

A SELF-CONCEPT STUDY COMPARING GRADE LEVEL
AND BELOW GRADE LEVEL STUDENTS

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To Theo, my husband, without his understanding and typing I would never have completed this endeavor.

I also wish to thank my brother Matt who fought back and would not give up.

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CHAPTER I

INTRODUCTION

The child of today has developed into a highly mechanized being. The machines of today have, for these children, created a perfidious sense of security. With the advent and the proliferation of the new electronic devices such as the mini-computer, the micro-calculators, the many electronic games and the new electronic learning aids, these children have been led to believe there is a simple solution to any problem. All they must do, it seems, is to push the correct key(s) and the correct answer or solution will automatically appear. Many of these machines have been designed to reinforce efforts and preclude the feelings associated with failure. Should the child push the wrong key, error information is presented and the child is directed to give another response. If the child, after several attempts, still has not been able to choose the correct response, the machine will present the correct solution or answer. The machine neither becomes bored nor does the machine become tired with the repetition of its use (Beck, 1975).

When one stops to consider the reality of the child's world as related to the evolution of electronics, one

should have no doubt in understanding some of the problems the child has with a real teacher. The human teachers, unfortunately have the untimely task of pointing out the errors and mistakes made by the children. Human teachers also have the misfortune of encountering the possibility of becoming bored after multiple repetitions of an explanation. Human teachers have the failing common to mankind of becoming mentally and/or physically tired and fatigued. Human teachers have the problem, also, of allowing themselves to be overcome by outside influences of distractions encountered. All of these factors, the human shortcomings and the outside influences, interrelate to prevent the human teacher from always being 100% functional and operational. The children, therefore, could be expected to have some problems in performing the tasks they are expected to master since they develop in this less than perfect situation.

The inability of the child to master a particular skill has been recently brought into sharp focus and into the limelight of public attention. The scores of The Iowa Test of Basic Skills received by the students of the Dallas Independent School District were published with a great and grave fanfare by one of the local newspapers (Rice & Austin, 1980). The level of the student development was emphasized

even more with the recent publication by this same newspaper of the student's results on The Texas Assessment of Basic Skills (Rice & Austin, 1981). Once again, the cries of alarm are being heard from all directions concerning the education of the children and the educational system. Parents are openly asking "Why has not my child been taught what he should have been taught?" (Math, Note 1). Educators began asking themselves if they were doing something wrong in their teaching curriculum or in their methodology. The student's scores had been expected to be much higher than they actually were tested to be. The questions being asked by the parents and the educators were both fair and reasonable. It is only fair and reasonable for these people to receive some type of response to their questions or explanations for the situation.

It is my contention, as a teacher, that any errors made by the educators were certainly not made with malice. Rather, it is my feeling, that many educators have overlooked a small but important part of the human child, vital to his educational process. This small, yet integral part, is the self-concept of the individual and the effect of this self-concept on the learning of that individual.

Statement of the Problem

Brookover (1971) has indicated there exists a direct and correlative relationship between the self-concept and the academic achievements of an individual. Hunter (1971) stated there was a significant indication of one's self-concept. This study indicated a positive correlation exists between the self-concept level and performance in academic areas.

Fink (1962) studied two groups of high school freshmen who were matched for IQ and paired for achievement and underachievement. The self-concept of each student was studied by three psychologists who were able to determine the self-concept level of the student to be either adequate or inadequate. Results of the study indicated the achievers were rated far more adequate in their self-concept than were the underachievers. The problem to be investigated in this study was to determine if these findings were also true at the W. E. Greiner Middle School Arts Academy, i.e., there is a measurable difference in the levels of self-concept within the grade placement levels of Hispanic surname students, Anglo students, and Black students; and there is a measurable difference in the levels of self-concept among the Hispanic surname students, the Anglo students, and the Black students.

Statement of Purpose

The purpose of this investigation was to discover the difference in the levels of self-concept for a sample of mathematics students at a Dallas Independent School District, innercity, middle school. The students were viewed from both their ethnic group and their grade placement levels. It was the aim of this investigation to determine if, as did Brookover, Erickson, and Joiner (1967), Mueller-Willis (1965), Purkey (1970), Wells and Marwell (1976), and Wylie (1961), a definitive and correlative relationship was seen between self-concept level of the child and his academic achievement level. Healey (1969) indicated there was not a significant difference in the self-concept levels between the ethnic groups when all other factors were without major differences. Many other direct relationships have been established through the utilization of the environment and the personality to the self-concept level and achievement level. All of the volumes of articles point to the obvious results of this study, but none, at present, are specifically either supportive or unsupportive of the hypotheses herein presented. The results of this study, it is hoped, will be of significant value to indicate a possible need for inservice training of teachers in self-concept level

awareness as has been supported by the study, How Teachers Make a Difference (U.S. Department of Health Education and Welfare, 1971), thus bringing into focus the importance of a good self-concept level for the individual as it relates to the learning process. It is also feasible the results of this study could point to the merits of teacher training to help the student build a positive self-concept of himself in conjunction with the instruction of baseline objectives. It is also possible that self-concept training and awareness could be made a part of the already established partners in learning as well as become a vital portion of the newly introduced sex education program. Ultimately, it is the purpose of this study to help up-grade the scores of the Dallas Independent School District students on the nationally standardized testing program by the inclusion of additional teaching methodology.

Definition of Terms

Anglo students. This term refers to the numerically dominant, English-speaking native population whose culture, despite minor regional variations, is that of the United States as a whole. So used, the term designates a residual category that includes anyone not identifiable as Hispanic

surname, Indian, American Indian, Asian or Black in the Southwest (Healey, 1969).

Black students. This term refers to the persons in the population whose ancestry came from the Negro race.

Hispanic surname students. These are the members of the population who possess a surname which originally found its derivation in Spain.

B level students. These are the students who are working at grade level or above as determined by their score on the Shaw Helhe 7-12 Form D Math Test administered to them at the beginning of the school year or as they transfer into the school district.

C level students. These are the students who are working below grade level but not more than two years below grade level as was determined by their score on the Shaw Helhe 7-12 Form D Math Test administered to them at the beginning of the school year or as they transfer into the school district.

C/S level students. These are the students who are working at a level more than two years below grade level as determined by their score on the Shaw Helhe 7-12 Form D Math Test administered to them at the beginning of the school year or as they transfer into the school district.

Self-concept level. This is a term used to describe how an individual perceives himself, what a person believes he is, how he feels about himself and how he believes he acts. This term also refers to how an individual sees himself physically, morally, socially and so forth (Fitts, 1965).

Physical self scale. This is the way an individual views his body, his state of health, his appearance, his skills and his sexuality.

Personal self scale. This scale describes the way an individual views his sense of personal worth, his feelings of adequacy as a person and his evaluation of his personality apart from his body or his relationship to others.

