PREADOLESCENT SELF-CONCEPT: ITS RELATION TO SELF-CONCEPT AS INFERRED BY TEACHERS AND TOACADEMICABILITY

(AN INDEPENDENT STUDY)

BY

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APPROVAL SHEET

This project has been read and approved as meeting the requirements of the Department of Education, Ahmadu Bello University, Zaria.

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DEDICATION

To my father and my children.

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ABSTRACT

The objectives of the study were to find out (a) the construct validity of the pupils' self-concepts in the last class of a primary school in Nigeria, and (b) the differences if any, between the sexes in their academic attainments. For the construct validity the self-description questionnaire (SDQ) of Mash, Farmer and Smith (I983) was used for the study. The teacher ratings were also obtained on a 9-Point scale for the purpose. Besides, the investigator obtained the pupils' school marks in mathematics, English and social studies and also obtained the overall mean of the school marks from their previous examination.

The self descriotion questionnaire (SDO) consisted of seven categories such as, physical abilities, physical appearance, relationship with peers, relation-ship v/ith parents, reading, mathematics and school subjects. The mean of the first four categories (physical abilities, physical appearance, relationship with peers, relationship with parents) formed their non-academic self concept (NACD), while the mean of the last three (reading, mathematics, English) forned their accidemic self-concept, while the mean of the seven categories gave their total self concept (TOT).

To obtain the teacher ratings$_4$ the teachers were instructed by the investigator on how to rate. The teachers gave their ratings on a 9-point scale on all these categories. From the teacher ratings as well, the investigator obtained the NACD, ACD and TOT scores, which were subjected to computer data analysis.

The analysis of data revealed the construct validity to be ,039 (pupils' TOT with the Teachers' TOT), .091 (pupils' TOT with M3), and also .275 (Teachers' TOT with M3). It was however found that there were some differences for the girls' NACD concept and their school attainments. Comments on these differences have been discussed and the thesis ends with some discussion of the importance of SJQ which are highlighted,

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CHAPTER I

INTRODUCTION

The self-concept of the adolescent has been a suitable area for the researchers to enter into, and this area has been studied by Marsh, Parker and Smith (1983) for the 11 year old to find the convergent validity of the scale with the teachers ratings and students' academic ability. Three divert samples (total N=958 students) were used in the study and they showed that the validity of the scale ranged from r=.24 for (relationship with parents), r=.52 for (mathematics self-concept), and it was found that the self-concept was higher in academic areas than non-academic areas, the academic self concept for the sample high social economic status (SES) group being r=.74. The teacher ratings on the self description questionnaire (SDQ) was obtained with the care after the teachers were instructed fully as to how the nine points response scale has to be fill in. Inspite of this care the authors were aware of the mistake cripping in the responses of the teachers as bias and the authors made correction for the bias to get adjusted rating. The research already published showed the validity coefficient for both unadjusted

and adjusted rating of theirs.

The above research was good for the investigator to try out in Nigeria in the form of empirical research for the 11 year old, (boys and girls) to examine how the self-concept of the students as responded to in the SDQ appear and with this purpose in mind the investigator adopted their scale of SDQ in the last class (class six) of primary school - L.E.A. primary school Samaru, Zaria. The investigator was opportune in having one sample from one school and also in having one class teacher to give responses to the ratings (9 point scale) of information of each of the pupils after instructions were given to him to fill in the ratings appropriately. There is no need for adjustment of the teacher ratings in this research on the basis of the following two grounds:

(a) The teachers in Nigerian context know each and every one of the pupil more or less very well about their background and their relationship with friends, peers, and parents.

(b) The teachers were fully instructed to use the full variability of the range of the ratings having a mean of 5 to 1 or 1 to 5 scale on the basis of the ratings for each of the seven categories of the SDQ. Further, since the pupils came from the same class of the same school there was necessity in

standardizing their academic ability performances and hence the investigator obtained only the school marks of the last previous examination in English, mathematics and social studies and the investigator obtained the mean of the three subjects from them.

The self description questionnaire (SDQ) contains seventy-two items on seven categories arranged randomly, and the English of these items are all meaningful for the 11 year old in Nigerian child. The scale was arranged in Likert-type 5 points scale ranging from false, true, mostly false, sometimes false, sometimes true, mostly true, true, and the items to quote an example were like: I like reading; I look forward to mathematics, I like the way I look, etc. on these type of questions children were given example of how to give the right responses to each of the items and there was thus no question of any form of biased.

Categories of the responses to the SDQ scale are as follows:

1. Physical ability/sports
2. Physical appearance
3. Relationship with peers
4. Relationship with parents
5. Reading.

6. Mathematics.

7. School subjects.

From the above categories the first four categories were added to give the non-academic self-concept (NACD) and the last three categories were added up to give the academic self-concept (ACD), while the addition of all seven categories yielded the total self-concept (TOT).

The fact that self-concept are meaningful i.e. they give a true picture of the things they relate, has been used in the assessment of this research. How are the self-concept arising for the pupils has been discussed in the review of literature in the next chapter of this investigation. It is true to say in this connection that by the end of the primary schooling a pupil gets a fair and stabilised form of view about himself and about his participation in the world. A good child at school knows that he is good in academic performance and the question of he is doing well in those subjects remains axiometic. The minority, say about one percent of the population who self-concepts are not really true pictures of themselves and their participation in the world are cases for the school counsellor and this sort of distortion in the true picture of self-concepts has not been a bother for the investigator in this research where correlation were concern. With these ideas in

mind the investigator in this empirical research went on to get some figures of construct validity of the SDQ and also to obtain the analyses of variance for the sex of the children, to give the final view of construct validity of the instrusment.

The objective this study therefore was to obtain:

(a) The construct validity for the seven categories of the questionnaire of the self-concepts (SDQ), with the teacher ratings, and

(b) To obtain the correlation of their academic performance with their own views of their ability to perform.

The next chapter deals with the theoritical background of how the self-concepts are acquired.

CHAPTER II

BACKGROUND LITERATURE

Human beings have the unique advantage over other species of animals in being able to perceive their own selves as objects in addition to other things or objects of the environment. This is because they have a language, various other forms of communication, their superior intelligence and cognitive abilities, and their experience from living in groups or societies. The set of feelings and cognition about oneself can be termed as one's self or self-concept. Interest in self-concept sterms from both its recognition as a valued educational outcome and the assumption that the improvement of self-concept may lead to improvements in other areas such as academic achievement. Underlying one's self concept there are similarly these three components of the picture about one's self. For example, a person knows what he really is, and this knowledge about himself represents the cognitive element of his self-concept. It is difficult to illustrate a person's feelings about himself, though it is reasonable to believe that every person has some sort of evaluation of his own behaviour and abilities. For example, a person may think that he is ugly as he

is short and fat. This would then represent his affective component of his self-concept. A person behaves in the way in which he wants to be regarded by others, and such behaviour may be in accordance with the other two components of his self-concept. His behaviour therefore, if consistent with his cognition and feelings about himself would represent the behavioural component of his self-concept.

As a child grows and develops, he learns not only about the world about him and his place in it (the type of learning that has been stressed so far in this volume), but about himself. Such learning is intensely personal, is in large part private, is heavily symbolic and often illogical, and is of vital importance to both private happiness and public behaviour.

Each person lives with himself and hence, to some degree, is always alone. No one can over completely know the self of anyone else, although in the quest for understanding oneself and others there has developed much of human thought and philosophy, including psychology. Man has long held the hope of answering such question as who am I? What am I? How did I come to be this way? And their logical consequence, the search for purpose: Why am I?

The psychological construct, the self-concept, connotes this area of essentially private experience and self-evaluation - essentially private even though it is inpart translated into action by most of the things we say and do, by the attitudes we hold and by the beliefs we express. Sullivan, in Child Behaviour and Development (1967), considers the self-concept or self-dynamism central to human personality, and he has devoted much thought to it. From the learning point of view, the self-concept is the apex the culmination of all the social and personal experiences the child has had. Conditioning and instrumental learning, primary and secondary generalisation, reward and punishment, motives and drives, expectancies and probabilities, conflicts, fixations, and displacement - all these processes and experiences play a part, first in distinguishing "others" from "me" later in an only partly articulate personal awareness and evaluation of "me" and finally in the mature "me" who may be cynical or trusting, happy or depressed, or self confidently male or female.

The self concept may be thought of "as a set of experiences, plus evaluations of the areas or behaviours with reference to which these expectancies are held". (Boyd R. McCandless 1967, p. 255). Total self-concept of an individual may vary from extremely poor or negative

to very good or positive. The over-all self concept may be visualized as an algebraic total. If, in considering the many areas making up the self and more important, areas are regarded as good than bad, then a positive self-concept can be inferred and vice versa. Cooley (1902) put forward his theory to explain the formation of the self-concept, which postulates that we look at the reaction of others to find what we are like. There are many theories and explanations from considerations of interpersonal behaviour of individuals to understand the growth and formation of the self-concept, which will be discussed shortly.

See McIntyre Ref. p. 27

Interpersonal Theory of the Self

The interpersonal behaviour every individual strives to achieve some form of congruency in his behaviour to others by doing what others want him to do and yet not sacrificing the totality of his own beliefs and convictions about what should be done. In the process of the individual's striving to achieve congruency various forms of stablishing mechanisms enter into the operation:

(a) Misperception: There are instances when the expectations of others are in conflict with the self-concept or behaviour of an individual, and changes take place in his own evaluation of his self-concept. This is due to misperception of others' reactions.

For example if an ugle girl is made to believe that she looks beautiful when she smiles, she would smile more frequently than she used to do so in the past. This she does to achieve congruency between her 'self' and others' expectations.

(b) Selective Interaction: Many of us select only a handful of other individuals to interact with, of a kind which tends to maintain the congruency between ourself-concepts and the expectations of those individuals interacting with us. There is evidence that among experienced teachers there is less discrepancy between their self-concepts and their perception of the teacher role, than among inexperienced teachers.

(c) Selective Evaluation of the Other Person: In determining congruency individuals do not pay any regard to the behaviour or expectations of others if they are of no consequence or importance to them. On the other hand, if the other persons are of importance to the individual concerned, then their expectations about his behaviour matter, and to achieve congruency he would attempt to modify his own behaviour to suit his needs. If the expectations of others are in congruency with the behaviour of an individual, then he would evaluate those expectations maximally, as against others which are not congruent with the behaviour of the 'self' of the individual concerned. To achieve

congruency therefore, we see that an individual continually engages himself in an evaluating process of the various expectations of the other persons he consorts with.

(d) Selective Evaluation of Self: When some aspects of the self are at variance with the expectations or behaviour of others, then the individual would devalue those aspects which are at variance and maximise other aspects of his self and his behaviour to achieve congruency. For example, if an adolescent has to make achoice between continuing further education or following a career as a tennis player, he would select one of the two by a process of selective evaluation of the two aspects of his self in which he holds equal promise.

(e) Response Evocation: An individual may consciously or unconsciously behave in a way so that other persons are compelled to behave in particular ways to maintain the congruency of the situation. This is possible as the individual evokes compatible response in others so that he may continue to experience congruency. For example, an individual may in his conversation say, "John, I know you would....." In interactional situations some individuals use such cues in their conversation to evoke compatible behaviour or responses from other individuals.

(f) Affective Congruency: Individuals strive to achieve congruency in their affective domains as well. Rogers (1951) in Educational Psychology, suggested that individuals have needs for self-enhancement as they continually strive to make others form good opinion of them. There are others who strive to attain self-deprecation. For example there are many among us who would reject flattery; and there are also some others manifesting feelings of worthlessness and inferiority in their behaviour. Both self-enhancement and self-deprecation tendencies come within the boundaries of affective congruency factory individual's behaviour of interaction.

