such as Rogers who tie self-pictures to role and consider that people may have a series of different selves -one at home perhaps another at work and yet another at play. They explore the relationship between themselves, that is, whether they are separate or interdependent. The above cited authors believe that, by the time people reach adulthood, they should have an underlying consistency in the self-picture which helps to integrate the various roles they play. This view suggests that despite the different roles played on various occasions, certain underlying values and attitudes are held in common

from situation to situation, and from role to role. Again, this line of argument seems in keeping with the general view held by self-theorists, a view that if people see no relationship between themselves in different situations and at different times, they tend to feel confused and disoriented. The authors therefore conclude that it appears although we play different roles in different situations, certain threads run through our personal functioning because we remain fairly consistent in our values, attitudes and relationships.

Erik Erikson's theory of psychosocial development seems to lend itself readily to educational settings in that it emphasizes the continuing development of the child's view of self as well as his relationships with others. This is apparent in Erikson's postulate of the psychosocial stages of development which describe human development throughout life, from infancy to old age. This theory therefore has far-reaching implications for teachers at every level. Erikson (1963) postulates stages of psychosocial ego development, with each stage characterized by a psychosocial task to be resolved, mastered and accomplished. Each psychosocial stage is accompanied by a "crisis" which, when viewed as a dimensional attribute, includes both a positive and a negative component (Hjelle & Ziegler, 1987 p.118). Corey, (1982) states that to a large extent our lives are a result of the choices we make at each of these "crisis" stages. That is, if the task is appropriately accomplished it gives the growing child a "sense" of competence and a sense of reality as he/she becomes aware that the way he/she masters experiences is a successful variant of the way other people master experiences in their surroundings.

Diggory as cited by Felker (1974) states that feeling competent is an important ingredient of self-esteem in that people evaluate themselves on the basis of how efficiently they master and accomplish what they set out to do. That is, if they are in school, they are likely to evaluate themselves on how effeciently they master school subjects to which they have given effort. This therefore makes the role of the teacher a central concern in the development of the sense of self and self-attitudes of children.

In terms of the focus of this research study and the sample group chosen, trainee-teachers in the Pre-Primary Teachers' Diploma Course, Erikson's fourth psychosocial stage namely "industry versus inferiority," is of particular significance. This stage occurs from about age six to age eleven which is the primary school period. During this stage the child is expected to learn cultural skills through reading, writing and co-operating with others in structured activities. According to Erikson it is during this stage that children develop a sense of "industry" when they begin to comprehend the technology of their culture through interaction with others. In this context the term "industry" characterizes the major theme of the period where children are pre-occupied with the manner in which things operate. During this period, the most important lesson that children learn is "the pleasure of work completion by steady attention and persevering diligence" (Erikson 1963, p.259), from which develops a sense of competence. If a child successfully develops competence he gets praise and feels good, but if he fails and is criticized then he feels inferior. The child's ego is now "I am what I learn" (Hjelle & Ziegler, 1987, p.24).

Erikson cautions about the dangers of this stage which is the potential development of a sense of inferiority or incompetence. For example, if the children doubt their skills or status among peers, they may get discouraged from pursuing further learning because

attitudes towards teachers and learning are established during this period (Hjelle & Ziegler, 1987). A sense of inferiority may also develop if children discover that their sex, race, religion or socio-economic status rather than their own skill and motivation is what determines their worth as persons. Of note is what Hamachek states when he writes that "the importance fundamental to all that happens subsequently in one's life, and that although the evidence is not unequivocal, there is considerable data to suggest that all things being equal, one's psychosocial development continues in the direction in which it starts" (Hamachek, 1985, p.136).

From the above discussion of theories it is clear that each of the approaches to self-concept has added to the understanding of human behaviour and the role which self-concept plays in that behaviour. The emphasis on the dynamic qualities of the self has pointed out the necessity for looking at self-concept not only as a product of what others do to an individual, but also as a determiner of what the individual does (Felker 1974, p.21). Similarly, the assumption made by the humanistic theories about the possibilities for human growth have emphasized the need for schools and other organizations in which children operate to develop growth-facilitating environments. The present study's intervention programme aims at addressing this need.

WHAT THEN IS SELF CONCEPT?

Various definitions of self-concept have been given inter alia by Jersild (1952) and Rogers as cited by Purkey (1970), and Felker (1974), all of whom emphasize the complex, dynamic, consistent and unique nature of the self-concept. Perhaps the two most comprehensive and all inclusive definitions have been given by Felker (1974,p 2) who defines self-concept as:-

> ".....the sum total of the views which an individual has of himself or herself, a unique set of perceptions, ideas, and attitudes about self."

and that given by Hamachek as cited by Siann and Ugwuegbu (1985,p 73) who define self-concept as.-

> ".....that private picture each of us has which reflects who we think we are, what we feel we can do, and how best we think we can do it."

For the purpose of this research study Felker's (1974) definition has been used because it is eclectic in nature. It covers important ideas such as self-perceptions, ideas and self-attitudes, all of which are key concepts in any definition of the self-concept. In particular this definition covers ideas stated by Siann and Ugwuegbu (1985) who differentiate between two overlapping components of the self namely self-concept which is seen as what the individual thinks about himself or herself, and is thus the cognitive component of self, and self-esteem which is the way an individual feels about himself or herself and is thus the affective component of the self.

Hamachek's definition in Siam and Ugwueggbu (1985) identifies the self as having two distinct meanings namely, the self-as-doer and the self as-object. According to this dichotomy, the total self, or person, is differentiated into two distinct aspects that allow an individual to become the "knower" or the "I", and in the second part the "known" or the "me". For Hamachek, self-concept is that aspect of the self that organizes and assimilates one's perceptions and experiences into a coherent self-picture with which one strives to be consistent. This line of thought seems

in keeping with the view expressed earlier by Lecky in Hamachek, 1985 who was one of the first psychologists to propose that people develop pictures of themselves that reflect basic axioms of their theories. As Lecky (1945) described it, "the nucleus of personality around which the rest of the system revolves is the individual's idea or conception of himself". Any idea entering the system which is inconsistent with the individual's conception of himself/herself cannot be assimilated. In more contemporary terms, Epstein (1973) theorized that people strive to maintain their "self-schemata" or to live in accord with their "self theories" (Hamachek, 1985, p.137).

From the foregoing discussion of what the self-concept is, it appears that no one is born with a self-concept, but that its development is a life-long process that is constantly modified by the ever-widening experiences of the developing person. To this end, Purkey, (1984), suggests that the ingredients of self-concept are primarily social and are obtained through countless interactions with persons and places. He states that each of us attributes meaning to the acts of others and we seek to understand ourselves by studying how others relate to us. Purkey (1970) concludes that the self-concepts of students are heavily influenced by those who treat them as able, valuable and responsible, as well as by those who treat them as unable, worthless and irresponsible, again a serious implication for elementary school teachers.

RESEARCH STUDIES ON THE IMPORTANCE OF SELF-CONCEPT

The importance of self-concept has been acknowledged and documented in numerous research studies. Purkey (1970), for example, presented a comprehensive review of self-concept and its relationship to the educational process. Several other research findings have demonstrated the positive relationship between

academic achievement and self-concept (Cohn & Kornelly, 1969; Combs & Soper 1963; Smith, 1974 and Zirges, 1981) as cited by Leonard & Gottsdanker-Willekens, (1987). Early research demonstrated a substantial association between self-concept and academic achievement (Brookover, Thomas & Paterson, 1964; Davidson & Greenberg, 1967; and Herbert, 1968), also in Leonard et al and revealed that self-concept measures could be used to predict school performance as early as kindergarten.

Other studies however, have raised questions about the nature of the relationship between achievement and self-concept and have yielded conflicting results. For example, in a study of sixth-grade students who were matched on intelligence but who differed in academic success, self-concept and self-esteem, Muller, Foster & Wooden (1982) cited by Leonard and Gottsdanker-Willekens found no significant differences in achievement between high self-concept and low self-concept subjects, thus challenging the assumed relationship between self-concept and academic achievement. The same year studies conducted by Hansford & Haffie as cited by Leonard & Gottsdanker-Willekens (1987) on the relationship between self-concept and academic achievement, yielded partial support for the view that a relationship exists between self-concept and academic achievement. In yet another study conducted by Skuy & Marcus (1982) on the effectiveness of paraprofessional counsellors in a structured self-concept enhancement programme for children with learning problems, results showed a significant change in self-concept scores achieved by the self-concept enhancement (experimental) group, an encouraging sign for self-concept enhancement programmes.