Family self scale. This scale measures the way an individual views his feelings of adequacy, worth and value as a family member. It refers to the individual's perception of self with reference to his closest and most immediate circle of associates.

Social self scale. The person's sense of adequacy and worth in his social interaction with other people in general are reflected in this scale.

Self-criticism scale. This scale is composed of ten items, all of which are mildly derogatory statements which most people admit as being true about themselves. The

scores on this scale indicate to some extent the truthfulness of the answers given on the test.

Self-identity scale. This scale reflects how the individual views his basic identity, what he is and how he sees himself.

Self-satisfaction scale. Here the individual describes how he feels about the self that he perceives.

Self-behavior scale. This scale reflects the manner an individual views his perception of his own behavior or the way in which he functions.

Total positive scale. This scale gives three messages about the individual being tested: this is what I am, this is how I feel and this is what I do. This scale gives an indepth view of how the individual feels about himself in light of the frame of reference he has about himself as a person in his environment.

Limitations of the Study

This study was subject to the following limitations:

1. The students to be tested in the investigation were all of a volunteer group. As this sample does not avoid bias, results can be properly applied only to the sample and results can only be generalized to other subjects with great caution.

2. The written consent of the parent or guardian of each student and also of the student himself was required of all students who were to participate in the study. As a result, many of the students at the school were not allowed to participate by either their parents or at their own desire. This had the effect of limiting the number of students who participated in the study.

3. The cooperation of each student was required in honestly answering the test questions.

4. Approximately 300 students in the school population were excluded from the study since they did not return the required parental consent form with proper signatures.

5. The testing was done in several groups rather than one since permission was not granted to test all of the students at one time.

Assumptions

1. The teachers involved in the administration of the tests did follow the instructions given for the test administration.

2. The students did indicate as directed their proper ethnic group on the test form for scoring.

3. The students were able to understand the questions well enough to enable them to properly answer and respond to the questions.

4. The time block of 55 minutes which was allocated was adequate for the students to complete the testing.

CHAPTER II

REVIEW OF THE LITERATURE

The Early Self

Each of us, as an individual human, is made up of a multitude of experiences, solely our own. The manner in which we interpret, relate to, react towards and perceive these experiences is what makes each human unique. Mead (1934) stated the child learns his role from the environment which surrounds him. The ability to simulate the roles through imagination enables the child to see himself from a more objective viewpoint.

Freud (1923) gave the world the theory of the three different divisions of the personality--id, ego, and super ego--along with the levels of consciousness. He also introduced the five stages of personality development: oral, anal, phallic, latency, and genital.

Jung left us with the belief we are living by aims as well as causes and stressed the goal of self-actualization. The present is determined by both the future and the past. Adler felt mankind was motivated primarily by social urges. That we are social beings is a relationship with others

which develops a unique style of life. Rank felt life was a constant struggle for individuality, which is hindered by parents who have not had their own needs met (Corey, 1977).

Cooley (1922) saw the individual as having both subjective self and objective self. The subjective self comprised all that which was internal: ideas, attitudes, and behavior. The objective self precluded all but that which was external; this view is derived from others. Cooley felt the complete self was created through social interaction, coupled with how a person felt about himself. His "looking glass" theory is expressed as:

a self-idea (that) seems to have three principal elements: the imagination of our appearances to the other person; the imagination of his judgement of that appearance, and some sort of self-feelings such as pride or mortification. (Cooley, 1922, p. 184)

James (1924) viewed the self as the material self, i.e. all with which a man can call his own as clothes, home, family, etc., and the spiritual self, i.e. to think of oneself as a thinker. James felt the individual chose the self or selves that he wanted to stress. In other words, a person modified his behavior to fit his chosen image. If for some reason, the person does not meet the expectation set for that particular image, he will either rationalize

why he did not meet the standard or will suffer a loss of self-esteem.

James (1890) felt the need to devote 191 pages to the subject of the self. As a partial result, the early 1900's found the social scientists taking much interest in the exploration of the self. Unfortunately, this exploration generated much more controversy and disagreement as to which school of thought was correct rather than lending itself to a resolution and deeper study of the self. As Purkey (1970) wrote, the Freudian supporters stressed unconscious motivation, the introspectionists defined introspection, the gestaltists believed in insight and selected perceiver, while the behaviorists claimed only a person's tangible observable behavior was fit for scientific inquiry. The outcome of these conflicts is now history.

The behaviorism of J. B. Watson emerged as the most convincing of the theories (Purkey, 1970). Consequently, the world of education followed the lead, took a new direction. More recently, Mead (1934) in his theoretical writings, described how the self is developed through transaction with the environment. Thus, formation of a self-concept is the product of face-to-face interpersonal communication and is largely derived from the reflected

appraisal of others. Lewin (1935) felt the self gave consistency to the entire personality.

Goldstein (1939) concluded the process of self-actualization was contrasted with those of the sick organism which must constantly worry about bodily preservation. Lecky (1951) maintained that an individual is a unified system with the problem of keeping harmony between himself and his environment. In order to maintain this type of harmony, the individual may not allow himself to acknowledge the things he sees in the environment. The individual may reject the things which either people tell him about himself or he may try to alter things about himself and others. The example Lecky presented was of a student who was a poor speller and clung to the opinion that he was a poor speller, no matter how easy or how difficult the material might have been.

Expressing the humanist point of view, Rogers (1951) saw each individual as having a basic tendency to actualize, maintain, and enhance himself or at least to strive to accomplish these goals. The individual who develops a unique self is a fully functioning person. During the process of becoming this fully functioning person, the individual moves from masking to a greater awareness of and dependence upon the internal self as an evaluator and a

motivator. As a goal of his therapy, Rogers states that when a climate of genuineness, prizing, and understanding has been created, a person moves from rigidity towards flexibility, from static living towards process living, from dependency towards autonomy, from being predictable towards creativity, and from defensiveness towards self-acceptance. All of these exhibit an actualizing tendency.

Other psychologists found still other ways to view the self. Among those who viewed the cognitive dimensions were J. C. Diggory (1966) and G. A. Kelly (1955) who placed emphasis on the unique way in which the individual sees his world. They also felt man invented his own way of seeing the world in which he lives. Thus, the individual will choose a way of life that will validate the constraints which he has fabricated to interpret his world.

Achievement and Self-concept

The work of the aforementioned individuals started a new wave of research and gave birth to deeper studies relating to the self. Brookover, Thomas, and Patterson (1964) studied approximately 1,000 seventh grade students seeking to find a relationship between self-concept of ability and academic achievement. They found that when IQ was factored out, a significant and positive correlation

existed between self-concept and school performance, self-concept of ability and grade point average relationships existed, and self-concept of ability and perceived evaluation held by significant others were positively related.