(g) Affective Cognitive Congruency: Sometimes individuals try to achieve congruency from consistency of the cognitive and affective aspects of their self-concepts. For example, if an individual's self-concept comprises of his intelligent behaviour and handsome features, then he would strive to achieve congruency in both aspects of his self from his interactions with others, where his intelligent behaviour will be appreciated, and his handsome features will be admired. Further since self-concept consists of a constellation of attitudes of the person towards himself as an object, he would ascribe to himself positively valued traits like intelligence, politeness, kindness, etc. If he has positive feelings

about himself with cognition of his intellectual ability. Edward (1957) in Educational Psychology, has shown that most people have a powerful tendency to ascribe to themselves various positively valued personality traits.

Secord and Backman (1961) in Educational Psychology, put forward the above theory of congruency factor in interpersonal behaviour to explain how individuals' concepts about themselves grow out of various strivings to achieve congruency between their behaviour manifestations and others expectations or behaviour. According to them, the congruency factor has three elements: (a) an aspect of the self; (b) individual's interpretation of his behaviour relevant to that aspect, and (c) his beliefs about how the other person behaves towards him or feels towards him as far as that aspect of his self is concerned. For example, an aspect of the self of an individual may be consisting of his ability as a good tennis players. He would evaluate his tennis playing skill on the basis of his cognitive component of that aspect, and would thus rate his skill as being 'good'. His congruency will be maintained if he believed that others like himself felt that he was a 'good tennis player'. Behaviour of an individual during his process of socialisation is determined by the various means of achieving congruency discussed above, thus leading to the formation of his self-concept.

The Growth of the Self

Geoge H. Mead (1934) considered that the mind of a man is essentially a social phenomenon, and it is useless to look at the mind of a man from the point of view of the individual organism though it has its centre of attention there. He approaches the topic from the consideration of social intercourse which takes place through the medium of gestures, and language communication. In the conversation of gestures, human beings acquire meanings of various gestures during social intercourse by internalising them into their own selves, when gesture become significant. A child observes his mother's smiles followed by her cuddling. The smile become significant gestures when the child is able to interprete them as signs of happiness and pleasure. When internalisation of these gestures and their corresponding meanings have been accomplished, they become significant variables in the self-concept of the child. But human beings have a more powerful medium of social intercourse in the use of language. Mead explains internalisation of the meanings conveyed by language by stating that an uttered sentence or command evokes some physical action in the cognition of an individual. When an individual, says, "please bring a chair", it arouses in the mind of the speaker and his listener an activity of 'bringing a chair'. If a

child is appreciated because of his goodness in something by his parents' saying; "Bishir is a good boy", then the child internalises into himself three things, (a) his act which was approved, (b) parents approval of his act, and (c) interpretation of that act being 'good'. From such internalisation of 'good' behaving, the child is likely to say to himself in our imagination. "If I do this others will think that I am good". Argyle (1978) considers this as a result of introjection. It is also possible for the child to think later if he is asked or tempted to behave differently. "If I do this, then I would kick myself". In both ways therefore the child learns to behave in a way which others want him to behave. Mead (1934) maintains that during the process of socialisation, we take upon ourselves a host of others' attitudes towards us: "How, we should behave". The means of gathering such attitudes during the long process of growth are too many to quote. For example we take the attitudes from our school masters, parents, friends, heroes of novels and films, etc. By a process of internalisation of the attitudes of others in our society, we create in ourselves the concept of 'the generalised others', as Mead calls it. It is the influence of 'the generalised others' that gradually shapes our self concepts. We behave in a way as others would like us to behave, and we appreciate others' expectations,

and thus strive to develop a personality consistent with the norms of our respective societies. This however, does not mean that all individuals are moulded in the same pattern from the internalisation process of others' attitudes. There is enough room for diversity among the unifying process of incorporation of 'the generalised others', since other individuals differ in their attitudes and behaviours, and further since we tend to select some of these attitudes while rejecting the rest. It is to be understood that any such process of internalisation includes sub-processes of evaluation, comparison, and intergration as without these 'the generalised other' of the last century would have been still the same as of this century, and victorian norms would have prevailed on us. From an internalisation of the attitudes of others, an individual begins to think of I and me, as he says to himself: "I am me". The behaviour of an individual at this moment represents the 'I' of his behaving self and this becomes the 'me' of his self-concept of the following moment. It seems that 'I' has direction and it is self-expression, while 'me' is the totality of underlying aspects of an individual's self or self-concept.

Erikson, (1978) considers the development of personal identity from his theory of socialisation arising out of resolutions of the psycho-social crises

corresponding to the psychosexual stages of Freud's theory of personality development. His work is essentially a work on mutuality of the effects of interaction to which the child is put from his early years. The mutuality arises out of interaction of the needs of the child and the various influencing factors of his milieu, thus seducing the child to his particular life style. When the child begins to walk he realises that he is one who can walk. This realisation depends on three factors, viz: (a) the maturation of the child's physical skill to walk, (b) the approval from others that his skill of walking meets the standard's set by others, and (c) the pleasure the child derives from his behaviour of walking. Erikson assumes that the thesis on mutuality depends on the transformation of the child's instinctive mode of functioning into psychosocial modes of functioning through a course in evolution. The development of the child is then successively characterised by imbalance of interaction, which Erikson refers to as psychosocial crises. It is noticed that his thesis on mutuality arises out of the child at one end, and his social milieu at the other, and the resultant socialised behaviour manifested by the self-concept of the child depends on how the child resolves his psychosocial crises at each developmental stage. All developmental processes, particularly that of identity formation, are governed by an epigenetic

principle of maturation. By thus Erikson means that there is a grand plan out of which parts or organ develop. Each part or organ in its developmental process meets with its decisive and critical time of origin and special ascendancy until development has been synthesised into an integrated whole. Normal development of personality and self-concept of an individual depends on the proper rate, and proper sequence of these maturational and interactional processes.

At the oral stage, the child's instinctive function is one of incorporation, or of getting something from his milieu. The psychosocial mode of functioning of this incorporation bebaviour is the generation of the child's awareness that he is one who can get, and since he is given something by his milieu to incorporate he becomes also aware of the fact that he is 'one who can get to be the giver". Longer (1978), shows from his analysis of Erikson's thesis on mutuality how one's psychosexual modes of functioning are transferred to one's psychosocial modes of functioning in the slow and gradual differentiation of one's personality and self-concept. At the oral stage the child thus internalises the values of trust and mistrust to the extent to which he is exposed in the interactions with his milieu. Harry Stack Sullivan (1953) on neo-Freudian,

also supports this early differentiation of the child's personality formation, as he suggests that personification of a good or bad mother develops right from the days of early childhood depending on the kind of treatment the child receives from his mother. At the analstage the child's awareness results in his internalisation of his psychosocial resolution of the crisis corresponding to this stage, as he thinks to himself. "I am one what I will". At the phalier stage this awareness results in his thinking. "I am what I will be". At the latency stage the child acquires values, and this awareness of his success or failure of his behaviour results in his thinking. "I am what I learn". At the genital stage the child is able to think. "I am one who can lose and who can find oneself in another". At adulthood the socialised and internalised values dictate the child to take care of, to be through having been', and 'to face not being', with regard to his milieu. Erikson's thesis of mutuality explains the possibilities of wide differences existing in the self-concepts of individuals growing up in the same environment. It is also emphasised the importance of the influence of the environment and the milieu of the growing child on the terminal structure of his self or self-concept. Erikson's theory postulates further that occasionally mosatoriums can be declared

in the growth and development of identity of the child till satisfactory resolutions of the crises are attained by him.

Purkey (1978) offers his views in his search for self and states that the self is organised, the self is dynamic, and the self is learned. The self is organised in the sense that it consists of a complex system of organised and incorporated beliefs, values, and cognition of the individual's abilities and attitudes. For example, an organised self-concept of a child may continually remind the individual child that he is more intelligent than the average person, that he is an athlete of some average competence, that he has social competence in his interactions with other members of his society or group, and that he is able to achieve success in his academic engagements. If the child really deserves the above compliments of personality but problems step in when the self-concept of the child is not organised on the basis of realities about himself. The self is dynamic in the sense that it capable of being changed and changing itself. For example, if a child confronts a situation which he fails to handle successfully, then the new learning that will take place will alter his awareness that he is not perhaps that good in handling that situation, as he believed in the past. The opposite of this instance is also true.

For example, if a child due to lack of opportunity in his life, failed to manifest or realise his total potential in education, he is likely to go in further on the arrival of appropriate environmental interaction, and his former self-concept of his 'not being that good' will be dynamically changed to one of 'being quite good' in academic engagements. That the self is learned can be illustrated from the fact that the entire growth process of a child is a long process of socialisation, which is by itself a learning process. As it has been pointed out that learning determines the dynamic growth of the self can be examined from the consideration of one's self-image, self-esteem and ideal self.

The 'me' of 'I'

The self or the self-concept is treated by most psychologists in two ways, viz - (1) there is always the conscious agent or the person behaving in any interactional situation, and it is the 'I' of himself, and (2) there is the 'me' of the self of a person or agent, which is referred to by others in situations of interaction. For example, an individual with some charisma will frequently use the first person "I" in his conversation with others, and if he gets on with others in his society, then this 'me' of his will have elements of confidence, pride, and independence as characteristics of his personality. Argyle (1978), considers the components of the 'me' of the self as

consisting of the self-image, self-esteem and ideal-self. Self-image is the descriptive part of an individual's self-concept, and it implies what **sort** of a person an individual thinks he is. Self-esteem component of the self-concept of an individual relates to how favourably he regards himself. Further every individual has in his fantasy some picture of various ideals of behaviour manifestations which he aspires after, and these traits or characteristics form the ideal-self component of his self-concept. The 'me' of the self-concept has therefore the above three components of the self.

The self-image of a person develops from his interactions with others, and he internalises the results of their evaluations into his self-concept. For example, if a child receives various forms of social reinforcements from his parents, teachers, and friends that he is extremely witty, then his self-image will have an aspect of the witty characteristic, and he will consider himself to be witty in his interactions with others. If however, his witty characteristics of behaviour are approved and praised by others, then he is likely also regard himself favourably for being witty. The same child may have observed in his dealings with others several other characteristics of others' behaviour which he may

consider to be worth having, and then these characteristics of behaviour components of others that he thinks worth having will constitute his ideal-self. There is evidence that individuals do not behave in interactions with true representations of their self-images. They put on a mask in their behaviour especially when interacting with strangers, and we connot study the self-image from simple observation of individuals' behaviour in interactions with others. Campbell (1978), calls this sort of behaviour reactive responses which are emitted by individuals in their interactions with others as they are controlled by social desirability of the statements they make. The simplest way to find out the self-image of a person is persons to administor to him the twenty-statements-test (TST) of Kuhn and McPartland (1954) where the subject is asked to give twenty answers to the question. "Who am I?" from the findings of this sort of testing we know that about half the answers the subjects give are in the form of their objective roles, e.g. female, married, housewife, etc. and the rest are in the form of their personality characteristics e.g. happy, good, sociable, etc. Another method of finding their self-image can be by the method of Q-sort in which the subjects are asked to arrange in heaps some cards with descriptions

to consider himself not capable of undertaking academic tasks of a particular nature, and he is given to understand this by almost everybody that he encounters, then he becomes a problem needing specialised help from the counsellor. It is for this reason that teachers, and particularly parents, should be extremely careful in making comments on a child's performance, and we recall at this stage the saying of Holt, (1969) "No child starts off stupid in his life". The opposite of the above case also needs consideration. If a child is always given to understand from various reinforcements from parents and relations that he is bright and intelligent in spite of his poor performance in the school, then the teachers will find it difficult to make him co-operative in his attempts to learn and understand the lessons taught in the class. Such a child may even think that the teachers do not like him and that is why his performance is not good as others, and this point may even get reinforcement from pampering parents of the child. This child also needs special help just as the former one did. Normal development of personality demands that the concepts of the child about his self-image should be atpar with the realities about him, and that should regard himself on merits of what he has got and not on the basis of what he has not got. Once this is

achieved, then the concepts of ideals of behaviour and personality characteristics can be inculcated into him to form his ideal-self, to which he should be directed continually by adequate programming of his socialisation, and educational opportunities.