In a later study, Silverman & Zigmond (1983) tested the prevailing assumption that learning disabled adolescents have poor self-concepts. Results indicated that mean scores of learning disabled

adolescents were comparable to those of the age appropriate norm tested. The assumption was therefore rejected.

The same year Alawiye & Alawiye (1983) in Siann and Ugwuegbu (1985) conducted a study on self-concept development of Gambian elementary school children enrolled in grades 2, 4 and 5. Measures of self-concept in the areas of physical maturity, peer relations, academic success and school adaptiveness were obtained. Results indicated that grade level was the most important variable in the self-concept development of the pupils, a finding supporting earlier studies in other countries that assume the presence of such a relationship. The overall analysis of their results suggested that the patterns of self-concept development experiences of school children in the West African country of Gambia were similar to those of students in Western culture (Alawiye & Alawiye, 1983, p.119). This has an important implication for this study when taking into consideration that the subjects involved in this research study belong to a non-western community.

Accordingly, the problem of cause and effect in self-concept building has been researched by among others Purkey (1970), Gibby & Gibby 1967; as cited by Purkey, 1970; and Felker, 1974. These researchers generally concluded that the issue of whether children see themselves negatively because of their poor performance, or whether they perform poorly at school because they see themselves negatively is still unresolved. For example, Gibby & Gibby (1967) (as cited in Purkey, 1970), explored conditions under which success and failure affected a person's evaluation of himself/herself, and came to the conclusion that generally students who underachieve scholastically or who fail to live up to their own academic expectations, suffer significant losses in self-esteem. Another study conducted by the same authors in which they explored the effects of stress induced by academic failure

upon seventh-grade students, the results indicate that under the stress of failure situation, able children performed less effectively, tended to regard themselves less highly and showed a decrement in intellectual productivity (Purkey, 1970 p. 25-26). Similarly studies conducted by Carlton & Moore (1966, 1968) in Purkey 1970 led to the conclusion that just as poor performance lowers self-esteem, successful performance raises it. These researchers allowed culturally disadvantaged children to select and dramatize own stories. They found significant changes in the self-concept of their subjects, as well as improved reading ability. They reported that changes in self-concept were relatively permanent.

From the above mentioned studies indications seem to be that success or failure in school significantly influences the ways in which students view themselves. The unresolved issue is whether the self-concept determines scholastic performance or whether scholastic success or failure shapes the self concept. Although the data does not provide clear cut evidence about which comes first, the data does stress the existence of a "strong reciprocal relationship" (Felker 1974), and this gives reason for the assumption that enhancing the self-concept is a vital influence in improving academic performance Purkey concludes that in the light of the influence of the self-concept on academic achievement, it would seem like a good idea for schools to follow the precept "Every effort is made to ensure that each entry has a reasonable chance to victory".

Finally, the idea of early prevention or intervention with respect to self-concept development has been explored by researchers such as Pearlman & Pearlman as cited by Leonard & Gottsdanker Willekens (1987). These authors found that self-concepts of students in grades 1 - 3 were more easily changed than those of older students (grades 4 - 6). They hypothesized that younger children had

experienced fewer defeats than the older ones and were able to maintain higher levels of self-confidence, and that younger children were possibly easily influenced by authority figures such as parents and teachers, and were therefore more responsive to efforts by these persons to enhance self-concept than the older children. This is in fact a motivating factor for the choice of trained teachers in the Pre-Primary Teachers' Diploma Course as subjects for this study.

11. RATIONALE FOR STUDY

The literature cited indicates that despite conflicting results obtained in various studies, there is a positive relationship between self-concept and level of achievement. Thus far, the researchers have isolated self-concept as one of the variables affecting achievement, and because variables in relationships and interpersonal interaction occurring in the school environment have been identified as influencing student self-concept, these variables can affect scholastic performance in students. Also, because educational and psychological growth seem to be interdependant (Leamon, 1982; Scheirer & Kraut, 1979), it appears to be important to determine and promote the change-producing variables involved in affective experiences that enhance students' self-concepts (Bayer, 1986, p.124). This is a major motivating reason for this research study.

Despite the amount of research done in first and second world countries, and the encouraging interest in third world countries in the area of self-concept development in the classroom, there is generally a lack of research in this area in Black education in general and at Black colleges of education in particular. This is further motivation for this research project.

Another reason for this study is that, in the Republic of South Africa, the training of teachers still tends to rely largely on

the traditional modal of training which lays heavy emphasis on academic functioning, and is highly content-centred rather than pupil-centred. This particular trend seems to be in keeping with the social system of the country, which tends to stifle rather than promote creative thinking by encouraging or even demanding conformity. Moreover, trainee teachers, like their qualified conterparts, belong to the traditional patriarchal and authoritarian communities where relating at the affective level is generally not emphasized. They therefore may need to explore their own knowledge of and attitudes towards their own self-concept development and learn to develop skills for the enhancement of self-concept in the classroom situation, which is what this study proposed to do. It was also hoped that these trainee teachers on completing the course would share their knowledge and skills with their counterparts in in-service training programmes.

111. AIMS OF THE STUDY

The aims of the research study were:-

1. To assess the attitudes of trainee-teachers regarding self-concept development in the classroom.
2. To provide for experiential involvement in a programme where the trainee-teachers were given an opportunity to explore their own self-concepts.
3. To develop a programme of self-concept enhancement skills for implementation in the classroom.

1V. METHOD

1. Subjects

The subjects in this study comprised fifty trainee-teachers enrolled for the Pre-Primary Teachers' Diploma Course at the Soweto College of Education. The subjects were in their second year of study, all females whose ages ranged between 20 - 35 years. They belonged to two separate classes, thus

two comparable classes of students were used in this study. The one class consisting of 27 students was randomly assigned to the experimental group while the other class consisting of 23 students was assigned to the control group. It was because of the time-table constrains of the college that intact classes had to be used. The choice of subjects' who were training to teach at the elementary school level was in keeping with the research findings and suggestions by Pearlman & Pearlman in Leonard and Gottsdanker-Willekens (1987), who advocate for the "investment of effort by the elementary school staff in programmes that aim at enhancing self-concept."

2. Measures

2.1 Pre-Questionnaire (Questionnaire 1)

Questionnaire 1 was anonymous and was designed to measure the trainee-teachers' attitude towards self-concept development in the classroom.

Part 1 of the questionnaire covered instructions, identifying data on the subjects, their attitude towards self-concept development and information aimed at determining the trainee-teachers' needs from the intervention programme.

Part 11 of the questionnaire consisted of the Coopersmith self-concept Inventory Scale-"Adult Form" (1967). This scale consists of a list of twenty five evaluative statements regarding attitudes towards self in Personal, Social, Family and Academic areas of experience. The items are short statements generally answered "Like Me" or "Unlike Me". This scale was used to tap the subjects' attitude to the self or their self-perception.

The items of the inventory broadly covered four categories which yielded the following scores:-

(1) General Self Subscale Score (GSS)

(2) Social Self-Peers Subscale Score (SSP)

(3) Home-Parent Subscale Score (HPS)

(4) Sch[illegible]cademic Subscale Score (SAS)

A Total-Self Score (TSS) was obtained which gave a measure of the subjects' self-esteem.

The Coopersmith Self-Concept Inventory Scale was selected for this study because of the following reasons:-

1) It has previously demonstrated high reliability (Coopersmith 1967 in Wiggins 1978).

2) It has shown good predictive ability in forecasting academic performance (Wiggins, 1987, p.129).

3) It has demonstrated high corretations with teacher behavioural ratings (Wiggins, 1978).

4) It has shown high reliability in indicating self-esteem scores (Coopersmith 1967) in Wiggins (1978)

Part 111 of the questionnaire consisted of an adapted Incomplete Sentences Test from the Purcell incomplete Sentences Scale which was developed in 1967. This is a forty item scale of incomplete sentences that are open-ended and are presented to the subjects.

For example, "I get angry when .....". The scale was developed for use with Black adolescents by the National Institute for Personnel Research (NIPR) in the field of Vocational Guidance. The scale is non-standardized and is qualitatively analyzed. The items of the scale are designed to generally tap, explore and elicit feelings and attitudes in various areas of interpersonal relationships, for example self-esteem, social-self, family dynamics, academic self and relations with peers.