A great many other social scientists also did extensive research into new areas of self and its relationship to education. Diggory (1966) found a relationship between failure and self-esteem. During this time of study and research, evidence was found relating poor self-concept and high anxiety levels (Coopersmith, 1959; Cowen, Zax, Klein, Izzo, & Frost, 1965; Durrett, 1965; Lipsitt, 1958; Mitchell, 1959; Pilisuk, 1963; Purkey, 1970; Rosenberg, 1963; Stanwyck & Felker, 1971; Wylie, 1961).

Looking into new areas which are related to self-concept, Schnee (1972) found that IQ did not relate to self-concept while self-concept did correlate positively with reaching achievement. Supporting Schnee was Jackson (1972) who related that a child with a good self-image would learn to read quickly while a child with equal intelligence but a poor self-image was plagued by difficulty.

Calsyn (1973) concluded that the relationship between self-esteem and achievement was asymmetrical with achievement being causally predominant over self-esteem. Upholding the findings of Calsyn were West and Fink (1973) who

determined that if the purpose was to increase school achievement, direct teaching for achievement would be more effective than trying to enhance self-esteem.

Further investigation by Yates (1975) found a significant correlation with regard to self-concept and gifted achievers. Contradicting the findings of Yates were Ziv, Riman, and Doni (1977) and Morford (1980) who found no evidence supporting the relationship between self-concept and achievement among the gifted. Ziv et al. (1977) reported findings in which the underachieving gifted had higher levels of self-concept than did the achieving gifted.

Glattstein, Abraham, and others (1978) designed a study to clarify the relationships between self-concept and achievement and to explain why changes in self-esteem had not resulted in changes in achievement. The results of the study were inconclusive; however, they did show as did Ziv et al. (1977) that self-esteem did not predict levels of achievement.

In the study of academic achievement, one must not overlook the work of Piaget. Piaget, in his studies, segmented the development of language and concept development into several stages. As is indicated by Piaget, each child will pass through each of these universal stages of development in a fixed sequence as they mature. These

stages are (a) sensorimotor intelligence (birth to age $1\frac{1}{2}$ or 2), (b) preconceptual thought (age $1\frac{1}{2}$ or 2 to age 4), (c) intuitive thought (age 4 to age 7 or 8), (d) concrete operation (age 7 or 8 to age 11 or 12), and (3) formal operation (age 11 or 12 to age 15 or 16). For Piaget, these stages held the key to understanding of the thought processes of a child or children. Piaget's contention relates that a child cannot perform certain mental operations until he has reached a certain level of maturation (Piaget & Inhelder, 1969).

Muller-Willis (1965) felt the teacher should be cognizant of the developmental stages as described by Piaget. With these stages in mind, she felt the teacher would be better able and prepared in the psychological areas of teaching children. Thus, with the knowledge of Piaget and these additional psychological skills, the teacher would be better able to recognize and work with the child at his developmental stage and level.

In the technological world of today, an education has become most vital and important to the individual and to his personal survival. Carkhuff (Note 2) has stated that the labor-skill ratio has reversed itself and only through education can an individual learn the skills to carry him through life and be productive in our technological society.

Therefore, in the educational system, if their education is not at least somewhat tailored to the individual, many of the children will not grasp the majority of the skills set forth to be mastered. Carkhuff stressed the importance of an individualized program for each student.

Teachers and Self-concept

Is it possible the teacher makes a difference in a teaching situation? Much new research indicates the teacher is a significant factor. Davidson and Lang (1960) investigated fourth-grade, fifth-grade and sixth-grade students and found there to be a positive relationship between children's self-concept and the perception they held of their teacher's feelings toward them. They also found females had a higher self-concept level than did males.

Clarke (1960) was able to establish a relationship between the academic performance and the student's perception of the academic expectations of himself by those whom he considers to be of importance in the world of the student.

Combs and Snygg (1959) went so far as to postulate that teachers can both decrease and increase the self-concept levels in the children in their charge. Their studies related that the teacher's attitudes toward self and others

are as important, if not more important, than his teaching techniques, practices, or materials. The way in which a student perceives the feelings of the teacher toward him, the student relates positively with his self-perception. Rogers (1956) contended personality changes in therapy are not a result of professional credentials, training, or skill, but rather, the result of the attitudinal characteristics of the relationship. Rogers (1969) also stated that genuineness, acceptance, and empathy are the essential qualities which facilitate learning and changes in a student. He defined a genuine teacher as one who enters the relationship with a student without presenting a facade. Aspy (1972) stated that a genuine person is one who faced his own feelings and made them available to the other person as honestly as was possible.

Bills (cited in Rogers, 1969) studied eight teachers, half being rated effective and half who were rated ineffective by their students. Their students filled out the Barrett-Lennard (1962) Relationship Inventory. The results indicated the teachers viewed as effective exhibited significantly higher level of acceptance, genuineness and empathy.

Aspy, Black, and Roebuck (1972) studied the interaction of 25 high acceptance teachers to that of 25 low acceptance teachers using Flander's Interaction Analysis Scale. Results showed the high acceptance teachers praised more often, were more acceptant of the students' feelings, criticized less, and obtained more student-initiated conversation. They also found the students of teachers communicating high levels of empathy also learned more than the students of the low empathy level teachers. Brookover et al. (1967) concluded the students' perception of his academic ability by others (teachers, parents, and friends) was associated with self-concept of his academic ability.

In the recent past, new studies have been initiated to find a relationship between sex and self-concept level and the ethnicity and self-concept level. Price (1976) studied 94 reports with regard to both sex and ethnicity. She found 21 studies which reported differences with regard to sex. Of the 21, 11 found no statistically significant differences. Two reported females had higher self-concept levels than males while four other studies reported males as having self-concept levels higher than the females. Still, four other studies reported mixed findings with the males being higher in some aspects and the females being

higher in other aspects of self-concept. Thus, she found the data to be inconclusive with relationship to sex.

Continuing her study, Price (1976) found 41 studies which looked at the aspects of ethnicity and self-concept. Out of 41, 13 found there to be no significant differences in the self-concept level of the Blacks and the Anglos. Another 13 of the studies found a higher level of self-concept among the Anglos than among the Blacks. Six found a higher measurable self-concept level in the Blacks than in the Anglos. To cause even more confusion and complicate the study, a group of six found a mixture with Blacks higher in some areas and Anglos higher in other areas of self-concept.

Price (1976) examined nine other studies which included Mexican American and Anglo differentials of self-concept. Six of these studies reported there to be a significant difference in the self-concept levels of the Mexican American and the Anglo. Three of the studies found there to be a higher level of self-concept for the Anglo as compared to the Mexican American. She also reported four studies of six which related no significant difference between the Black and the Mexican American.