Goffman (1978), presented his thesis on '<u>The Presentation of self in Everyday Life</u>' by saying that individuals in an interaction strive to achieve a 'working consensus' with their differing self-esteems so that some agreed grounds can be worked out for further interaction. Various techniques are used for the establishment of the self-esteem by an individual so that the same is accepted by others. One of the commonest techniques adopted by an individual in this situation is that of <u>name-dropping</u>, i.e. when an individual tactfully may say; "Recently I have returned from a study conference held by Harvard University, and Professor X was saying to me...." etc. By saying this which may not be lie, the individual makes sure that others understand who he is. The theory on 'working consensus' holds good in interaction situations between strangers who meet for the first time in some conference, meeting, or some other form of gathering. For intimate friends, these pretences are extremely rare unless of course one's name-droppings, and pretences are appreciated by others

who reinforce the behaviour of the former.

The Self-concept and Personal Adjustment

As pointed out earlier, self-concept, though essentially private, influences and is revealed by most of a person's behaviour. If this is correct, then poor self-concepts should be reflected in the other behaviour that represents poor personal and social adjustment, and good self-concept should be associated with good adjustment. The studies reviewed in this section indicate that the good-bad dimension of the self concept is related to scores on anxiety tests as well as to more general of a non self-destructive sort. Persons with good self concepts are less anxious, are judged to be generally better adjusted, are more effective in groups, and are more honest with themselves and less defensive.

Three studies illustrate these points: First, Hassan and McCandles (1966) have found that strong, muscular, elementary school aged boys tend (non-significantly) to be less anxious than fat or scrawing boys, are at least as "well-adjusted" as fat or scrawny boys; and are significantly more willing to admit mildly

negative characteristics about themselves. Ring, Lipinski and Braginsky (1965), working with ninety-six women undergraduate students who were first, only, and later-borns, find their first born and only young women to be much alike and, when compared with girls who care later in their families, less confident about their self-ratings, more unreliable in rating themselves, and more likely to be "stimulus bound". That is, if their current situation is a happy one, their over-all estimate of themselves is good; if the current situation is bad, then take a gloomy over-all view (this fits well with the research of Irene Rosenthal (1963) who finds men more reliable reporter of their past histories than women). Ring and his co-workers also find their first borns more likely to be anxious in ambiguous and possibly dangerous situations, and seek more often than later borns to fit themselves into the group situation in which they find themselves at any given moment.

Reese (1961) worked with fourth, sixth and eighth grade upstate New York children. He found that girls generally reported higher self-esteem scores than boys. In general, children, both boys and girls, who "liked themselves" also liked others.

The Self-Concept and Anxiety

Several studies of both children and college students indicate a relation between self-rejection, or negative self-concept, and measures of anxiety. Lipsitt (1958) asked a large number (about 300) of fourth, fifth, and sixth grade boys and girls to indicate whether each of a series of adjectives was "very like them" or "very unlike them". They were then asked whether each of the traits was personality desirable or undesirable. This provided an over-all index of the good-bad dimension of their self-concepts. They also took an anxiety test. Children with poor self-concepts were more anxious at a statistically significant level (for boys and girls) than children with good self-concepts.

The anxiety scale used (Castaneda, McCandles and Palermo 1956) appears to have a moderate degree of validity. Children who test low, are less popular (McCandles, Castaneda, and Palermo, 1956); have difficulty with conceptually complex learning tasks (Castaneda, Palermo and McCandles, 1956); and in at least some cases do less well with the more complicated school subjects (McCandless and Castaneda, 1956). These findings fit well with the later longitudinal study by Hill and Sarason (1966). Children referred for behaviour problems test higher in anxiety than

those not so referred (Rynerson, 1957); and Negro children in an area where racial role changes likely to produce tension get higher test scores than their non-Negro peers (Palermo, 1959).

Another author, Coopersmith (1959), used this anxiety scale for a different sample of fifth and sixth grade children - 102 in number - but used a different measure of self-concept. He found that children who had high self-esteem were significantly less anxious than those with low self-esteem. The youngsterss with high self-esteem were also more popular (self-esteem and popularity correlated 37). The children apparently rather accurate in their self-concepts, since teachers in the main, judged the youngsters very much as they judged themselves. Coopersmith (1960) in children behaviour and Development, also reports that fifth and sixth graders who have high self-esteem (good self-concept) recall presumably so as to correct their failures, while children with poor self-concepts suppress and deny them. Since a good self-concept probably goes along with anxiety, Coopersmith's study is one more of a series suggesting that high anxious children are less curious, hence poorer students, than low anxious children.

Effectiveness in Groups

Mussen and Porter study (1959) bears on the question of the effectiveness in groups of people holding high or low esteem for themselves. This study used male volunteers from undergraduate psychology classes.

The young men higher in feelings of adequacy and with favourable rather than negative self-concepts were rated by other men who took part within free-wheeling, or leaderless, discussion groups as being generally more effective than those who expressed feelings of indequancy and negative self-concepts. The criteria that the group members all of whom were initially unacquainted with each other used in making their judgement of group effectiveness were among others, contributing the best ideas to the group, degree of activity in the group, amount of intellectual stimulation provided to the other members of the group, adequacy in explaining their ideas and clarifying the ideas of others, most influential in the group, and most appealing in that the rater desired to become better acquainted with him.

A related study (Dittes, 1959) supports the Mussen and Porter conclusion: the self esteem ratings of 104 male college freshmen were positively correlated with ratings of adequacy made by fellow group members

Another research worker (Walsh, 1956) has interested herself indifferences in self-concept between very bright boys (IQ above 120) who fell in the lowest quarter of their class in terms of academic achievement, and a group of carefully matched adequate "achievers" whose academic achievement was in the top half of their class. Twenty boys from the second through the fifth grade were included in each of these groups.

The Driscoll playkit, consisting of a facsimile (floor plan) of a six-room house, toy furniture, and adoll family (father, mother, boy, girl and baby), was used to elicit the boys self-concepts. Nine incomplete stories were read to the boys, and they were asked to tell and play out the endings to the stories. They could make up a tenth story of their own in which anything they wanted could be made to happen. Judges inferred their self-concepts from their story endings making judgements about freedom of action, freedom and adequancy of emotional expression, feelings of belongness (with their parents; response to environmental stimulation whether the child used opportunities to gain direct satisfaction of his needs, conformed and obeyed without question, or saw his world as something he must defend himself against through such behaviours as rebellion, negativism, unreasoning opposition, and so forth).

(Dittes does not give the correlation). Some of the Dittes' subjects were led to believe that they were rejected by the group, while others were given the impression that they were accepted, or that acceptance was likely. He found that "persons made to feel well-accepted in a group found the group more attractive than did those made to feel poorly accepted" (p.8). But an individual's rating of the attractiveness of the accepting group varied according to his self-concept, the group, the group being rated significantly more attractive by those with low self-esteem. Dittes believes that low self-esteem should be considered indicative of a "strong need for acceptance".

Self-Concept and School Achievement

It can be predicted that poor self-concepts implying as they so often do a lack of confidence infacing and mastering the environment, will accompany deficiency in one of the most vital of the child's areas of accomplishment his performance in school.

The Coopersmith (1959) study of fifth and sixth grade children which has already been mentioned in this section supports this prediction. For the 102 children included in the study, a correlation of .36 was found between positive self-concept and school achievement. Hill and Sarason (1966) report similar findings.

There were extemely significant differences for three of these categories. The low achievers more markedly than the adequate achievers portrayed the boy doll or "hero" as being restricted, or not free to pursue his own interests and feelings, and as acting defensively. Results were statiscally significant but not as a clear cut, in the "belongingness" area. The low achievers more frequently depicted the boy doll as being isolated, criticized or rejected.

This study has obvious practical implications for education, suggesting as it does that children who have come to feel that their freedom is restricted, that they cannot pursue their own interests or express their feelings, that they cannot cope with their environment, that the world is "against them", and who do not feel close to their families may express the conficts so engendered by "rebellion" against the educational process that is by achieving far less than they are able to accomplish. For such children, active "emotional" education in addition to academic teaching may be necessary.

In this connection, Long and Henderson (1966), working in a southern community, adopted the hypothesis that community conditions will affect the self-concepts and social concepts of Negro and white children differentially, to the disadvantage of the Negro child,

and that these differential effects will manifest themselves in school. They worked with the children from a rural area who were just beginning school, thirty-six Negro boys, thirty-six Negro girls, and seventy-two white children of the same age, grade, sex and community were used as subjects. The Negro children (when compared with the white youngsters) were from a lower socio-economic class, were of lower intelligence, had more brothers and sisters and more frequently came from father-absent homes.

Compared with the white children the Negro children had lower self-esteem, were less realistic in evaluating their skin colour, were more identified both with their mothers and teachers (this probabily means they were more dependent on adult female persons who loomed important in their lives), and less identified with their fathers.

When the group of Negro youngsters was considered separately, it was found that teachers made higher ratings of those who had higher self-esteem; who were realistic in their estimate of their skin colour; and who were identified with the teacher.

Those Negro children from father present homes identified more highly with fathers than did children whose fathers had left the home.

In summary, then the self-concept does appear to be related to school adjustment. Substantial evidence indicates that children and adults with poor self-concepts when compared with those who have more positive self-concepts, are more anxious and less well adjusted generally, are less popular, are less effective in groups (although they value groups that accept them more highly), and are less honest about themselves (or more defensive). The pattern of parental rewards and punishments seem to affect the self-concept, and quite certainly, the self-concepts of bright but underachieving youngsters are less positive than those of children who are doing as well as can be expected in school. Children tend to mould their self-concepts according to the way they think their teachers regard them.

Changes in Self Concept

Since problems in education arise partly from the mistaken self-images of children which may only be remotely associated with the realities about themselves it becomes necessary to see if their self-concept can be changed by manipulation of their environments. Sometimes these changes are affected by the children themselves by appreciating the gaps or differences existing between what they think they are and what they

actually are. Peter McPhail (1978), calls adolescence a period of social experimentation by which he means that during adolescence a child tries out various processes to observe others' reactions towards his outgoing behaviour. For example an adolescent boy may think that he has a good deal of muscular strength or body skill, and he is likely to undertake experiments to find if his self-image of his bodily strength stands up to his expectations in his fights with others in the street, or school, or elsewhere. Similarly, if an adolescent girl thinks that she looks pretty when she smiles, she would smile more frequently. If her smiles evoke admiration of her onlookers. What happens when a child's social experiment brings forth to him a knowledge that his old ideas about himself held for so long that he was an intelligent child in the classroom are not really true? For example, suppose a child has grown up with a belief that he is intelligent and bright in his academic performances from various sorts of reinforcements he received in the past, and further suppose that he is now facing a situation of competition with other brighter and more intelligent children for the first time in his life. He observes that his previously held values about his intelligence are no longer true. The gap between his cherished self-image of being a very bright child, and reality about his

intelligence and brightness, is now apparent to him. This new experience of his may lead to various possibilities viz:

(a) he may show signs of anxiety or neurosis, and he may become maladjusted in his later behaviour;

(b) he may reconcile himself to his new finding about himself that there are children who are more intelligent and brighter than him; or

(c) he may disregard the findings from his new experience and continue to cherish that he is really intelligent and bright irrespective of the new experience.