The Incomplete Sentences Test was selected for use in this study because of the following basic underlying assumptions about the scale:-

- It's semi-structured form allows for more flexibility and openness in subjects to discuss material that is significant in their lives.
- As in other projective methods of testing, subjects responding to the imcomplete sentences test reveal general personality styles as well as clues about specific conflicts. Examples of these are family dynamics and peer relationships.
- In talking about others the individual is apt to reveal himself, for example in responding to a statement like "most people want....", the respondent would project his/her own thoughts and feelings.

2.2 Post-Questionnaire (Questionnaire 11)

Questionnaire 11 was also anonymous and was designed to evaluate the intervention programme. Items 1 -4 of the Post-Questionnaire were the same as the Pre-Questionnaire regarding instructions, identifying data on the subjects and their attitude towards self-concept development in the classroom. Items 5 - 10 of the Post-Questionnaire for the experimental group included items designed to evaluate:-

1) The usefulness/importance of the intervention programme.
2) The programme content.
3) The methods of presentation used in the programme.
4) The programme leader.

Contents of parts 11 and 111 remained the same as in the Pre-Questionnaire.

3. Procedure

The Pre-Questionnaire (Questionnaire 1) and the Post-Questionnaire (Questionnaire 11) were administered to both the experimental and the control groups. At pre-testing two separate lecture rooms were used, with experimental and control groups accommodated separately in their usual lecture rooms. The control group completed the Pre-Questionnaire under the supervision of their class lecturer, while the researcher remained with the experimental group throughout the completion of the Pre-Questionnaire. However, the researcher was available to clarify any questions for both groups. On the basis of the findings of the Pre-Questionnaire administered to the experimental and control groups, an intervention programme on self-concept enhancement skills was developed. The intervention programme comprised ten weekly group sessions which were held with the experimental group. The duration of each session was three hours and the following were the main components of the intervention programme:

(a) Skills training on self-concept enhancement in the day-to-day dealings with pupils, through the use of classroom exercises.

(b) Experiential exercises for the trainee-teachers on their own self-concept development.

(c) Theoretical input on self-concept development through formal seminars and discussion.

The end of the ten-week intervention programme was planned such that it co-incided with commencement of the three weeks practical school experience where respondents were sent out by the college to schools in the community. This arrangement was aimed at facilitating opportunities for experimenting with and trying out practically the skills learned in

the group, in the actual classroom situation. At the end of their school experience, the Post Questionnaire was administered to both the experimental and control groups.

At post-testing two separate lecture rooms were again used with each group accommodated in their usual lecture room, with the control group under the supervision of their class teacher while the experimental group was supervised by the researcher.

At the end of the year the researcher met informally with the Head Of Department concerned and the college staff to ascertain some verbal feedback on the students and the effects of the intervention programme.

4. Forms of Intervention

The intervention programme took the form of ten weekly group sessions, with each 3 hour session focussing on a specific theme, content and objectives. Table 1 consists of a summary of the ten weekly group sessions.

TABLE I : A SUMMARY OF THE INTERVENTION PROGRAMME

FORMS OF INTERVENTION

SESSION	DURATION	THEME/CONTENTS	OBJECTIVES	METHOD	AIDS/MATERIALS	ACTIVITIES	EVALUATION
One	3 Hours	Getting to know each other.	1) To introduce group leader, myself, yourself. 2) To get to know one another. 3) Establish a relationship. 4) Establish group trust.	1) Large group activity. 2) Small group activities. 3) Discussion and sharing.	Name Tags for every member to facilitate introduction.	1) Sitting in a circle 2) Each group member introduces herself. 3) Breaking into pairs - changing pairs. 4) Coming into circle. 5) GAME : TRUST GAME	Initially group members were quite inhibited. Those who shared did not go beyond telling us about family members-nothing more personal. The leader modelled sharing and self-disclosure, to little avail.
Two	3 Hours	Knowing and understanding ourselves.	Further develop-knowing one another. Strengthen group trust and coherence by fostering acceptance.	1) Big group activity. 2) Smaller groups for sharing. 3) Report back.	Name tags to facilitate addressing one another personally.	1) Getting into circle. 2) Member introduces herself to a person next to them - accumulative effect. 3) Add qualificative prefix. 4) Divide into Birth Order (First born child, middle - born, only child, last born)	Leader played role of facilitator while modelling sharing. The group members took a liking to this activity, discussed high - spiritedly about common/ different roles as regards their birth order. Only two members expressed concern at the fact that they were - "only child" - feelings related to this were reflected.

SESSION	DURATION	THEME/CONTENTS	OBJECTIVES	METHOD	AIDS/MATERIALS	ACTIVITIES	EVALUATION
Three	3 Hours	Theoretical back - ground to Self - Concept. 1) Definition. 2) How self is formed. 3) How it is related to learning. 4) Factors that enhance/destroy it.	To give the group theoretical background to self-concept development. Develop sensitivity to ways of enhancing/ destroying it. To increase knowledge about self-concept.	1) Lecturing. 2) Question and answer. 3) Role play of common scenes. 4) "Peanuts" cartoon. 5) Brainstorming/ buzzing.	"Peanuts" cartoon. (Please See Appendix 14) Notes on theory of self-concept development.	Role play of characteristic classroom interactions that enhance/destroy self-concept. GAME : TRUST GAME	This session was factual and informative, with group members keenly learning new vocabulary and concepts and relating them to existing knowledge. It was interesting when members looked back at particular experiences/situations and decided whether they destroyed or enhanced self-concept.
Four	3 Hours	1) "IALAC" Story of "Thembi". (Please see Appendix 15) 2) Labelling by college staff.	To facilitate the building of strong self-concepts. Dramatically demonstrate how the self-concept can grow/be destroyed - influence of daily events on self-concept development.	Discussion. 2) Role play. 3) Reflection of feelings.	Copies of the "adapted" story of "Thembi's day". 2) Big coloured sheets of paper.	1) Group reads story ("adapted") of "Thembi's" day. 2) "Ripping off" pieces of "Self-concept" in response to killer statements. 3) "Fantasy Trip" for relaxation.	This was a difficult session in that it related to the subjects' bitterness with regard to college staff, a tricky situation that the group leader tried to handle by mainly acknowledging and reflecting on feelings - avoiding being judgemental.
Five	3 Hours	How we appear to others.	1) Understanding how others see us. 2) How their perception of us might affect us. 3) Reflect on related feelings.	1) Narrative. 2) Discussion. 3) Completing sentences.	Paper and Pencil or pens. Cartoon "People together". "Johari Window".	Handing our photostat copies of Cartoon - 2) Read together - allow response/s. 3) Sentence Completion. 4) GAME; "GROUP, YELL & LAUGHTER."	Another emotionally loaded session as group members shared how they had suffered prejudice and humiliation from the lecturing staff. Generally the session succeeded in allowing them an opportunity to reflect on their feelings.

SESSION	DURATION	THEME/CONTENTS	OBJECTIVES	METHOD	AIDS/MATERIALS	ACTIVITIES	EVALUATION
Six	3 Hours	1) Holiday experiences 2) Exam Results (feelings). 3) "Warm Fuzzies". 4) Society's Negative vibes.	1) Re-establish group trust after 3 weeks holiday. 2) Re-establish group togetherness. 3) Strengthen self - awareness (Perception -ours/others). 4) Reflect on exam - related feelings.	Group Activity Discussion Writing Colouring	Paper and Pencil.	Writing down or colouring or drawing related ideas to depict feelings. Individual sharing of experiences and feelings.	The group - spirit was high after the vacation. It seemed that the majority had done well in the exams against "Lecturers' expectations". All other discussions were handled in that lighthearted spirit.
Seven	3 Hours	1) Feelings. 2) Cultural Differences in the encouragement of expression of feelings. Music Therapy.	1) To get members to identify their feelings. 2) To engender all feelings as o.k. 3) Explore socially acceptable ways of expressing feelings. 4) Reflect on feelings related to social stereotypes.	1) Narration. 2) Discussion. 3) Role Plays. 4) Colouring/ drawing. 5) Appreciation of music.	Paper Coloured Pencils/Paint Music.	1) Building up of list of feeling vocabulary. 2) Using colours to express different feelings. 3) Discussion of "colours". 4) Building of collages. 5) Listening to music discussion of feeling depicted in the music.	The session seemed to cloud the previous one in that the members were confused as to the various social stereotypes, re-expression of feelings issues such as what's good/bad/wrong/ right/acceptable/un - acceptable.
Eight	3 Hours	1) Feelings 2) Promotion of self-Awareness. 3) Preparation for Termination. 4) Purcell Incomplete sentences.	1) Continue to engender all feelings as o.k. 2) Relate these more to"COLLEGE PROBLEMS!" 3) Continue to facilitate self-awareness through incomplete sentences.	1) Group Activity 2) Independant.	Photostat copies of "Incompletent sentences". Pencils.	1) Handing out photostat copies of "Incomplete sentence scale". 2) Independent completion. 3) Sharing of ideas. 4) Discussion. 5) GAME :"FANTASY TRIP."	A much lighter session compared to the previous one after stressing that the issue is not whether it is good/bad/wrong/right to experience feelings. The important issue is that "The Feelings Are There".