Seeking to determine what effect acculturation had on Mexican Americans, Pruneda (1974) undertook a study relating

levels of acculturation and self-concept. The findings revealed no significant differences existed between the academic achievement scores of Mexican American children with high levels of acculturation and those with low levels of acculturation. They also showed no significant differences in the levels of self-concept when compared to the levels of acculturation.

Powers (1978) designed a study to investigate the influence of bilingual instruction on academic achievement and self-concept on a given group of Mexican American students. The results indicated there was no significant difference in the levels of self-concept among the bilingual program students and the non-bilingual program students.

Not to be ignored when Hispanic surname students are involved was whether the students were native born or foreign born. Baral (1979) studied a group of native born Mexican Americans and foreign born Mexican Americans to determine the differences in the levels of academic achievement and the factors relating to the differences, if any. The results showed the native born Mexican American students achieved a higher level of academic achievement than did the foreign born students. The major contributing factor was the effect of fluency of the English language for the

native born students as compared to the foreign born students. The native born student generally had a better fluency and thus, was better enabled to show a higher academic achievement level than was the foreign born student.

CHAPTER III

METHODOLOGY

Preliminary Procedures

The investigator sought and obtained permission to conduct the study from the Human Research Review Committee of Texas Woman's University, at Denton, Texas. A tentative outline in the form of a Prospectus was submitted to the graduate committee, and after approval, was filed with the Counseling and Guidance Department of the Texas Woman's University. Permission to conduct the study was requested and granted by the Dallas Independent School District's Department of Research and Evaluation. Prior to the test administration to the students involved, a signed consent form was secured for each student with both the student's and his parent's or guardian's signature granting permission to participate in the study.

Setting

The setting for the study was a public middle school arts academy. The school offers, in addition to the normal curriculum, beginning and advanced courses in the areas of

dance, art, drama, band, and food lab. The academy also offers beginning courses in orchestra, mariachi, French, gymnastics and ballet folklórico. The advanced classes were held during an optional seventh period, a 55-minute block, which began immediately after the normal school release time.

The location of the school was a city with a population of 908,078. The school itself was located in the innercity area, slightly southwest of the downtown heart. The population of the school was approximately 1,100 seventh-grade and eighth-grade students. The ethnic make-up of the population was approximately 57% Hispanic surname students, 10% Black students, and 33% Anglo students. The socioeconomic strata included all levels from poverty level to the upper class.

There was no court-ordered bussing at this school; however, busses were provided for transportation of students living two or more miles from the school. In addition, the school accepted three types of student transfers: majority to minority, academy, and curriculum. There were 62 academy transfers, of which 75% were Anglo and 25% were Black--Hispanic students being ineligible. There were 14 Black students who were majority to minority

transfers; Anglo students and Hispanic surname students were not eligible for these transfers. There were 12 curriculum transfers; 100% of these were Hispanic surname students.

Subjects

The population of the study consisted of seventh-grade and eighth-grade mathematics students ranging in age from 12 to 15 years old. At this particular school mathematics was taught by attainment level of the student rather than by grade level. The students, at the beginning of the school year or when they transferred into the school, as a matter of procedure by the school, were administered the Shaw Helhe 7-12 Form D Math Test to determine their mathematics proficiency level. As a result of the testing, the students were divided into three groups based upon their attainment levels. These three groups were (a) B level: at or above grade level, (b) C level: two years or less below grade level, and (c) C/S level: two or more years below grade level. Since the students had been divided into these groups prior to this investigation, the separation of the students into the groups was not required as part of this study.

Intact grouping was the only option available to the investigator in the selection of the students to be tested. Assistance was sought and received from one B level teacher and one C level teacher for the administration of the tests. This investigator administered the test to the C/S level students. Each teacher had a total class load of 140 to 150 students. Each teacher was given 150 student/parental permission consent forms with instructions to solicit volunteers from each of her classes to participate in the testing. A total of 115 properly signed student/parental permission consent forms were returned.

The B level teacher had 32 signed forms returned, consisting of 20 Anglo students, 9 Hispanic surname students, and 3 Black students. The C level teacher received 29 signed forms. These were from 5 Anglo students, 19 Hispanic surname students, and 4 Black students. This investigator had 54 signed forms returned from the C/S level students. These consisted of 9 from Anglo students, 36 from Hispanic surname students, and 9 from Black students. Each teacher administered the instrument to her own students in their usual classroom during a regular 55-minute teaching block.

The Instrument

The instrument used in this investigation was the Tennessee Self-Concept Scale (Fitts, 1965). The scale consists of 100 self-descriptive statements which the subjects use to portray their own picture of themselves. The scale is simple to understand, has a wide application, and is multi-divisional in its description of self-concept. The time required to complete the scale is normally 10 to 20 minutes with a mean of 13 minutes. The scale is commercially available and has two forms, a clinical and research form and a counseling form. It has a reading level requirement of sixth-grade level.

The scale is a Likert-type instrument which has been standardized. Its norm group consisted of 626 persons including individuals from the various sections of the country with ranges in age from 12 to 68. The reliability estimate of the TSCS was based on test-retest with 60 college students. The reliability coefficient ranges from .60 to .92, but was set at .88.

The validity procedure included content validity, discrimination between groups, correlation with other personality measures, and personality changes under particular conditions. The process for content involved the selection of 90 items from a large pool of self-descriptive

statements. A panel of seven judges, all psychologists, needed to unanimously agree that each item was correctly classified. Validity procedures for discrimination between groups involved a large group (269) of psychiatric patients. This group was statistically compared to the 626 person non-patient group. This comparison demonstrated significant differences, at the .001 level, between patients and non-patients for almost every score (Fitts, 1965).

The TSCS was correlated with the Minnesota Multiphasic Personality Inventory, the Edwards Personal Preference Schedule and Selected Personality Measures. A detailed table of each comparison may be found in the test manual.

Studies by Ashcraft and Fitts (1964), Congdon (1958), and Gividen (1959), bear the contention that people's self-concept levels do change as a result of significant experiences. The TSCS has been shown to reflect these changes thus gaining evidence for the validity of the test.

Collection of Data

Each of the teachers involved in the study gave the scale in their own classroom. The following instructions were to be followed:

This is not a test for a grade, rather, it is a tool that will measure how you feel about yourself. Answer each statement as you feel it pertains to you. If you change your mind, mark an X over the answer you wish to change and mark you new answer.

The teachers were instructed to have the students use the following code in place of their name on the answer sheet:

- 1 for Hispanic surname students
- 2 for Anglo students
- 3 for Black students

Each teacher was asked to code the answer sheets for grade placement levels. The following code was used on the answer sheets:

- Group 1 for C/S level students
- Group 2 for C level students
- Group 3 for B level students

The teachers were further instructed to answer any question that might arise and to define any term not understood by the student but not to help the student with his choice of answers. Lastly, the teachers were instructed to respect the wish of any student who desired to withdraw from the study.