The children who adopt strategies (a) or (c) above are ones who need special help. Case (b) should not be overlooked by us, as this new experience may not have been due to the fact that he is not capable of meeting the demands of competitions. It may be due to some hazards in performance, as no reliance can be placed on the findings of one-shot experiments of the above type.

In another experiment, Edward and Miriam Clifford (1978), found from an experiment on 'Survival training' of adolescent boys in a summer camp where every child was pushed to his limit in sharing the vigorous experiences of lives in camps that (a) the measures of

ideal-self remained more or less the same, (b) changes in self-concept and ideal-self of all children was reduced. It was found that children with initial poor self-concepts about themselves (i.e. underestimators) gained in their estimation of themselves as a result of the experience, and children with exaggerated self-concept lost some of the attributes or degrees of attributes about themselve towards reality. The changes that took place were thus in both directions, i.e. the overestimators lowered their self-images to reality, and the underestimators began to think of their abilities in real terms than they used to see themselves in the past. The findings of this experiment tell us the advantages that can be obtained by proper planning of confronting situations which bridge the gap between the self-concept and reality about a child, and with proper planning in teaching situations, many of the underachievers can be helped to realise their promise, and many of the problems of children having exaggerated views about their abilities can be successfully handled. In another experiment Payne, Drummond, and Lunghi (1978), with male school leavers of average age of sixteen years being taken to an Arctic expedition, showed that the gap between self-concept and ideal-self of the children was reduced as a result of the experiment. The aim of this study was partially to replicate to the former study of Clifford, though the

experimental exposure was perhaps more rigorous than that of the former. According to Mukherjee (1978) since both self-concept and ideal-self measures of the children changed, and since the gap between the two was considerably reduced as a result, this finding contradicts to some extent the former findings. But according to him in so far as our concern is centred on the changes of the self-concepts, we find that both these studies showed that changes in the self-concepts of children take place when they are confronted with challenging environment of any sort. It is perhaps likely that changes in the ideal-self of children are to take place if confronting environments are really challenging thereby providing instances to the subjects of what can be acquired and what cannot be acquired. This point needs special consideration in teaching. For example, if a child believes that he has ability to become agree at scientist like Einstein, then this belief will introduce into him an element of the ideal-self, and if experience tells us that the child can at best be an average man of science, then care should be taken to bring his inflated concept of ideal-self to earth and reality, by providing environmental opportunities for him to realise the differences in abilities existing between a scientist of international fame and average man of science.

mistakes in his arithmetic and if he is admonished for this by his teacher whom he had admired in the past, then he may develop a kind of a version for sums, and may even generalise this a version to other subjects of learning or other teachers, and perhaps eventually to the entire schooling systems. The fact is that sometimes these mild comments though not intentional may act with powers of suggestion on the self-appraisal of the children we teach. While it is possible to help children with poor self ratings to gain in their own estimation, some ill-considered comments may lead to damaging results in their personaties eventually to their maladjusted behaviour.

Implication for Education

The study of the psychology of the self unforlds to the teachers and parents how environmental influences can be planned especially in the younger days of the child, so as to help them to develop a mature personality. Care should be taken of the children who tend to underrate their potentials and abilities in academic performances by bringing them into a suitable teaching environment by minimal steps in learning so that success at every step can carry them forward. Once they realise that they are also able to cope with the challenging situations of learning they will change

in their own respective estimations of themselves as regards their abilities. Children who are over estimators should be confronted with task or lessons of such sort so that they realise that they have their limitations. Further, the ideal-self of children can be shaped in such away that the ideals are realistic for them to achieve and not sheer fantasies.

Summary

The discussion above have revealed that self-concept is acquired through the socialisation process. The discussion has been concerned with the formation of the self or the self-concept of an individual, and various theories have been discussed to explain the formation of the self-image, self-esteem, ideal-self, the 'I' and 'me', and the 'generalised other'. It has been shown in the discussion how an awareness of the underlying factors influencing the self-concepts of children can lead the concerned teacher to shape the personalities of children towards normal development. The findings from the various experiments discussed have shown how the self-concepts of children can be changed towards reality to the advantage of the children and their teachers. Importance of the ideal-self has been pointed out as it helps the aspiring child to get on in life and be happy without any manifestations of neurosis or maladjustment in behaviour.

It has also been noticed that the self is learned, the self is organised, and the self is dynamic. Finally, the discussion has thrown some light to the fact that the development of self-concept takes place in phases and that self-concept is organised and dynamic. In similar vein, the role of the significant others i.e. parents, teachers and friends in the formation of a child's self-concept has also been advanced.

CHAPTER III

AIMS AND HYPOTHESES

From the foregoing review of the relevant literature the aims of this study were to findout about the self-concepts of children in the last class (class six) of primary schools in Nigeria and the aims were based upon finding of the totality of the self-concepts of children and noting their differences if any, from what their teachers feel about themselves. From these objectives, the aims can be broadly divided into categories:

(a) The self concepts of the children should have a positive correlation with their school achievements.

(b) There should be no different between their self-concept assessed by the children and the self-concept of theirs as assessed wise by the teachers.

From the above aims the following hypothesis of the study are stated:

(i) Hypothesis I: There will be a positive correlation between the academic self-concept (ACD) of the children and their achievements in the school subjects.

(ii) Hypothesis II: There should be a positive correlation also between their non-academic self-concept (NACD) and their school achievements.

(iii) Hypothesis III: There would be a positive correlation between the total self-concept (TOT) of the children and their school achievements.

CHAPTER IV

EXPERIMENTAL METHODOLOGY

(a) The Sample

The present sample of this study was obtained from the last class of Local Education Authority (LEA) primary school Samaru - Zaria in Kaduna State. The sample consisted of 52 boys and 58 girls totalling 110 children. The empirical nature of the study was satisfied as the entire population of the school last class (class six) was taken in the sample and the study was aiming to find the relationships mainly of their self-concepts with their academic achievements. Further by the age when the child arrives at the last class of primary school it is reasonable to belief that they attained some forms of stability in their self-concept. Also the class masters of the primary school have the knowledge of the children performances in the school, their relationship with their peers and parents as well.

(b) Test Used

The investigator used the pre-adolescent self-concept scale H.W. Marsh, J.W. Parker and I.D. Smith (1983). It consisted of 72 items which could be responded to in the form of Likert type of responses as false, mostly false, sometimes false, sometime true, mostly true, and true. The items were scored according to the responses falling in one of the five alternatives given. The scores of the positive items ranged from 1 - 5 and for the negative items it ranged from 5 - 1.

The scale was divided into 7 categories of physical abilities/sports, physical appearance, relationship with peers, relationship with parents, reading, mathematic and the school subjects. Items of the categories were then randomised and given to the children to respond. There were also some transformed scores obtained from the responses by totalling the children's scores on the physical ability, physical appearance, relationship with peers, and relationship with parents, calling the total scores as the non-academic self-concept (NACD). The total children's

scores in reading, mathematic and the school subjects was given the name as academic self-concept (ACD) and was used as such. The total of NACD scores and ACD scores, being the total of the 7 categories of scores of the self-concept questionnaire was called as the total self-concept scores (TOT). All these scores were used for the purpose of this type of research.

The investigator also approached the class masters and were fully informed of the purpose of the research. The teachers were requested to fill in a rating scale of 9 points (1 - the lowest and 9 - the highest scores) in their ratings. The rating scales were obtained from the teachers of all the 7 categories of the self-concept questionnaires. From their rating scales, transformed scores for the NACD and ACD were obtained and then the TOT was calculated. In short the investigator obtained a parallel picture of the self-concept of the children given by their class masters.

Next, the investigator obtained responses of the children as far as their "intellegence" (Non-verbal rearing) was concerned. For this purpose the investigator used the pictorial test of AH4 part II,

(Alice, Heim 1970). This test was necessary inorder to see the extend of correlations of "intelligence" with the various attainment. Lastly, the investigator obtained the children's school marks of the preceeding term preceeding terminal examination in mathematic, English and the social studies both in percentages.

(c) Scoring of the Test

The investigator scored the children's responses of the self-concept questionnaire according to the responses falling in 5 alternatives for each of the items. For the positive items the alternatives' boxes were to be scored as 1, 2, 3, 4 or 5, and for the negative items the scores were 5, 4, 3, 2 or 1. The boxes were set at false, mostly false, sometime true, mostly true and true. The score of each of the 7 categories were total separately and the total scores of physical ability, physical appearance, relationship with peers, and relationship with parents were total as to give the Non Academic Self-concept (NACD) of the children. The total of the scores of reading mathematic and school subjects categories yielded the academic self-concept (ACD) scores of the children. The total self-concept scores (TOT) was obtained as the total of both NACD and ACD scores.

Teachers ratings in the 9 points scale for all the 7 categories of the self-concepts obtained by the

investigator separately on the rating scale and from the teachers rating the transformed scores of their both NACD and ACD together with TOT were also obtained.

The investigator scored the responses of the children to the AH4 part II test. For every correct answer the children were given a score of 1 ignoring the wrong answers. Lastly the school's marks of the previous terminal school examination of the children in mathematic, English and social studies were also obtained.

(d) Data Matrix

The data matrix of this empirical study consisted of the children's sex, and the scores in the self-concept scale, teachers, ratings scale, the transformed scale of NACD, ACD and TOT, from both the children's responses, the teachers ratings and the school marks on the terminal examination in percentages of mathematic, English, social studies and the overall mean of the school achievements.

The next chapter deals with analysis of the data results, and the discussions following the result.

CHAPTER V

ANALYSES OF DATA AND RESULT

The investigator used Ahmadu Bello University, Computer Services to do this statistical analyses of this investigation. SPSS computer programmes were used for the analysis of the data matrix in this research. At first the means and the standard deviations are reproduced below in Table 5.1 as follows:

Table 5.1

Means and Standard Deviations of Variables
(N = 110; Boys = 52; Girls = 58)

VARIABLES		Mean Boys	S.D.	Mean Girls	S.D.	Mean Total	S.D. Total
Physical ability	PAI	30.14	9.09	28.95	9.97	29.55	9.53
Physical appearance	PAPI	35.39	8.54	35.56	8.39	35.48	8.47
Relationship with peers -	RPRI	34.52	7.10	33.44	8.05	33.98	7.58
Relationship with parents -	RPI	36.85	5.34	36.76	6.78	36.81	6.06
Reading -	RGI	37.54	5.26	38.85	5.55	38.20	5.41
Mean of (PAI, PAPI, RPRI, RPI) -	MI	33.59	10.98	33.92	11.54	33.76	11.26
School Subjects	SSI	39.42	5.11	38.14	5.10	38.78	5.11
AH4 -	AH4	13.14	4.88	13.45	5.44	13.30	5.16
Physical ability, Teachers rating -	PA2	4.56	1.42	4.00	1.45	4.28	1.44
Physical appearance Teachers rating	PAP2	5.14	1.37	5.85	1.52	5.50	1.45
Relationship with Peers Teachers rating -	RPR2	3.84	1.41	3.52	1.46	3.66	1.44
Relationship with parents Teachers rating -	RP2	5.14	1.51	5.10	1.68	5.12	1.60
Reading, Teachers rating	RG2	5.06	1.71	5.17	1.76	5.12	1.74
Mean of (PA2-RP2), Teachers rating	M2	5.09	1.59	4.93	1.54	5.01	1.57
School subjects Teachers rating	SS2	4.97	1.45	5.31	1.52	5.14	1.49
Mathematic (School scores		40.00	24.87	41.37	26.02	40.69	25.45
English (School scores)		43.95	25.83	45.26	27.62	44.61	26.73
Social Studies (School scores)		57.40	24.35	51.57	26.58	54.49	25.47

In the above table the means for the boys and the girls and their respective standard deviations are shown. In addition the overall means and its corresponding standard deviations for the sexes taken together are also shown. The result will be used to see the significant differences between these two means by appropriate statistical analysis later on in this chapter.