SESSION	DURATION	THEME/CONTENTS	OBJECTIVES	METHOD	AIDS/MATERIALS	ACTIVITIES	EVALUATION
Nine	3 Hours	Preparation for termination-what the sessions have meant.	1) Reflect on the past & present-times when one had to part with something/someone/ loss. 2) Evaluate skills learned through role-play. 3) Work through feelings related to parting-loss.	Individual activity-sharing.	Paper and pencils/ coloured pencils.	1) Individual sharing of what the sessions have meant. 2) Working through feelings related to parting. 3) Allowing members who wish to use colour/write/draw feelings related to parting.	A session of mixed reactions with some members feeling optimistic about skills learned others feeling that chances of application were slim - given "the type of college staff they have". Quite a difficult session to handle.
Ten	3 Hours	1) Termination. 2) Past experiences related to parting, termination. 3) What skills have we learned? 4) Handling situations 5) Evaluation of the programme.	1) To terminate the sessions. 2) To look back and evaluate the programme. 3) To work through feelings related to parting. 4) What the gains/losses have been.	Individual sharing group discussion. Brain storming on future programmes.	Paper/Pencil colours.	1) Exchanging of messages - simple cards. 2) Handing out of prepared theory notes on self-concept 3) General discussion and closure.	The session was factual and informative.

V. EXPERIMENTAL DESIGN

A bifactorial design was employed in this study. A bifactorial design is one used for studying two or more independent variables in a single experiment. In the present research there were two variables namely group (control versus experimental) and testing time (pre-test versus post-test, following the intervention programme). A two-way analysis of variance was used with group as an independent factor and testing time as a repeated measures factor.

Use was made of both parametric and non-parametric statistical techniques in different instances. For this, the questionnaire data were ranked and this demanded use of non-parametric techniques. The chi-square test proved to be the most suitable test as the level of measurement was nominal and the variables were dichotomous.

On the other hand, data obtained from the Coopersmith Inventory Scale were analysed using parametric techniques because data was normalized and therefore assumed at least interval measures. The data from the Coopersmith were scored by counting the number of responses for each item in each category as well as by obtaining a total score. This yielded five sets of scores and separate anovas were carried out for each set of scores and for the total score. In all cases a two-way mixed anova was used.

Data from the Incomplete Sentence were qualitatively rated, generally within five broad categories similar to those of the Coopersmith Inventory.

The chi-square test was used to assess the differences between the control and the experimental groups both before and after the intervention programme, and the Wilcoxin Rank Sum test was used to assess whether there were significant differences over time. Data was analyzed using the Statistical Analysis System (S.A.S) programme at the University of the Witwatersrand.

VI RESULTS

The research findings from the Pre and Post Questionnaires are presented in the form of tables and descriptive statements. Where applicable specific statistical techniques have been employed for data analysis.

No significant differences were found between the Experimental and Control groups on the pre-test measures, thus corroborating the assumption of random allocation to groups.

1. QUESTIONNAIRE I AND II: PART I

1.1 Identifying Data on Respondents

Respondents were all females and their average age was 23 years. Twenty-one percent of the respondents had been involved in private teaching prior to enrolling at the college for training, and another 21% had had other working experience such as clerical and work in industry and commerce. Most of the respondents (79%) did not have any previous teaching experiance.

1.2 The Importance/Usefulness of the Development of Self-Concept in the Classroom

TABLE 2

Percentage scores for Question 2: The Importance/Usefulness of the Development of Self-Concept in the Classroom

EXPERIMENTAL										CONTROL									
PRE					POST					PRE					POST				
VERY IMP/ USEFUL	IMP/ USEFUL	CAN BE IMP/ USEFUL	NOT VERY IMP/ USEFUL	NOT AT ALL IMP/ USEFUL	VERY IMP/ USEFUL	IMP/ USEFUL	CAN BE IMP/ USEFUL	NOT VERY IMP/ USEFUL	NOT AT ALL IMP/ USEFUL	VERY IMP/ USEFUL	IMP/ USEFUL	CAN BE IMP/ USEFUL	NOT VERY IMP/ USEFUL	NOT AT ALL IMP/ USEFUL	VERY IMP/ USEFUL	IMP/ USEFUL	CAN BE IMP/ USEFUL	NOT VERY IMP/ USEFUL	NOT AT ALL IMP/ USEFUL
67.96	25.93	5.70	7.41	-	88.89	11.11	-	-	-	46.32	25.59	13.04	16.02	-	58	24.02	13.04	4.35	-

$S = 19,5$; $P < 0,01$.

As can be seen from Table 2 there were no significant changes between the groups prior to the programme, nor after the intervention programme. The time factor

however, was significant (S = 19,5; p,< 0,0213), suggesting a tendency for both groups to see the development of the self-concept as very important after the programme. Whereas prior to the programme, the majority of respondents from the experimental group (62%) felt that it was important/useful to develop self-concept in the classroom, after the programme there was even a greater tendency for this group to see the development of self-concept as being "very important/useful".

3 Respondent's Application of Self-Concept Enhancement Skills in the Classroom

Responses obtained in this section of the questionnaire were classified into four broad categories to facilitate data analysis. This is shown in Table 3. The categories were as follows:-

(a) Positive methods used for classroom control (items a,h and k of Question 3).

(b) Acknowledgement of improvement in progress and behaviour of pupils (items e,f,g and i of Question 3).

(c) Flexibility of the teacher in the classroom (item c of Question 3).

(d) Acceptance of pupils unconditionally (items b, d & j of Question 3).

TABLE 3 - MEAN PERCENTAGES FOR QUESTION 3 : APPLICATION OF SELF-CONCEPT ENHANCEMENT SKILLS IN THE CLASSROOM

			EXPERIMENTAL										CONTROL									
			PRE					POST					PRE					POST				
BROAD CATE-GORIES	SELF-CONCEPT ENHANCEMENT SKILLS	ITEMS (A - K)	ALWAYS	OFTEN	OCC.	HARDLY EVER	NEVER	ALWAYS	OFTEN	OCC.	HARDLY EVER	NEVER	ALWAYS	OFTEN	OCC.	HARDLY EVER	NEVER	ALWAYS	OFTEN	OCC.	HARDLY EVER	NEVER
				4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
A	Positive methods of Classroom control	A	44.44	37.04	18.52	-	0.00	44.44	44.44	11.11	-	-	47.87	13.04	0.00	-	4.35	17.39	56.52	26.09	-	-
		H	22.22	40.74	29.63	3.70	3.70	48.15	29.63	14.81	3.70	3.70	21.74	60.87	13.04	0.00	4.35	43.84	34.78	21.74	-	-
		K	18.52	29.63	7.41	11.11	33.33	29.63	25.93	11.11	7.41	25.93	17.39	21.74	21.74	8.70	30.43	21.74	21.74	17.39	8.70	30.43
B	Acknowledgement of improvement in progress & behaviour of pupils	F	92.36	29.63	7.41	3.70	-	77.78	18.52	3.70	-	-	65.22	34.78	0.00	0.00	-	69.57	21.74	8.70	-	-
		J	29.96	25.93	18.52	-	-	70.37	22.22	3.70	3.70	-	73.91	21.74	4.35	-	-	60.87	30.43	8.70	0.00	-
		B	51.85	40.74	7.41	-	-	88.67	29.63	3.70	-	-	69.57	26.09	4.35	-	-	69.57	26.09	4.35	-	-
		I	66.67	25.93	3.70	-	3.70	74.07	22.22	3.70	-	-	65.22	26.09	8.70	-	0.00	69.72	34.78	0.00	-	-
C	Flexibility of the teacher in the class-room	C	62.96	25.93	11.11	-	-	93.56	29.63	14.81	-	-	56.52	26.09	17.39	-	-	65.22	26.09	8.70	-	-
D	Acceptance of pupils unconditionally	E	95.29	3.70	3.70	-	-	88.89	11.11	-	-	0.00	89.26	13.04	0.00	-	-	78.26	13.39	-	-	4.35
		G	85.19	3.70	11.11	-	-	81.48	14.81	3.70	-	-	82.61	17.39	0.00	-	-	78.26	17.39	4.35	-	-
		L	25.96	14.81	11.11	11.11	7.41	29.26	29.93	7.41	3.70	3.70	60.87	30.43	8.70	0.00	0.00	69.59	21.74	0.00	0.00	8.70

As reflected in Table 3 respondents from both the experimental and control groups started off with a positive inclination towards flexible teacher-pupil relationships. Statistical analysis in terms of the between group differences and change over time were generally not significant. However, in isolated items differences were significant, such as in question 3 (a) which measured the extent that the respondents allowed pupil participation in making rules.