The B level group had an average completion time of 15 minutes for the scale. The C level group took an average

time of 28 minutes for the completion of the scale. The C/S level group average time for completion was 45 minutes.

Treatment of Data

The Clinical and Research form of the scale was used and was hand scored. The data from the answer sheet was compiled into two groups of three, the first being grouped by ethnic group membership as follows:

Group 1: Hispanic surname students

Group 2: Anglo students

Group 3: Black students

The second grouping was based on their grade placement level as follows:

Group 1: C/S level students

Group 2: C level students

Group 3: B level students

The data was analyzed at the Texas Woman's University Computer Center. The analysis included the determination of the mean, the determination of the standard deviations, the Kruskal-Wallis Analysis of variance, and the non-parametric multiple comparisons.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The purpose of this investigation was to examine the levels of self-concept taking the variables of grade placement level and ethnicity into consideration.

The setting for the investigation was a public middle school arts academy. The school had a population of approximately 1,100 students. The ethnic makeup of the population was approximately 57% Hispanic surname students, 33% Anglo students, and 10% Black students. The socio-economic strata varied from poverty level to upper class level.

The population for the investigation was comprised of 115 mathematics students with representation from each of the ethnic groups and from each of the grade placement levels. The grade levels were identified as follows: B level (on or above grade level), C level (two years or less below grade level), and C/S level (two or more years below grade level).

Analysis of Data

All of the hypotheses were tested using the Kruskal-Wallis analysis of variance with the use of the non-parametric multiple comparison to support the findings. In the use of the Kruskal-Wallis analysis of variance, a p value of less than .05 was sought. In the supporting nonparametric multiple comparison a z value greater than the critical value was sought

Table 1
Distribution of Subjects by Ethnicity
and Grade Placement Level

Grade Level	Hispanic Surname	Anglo	Black
C/S	34	9	9
C	21	5	4
B	9	20	3
Total	64	34	16

Table 2
Means and Standard Deviations of
Tennessee Self-Concept Scales
By Grade Placement Level of
Hispanic Surname Students

<u>TSCS</u> Scale	C/S Level		C Level		B Level	
	Mean	SD	Mean	SD	Mean	SD
Physical Self	66.8889	7.2015	64.1111	9.0200	70.4444	8.9598
Personal Self	61.8889	7.8015	57.1111	7.1841	70.7776	14.7036
Family Self	65.7778	4.2361	63.4444	6.7844	72.0000	5.8949
Social Self	56.4444	12.2384	55.5556	9.5277	65.5556	7.0553
Self-criticism	36.4444	4.6128	31.2222	5.1424	31.1111	6.7536
Self Identity	109.3333	15.6205	108.2222	11.5085	124.3333	8.7464
Self-Satisfaction	100.5556	12.1769	92.7778	12.0600	109.4444	10.9557
Self Behavior	98.3333	5.0744	98.7778	12.1221	109.7778	10.6745
Total Positive	338.4444	112.9769	289.1111	40.7168	343.5556	23.3940

Table 3
Means and Standard Deviations of
Tennessee Self-Concept Scales
By Grade Placement Level of
Anglo Students

<u>TSCS</u> Scale	C/S Level		C Level		B Level	
	Mean	SD	Mean	SD	Mean	SD
Physical Self	76.5556	6.5786	64.2000	9.0664	66.8889	8.3882
Personal Self	62.8889	7.0079	64.8000	5.3572	61.4444	7.3160
Family Self	62.3333	9.5394	62.8000	4.8166	62.3333	4.7446
Social Self	58.6667	3.9686	59.4000	3.3615	63.1111	4.9610
Self-criticism	36.2222	5.5852	34.6000	2.8810	37.7778	4.0859
Self Identity	115.1111	6.3923	122.4000	8.2037	118.8889	7.6231
Self-satisfaction	98.3333	16.8375	96.0000	14.7986	95.0000	13.6107
Self Behavior	98.0000	9.6954	94.8000	7.5631	101.2222	12.0911
Total Positive	311.2222	27.6847	313.0000	25.6125	279.7788	94.0675

Table 4
Means and Standard Deviations of
Tennessee Self-Concept Scales
By Grade Placement Level of
Black Students

<u>TSCS</u> Scale	<u>C/S</u> Level		<u>C</u> Level		<u>B</u> Level	
	Mean	SD	Mean	SD	Mean	SD
Physical Self	73.3333	9.9875	66.2500	9.2150	69.3333	3.2145
Personal Self	64.3333	6.7454	61.2500	5.9090	61.6667	14.0119
Family Self	64.6667	7.8740	61.2500	9.9121	65.0000	10.1489
Social Self	62.0000	8.0623	64.2500	10.0457	59.0000	6.5574
Self-criticism	32.6667	4.8990	37.2500	6.1847	37.6667	4.9329
Self Identity	119.1111	8.4918	116.0000	4.1643	122.6667	12.0554
Self-satisfaction	101.1111	11.6237	93.2500	16.1941	98.6667	10.4083
Self Behavior	104.6667	10.9772	83.2500	29.8371	98.6667	10.4083
Total Positive	324.8889	20.7029	305.0000	28.3314	353.3333	114.6051

Table 5
Means and Standard Deviations of
Tennessee Self-Concept Scales
By Grade Placement Level of
All Students

<u>TSCS</u> Scale	C/S Level		C Level		D Level	
	Mean	SD	Mean	SD	Mean	SD
Physical Self	69.2593	8.2862	65.2941	7.9117	68.7619	8.0119
Personal Self	63.0370	6.9917	62.7059	6.7802	63.5714	7.4671
Family Self	64.5560	7.7078	64.5882	5.8849	66.8571	7.6830
Social Self	59.0370	7.5063	59.7647	8.5039	63.1429	6.3031
Self-criticism	35.1111	5.1615	36.0000	4.5552	34.9048	6.2220
Self Identity	114.5185	11.2502	114.7059	13.2607	121.4286	8.6404
Self-satisfaction	100.0000	13.5703	98.5294	13.4263	101.7143	14.8565
Self Behavior	100.2593	9.0068	96.1176	9.8735	104.3810	11.7876
Total Positive	314.8519	25.3023	310.3559	25.3252	320.7143	30.9292

Ho: There is no statistically significant difference in the levels of self-concept within the grade placement level among the Hispanic surname students, Anglo students, and Black students.