Next, the inter-correlations of the data matrix was found by applying pearson's correlation computer programme are given below in table 5.2 as follows:

Correlation Matrix

	PAI Physical ability	PAPI Physical appearance	RPRI Relationship with Peers	RPI Relationship with parents	RGI Reading	MI Mathematics	SSI School Subjects	Mean of (PAI, PAPI, RPRI, RPI	Mean of (RGI,MI,SSI	Mean of (PAI, PAPI, RPRI, RPI, RGI,MI,SSI	AH4	PA2 Physical ability (Teachers rating)	PAP2 Physical appearance (Teachers rating)	RPR2 Relationship with Peers (Teachers rating)	RP2 Relationship with parents (Teachers rating)	RG2 Reading (Teachers rating)	M2 Mathematics (Teachers rating)	SS2 School Subjects (Teachers rating)	Mean of (PA2, PAP2, RPR2, RP2) M21	Mean of (RG2, M2, SS2) M22	Mean of (PA2, PAP2, RPR2, RP2, RG2, M2, SS2) M23	Mathematics (M3) School scores	English, School scores	Social Studies, School scores	Mean of School scores
Physical ability PAI	1.00	.094	.040	.170	.172	.302	.130	.388	.158	.053	.083	.173	.005	.041	.049	.015	.047	.113	.068	.054	.077	.250	.157	.250	.035
Physical appearance PAPI		1.00	.177	.209	.132	.053	.490	.609	.182	.439	.138	.123	.028	.052	.068	.146	.260	.000	.011	.171	.089	.032	.098	.196	.025
Relationship with Peers RPRI			1.00	.384	.225	.424	.246	.507	.456	.559	.144	.055	.069	.128	.112	.009	.240	.027	.044	.119	.035	.005	.006	.155	.001
Relationship with parents	RPI			1.00	.194	.293	.318	.561	.343	.448	.124	.008	.054	.212	.071	.106	.174	.065	.072	.148	.121	.084	.026	.029	.006
Reading	RGI				1.00	.333	.214	.309	.676	.457	.034	.029	.039	.057	.024	.145	.140	.119	.025	.172	.116	.230	.262	.046	.168
Mathematics	MI					1.00	.193	.098	.816	.393	.046	.041	.072	.018	.024	.075	.215	.052	.020	.122	.062	.051	.016	.082	.022
School Subjects	SSI						1.00	.425	.545	.605	.025	.033	.040	.136	.012	.022	.196	.054	.049	.040	.009	.159	.173	.282	.253
Mean of (PAI, PAPI, RPR, RPI) M21								1.00	.295	.579	.143	.164	.057	.186	.040	.042	.001	.037	.001	.019	.021	.092	.053	.104	.026
Mean of (RG, MI, SSI) M22									1.00	.635	.089	.027	.102	.060	.023	.093	.105	.109	.016	.121	.059	.115	.123	.028	.122
Mean of PAI, PAPI, RPR, RPI, RGI, MI, SSI) M23										1.00	.050	.081	.023	.203	.012	.037	.025	.033	.037	.044	.039	.091	.137	.003	.109
AH4											1.00	.258	.069	.181	.160	.153	.058	.155	.223	.134	.196	.311	.212	.176	.270
Physical ability (Teachers' rating) (PA2)												1.00	.500	.340	.382	.633	.355	.530	.821	.680	.836	.334	.449	.391	.530
Physical appearance (Teachers rating) PAP2													1.00	.141	.097	.353	.318	.287	.644	.389	.585	.225	.303	.010	.193
Relationship with Peers (Teachers rating) RPR2														1.00	.160	.252	.196	.381	.585	.333	.536	.074	.110	.132	.190
Relationship with Parents (Teachers rating) RP2															1.00	.194	.025	.355	.037	.184	.464	.126	.231	.359	.320
Reading (Teachers' rating)(RG2																1.00	.484	.555	.522	.848	.767	.310	.540	.353	.533
Mathematics (Teachers' rating) M2																	1.00	.356	.311	.764	.594	.080	.250	.086	.076
School subjects (Teachers rating) SS2																		1.00	.607	.774	.776	.255	.370	.522	.530
Mena of PA2-RP2) Teachers rating																			1.00	.581	.896	.283	.410	.323	.456
Mean of (RG2-SS2) Teachers rating.																				1.00	.874	.211	.478	.315	.465
Mean of (PA2-SS2) Teachers rating																					1.00	.275	.493	.359	.519
Mathematics (M3, School Scores)																						1.00	.659	.100	.768
English (School scores)																							1.00	.246	.614
Social Studies (School scores)																								1.00	.584
Mean of School Scores																									1.00

x signifies P< .05 of 108, for a two tailed test.

xx signifies P< .01 df 108, for a two tailed test.

xxx signifies P< .001 df 108, for a two tailed test.

From the correlation matrix above the following significant correlations at their respective levels are noted as follows:

1. Physical ability correlated significantly at .001 level of confidence (P< .001, df = 110-2 = 108, for a two tailed test) with mathematics and mean of non-academic self-concept (NACD); and it also correlated significantly at .01 level of confidence (P< .01, df = 110-2 = 108, for a two tailed test) with their scores in mathematics and their social studies scores, and it further correlated at .05 level of confidence (P< .05, df = 110-2 = 108, for a two tailed test) with relationship with parents, reading school subjects, mean of academic self-concept (ACD), teachers rating of physical ability and their scores in English.

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2. Physical appearance correlated significantly at .001 level of confidence ($P < .001$, df = 110-2 = 108, for a two tailed test) with school subjects, mean of non-academic self-concept (TOT); and it also correlated significantly at .05 level of confidence ($P < .05$, df = 110-2 = 108, for a two tailed test) with relationship with parents, reading mean of academic self concept (ACD), AH4, teachers rating for reading and the mean of academic self concept (ACD).

3. Relationship with peers correlated significantly at .001 level of confidence ($P < .001$, df = 110-2 = 108, for a two tailed test) with relationship with parents, mathematics, mean of non-academic self-concept (NACD), mean of academic self-concept (ACD) and mean of total self concept (TOT), and it also correlated significantly at .01 level of confidence ($P < .01$, df = 110-2 = 108 for a two tailed test) with reading, school subjects and teachers rating for mathematics and it further correlated at .05 level of confidence ($P < .05$, df = 110-2 = 108 for a two tailed test) with AH4 and teachers rating of relationship with peers.

4. Relationship with parents correlated significantly at .001 level of confidence ($P < .001$, df = 110-2 = 108, for two tailed test) with mathematics,

school subjects, mean of non academic self-concept (NACD), mean of academic self concept (ACD), and mean of total self concept (TOT), and it also correlated at .05 level of confidence ($P < .05$, df = 110-2 = 108, for a two tailed test) with reading, AH^4, teachers rating for relationship with poors, mathematics, and mean of academic self-concept (ACD).

5. Reading variable correlated significantly at .001 level of confidence ($P < .001$, df = 110-2 = 108, for a two tailed test) with mathematics, mean of non-academic self concept (NACD), mean of academic self concept (ACD), mean of total self concept (TOT) and their scores in English, and it also correlated significantly at .01 level of confidence ($P < .01$, df = 110-2 = 108, for a two tailed test) with their scores in mathematica, and it further correlated significantly at .05 level of confidence ($P < .05$, df = 110-2 = 108, for a two tailed test) with school subjects, teachers rating for reading, mathematics, mean of academic self concept (ACD) and overall mean of school scores.

6. The mathematics scores correlated significantly at .001 level of confidence ($P < .001$, df = 110-2 = 108 for a two tailed test) with mean of academic self concept (ACD) and mean of total self concept (TOT), and it further correlated significantly at

.05 level of confidence (P $<$ .05, df = 110-2 = 108 for a two tailed test) with school subjects and teachers rating for mathematic.

7. The school subjects scores correlated significantly at .001 level of confidence (P $<$ .001, df = 110-2 = 108, for a two tailed test) with mean of non-academic self concept (NACD), mean of academic self concept (ACD), mean of total self concept (TOT) and their scores in social studies, and it also correlated significantly at .05 level of confidence (P $<$ .05, df = 110-2 = 108 for a two tailed test) with teachers rating for relationship with poors, mathematics, their scores of mathematics English and the overall mean of school scores.

8. The children's non-academic self concept (NACD) correlated significantly at .001 level of confidence (P $<$ .001, df = 110-2 = 108, for a two tailed test) with mean of academic self concept (ACD) and mean of total self concept (TOT), and it also correlated significantly at .05 (P $<$ .05, df = 110-2 = 108, for a two tailed test) with AH4, teachers rating for physical ability and relationship with peers.

9. Children academic self concept (ACD) correlated significantly at .001 level of confidence (P $<$ .001, df = 110-2 = 108, for a two tailed test) with mean of total self concept (TOT) and it also correlated

at .05 level of confidence (P $<$ .05, df = 110-2 = 108, for a two tailed test) with the mean of the overall school subjects scores.

10. Children's mean of total self concept (TOT) correlated significantly at .05 level of confidence (P $<$ .05, df = 110-2 = 108, for a two tailed test) with teachers rating for relationship with peers and their scores in English.

11. Children's AH4 scores correlated significantly at .001 level of confidence (P $<$ .01, df = 110-2 = 108, for a two tailed test) with the children's scores in mathematics, and it also correlated at .01 level of confidence (P $<$ .01, df = 110-2 = 108 for a two tailed test) with the teachers rating for physical ability, mean of non-academic self concept (NACD) and mean of overall school subjects scores, and it further correlated at .05 level of confidence (P $<$ .05, df = 110-2 = 108, for a two tailed test) with teachers rating for relationship with parents, reading, school subjects mean of academic self concept (ACD), mean of total self concept (TOT) and their scores in English and social studies.

12. Teachers rating of the children's physical ability correlated significantly with the teachers rating

of physical appearance, relationship with peers, relationship with parents, reading, mathematics, school subjects, mean of non-academic self concept (NACD), mean of academic self concept (ACD), mean of total self concept (TOT), their scores in mathematic, English, social studies, and overall mean of school subjects scores.

13. The teachers rating of physical appearance correlated significantly at .001 level of confidence ($P < .001$, df = 110-2 = 108, for a two tailed test) with teachers rating of reading, mathematics, school subjects, mean of non academic self concept (NACD), mean of academic self concept (ACD), mean of total self concept (TOT) and their scores in English, it also correlated at .01 level of confidence ($P < .01$, df = 110-2 = 108, for a two tailed test) with the scores in mathematics, and it further correlated at .05 level of confidence ($P < .05$, df = 110-2 = 108, for a two tailed test) with relationship with peers and the overall mean of the school subjects scores.