On this question there were no significant differences between the views on rule making expressed by the experimental and control groups prior to the intervention programme, (X^2 = 0,38; P > 0,5376) with both groups mainly

participation in rule-ma ing. After the programme there was a significant between group difference (x^2 = 4,57; P > 0,05) suggesting that the experimental group's views changed after the programme, in that they seemed more in favour of democratic classroom procedures. Likewise in question 3 (h) which assessed the extent to which respondents accommodated minor disciplinary breaches in the classroom, there were no significant differences between the groups prior to the programme nor after the programme. However there was an overall significant change for both groups ov r time (S = 173,5; P < 0,5) according to the results of the post-testing. This may be taken to mean that both groups changed significantly over time in that it would appear that a more flexible and tolerant attitude towards minor disciplinary breaches developed. The presence of a maturational variable is suggested indicating that the change shown in the experimental group may not be necessarily attributed to the programme.

1.4 Avoiding Ridicule and Humiliation of Pupils to Ensure Discipline

Prior to the intervention programme, 40% of the respondents in the experimental group felt that it was "always" necessary to avoid ridicule and humiliation of pupils to ensure classroom control, 22% said it was 'often" necessary and another 22% felt it was "occassionally" necessary. Of the remaining 15%, 12% said i was "hardly" necessary and a mere 4% felt it was "never" necessary. After the programme, 55% of the respor ents, an increase of 15% felt it was "always" necessary to avoid ridicule and humiliation of pupils to ensure classroom discipline. This increase was not however statistically significant. There was also no

significant difference between the views held by the experimental and control groups subjects prior to or after the intervention.

2. QUESTIONNAIRE II: CONTINUATION OF PART I - RESPONDENTS' EVALUATION OF THE PROGRAMME

An overall 80% of the respondents felt positively about the self-concept enhancement programme. Fifty percent of this group said that the programme had been "very relevant" while 30% felt that the programme had been "relevant". The remaining 20% replied tentatively saying that it "could" be relevant. None of the respondents evaluated the programme as "not at all" of relevance to them.

2.1 Respondents' Evaluation of the Programme Components

Results showed that 45% of the respondents had liked the theoretical seminars on self-concept developement, 35% said that they had liked the skills on self-concept enhancement in the classroom, and an overwhelming 74% of the respondents said that they had liked the experientiel exercises for self-growth.

2.2 Respondents' Evaluation of Their Preferences

Almost 50% (12/27) of the respondents said that they would have liked more theoretical input on self-concept development, while just over 50% (15/27) felt that more case studies could have been included in the programme.

2.3 Respondents' View on the Limitations of the Programme

The majority of the respondents 90% (25/27) felt that the duration of the programme was the one limitation of the programme. The remaining 10% of the respondents did not identify any limitations.

2.4 Respondents' View on the Strengths of the Programme

Most respondents (70%) felt positively about the programme and 30% did not make any evaluative statements about the

for these students after they had completed training and are employed in schools.

As mentioned earlier it is the researcher's belief that problems in Black education need conscious intervention at various levels, and from various angles. In view of this factor, more extensive studies could be directed at parents and all who are concerned with children and their environment. Strategies could include inservice training programmes for professionals and preventive strategies for parents in particular, and the broader community.

In the introduction of this research report the powerful impact of a person's social learning was highlighted. In concluding, the researcher believes that it was in this light that Eliza Doolittle said the following words to Colonel Pickering in George Bernard Shaw's Pygmalion:-

> "You see, really and truly, apart from the things anyone can pick up (dressing and proper way of speaking and so on), the difference between a lady and a flower girl is not how she behaves, but how she's treated. I shall always be a flower girl to professor Higgins, because he always treats me as a flower girl and always will, but I know I can be a lady to you because you always treat me as a lady, and always will" (Canfield & Wells, 1976, p. 100).

programme. Some of the comments made by the respondents included the following:-

"I liked the programme because it taught me something new - "the self-concept".

"I liked the programme because it offered me an opportunity to say how we feel about things, for example, how I feel about being the first born child".

"I liked the programme in that it combined both theory and practice when we tried out skills we had learnt".

"The programme was good for me because it taught me that classroom control does not require ridicule, embarrassment or corporal punishment, but that the secret is in the leadership qualities of the teacher".

"I liked the IALAC activity because it demonstrated to me the many ways in which we unconsciously affect the sense of self worth by the things we do and say daily".

2.5 Respondents' Evaluation of the Programme Leader

Respondents were generally very positive towards the programme leader. Seventy five percent (21/27) of the respondents rated the programme leader as having been "very effective" while the remaining said that the leader was "effective". Only one respondent did not respond to this item.

3. QUESTIONNAIRE I AND II : PART II

3.1 Coopersmith Self-Concept Inventory Scale

The Coopersmith self-concept Inventory was designed to assess self-esteem. The self-esteem items yield a total-self-score of 100. Employing position in the group as an index of relative self-appraisal, the upper quartile generally can be considered indicative of high self-esteem, the lower quartile generally as indicative of low self-

esteem, and the interquartile range generally as indicative of medium self-esteem (Coopersmith 1975).

Overall data from the Coopersmith Self-Concept Inventory showed that the majority (sixty five percent) of the respondents fell within the interquartile range of the scale which is generally indicative of medium self-esteem. Twenty percent fell within the upper quartile range, indicative of high self-esteem and 15% fell within the lower quartile range suggesting low self-esteem. (Refer to Table 4).

Statistically, the total-self-score (overall self-esteem) yielded no significant group difference in the pretest, and there was also no significant difference after the programme. These results then indicate that there was no significant change in the self-esteem of the respondents as a result of the intervention programme.

See Table 4, for pre and post test means, mean percentages and standard deviations, for the Coopersmith Self-Concept Inventory Subscales.

TABLE 4 : TABLE OF MEANS, STANDARD DEVIATIONS AND MEAN % SCORES FOR COOPERSMITH SELF-CONCEPT INVENTORY SCALE

	EXPERIMENTAL						CONTROL					
	PRE			POST			PRE			POST		
COOPERSMITH SUBSCALES	MEAN	STD DEV.	MEAN %	MEAN	STD DEV.	MEAN %	MEAN	STD DEV.	MEAN %	MEAN	STD DEV.	MEAN %
General Self - Subscale Score (GSS)	7.2963	2.47782	60.8	7.96296	1.7205	66.4	8.54545	2.06391	71.2	8.56364	1.99915	70
Social Self - Peers Sub-Scale Score (SSP)	2.81481	1.11068	70.4	2.92593	2.92593	73.1	2.90909	.971454	73	3.09091	.811177	77.3
Home Parents Subscale Score (HPS)	2.81481	1.11068	70.4	2.92593	2.92593	73.1	2.90909	.971454	73	3.09091	.811177	77.3
School Academic Sub-Scale Score (SAS)	1.88889	1.05005	65	2.18519	.786278	73	2.27273	.827032	76	2.76364	.847711	79
Total Self-Score (TSS)	15.8519	4.59848	63.4	17	3.55181	68	17.6364	3.856482	71	17.8636	3.82094	72

4. QUESTIONNAIRE I AND II: PART II

4.1 Incomplete Sentences Test

The responses on the Incomplete Sentences Test did not indicate any change in the respondents' perceptions of themselves after the intervention programme. Prior to the programme the majority of respondents tended to indicate poor self-concepts. This finding seems consistent with the findings of the Coopersmith Self-Concept Inventory which generally indicated respondents to be falling within the medium to low levels of self esteem.

Analysis of the responses on the Incomplete Sentences Test generally indicated the following:

- Poor self-concept and low self-esteem.

Typical responses included:-

I need ....."to be guided in life in all I do".