Table 6
Kruskal-Wallis Analysis of Variance
Grade Placement Levels
Within the Hispanic Surname Student Group

	H	P
Personal Self	6.49	.039
Family Self	7.53	.023
Social Self	6.13	.047
Self Identity	9.08	.011
Self-satisfaction	7.27	.026
Total Positive	10.13	.006

Table 7

Nonparametric Multiple Comparisons of Grade Level
Groups Within the Hispanic Surname Group

Scale		Z	CV
Personal Self	Group 3 to Group 2	3.423	3.310
	Group 3 to Group 1	3.996	2.770
	Group 1 to Group 2	1.093	2.770
Family Self	Group 3 to Group 2	3.654	3.310
	Group 3 to Group 1	4.402	2.770
	Group 1 to Group 2	1.030	2.770
Social Self	Group 3 to Group 2	3.276	3.010
	Group 3 to Group 1	4.027	2.770
	Group 1 to Group 2	0.843	2.770
Self Identity	Group 3 to Group 2	4.032	3.010
	Group 3 to Group 1	4.777	2.770
	Group 1 to Group 2	1.218	2.770
Self-satisfaction	Group 3 to Group 2	3.780	3.310
	Group 3 to Group 1	3.465	2.770
	Group 1 to Group 2	2.154	2.770
Total Positive	Group 3 to Group 2	4.368	3.310
	Group 3 to Group 1	4.653	2.770
	Group 1 to Group 2	1.842	2.770

Hypotheses

Ho 1: There is no statistically significant difference in the physical self scale score. Not rejected.

Ho 2: There is no statistically significant difference in the personal self scale score. Rejected.

Ho 3: There is no statistically significant difference in the family self scale score. Rejected.

Ho 4: There is no statistically significant difference in the social self scale score. Rejected.

Ho 5: There is no statistically significant difference in the self-criticism scale score. Not rejected.

Ho 6: There is no statistically significant difference in the self identity scale score. Rejected.

Ho 7: There is no statistically significant difference in the self-satisfaction scale score. Rejected.

Ho 8: There is no statistically significant difference in the self behavior scale score. Not rejected.

Ho 9: There is no statistically significant difference in the total positive scale score. Rejected.

Ho: There is no statistically significant difference in the levels of self-concept among the Hispanic surname students, Anglo students, and Black students.

Table 8

Kruskal-Wallis Analysis of Variance

Ethnic Groups

<u>TSCS</u> Scale	H	P
Physical Self	2.24	.327
Personal Self	0.76	.685
Family Self	1.37	.504
Social Self	7.58	.023
Self-criticism	0.17	.919
Self Identity	5.66	.059
Self-satisfaction	0.72	.699
Self Behavior	4.76	.092
Total Positive	2.51	.284

Table 9
Nonparametric Multiple Comparison
Social Self Scale
Ethnic Groups

	Z	CV
Group 3 to Group 1	2.560	2.402
Group 3 to Group 2	2.163	2.402
Group 2 to Group 1	0.127	2.402

Ho 1: There is no statistically significant difference in the physical self scale score. Not rejected.

Ho 2: There is no statistically significant difference in the personal self scale score. Not rejected.

Ho 3: There is no statistically significant difference in the family self scale score. Not rejected.

Ho 4: There is no statistically significant difference in the social self scale score. Rejected.

Ho 5: There is no statistically significant difference in the self-criticism scale score. Not rejected.

Ho 6: There is no statistically significant difference in the self identity scale score. Not rejected.

Ho 7: There is no statistically significant difference in the self-satisfaction scale score. Not rejected.

Ho 8: There is no statistically significant difference in the total positive scale score. Not rejected.

Summary

The findings of this study indicate that there are significant differences in self-concept among Hispanic surname students, Anglo students, and Black students when compared across grade placement levels. However, when the subjects were compared solely on their ethnicity, only the social self appeared to be significantly different.

CHAPTER V

SUMMARY AND CONCLUSIONS

Problem and Hypotheses Tested

The purpose of this study was to determine (a) if differences did exist in the self-concept levels within a grade placement level among the Hispanic surname students, the Anglo students, and the Black students, and (b) if differences did exist in the self-concept levels among the Hispanic surname students, the Anglo students, and the Black students.

The setting for the study was a public middle school arts academy. The population of the school was approximately 1,100 students with an ethnic distribution of approximately 627 Hispanic surname students, 363 Anglo students, and 110 Black students. The socio-economic strata included all from the upper class to and including the poverty level.

The population of the students in the study included 64 Hispanic surname students, 34 Anglo students and 16 Black students. There were 52 C/S level students, 30 C level students, and 32 B level students.

There were two null hypotheses to be tested. Each of these hypotheses was sub-divided into the nine scales on the TSCS to be considered in this investigation. The first results of these hypotheses were as follows:

There is no statistically significant difference in the level of self-concept within the grade placement levels among the Hispanic surname students, Anglo students, and Black students. The first hypothesis was rejected on the personal self, family self, social self, self-satisfaction, self-identity, and the total positive scales. These areas generally reflect how an individual views his personal worth, his feelings or adequacy as a family member, his adequacy with people in general, his identity, the self he perceives, and the way he functions.

The first hypothesis was not rejected on the physical self, self criticism, and the self behavior scales. These areas generally reflect how the individual views his body, himself, and his behavior. (Note: in the nonparametric multiple comparisons, there was a difference between the C/S level Hispanic surname students and the other groups.)

The second hypothesis was stated as: There is no statistically significant difference in the level of self-concept among the Hispanic surname students, the Anglo students, and the Black students.

The second hypothesis was not rejected with regard to (a) Ho 1: physical scale, (b) Ho 2: personal self scale, (c) Ho 3: family self scale, (d) Ho 5: self-criticism scale, (e) Ho 6: self identity scale, (f) Ho 7: self-satisfaction scale, (g) Ho 8: self behavior scale, and (h) Ho 9: total positive scale. The second hypothesis was rejected on Ho 4: the social self scale.

Conclusions

It was hypothesized (a) there would be no statistically significant difference in the levels of self-concept within the grade placement levels among the ethnic groups and (b) there would be no statistically significant differences in levels of self-concept among the ethnic group.

The findings indicate there were some significant differences in the levels of self-concept when the comparison was made with regard to grade placement levels and ethnic groups. The C/S level Hispanic surname students were found to be lower in several areas than the other students. These findings support those reported in an earlier study by Healey (1969).

It can be generally concluded that Hispanic surname students who function below grade level have (a) a lower

sense of personal self-worth, (b) lower feelings of adequacy and worth as a family member, (c) a lower sense of adequacy in social interaction, (d) a lower basic self-identity, (e) a lower level of self-satisfaction or self-acceptance and (f) a lower sense of who they are, how they feel and what they do. It can also be concluded, that students two or more years behind view their behavior as a negative.

Lastly, it can be concluded that the Black students reflect a greater sense of adequacy and worth in school interaction.