14. The teachers rating of the relationship with peers scores correlated significantly at .001, df = 110-2 = 108, for a two tailed test) with teachers rating for school subjects, mean of non academic self concept (NACD), mean of academic self

concept (ACD) and mean of total concept (TOT), it also correlated significantly at .01 level of confidence ($P < .01$, df = 110-2 = 108, for a two tailed test) with teachers rating for reading, and it also correlated significantly at 0.5 level of confidence ($P < .05$, df = 110-2 = 108, for a two tailed test) with teachers rating for relationship with parents, mathematics and their scores in social studies and the overall mean of the school subjects scores.

15. The teachers rating of the relationship with parents correlated significantly at .001 level of confidence ($P < .001$, df = 110-2 = 108, for a two tailed test) with teachers rating of school subjects mean of non academic self concept (NACD), mean of total self concept (TOT), their scores in social studies and overall mean of the school subject scores; it further correlated significantly at .01 level of confidence ($P < .01$, df = 110-2 = 108, for a two tailed test) with their English scores, and it also correlated significantly at .05 level of confidence ($P < .05$, df = 110-2 = 108, for a two tailed test) with teachers rating for reading, mean of academic self concept (ACD) and the children scores in mathematics.

16. The teachers rating of reading scores correlated significantly at .001 level of confidence ($P < .001$, df = 110-2 = 108, for a two tailed test) with teachers rating for mathematics, school subjects, mean of non academic self concept (NACD), mean of academic self concept (ACD), mean of total self concept (TOT) and their scores in mathematic, English, social studies and overall mean of school subjects scores.

17. The teachers rating of mathematics performance correlated significantly at .001 level of confidence ($P < .001$, df = 110-2 = 108, for a two tailed test) with the teachers reating of school subjects, mean of non academic self concept (NACD), mean of academic self concept (ACD) and mean of total self concept (TOT), it also correlated significantly at .01 level of confidence ($P < .01$, df = 110-2 = 108, for a two tailed test) with children's scores in English.

18. The teachers rating of the performance in the school subjects correlated significantly with their ratings of mean of non academic self concept (NACD), mean of academic self concept (ACD), mean of total self concept (TOT), their scores in English, social studies, and overall mean of school subjects scores at .001 level of confidence

($P < .001$, df = 110-2 = 108, for a two tailed test) and it further correlated significantly at .01 level of confidence ($P < .01$, df = 110-2 = 108, for a two tailed test) with their scores in mathematics.

19. The teachers rating of the non academic self concept (NACD) correlated significantly with the rating of the mean of academic self concept (ACD), mean of total self concept (TOT), their scores in mathematic, English, social studies and the overall mean of the school subjects scores at .001 level of confidence ($P < .001$, df = 110-2 = 108, for a two tailed test).

20. The teachers rating of the children's academic self concept correlated significantly with mean of rating of total self concept (TOT), the children's English scores, social studies scores and overall mean of school subjects scores at .001 level of confidence ($P < .001$, df = 110-2 = 108, for a two tailed test), it also correlated significantly at .05 level of confidence ($P < .05$, df = 110-2 = 108, for a two tailed test) with the children's scores in mathematic.

21. The teachers rating of the total self concept (TOT) correlated significantly at .001 level of confidence with the children's performance in

mathematic, English, social studies, and overall mean of the school subjects scores at .001 level of confidence ($P < .001$, df = 110-2 = 108, for a two tailed test).

22. The children's performance in mathematic correlated significantly at .001 level of confidence ($P < .001$, df = 110-2 = 108, for a two tailed test) with their scores in English and overall mean of the school subjects scores; it also correlated significantly at .05 level of confidence ($P < .05$, df = 110-2 = 108, for a two tailed test) with their scores in social studies.

23. The children's performance in English correlated significantly at .001 level of confidence ($P < .001$, df = 110-2 = 108, for a two tailed test) with the overall mean of the school subjects scores, and it also correlated significantly at .01 level of confidence ($P < .01$, df = 110-2 = 108, for a two tailed test) with the children's scores in social studies.

24. The children's performance in social studies correlated significantly at .001 level of confidence ($P < .001$, df = 110-2 = 108, for a two tailed test) with the overall mean of the school subjects scores.

Analysis of Variance

The investigator with the help of the computer programme worked out the analyses of variance SPSS of the different of the means of the various variables used in the study and only the significant results are reproduced below. Table 5.3 reproduces the analysis of the variance results of the teachers' ratings of physical appearance as follows:

Table 5.3

Analysis of Variance PAP2 (Physical Appearance Teachers Ratings

N = 110

Mena Boys: 5.14

Mean Girls: 5.85

Groups	Sum of Square	Mean of Square	Degrees of Freedom	F	P
Between groups	13.830	13.830	1		
Within groups	227.661	2.110	108		
Total	241.491	-	109	5.561	.012

From the above table it is clear that the Girls rating were significantly better than the boys' rating at 0.5 level of confidence.

Table 5.4

Analysis of Variance RGI (Reading Performance)

N = 110

Mean Boys: 37.54

Mean Girls: 38.85

Table 5.4 reproduces the analysis of the pupils' reading performance.

Groups	Sum of square	Mean of square	Degrees of Freedom	F	P
Between groups	159.188	159.189	1		
Within groups	4104.156	38.002	108		
Total	4273.355	-	109	4.452	.037

It is clear from the above table that the Girls have significantly better performance than the boys differing at .05 level of confidence.

Table 5.5

Analysis of Variance SS2 (School Subjects Teachers Rating)

N = 110

Mean Boys: 4.97

Mean Girls: 5.31

Table 5.5 shows the analysis of variance results of the teachers' rating of their school subjects performance as follows:

Groups	Sum of square	Mean of square	Degrees of Freedom	F	P
Between groups	11.065	11.055	1		
Within groups	217.853	2.017	108		
Total	228.918	-	109	5.486	.0210

From the above table it is clear that the Girls' rating were significantly better than the Boys rating at .05 level of confidence.

Discussion of the Results

This research consisted of getting all awareness of the self concept responded by the primary six school children themselves and also together with teachers ratings on it and finally obtaining their school marks in mathematic, English and social studies. The self concept questionnaires consisted of seven categories

of questions of which mean of physical ability, physical appearance, relationship with peers, relationship with parents, formed the non-academic self-concept (NACD) and mean of reading, mathematics and school subjects formed the academic self concept (ACD), while the mean responses of all the seven categories forming the total self concept (TOT). In the similar way, the NACD, ACD and TOT parts of the self concept from the teachers rating were calculated. Besides, the percentage scores of the children in mathematic, English, social studies were obtained and the mean of the school subjects scores (MS) was also calculated.

Firstly, the boys' and girls' scores were recorded separately and their means and standard deviations were also calculated. Apart from the English and social studies scores the other score means of both the boys and the girls are more or less same and hence it will be a fair conclusion from these table that the children did not differ between the sexes very much as it can be intepreted from the result of the means of table (table 5.1).

Then inter correlation of all the variables for the boys and girls together were done (table 5.2), and comment on these correlations have already been made before. The non academic self concept (NACD) of the children correlated among others with the teachers

ratings of **relationship with peers**, teachers ratings of mathematic and the mean of school subjects scores (Vide (VIII) of A4). On the basis of these significant correlations, hypothesis I is supported.

The academic self concept (ACD) of the children correlated among others with the teachers ratings of the relationship with peers, teachers ratings of mathematic (Vide (IX) of all above), further it correlated with all the school subjects scores and the mean of the school subjects scores. On the basis of these similar correlations hypothesis II, of this research is supported.

The total self concept (TOT) of the children correlated with the teachers ratings of the relationship with peers and the English score (Vide (X) of the above). On the basis of this correlations hypothesis III is supported.

AH4 scores correlated with teachers ratings for the relationship with peers, teachers rating with relationship with parents (Vide (XIX) of the above), and it further correlated with teachers ratings of school subjects, mean of total self concept teachers ratings or mean of school subjects scores, the scores in mathematics, English, social studies and the overall mean of the school subjects' scores. On the basis of these correlations hypothesis I is supported.

Teachers ratings of the non academic self concept (NACD), correlated significantly among others with the teachers ratings in reading, school subjects, mean of total non academic self concept (NACD) and the mean of the school subjects (Vide (XX) of the above) it further correlated significantly with their English scores, social studies scores, mathematics scores and the mean of the school subjects. On the basis of this hypothesis II is supported.

The mean responses of all the non academic self concept (NACD) correlated significantly with the scores of mathematics scores of English, social studies scores and the mean of the school subjects (Vide (XI) of the above). On the basis of this hypothesis IV is supported.

The teachers ratings of the academic self concept (ACD) correlated significantly among others with the total mean of the teacher ratings in non academic self concept (NACD), the mean of teachers' ratings of the school subjects (Vide (XII) of the above), it also correlated significantly with the scores in all the school subjects and the mean of the school subjects. On the basis of this hypothesis IV is supported.

The investigator was then interested to look at the result of table 5.1 to see if the boys and the girls differred significantly in their means of the scores of the variables of the study. Table 5.3 showed

that the girls performed significantly better in the teachers ratings of physical appearance than boys.

Table 5.4 showed that the girls performed significantly better in reading then boys.

Table 5.5 showed that the girls also performed significantly better in teachers ratings of the school subjects than the boys.

These differences in the performance between the boys and girls could be real differences in the performance in those subjects of the boys and girls which the table (Table 5.1) could not established. This study is however not concerned with the differences in these performances of the boys and girls and no hypothesis was therefore formed out of it.

The results of this investigation have shown enough evidence to support the hypotheses of this research and have pointed out the importance of the self concept, NACD and TOT, in Education.

The next chapter deals with the critique, conclusions and recommendations of this study.

CHAPTER VI

CRITIQUE, CONCLUSION AND RECOMMENDATIONS

Critique

The non-academic self-concept (NACD) of the students correlated at .001 with teachers rating of NACD and it also correlated from r = .092 to r = .053 with mathematics, English and social studies and it further correlated from r = .104 with mean of overall school scores. The ACD of pupils correlated with teachers rating r = .026, and from .121 - .115 with academic attainment. The total self-concept to the pupils correlated with teachers rating r = .123 and from .028 to .132 with academic attainment.

From the correlation above which are all significance we get a fair picture of the construct validity of the instrutment and we noticed that the total self concept of the students correlated both with the teachers (r = .039) rating of self-concepts to from overall school performance, the validity coefficient for their English performance being maximal at r = .091.

The construct validity of the instrucment therefore has been fairly established at r = .137

(significant at .003 level of confidence df = 110-2 = 108). On the academic ability the total self concept of the pupils correlated significantly with mathematics, English, social studies and the overall school mean ranging from .091 - .109 and there by explained the validity of the instrustment responded to by the pupils.

The analyses of the variance results showed a significant difference in the teachers rating of the self description questionnaire (SDQ) from the pupils responses of the boys and girls in physical appearance, reading, and the school subjects. Showing that the girls obtained significantly high scores than the girls. These difference could be very real differences between the sexes of the sample and no comment seem to be necessary. Now it is necessary for the investigator to talk about the experimental validity of this research which is undertaking.