Other people ..... "say I'm too fat for their liking".

- Conflict in family relationships.

Typical responses included:-

In our family ..... "My father is so strict that even my mother fears him".

At home ..... "I just prefer to be alone".

- Finding security in material possessions such as wealth and smart clothing rather than in the self as a being.

Example of statements included:-

I am best ..... "When I have expensive clothes on".

- Dependence on others'attitudes, affirmation and validation and feedback to feel good about themselves.

Typical responses included:-

"My greatest fear" ..... "is not to know what others think of me when I do things".

- General external locus of control and learned helplessness.

Example of statements included:-

"Perhaps ..... "God will help me pass my exams at the end of the year".

"Perhaps ..... "One day something will change the situation I live in at home".

5. Summary Of The Verbal Feedback Obtained From The Staff Members On The Student's Performance.

Positive verbal reports about a change in outlook and perception of trainee-teachers involved in the self-concept enhancement skills programme were received from the Head of the Junior Primary department, Kim McEvilly, the senior lecturer, Jean Tiley, and the lecturing staff directly concerned with these subjects. There were also reports of improvement in the experimental group subjects' end of the year examination results.

VII DISCUSSION

1. Interpretation of the Findings

The results highlighted the fact that a need was perceived by the subjects for self-concept development in the classroom. It appears that the intervention programme was effective in enhancing the already existing positive view held as regards the importance of self-concept development.

One of the main aims of this study was to assess the attitudes of trainee-teachers regarding the enhancement of self-concept in the classroom. Data analysis from Part I of the Pre and Post questionnaires showed that the respondents from both groups started off with a positive view and inclination towards democratic classroom procedures such as creating an inviting classroom environment through perceiving and affirming pupils

as valuable, capable and responsible (Purkey, 1984, p. 34-43). This view was reinforced by the programme in that all the activities of the programme emphasized self-concept development.

Another objective of the programme was to provide for experiential involvement in a programme where the trainee-teachers were given an opportunity to explore their own self-concepts. Data analysis from Part II and III of the Pre and Post Questionnaires showed no significant change in the experimental and control group subjects' own self-concepts and attitude towards self, after the intervention programme. For example, results of the Coopersmith Self-Concept Inventory Scale generally demonstrated medium to low self-esteem prior to and also after the intervention programme. Similarly data analysis of responses relating to the Incomplete Sentences Scale seemed to support findings of the Coopersmith Self-Concept Inventory Scale in that responses in this category tended to point towards poor self-perceptions and poor inter-personal relationships.

The lack of significant change in measures of self-concept found in this study could be due to a number of reasons inter alia, the possibility that the programme may not have been extensive enough in duration (only ten three hour sessions were conducted) and in depth (programme covered three broad areas of self-concept development), to influence significant change in what Purkey (1984, p.3) calls "embedded self-perceptions".

The final aim of the programme was to develop a programme of self-concept enhancement skills for implementation in the classroom. Based on the comments made by the respondents after the completion of the programme, it appears that the acquisition of skills was important for them. The respondents stated that the activities of the programme made the theoretical input

meaningful in that they were afforded the opportunity to integrate skills learned on a theoretical level with practice. It seems that the subjects saw as positive the fact that the programme integrated theory and practice, by so doing supplementing college methodology which like wise aims at constantly integrating theory with practice.

Finally, it does appear that although quantitatively the results were not statistically significant, the programme had considerable success in terms of the following:-

- Strengthening the already existing positive inclination towards flexible classroom procedures that are growth producing.
- Providing an opportunity for trainee-teachers to explore and develop their own self-concepts.
- Equipping the respondents with practical classroom skills for the enhancement of self-concept development, an experience that they evaluated as important and positive. However, as Skuy, Albert & Holdstock (1978) say, it remains to be seen whether the positive experience afforded the student teachers will have practical benefits in the teaching situation and whether the skills learned will be appropriately applied. A follow-up study on the subjects could be helpful in this regard.

2. Limitations of the Study

2.1 Measures

The pre and post questionnaires were administered in English which is a second language for the subjects. It is possible that the respondents' limited vocabulary affected the responses given and thus the overall results. For example, in the Incomplete Sentences Test, respondents showed a lack of appropriate vocabulary and this might have distorted the

interpretation of ideas expressed. Perhaps follow-up interviews where subjects could have talked about themselves could have expanded upon written statements. Although the researcher remained with the experimental group throughout the administration of the questionnaire to preclude comprehension problems, the possibility of misconceptions cannot be ruled out.

2.2 Duration of the Programme

The limited duration and depth of the content covered in the programme could have militated against any statistically significant results being achieved. The intervention programme covered a variety of areas in the ten sessions. Perhaps focusing on a particular area -experiential exercises, for example, over a longer period of time might have been more beneficial. This view was expressed by the subjects in their evaluative responses of the programme.

2.3 Other Limitations

2.3.1 The study was confined to a small sample of only fifty (50) Pre-Primary Teachers' Diploma trainee-teachers at only one Black College of education. Generalizations of the findings cannot readily be made to students at other colleges or to the broader population of Black teachers.

2.3.2 All the respondents in this study were females. There is therefore no indication of whether or not male students would have responded differently.

2.3.3 There is a paucity of South African literature available on the subject of self-concept. The writer has therefore consulted mainly British and American publications.

3. Theoretical Implications of the Study

Purkey (1984) cautions about educators who do not recognize the conservative nature of self-concept, and how they are likely to expect "quick miraculous changes" in others.

He states that self-perceptions do change but not immediately or automatically. For him, the tendency to overlook the conservative nature of self-concept may be the probable reason for 'perceived" failure of self-concept programmes. Contributing to the debate on the success or failure of self-concept programmes Leonard & Gottsdanker - Willekens (1987) say that the expectation of immediate and dramatic change in self-concept may not be realistic.

They go on to mention that change in self-concept often entails altering not only the experiences of the individual but also perceptions and attitudes previously established -and this they stress, is a gradual and continuous process. Expressing the critical importance of the early years of life in the shaping of the self-concept, Somerset Maughan as cited by Purkey writes:-

> "For men and women are not only themselves, they are also the region in which they were born, the city apartment or the farm in which they learned to walk, the games they played as children, the old wives' tale they overheard, the food they ate, the schools they attended, the sports they followed, and the God they believed in" (Purkey 1970, p.34).

The above authors suggest that trained teachers who are in daily contact with pupils can have an impact on self-concept through the creation of a more positive learning environment that ensures that a positive self-concept is being built while learning takes place.

4. Applied Implications of the Study

Based on the comments made by the participants after the completion of the programme, it seems that programmes of such a nature augur well for future integration of affective strategies into specific curricular areas. It seems that the trainee-teachers received and rated as important the following components of the programme:-

(a) Being equipped with practical classroom skills for enhancing the development of self-concept in the classroom.

(b) Being involved in experiential activities that helped them explore their own self-concepts.

Purkey (1984) suggests that the teachers' ability to enhance students' self-concepts is a function of his/her beliefs about self and students - an attitude conveyed by the teacher's sensitivity. Shaha and Wittrock Year as cited by Bayer (1986) argue that, because variables in relationships and interpersonal interaction occurring in the school environment have been identified as influencing students' self-concepts, the presence or lack of these variables can help develop or undermine scholastic potential in students. Trainee-teachers could therefore benefit from exposure to curricular strategies aimed at enhancing affective development.

5. Future Research

In future research valuable data could be obtained by using a longitudinal research design where the subjects involved in a programme such as this one could be followed up over time. Such research could facilitate investigation into students' effectiveness in the classroom itself, and would show whether the "positive experience afforded students will have practical benefit in the teaching situation" (Skuy, Albert and Holdstock, (1978). Also, ongoing programmes and support groups could be run

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APPENDIX 1

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APPENDIX 2

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

Q U E S T I O N N A I R E I

Dear Student

Your assistance in filling in this questionnaire will help me identify your needs for our programme on Self Concept Development.

As far as possible, please answer all questions, and as honestly as possible.

The questionnaire is anonymous and information will be treated as being confidential.

Your co-operation is highly appreciated.

Thank you.

Pauline P N Thabethe

PART I

INSTRUCTIONS

(a) Where there is a choice please tick the appropriate answser

e.g.

what do you consider important to get from school?

I Good marks

II Knowledge and understanding

III Mature personality

IV Political rights

V Friends

(b) For the purpose of part (one) I of this questionnaire the term self-concept refers to:-

"The sum total of the views which an individual has of himself. It is the unique set of perceptions ideas and attitudes which an individual has about himself" (Felker D.W. 1974 page 2).