Implications

The findings of this investigation seem to indicate the Hispanic surname students in the lower grade placement levels tend to have a lower level of self-concept than the other students in the population of the students taking part in the study. These Hispanic surname students demonstrated that they have a lower level of self-concept in the specific areas of personal perception of themselves in personal self, family self, social self, self identity, self satisfaction, and total positive self. Since these factors all affect the producing of the student, it is certainly possible they also are reflected as a potential

causal relationship to the student doing academic work at his present achievement levels.

Another implication of this study is reflected in the theory that since the lower level students already have a lower level of self-concept, they might become better students if this self-concept level were raised. Thus, teachers who teach these students should be made more aware of their potential role in helping these students to improve their position in self-concept and academic achievements. If teachers of the low achieving students would set higher expectations for the students, be less critical of the students, and more understanding of these students, much more improvement would be made by these students.

Teachers, counselors, principals, and other administrators need to be made aware that the low achieving Hispanic surname students are more likely to be less socially aware and have a lower self-concept level than other students as a whole. As a result, these students may therefore be somewhat unwilling or even afraid to participate and interact in the classroom activities at a normally acceptable level for the average student. This reluctance to participate may even extend to the child requesting help

and assistance when he does not understand the material being presented in the classroom.

A possible implication of the findings of the study may be drawn from the area of low levels of family self in the C/S level Hispanic surname students. This coupled with the generally low feelings of self-satisfaction, a poor personal identification, if not countered could lead to the need of these children for assimilation into the school and the neighborhood gangs and potentially into the drug culture as was also indicated by the study of Richette (1969).

Since the Black students scored significantly higher than the other student groups on the social self scale there would be an indication they would exhibit a tendency to be more open and socially gregarious than the other students. This has been exemplified for the last several years in this school with the predominant result of any student election being a much higher representation of the Black student winning than the numerical percentage of the school population.

Since the research of Combs and Snygg (1959) indicated the self-esteem of the teacher had dramatic effects on the academic achievements of the students, the teacher cannot

be overlooked in the total situation. Administration might be well advised to carefully consider the selection of the teachers who are assigned to conduct the classes of the lower achieving students. Consideration might be given to helping the teacher raise her own level of self-concept to help the children.

Recommendations for Additional Study

Since several studies in the past have found some relationship between self-concept level and academic achievement level, it would be an area which would warrant additional study. It might be possible to incorporate into this study an investigation to determine if there is a relationship between the absenteeism of a student, his self-concept level and his academic achievement level.

With the present trend in educational thinking that the interpersonal skills would have value in the classroom, a study might be instituted which would involve these skills in the classroom. The study would be directed at determining if the use of interpersonal skills by the teacher was an effective method with which to assist the students in reaching the academic achievement levels and goals that had been set. The study could be done with the thought in

mind that self-concept might be a factor in learning and relating this learning.

Several studies have been done in the past on the gifted child but none were found on the average child who is an underachiever. A study could be done with the focus on the self-concept levels of this child in relationship to his academic achievements and underachievements. In the study, efforts could be made to improve the child's self-concept to determine if this improvement would have a positive effect on his achievement levels.

Another possible study would include the pairing of high self-concept teachers with low self-concept students and low self-concept teachers with low self-concept students to monitor the gains made by the students during the course of a year. It might also be interesting to conduct the same type of investigation except pairing with high level self-concept students. A study of this type might very quickly point out a relationship between self-concept and academic achievements and the relationship the teachers play in the environment.

APPENDIX A

ANALYSIS OF VARIANCE

Table 10
 Analysis of Variance
 Tennessee Self Concept Scale
 Ethnic Group: Anglo
 Grade Placement Level: All

Scale	SS	DF	MS	F	F Probability
Physical	37.7402	2	18.8701	0.30	0.741
Personal	36.5234	2	18.2617	0.39	0.682
Family	0.8525	2	0.4263	0.01	0.992
Social	57.2168	2	28.6084	1.55	0.236
Self Criticism	33.4280	2	16.7140	0.80	0.462
Identity	178.3281	2	89.1641	1.68	0.211
Self Satisfaction	51.7383	2	25.8691	0.11	0.895
Behavior	137.2988	2	68.6494	0.64	0.539
Total	5647.7813	2	2823.8906	0.71	0.504

Table 11
 Analysis of Variance
 Tennessee Self Concept Scale
 Ethnic Group: Black
 Grade Placement Level: All

Scale	SS	DF	MS	F	F Probability
Physical	474.0205	2	237.0103	2.87	0.930
Personal	33.5210	2	16.7605	0.25	0.780
Family	37.0000	2	18.5000	0.25	0.789
Social	47.2500	2	23.6250	0.34	0.719
Self Criticism	89.5835	2	44.7917	1.64	0.232
Identity	76.4453	2	38.2227	0.54	0.595
Self Satisfaction	171.1309	2	85.5654	0.39	0.686
Behavior	1271.1309	2	635.5107	2.15	0.157
Total	4007.4375	2	2003.7188	0.81	0.466

Table 12
Analysis of Variance
Tennessee Self Concept Scale
Ethnic Group: Hispanic
All Grade Placement Levels

Scale	SS	DF	MS	F	F Probability
Physical	181.4063	2	90.7031	1.27	0.298
Personal	783.4082	2	391.7041	3.58	0.044
Family	352.0742	2	176.0371	5.35	0.012
Social	551.4053	2	275.7026	2.85	0.078
Self Criticism	167.1848	2	83.5924	2.69	0.089
Identity	1457.4102	2	728.7051	4.83	0.017
Self Satisfaction	1251.8516	2	625.9258	4.54	0.021
Behavior	756.5195	2	378.2598	3.96	0.033
Total	16272.3130	2	8136.1563	1.63	0.217

Table 13
 Analysis of Variance
 Tennessee Self Concept Scale
 Ethnic Group: All
 Grade Placement Level: All

Scale	SS	DF	MS	F	F Probability
Physical	179.2305	2	89.6152	1.36	0.263
Personal	7.3809	2	3.6904	0.07	0.929
Family	74.4883	2	37.2441	0.70	0.498
Social	213.4707	2	106.7354	1.94	0.153
Self Criticism	12.5400	2	6.2700	0.22	0.806
Identity	664.9844	2	332.4922	2.71	0.074
Self Satisfaction	96.6250	2	48.3125	0.25	0.781
Behavior	644.3516	2	322.1758	3.10	0.052
Total	1032.3750	2	516.1875	0.70	0.503