Campbell (1969) says of the external validity i.e. the representativeness of the finding of this research to wider area outside the sample undertaken by saying that if external validity cannot be assured can be sacrify for the researcher. This research was based on the empirical sample which was not representative of any population outside and what is found were true for the sample has to be checked for its own internal

validity be examining the various internal validity factors one by one. The sample consisted of 110 pupils, boys and girls who were present for the investigator to response to questions throughout the investigation period. There was no case of experimental mortality and hence that internal validity factor was none existence. On the question of reactive responses care was taken to get the trueful answers on the SDQ and hence the risk of getting reactive responses either from the pupils or the teachers concern were minimum. On the question of history the factor does not arise since the experiment was finished in one sitting and the history factor did not change. The same arguement goes to maturation factor of the internal validity and can be safely held that internal validity factor of history and mature were also none existence. The investigator has no trouble in scoring their responses and to get the teacher ratings and the school scores and hence there was no factor of experiment decay. Speaking about the last factor of internal validity i.e. statistical regression of the mean, it can be safely say that the investigator did not look in his sampling any choosen criteria for selection of the extreme group in which case the statistical regression of the mean could have maximul, and hence on this ground it can be safely held that the statistical regression of the mean

factor was not active in this research. Summerising therefore it can be said that the research is internally valid.

Conclusion

1. The self description questionnaire is a valid instrutment to find the non-academic self-concept, the academic self-concept and the total self-concepts of the pupil who were in the last form of primary school.
2. The construct validity of the instrutment in the categories of NACD, ACD and TOT has been established.
3. The validity coefficient of the instrutment for the academic ability of the pupils ranged, from for the academic performances of the pupils.

Recommendations

This study has highlighted the formation of the self or the self-concept of an individual, and various theories have been discussed to explain the formation of the self-image, self-esteem, ideal-self, the 'I' and 'me' and the generalised other. The parents and teachers should see to it that environmental interactions is planned especially in the younger days of the child, so as to help them to develop a mature personality.

Care should be taken of the children who tend to underrate their potentials and abilities in academic performances by bringing them into a suitable teaching environment by minimal steps in learning so that success at every step can carry them forward. Once they realise that they are also able to cope with the challenging situations of learning they will change in their own respective estimations of themselves as regards their abilities. Children who are overestimators should be confronted with tasks or lessons of such sort so that they realise that they have their limitations. But nothing should be done during teaching with the objective of defeating these children in their enterprises, but only to make them aware of their limitations in their capabilities. The teachers should always plan their strategy of teaching in such a way that is most suitable to the needs of the children of the above types. Further, the ideal-self of children can be shaped in a such a way that the ideals are realistic for them to achieve, and not sheer fantasies. Every teacher is a counsellor of his children, he can make use of properly planned strategies in teaching to keep the children motivated to strive for these ideals for themselves which are not too unrealistic for them to aspire for. It has been further noticed that the self is learned, the self is organised, and the self is dynamic. Many of the aspects of knowledge of this part of the text are useful

guidelines for the school counsellor in his trouble shooting activities of various kinds, though it must be borne in mind that the counsellor's role is not mainly trouble shooting as proper planning of the environmental interaction in the home and school of a child will minimise these emergencies.

The school administrators, ministry of education in the country and the local education authorities should always take keen interest in this type of important research for effective planning and school management. This is because the psychology of self-concept concerns the individual and his interaction with others, this area comes under the broad spectrum of socialisation of the child.

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APPENDIX I

H. W. MARSH, J. W. PARKER AND I. D. SMITH

SELF DESCRIPTION QUESTIONNAIRE

Name ..... Boy ..... Girl ..... Grade ..... Year

Age ..... School ..... Teacher .....

This is a chance to look at yourself. It is not a test. There are no right answers and everyone will have different answers. Be sure that your answers show how you feel about yourself. PLEASE DO NOT TALK ABOUT YOUR ANSWERS WITH ANYONE ELSE. We will keep your answers private and not show them to anyone.

When you are ready to begin, quietly read each sentence and decide your answer. (You may read quietly to yourself as I read aloud.) There are five possible answers for each question — "True", "False", and three answers in between. There are five boxes next to each sentence, one for each of the answers. The answers are written at the top of the boxes. Choose your answer to a sentence and put a tick (✓) in the box under the answer you choose. DO NOT say your answer out loud or talk about it with anyone else.

Before you start there are three examples below. Somebody named Bob has already answered two of these sentences to show you how to do it. In the third one you must choose your own answer and put in your own tick (✓).

	FALSE	MOSTLY FALSE	SOMETIMES FALSE, SOMETIMES TRUE	MOSTLY TRUE	TRUE
EXAMPLES					
1. I like to read comic books 1					✓ 1
2. In general, I am neat and tidy 2			✓		2
3. I like to watch T.V. 3					3

(Bob put a tick in the box under the answer "TRUE". This means that he really likes to read comic books. If Bob did not like to read comic books very much, he would have answered "FALSE" or "MOSTLY FALSE".)

(Bob answered "SOMETIMES FALSE, SOMETIMES TRUE" because he is not very neat, but he is not very messy either.)

(For this sentence you have to choose the answer that is best for you. First you must decide if the sentence is "TRUE" or "FALSE" or somewhere in between. If you really like to watch T.V. a lot you would answer "TRUE" by putting a tick in the last box. If you hate watching T.V. you would answer "FALSE" by putting a tick in the first box. If your answer is somewhere in between then you would choose one of the other three boxes.)

If you want to change an answer you have marked you should cross out the tick and put a new tick in another box on the same line. For all the sentences be sure that your tick is on the same line as the sentence you are answering. You should have one answer and only one answer for each sentence. Do not leave out any of the sentences.

If you have any questions put up your hand. Turn over the page and begin. Once you have started, PLEASE DO NOT TALK.

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The University of Sydney,
1981

		FALSE	MOSTLY FALSE	SOMETIMES FALSE, SOMETIMES TRUE	MOSTLY TRUE	TRUE	
1. I am good looking	1	☐	☐	☐	☐	☐	1
2. I'm good at all SCHOOL SUBJECTS	2	☐	☐	☐	☐	☐	2
3. I can run fast	3	☐	☐	☐	☐	☐	3
4. I get good marks in READING	4	☐	☐	☐	☐	☐	4
5. My parents understand me	5	☐	☐	☐	☐	☐	5
6. I hate MATHEMATICS	6	☐	☐	☐	☐	☐	6
7. I have lots of friends	7	☐	☐	☐	☐	☐	7
8. I like the way I look	8	☐	☐	☐	☐	☐	8
9. I enjoy doing work in all SCHOOL SUBJECTS	9	☐	☐	☐	☐	☐	9
10. I like to run and play hard	10	☐	☐	☐	☐	☐	10
11. I like READING	11	☐	☐	☐	☐	☐	11
12. My parents are usually unhappy or disappointed with what I do	12	☐	☐	☐	☐	☐	12
13. Work in MATHEMATICS is easy for me	13	☐	☐	☐	☐	☐	13
14. I make friends easily	14	☐	☐	☐	☐	☐	14
15. I have a pleasant looking face	15	☐	☐	☐	☐	☐	15
16. I get good marks in all SCHOOL SUBJECTS	16	☐	☐	☐	☐	☐	16
17. I like sports and games	17	☐	☐	☐	☐	☐	17
18. I'm good at READING	18	☐	☐	☐	☐	☐	18
19. I like my parents	19	☐	☐	☐	☐	☐	19
20. I look forward to MATHEMATICS	20	☐	☐	☐	☐	☐	20
21. Most kids like more friends than I do	21	☐	☐	☐	☐	☐	21
22. I am a nice looking person	22	☐	☐	☐	☐	☐	22
23. I hate all SCHOOL SUBJECTS	23	☐	☐	☐	☐	☐	23
24. I enjoy sports and games	24	☐	☐	☐	☐	☐	24

		FALSE	MOSTLY FALSE	SOMETIMES FALSE, SOMETIMES TRUE	MOSTLY TRUE	TRUE	
25. I am interested in READING	25	☐	☐	☐	☐	☐	25
26. My parents like me	26	☐	☐	☐	☐	☐	26
27. I get good marks in MATHEMATICS	27	☐	☐	☐	☐	☐	27
28. I get along with other kids easily	28	☐	☐	☐	☐	☐	28
29. I do lots of important things	29	☐	☐	☐	☐	☐	29
30. I am ugly	30	☐	☐	☐	☐	☐	30
31. I learn things quickly in all SCHOOL SUBJECTS	31	☐	☐	☐	☐	☐	31
32. I have good muscles	32	☐	☐	☐	☐	☐	32
33. I am dumb at READING	33	☐	☐	☐	☐	☐	33
34. If I have children of my own I want to bring them up like my parents raised me	34	☐	☐	☐	☐	☐	34
35. I am interested in MATHEMATICS	35	☐	☐	☐	☐	☐	35
36. I am easy to like	36	☐	☐	☐	☐	☐	36
37. Overall I am no-good	37	☐	☐	☐	☐	☐	37
38. Other kids think I am good looking	38	☐	☐	☐	☐	☐	38
39. I am interested in all SCHOOL SUBJECTS	39	☐	☐	☐	☐	☐	39
40. I am good at sports	40	☐	☐	☐	☐	☐	40
41. I enjoy doing work in READING	41	☐	☐	☐	☐	☐	41
42. My parents and I spend a lot of time together	42	☐	☐	☐	☐	☐	42
43. I learn things quickly in MATHEMATICS	43	☐	☐	☐	☐	☐	43
44. Other kids want me to be their friend	44	☐	☐	☐	☐	☐	44
45. I like being the way I am	45	☐	☐	☐	☐	☐	45
46. I have a good looking body	46	☐	☐	☐	☐	☐	46
47. I am dumb in all SCHOOL SUBJECTS	47	☐	☐	☐	☐	☐	47
48. I can run a long way without stopping	48	☐	☐	☐	☐	☐	48

		FALSE	MOSTLY FALSE	SOMETIMES FALSE, SOMETIMES TRUE	MOSTLY TRUE	TRUE	
49.	Work in READING is easy for me						49
50.	My parents are easy to talk to						50
51.	I like MATHEMATICS						51
52.	I have more friends than most other kids						52
53.	Overall I have a lot to be proud of						53
54.	I'm better looking than most of my friends						54
55.	I look forward to all SCHOOL SUBJECTS						55
56.	I am a good athlete						56
57.	I look forward to READING						57
58.	I get along well with my parents						58
59.	I'm good at MATHEMATICS						59
60.	I am popular with kids of my own age						60
61.	I hate myself						61
62.	I have nice features like nose, and eyes, and hair						62
63.	Work in all SCHOOL SUBJECTS is easy for me						63
64.	I'm good at throwing a ball						64
65.	I hate READING						65
66.	My parents and I have a lot of fun together						66
67.	I enjoy doing work in MATHEMATICS						67
68.	Most other kids like me						68
69.	Overall I am good at things I like to do						69
70.	I like all SCHOOL SUBJECTS						70
71.	I learn things quickly in READING						71
72.	I am dumb at MATHEMATICS						72

APPENDIX II

NON-VERBAL REASONING TEST (AH4 PART II)

In the test that follows you will find some items which are in the form of pictures. The items are there to test your understanding of some sort of relationships between the pictures of every item. The right answer is one of the five alternatives given for every question. These alternative marked 1, 2, 3, 4 and 5. When you find the correct answer, write the NUMBER of the correct alternative in the space provided at the right hand margin of the test. The test is not difficult; though the questions become difficult gradually. If you find any item to be difficult, then do not waste time on it; proceed to the following ones. There will be 10 minutes only for you to complete this test. Please remember that very few can complete the test in 10 minutes. So do not worry.

Now turn the page and let us look at the examples.

Item No. 1 has the correct answer as No. 4.

Item No. 2 has the correct answer as No. 2.

DO YOU UNDERSTAND?

Will you now work out the items 3 to 10. When you finished I shall tell you the correct answers and please check.