These beliefs, and attitudes determine who you are, what you think you are, what you do and what you can become. (Canfield and Wells 1974 page 21).

1. (a) Sex:

(b) Age in years:

(c) Date:

(d) Home Language

(e) Years at the Training College

(f) Years of Teaching Experience, if applicable

(g) Other work experience (Please specify)

_____

_____

_____

2. (a) In your view how important/useful is the development of the self-concept in the classroom?

(i) Not at all important/useful

(ii) Not very important/useful

(iii) Can be important/useful

(iv) Important/useful

(v) Very important/useful

(b) Please give reasons for your answer.

---

3. Please tick the appropriate response to all of the following statements.

	ALWAYS	OFTEN	OCCASIONALLY	HARDLY EVER	NEVER
(a)					
(b)					
(c)					
(d)					
(e)					
(f)					
(g)					
(h)					
(i)					
(j)					
(k)					

N.B. See next page for statements a - k.

N.B. Statements for question 3 of part I a - k

(a) I allow pupils to participate in the making of rules they follow in the classroom.

(b) I treat all pupils the same way and try not to have favourites and victims in the classroom.

(c) I am comfortable with attempting new approaches and joining in new activities.

(d) I give extra support and encouragement to slower pupils.

(e) I try to acknowledge improvements in performance to the pupils.

(f) I try to acknowledge improvement in the behaviour of pupils.

(g) I take special opportunity to praise pupils for their successes.

(h) I try not to see disciplinary breeches as a problem if they are relatively minor.

(i) Generally I try to make positive comments on pupil's work.

(j) I strive at accepting all pupils unconditionally.

(k) If a pupil is not well behaved I cant help developing a negative attitude towards him.

4. It is not necessary to take a pupil "down a peg or two" to enforce discipline?

   I Always
   II Often
   III Occasionally
   IV Hardly ever
   V Never

5. How relevant is it for you to learn ways of developing the Self Concept in the classroom?

   I Not at all relevant
   II Not very relevant
   III Can be relevant
   IV Relevant
   V Very Relevant

6. Which of the following components would you like our programme to cover?

   I Skills on enhancing self-concept in the classroom.
   II Experiential exercises for self-growth.
   III Seminar on theoretic background (knowledge) of concept of self.
   IV Other (please specify).

PART II "Coopersmith Inventory" Scale

INSTRUCTIONS :

Here is a list of statements about feelings. If a statement describes how you usually feel, put an X in the column "like me". If a statement does not describe how you usually feel, put an X in the column "unlike me". There are not right or wrong answers. Begin at the top of the page and mark all 25 statements.

Like Me	Unlike Me	
☐	☐	1. Things usually don't bother me.
☐	☐	2. I find it very hard to talk in front of a group.
☐	☐	3. There are lots of things about myself I'd change if I could.
☐	☐	4. I can make up my mind without too much trouble.
☐	☐	5. I'm a lot of *fun* to be with.
☐	☐	6. I get upset easily at home.
☐	☐	7. It takes me a long time to get used to anything new.
☐	☐	8. I'm popular with persons my own age.
☐	☐	9. My family usually considers my feelings.
☐	☐	10. I give in very easily.
☐	☐	11. My family expects too much of me.
☐	☐	12. It's pretty tough to be me.
☐	☐	13. Things are all mixed up in my life.
☐	☐	14. People usually follow my ideas.
☐	☐	15. I have a low opinion of myself.
☐	☐	16. There are many times when I would like to leave home.
☐	☐	17. I often feel upset with my work.
☐	☐	18. I'm not as nice looking as most people.
☐	☐	19. If I have something to say, I usually say it.
☐	☐	20. My family understands me.
☐	☐	21. Most people are better liked than I am.
☐	☐	22. I usually feel as if my family is pushing me.
☐	☐	23. I often get discouraged with what I am doing.
☐	☐	24. I often wish I were someone else.
☐	☐	25. I can't be depended on.

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PART III "Incomplete Sentences Test"

INSTRUCTIONS :

Complete these sentences to express your feelings. Try to do everyone. There are no right or wrong answers.

PART IV

INSTRUCTIONS :

See next page.

INCOMPLETE SENTENCES TEST

Complete these sentences to express your feelings.

Try to do every one.

1. I admire _____

2. The happiest time _____

3. Most people want _____

4. At home _____

5. I can't _____

6. One often imagines _____

7. I used to _____

8. The best ambition _____

9. What annoys me _____

10. People _____

11. In our family _____

12. One feels _____

13. My greatest fear _____

_____

14. My job _____

_____

15. I feel ashamed when _____

_____

16. My stomach _____

_____

17. Perhaps _____

_____

18. Other people _____

_____

19. I suffer _____

_____

20. When I was a child _____

_____

21. I am best when _____

_____

22. The most dangerous _____

_____

23. My nerves _____

_____

24. The future _____

_____

25. I need _____

_____

26. Marriage _____

_____

27. I failed _____

_____

28. Sometimes _____

_____

29. What pains me _____

_____

30. It seems to me _____

_____

31. I hate _____

_____

32. I am very _____

_____

33. The only trouble _____

_____

34. One can't help wishing _____

_____

35. My father _____

_____

36. Between you and me _____

_____

37. I _____

_____

38. At school _____

_____

39. My greatest worry is _____

_____

40. Friends _____

_____

APPENDIX 3

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

Q U E S T I O N N A I R E II

Daar Student

Your assistance in filling in this questionnaire will help me evaluate your our progress on Self-Concept Development.

As far as possible, please answer all questions, and as honestly as possible. The questionnaire is anonymous and information will be treated as being confidential.

Your co-operation is highly appreciated.

Thank you.

Pauline P N Thabethe

PART I

INSTRUCTIONS

(a) Where there is a choice please tick the appropriate answser e.g.

what do you consider important to get from school?

1. Good marks
2. Knowledge and understanding
3. Mature personality
4. Friends
5. Political rigts

1. (a) S :
   (b) Age in years:
   (c) Date:
   (d) Home Language
   (e) Years at the Training College
   (f) Years of Teaching Experience, if applicable
   (g) Other work experience (Please specify)

   _____

   _____

   _____

2. (a) In your view how important/useful is the development of the self-concept in the classroom?

   (i) Not at all important/useful
   (ii) Not very important/useful
   (iii) Can be important/useful
   (iv) Important/useful
   (v) Very important/useful

(b) Please give reasons for your answer in 2 (a).

_____

_____

_____

3. Please tick the appropriate response to all of the following statements.

	ALWAYS	OFTEN	OCCASIONALLY	HARDLY EVER	NEVER
(a)					
(b)					
(c)					
(d)					
(e)					
(f)					
(g)					
(h)					
(i)					
(j)					
(k)					

* SEE NEXT PAGE FOR STATEMENTS A - K.

N.B. Statements for question 3 of part I a - k

(a) I allow pupils to participate in the making of rules they follow in the classroom.

(b) I treat all pupils the same way and try not to have favourices and victims in the classroom.

(c) I am comfortable with attempting new approaches and joining in new activities.

(d) I give extra support and encouragement to slower pupils.

(e) I try to acknowledge improvements in performance to the pupils.

(f) I try to acknowledge improvement in the behaviour of pupils.

(g) I take special opportunity to praise pupils for their successes.

(h) I try not to see disciplinary breaches as a problem if they are relatively minor.

(i) Generally I try to make positive comments on pupil's work.

(j) I strive at accepting all pupils unconditionally.

(k) If a pupil is not well behaved I cant help developing a negative attitude towards him.

4. It is not necessary to take a pupil "down a peg or two" to enforce discipline?

I Always

II Often

III Occasionally

IV Hardly ever

V Never

5. How relevant is it for you to learn ways of developing the Self Concept in the classroom?

   (i) Not at all relevant

   (ii) Not very relevant

   (iii) Can be relevant

   (iv) Relevant

   (v) Very Relevant

6. Which of the following components were satisfactorily covered by our workshop?

   (i) Skills on enhancing Self-Concept in the classroom.

   (ii) Experiential exercises for self-growth.

   (iii) Seminar on theoretic background knowledge of concept of self.

   (iv) Other (please specify).