APPENDIX B

NONPARAMETRIC MULTIPLE COMPARISON

Table 14
Nonparametric Multiple Comparison
Ethnic Group: Hispanic

Scale		Z	CV
Physical	Group 3 to Group 2	2.163	3.310
	Group 3 to Group 1	1.467	2.770
	Group 1 to Group 2	1.748	2.770
Personal	Group 3 to Group 2	3.423	3.310
	Group 3 to Group 1	3.996	2.770
	Group 1 to Group 2	1.093	2.770
Family	Group 3 to Group 2	3.654	3.310
	Group 3 to Group 1	4.402	2.770
	Group 1 to Group 2	1.030	2.770
Social	Group 3 to Group 2	3.270	3.010
	Group 3 to Group 1	4.027	2.770
	Group 1 to Group 2	0.843	2.770
Self Criticism	Group 3 to Group 2	2.898	3.310
	Group 3 to Group 1	3.653	2.770
	Group 1 to Group 2	0.656	2.770
Identity	Group 3 to Group 2	4.032	3.010
	Group 3 to Group 1	4.777	2.770
	Group 1 to Group 2	1.218	2.770
Self Satisfaction	Group 3 to Group 2	3.780	3.310
	Group 3 to Group 1	3.465	2.770
	Group 1 to Group 2	2.154	2.770
Behavior	Group 3 to Group 2	2.865	3.310
	Group 3 to Group 1	3.528	2.770
	Group 1 to Group 2	0.718	2.770
Total	Group 3 to Group 2	4.368	3.310
	Group 3 to Group 1	4.653	2.770
	Group 1 to Group 2	1.842	2.770

Table 15

Nonparametric Multiple Comparison

Ethnic Group: Anglo

Scale		Z	CV
Physical	Group 1 to Group 2	0.781	2.402
	Group 1 to Group 3	0.330	2.402
	Group 3 to Group 2	0.502	2.402
Personal	Group 2 to Group 3	0.881	2.402
	Group 2 to Group 1	0.473	2.402
	Group 1 to Group 3	0.400	2.402
Family	Group 3 to Group 2	0.367	2.402
	Group 3 to Group 1	0.070	2.402
	Group 1 to Group 2	0.308	2.402
Social	Group 3 to Group 2	1.363	2.402
	Group 3 to Group 1	1.546	2.402
	Group 1 to Group 2	0.056	2.402
Self Criticism	Group 3 to Group 2	1.225	2.402
	Group 3 to Group 1	0.261	2.402
	Group 1 to Group 2	1.004	2.402
Identity	Group 2 to Group 1	1.886	2.402
	Group 2 to Group 3	1.019	2.402
	Group 3 to Group 1	1.025	2.402
Sale Satisfaction	Group 1 to Group 2	0.543	2.402
	Group 1 to Group 3	0.487	2.402
	Group 3 to Group 2	0.132	2.402
Behavior	Group 3 to Group 2	1.072	2.402
	Group 3 to Group 1	0.539	2.402
	Group 1 to Group 2	0.617	2.402
Total	Group 1 to Group 3	0.556	2.402
	Group 1 to Group 2	0.235	2.402
	Group 2 to Group 3	0.235	2.402

Table 16
Nonparametric Multiple Comparisons

Ethnic Group: Black

Scale		Z	CV
Physical	Group 1 to Group 2	2.173	2.402
	Group 1 to Group 3	0.800	2.402
	Group 3 to Group 2	1.012	2.402
Personal	Group 1 to Group 2	0.996	2.402
	Group 1 to Group 3	0.604	2.402
	Group 3 to Group 2	0.256	2.402
Family	Group 3 to Group 2	0.465	2.402
	Group 3 to Group 1	0.142	2.402
	Group 1 to Group 2	0.434	2.402
Social	Group 2 to Group 3	0.698	2.402
	Group 2 to Group 1	0.335	2.402
	Group 1 to Group 3	0.487	2.402
Self Criticism	Group 3 to Group 1	1.457	2.402
	Group 3 to Group 2	0.302	2.402
	Group 2 to Group 1	1.232	2.402
Identity	Group 3 to Group 2	0.896	2.402
	Group 3 to Group 1	0.586	2.402
	Group 1 to Group 2	0.488	2.402
Self Satisfaction	Group 1 to Group 2	0.660	2.402
	Group 1 to Group 3	0.249	2.402
	Group 3 to Group 2	0.302	2.402
Behavior	Group 1 to Group 2	1.355	2.402
	Group 1 to Group 3	0.835	2.402
	Group 3 to Group 2	0.337	2.402
Total	Group 1 to Group 2	1.286	2.402
	Group 1 to Group 3	0.160	2.402
	Group 3 to Group 2	0.872	2.402

Table 17

Nonparametric Multiple Comparison

Ethnic Group: All

Scale		Z	CV
Physical	Group 1 to Group 2	1.463	2.402
	Group 1 to Group 3	0.314	2.402
	Group 3 to Group 2	1.109	2.402
Personal	Group 3 to Group 2	0.870	2.402
	Group 3 to Group 1	0.460	2.402
	Group 1 to Group 2	0.485	2.402
Family	Group 3 to Group 1	1.074	2.402
	Group 3 to Group 2	0.946	2.402
	Group 2 to Group 1	0.012	2.402
Social	Group 3 to Group 1	2.560	2.402
	Group 3 to Group 2	2.163	2.402
	Group 2 to Group 1	0.127	2.402
Self Criticism	Group 2 to Group 3	0.359	2.402
	Group 2 to Group 1	0.371	2.402
	Group 1 to Group 3	0.007	2.402
Identity	Group 3 to Group 1	2.309	2.402
	Group 3 to Group 2	1.662	2.402
	Group 2 to Group 1	0.418	2.402
Self Satisfaction	Group 3 to Group 2	0.760	2.402
	Group 3 to Group 1	0.704	2.402
	Group 1 to Group 2	0.139	2.402
Behavior	Group 3 to Group 2	2.175	2.402
	Group 3 to Group 1	1.258	2.402
	Group 1 to Group 2	1.110	2.402
Total	Group 3 to Group 2	1.567	2.402
	Group 3 to Group 1	0.952	2.402
	Group 1 to Group 2	0.766	2.402

APPENDIX C

PARENT LETTER

Dear Parent:

In order to better serve the needs of your child, I have undertaken a study designed to measure and relate self-concept levels to the academic achievement level of the student. There is no risk involved in this study for your child. The identity of your child will be protected by substituting a number for his/her name. No compensation or medical service is provided to the subjects by the University as a result of injury from participation in this study. The results of the study will become property of D.I.S.D. and will be available upon request to D.I.S.D.

The test consists of 100 statements with your child selecting the answer that fits him/her best. An example is:

I have a healthy body. Answer:

completely false	mostly false	partly true/ partly false	mostly true	completely true
1	2	3	4	5

Since your child is a minor, consent of parent or guardian is required for the child to participate in the test and study. If your permission is given, please complete the blanks below and sign this form below.

I, Mr./Mrs. _____, give my permission for my child, _____, to take part in this study. I understand that my child may withdraw from this study at any time.

Signature of parent or guardian

Signature of student

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