   _____

   _____

   _____

7. What would you have liked to have differently done in the programme?

   (i) Theory

   (ii) Practical

   (iii) Role Plays

   (iv) Case Studies

   (v) Other (please specify)

   _____

   _____

   _____

8. In your view what were the limitations of the programme?

   _____

   _____

   _____

9. What were the strengths/ what did you like about the program?

10. (a) Evaluate the programme leader using the following five point scale:

(i) Not at all efficient

(ii) Not very efficient

(iii) Efficient

(iv) Very efficient

(v) Could be efficient

(b) Please give reasons for your answer.

* PART II : SEE NEXT PAGE

PART II "COOPERSMITH INVENTORY" SCALE

INSTRUCTIONS :

Here is a list of statements about feelings. If a statement describes how you usually feel, put an X in the column "like me". If a statement does not describe how you usually feel, put an X in the column "unlike me".

There are not right or wrong answers.

Begin at the top of the page and mark all 25 statements.

Like Me	Unlike Me	
☐	☐	1. Things usually don't bother me.
☐	☐	2. I find it very hard to talk in front of a group.
☐	☐	3. There are lots of things about myself I'd change if I could.
☐	☐	4. I can make up my mind without too much trouble.
☐	☐	5. I'm a lot of fun to be with.
☐	☐	6. I get upset easily at home.
☐	☐	7. It takes me a long time to get used to anything new.
☐	☐	8. I'm popular with persons my own age.
☐	☐	9. My family usually considers my feelings.
☐	☐	10. I give in very easily.
☐	☐	11. My family expects too much of me.
☐	☐	12. It's pretty tough to be me.
☐	☐	13. Things are all mixed up in my life.
☐	☐	14. People usually follow my ideas.
☐	☐	15. I have a low opinion of myself.
☐	☐	16. There are many times when I would like to leave home.
☐	☐	17. I often feel upset with my work.
☐	☐	18. I'm not as nice looking as most people.
☐	☐	19. If I have something to say, I usually say it.
☐	☐	20. My family understands me.
☐	☐	21. Most people are better liked than I am.
☐	☐	22. I usually feel as if my family is pushing me.
☐	☐	23. I often get discouraged with what I am doing.
☐	☐	24. I often wish I were someone else.
☐	☐	25. I can't be depended on.

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PART III "INCOMPLETE SENTENCE TEST"

INSTRUCTIONS :

Complete these sentences to express your feelings. Try to do everyone.

There are no right or wrong answers.

INCOMPLETE SENTENCES TEST

Complete these sentences to express your feelings.

Try to do every one.

1. I admire _____

_____

2. The happiest time _____

_____

3. Most people want _____

_____

4. At home _____

_____

5. I can't _____

_____

6. One often imagines _____

_____

7. I used to _____

_____

8. The best ambition _____

_____

9. What annoys me _____

_____

10. People _____

_____

11. In our family _____

_____

12. One feels _____

_____

13. My greatest fear _____

14. My job _____

15. I feel ashamed when _____

16. My stomach _____

17. Perhaps _____

18. Other people _____

19. I suffer _____

20. When I was a child _____

21. I am best when _____

22. The most dangerous _____

23. My nerves _____

24. The future _____

25. I need _____

26. Marriage _____

27. I failed _____

_____

28. Sometimes _____

_____

29. What pains me _____

_____

30. It seems to me _____

_____

31. I hate _____

_____

32. I am very _____

_____

33. The only trouble _____

_____

34. One can't help wishing _____

_____

35. My father _____

_____

36. Between you and me _____

_____

37. I _____

_____

38. At school _____

_____

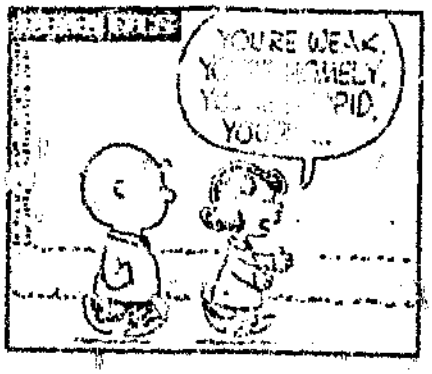
39. My greatest worry is _____

_____

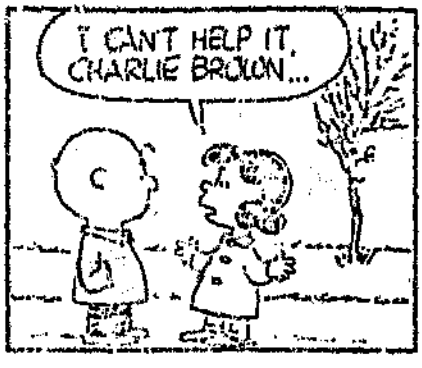
40. Friends _____

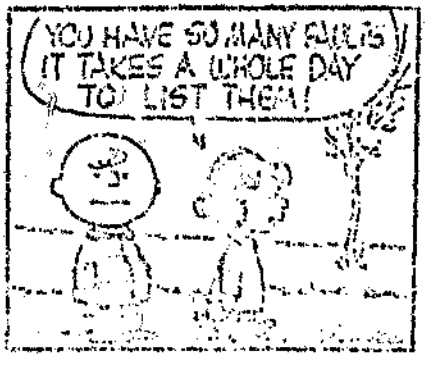
_____

APPENDIX 4(a) SESSION 3









1

APPENDIX 4 (b)

SESSION 4

OBJECTIVE : BUILDING SELF CONCEPTS

MATERIAL : PIECES OF PAPER - IALAC SIGNS

ACTIVITY : OBJECTIVES

1. To help student teachers recognize the many ways in which self concepts can be made or destroyed.
2. How one's sense of worth can be affected by the little things we say and do each day.

PROCEDURE

1. Every morning we each pin on a big IALAC sign.
2. By this sign we tell the world that - " I Am Lovable and Capable".
3. Throughout the day our sign gets Bigger or Smaller depending on how others treat us.
4. Positive things make our signs grow Bigger.
5. Negative ones make our signs Smaller - "A piece of our sign gets ripped off".
6. Read up story of Thami's day.
7. Demonstrate IALAC "rip off".

PRACTICAL

1. Make an IALAC sign for yourself.
2. Wear this sign for the rest of the day/week.
3. Anytime something happens that makes you feel less lovable - rip off - tear off a piece of the sign.
4. Explain to rest of college what the sign stands for.

APPENDIX 4 (b) continued

SESSION 4 (Continued)

IALAC

"I Am Lovable and Capable"

The Story of Thami

This is what happens during a typical day to Thami's IALAC sign.
At 7:15 in the morning Thamis is awakened by his mothers voice, "Thami! You lazy, stupid bum! Get down here this very minute! You are going to miss the bus". (RIP). Thami hurriedly gets ready for school. At 7:30 he sits down to breakfast and tips over his milk. His mother scolds him - stupid! (RIP).
At 7:40 Thami boards the school bus. Two neighbour girls laugh at his new haircut as he sits down. (RIP) At 8:24, the school bus arrives at school. Thami rushes for the first period lesson, however, just before he gets to the classroom door, the late bell rings, and Mr Nkosi says he's late -15 minutes detention. (RIP) Mr Nkosi further demands for the Geography homework -Thami has forgotton the book at home. (RIP)
At 9:15 Miss Zulu gives Thami his maths test with a big red 7% at the top saying: "You failed this test". (RIP) In the science class Thami is asked a question he canot answer -the class laughs at him. (RIP) Lunch comes and Thami walks past a new girl's desk and one boy sticks his foot out, sending Thami and his food sprawling to the floor. (RIP)
At the gym class Thami tries to run five laps around the gym on a full stomach but this gives him heartburn. (RIP)
One O' clock is art class, and the art teacher tells Sbusiso that she likes his picture more than Thami's drawing. (RIP)
In the English class the teacher makes everyone who missed a spelling word on the spelling test to write the word 100 times. Thami missed 13 words, (RIP).
Two-thirty is detention (RIP). At two-fifty Thami comes up panting late for practice. The coach, Peter tells Thami not to bother beause he is late -"the team does not need you" (RIP).

At 5 O' clock Thami arrives home on the late bus. His mother yells as he enters the door, "Thami don' bang the door I have a terrible headache" (RIP). The rest of the evening is no better. At 9 O' clock Thami goes to bed and falls asleep -even his dreams are trouble. He dreams that he is chased by a mad dog. (RIP)

N.B. SOME DAYS ARE JUST LIKE THAT. MAYBE TOMORROW WILL BE DIFFERENT.



Author:Thabethe PPN
Name of thesis:Facilitating the development of self-concept skills in the classroom among trainee teachers

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