Student's Name:_____

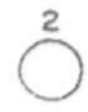
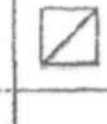
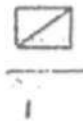
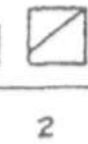
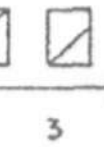
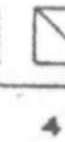
Form or Class:_____

Sex:_____ Age:_____

School:_____

_____

PART II.
EXAMPLES.

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1	 IS TO  AS  IS TO					
2	 IS TO  AS  IS TO					
3	 IS THE SAME AS					
4	 IS THE SAME AS					
5	FROM  TAKE  AND THERE IS LEFT					
6	FROM  TAKE  AND THERE IS LEFT					
7	WHICH OF THE FOLLOWING COMES NEXT?					
8	WHICH OF THE FOLLOWING COMES NEXT?					
9	PLACED EXACTLY ON TOP OF GIVES THE FOLLOWING OUTLINE					
10	PLACED EXACTLY ON TOP OF GIVES THE FOLLOWING OUTLINE					

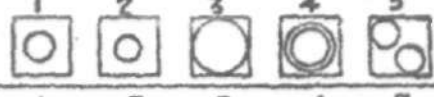
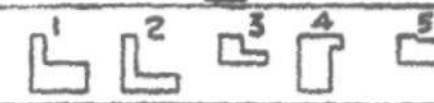
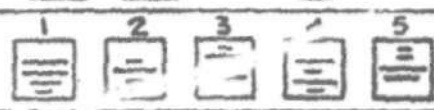
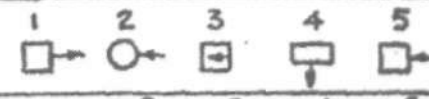
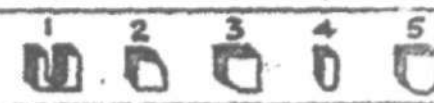
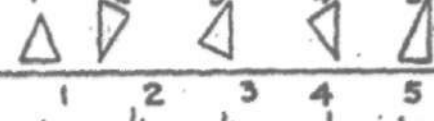
DO NOT TURN OVER UNTIL YOU ARE TOLD TO DO SO.

E.

	DO NOT WRITE ANYTHING ON THIS PAPER.		QU. Nº
1	IS TO AS IS TO	1 2 3 4 5	1
2	IS THE SAME AS	1 2 3 4 5	2
3	FROM TAKE AND THERE IS LEFT	1 2 3 4 5	3
4	WHICH OF THE FOLLOWING COMES NEXT?	1 2 3 4 5	4
5	PLACED EXACTLY ON TOP OF GIVES THE FOLLOWING OUTLINE.	1 2 3 4 5	5
6	IS TO AS IS TO	1 2 3 4 5	6
7	IS THE SAME AS	1 2 3 4 5	7
8	FROM TAKE AND THERE IS LEFT	1 2 3 4 5	8
9	WHICH OF THE FOLLOWING COMES NEXT?	1 2 3 4 5	9
10	PLACED EXACTLY ON TOP OF GIVES THE FOLLOWING OUTLINE.	1 2 3 4 5	10
11	IS TO AS IS TO	1 2 3 4 5	11
12	IS THE SAME AS	1 2 3 4 5	12
13	FROM TAKE AND THERE IS LEFT	1 2 3 4 5	13
14	WHICH OF THE FOLLOWING COMES NEXT?	1 2 3 4 5	14
15	PLACED EXACTLY ON TOP OF GIVES THE FOLLOWING OUTLINE	1 2 3 4 5	15
16	IS TO AS IS TO	1 2 3 4 5	16
17	IS THE SAME AS	1 2 3 4 5	17
18	FROM TAKE AND THERE IS LEFT	1 2 3 4 5	18
19	WHICH OF THE FOLLOWING COMES NEXT?	1 2 3 4 5	19
20	PLACED EXACTLY ON TOP OF GIVES THE FOLLOWING OUTLINE.	1 2 3 4 5	20
21	IS TO AS IS TO	1 2 3 4 5	21

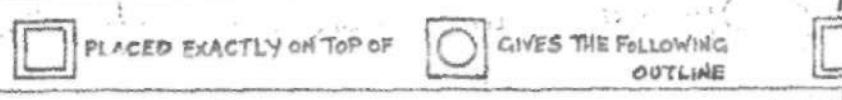
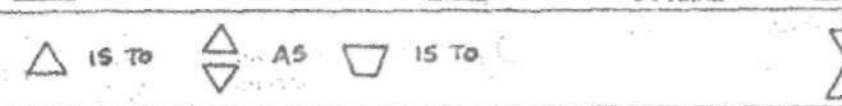
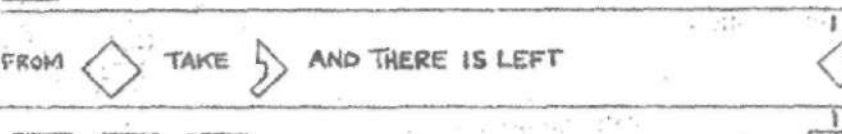
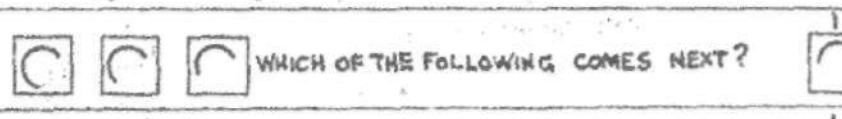
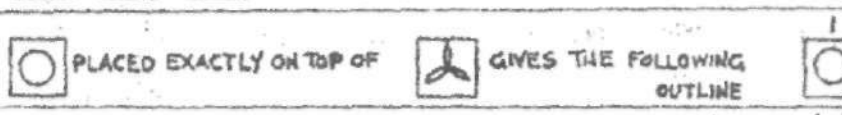
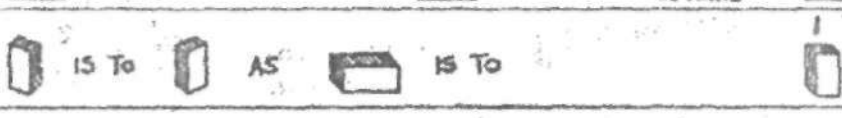
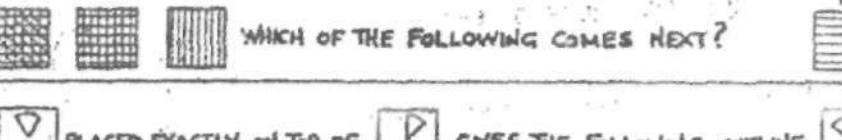
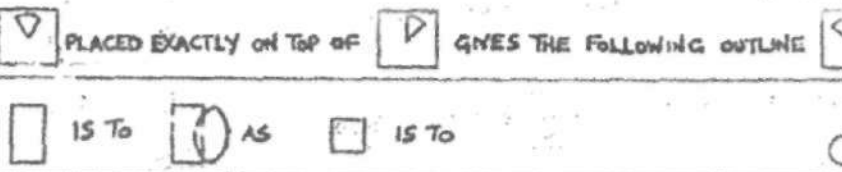
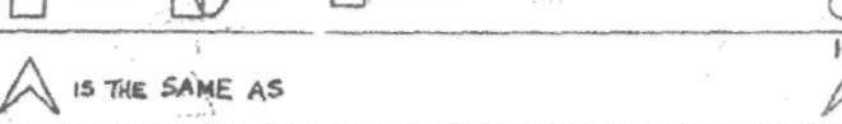
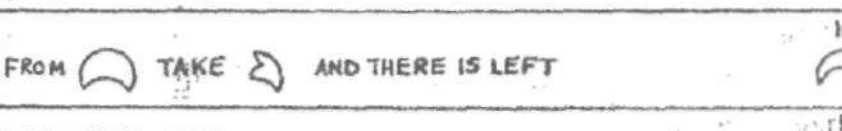
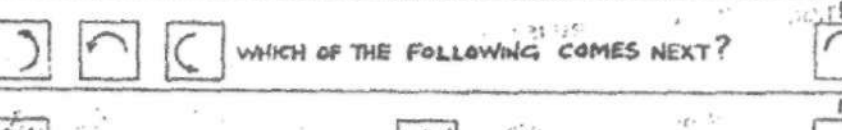
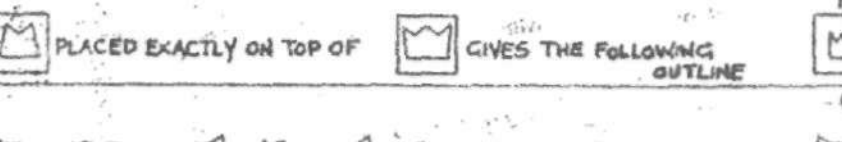
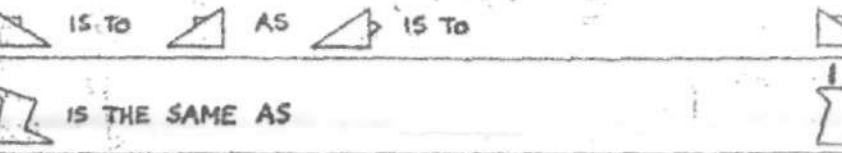
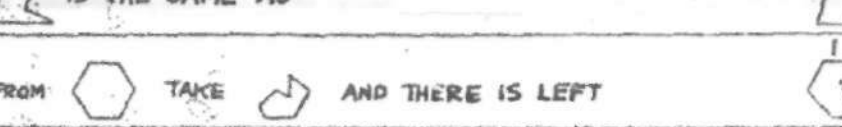
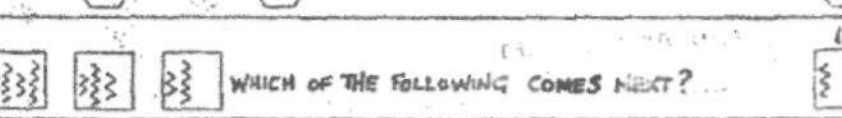
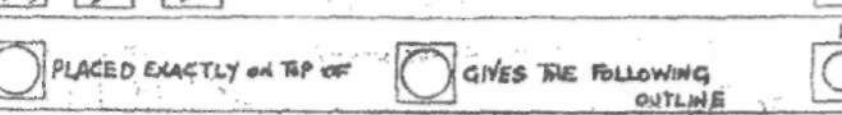
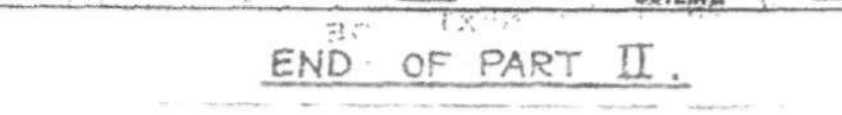
7.

DO NOT WRITE ANYTHING ON THIS PAPER.

Qu. No		Qu. No
23	FROM  TAKE  AND THERE IS LEFT 	23
24	 WHICH OF THE FOLLOWING COMES NEXT? 	24
25	 PLACED EXACTLY ON TOP OF  GIVES THE FOLLOWING OUTLINE 	25
26	 IS TO  AS  IS TO 	26
27	 IS THIS SAME AS 	27
28	FROM  TAKE  AND THERE IS LEFT 	28
29	 WHICH OF THE FOLLOWING COMES NEXT? 	29
30	 PLACED EXACTLY ON TOP OF  GIVES THE FOLLOWING OUTLINE 	30
31	 IS TO  AS IS TO 	31
32	 IS THE SAME AS 	32
33	FROM  TAKE  AND THERE IS LEFT 	33
34	 WHICH OF THE FOLLOWING COMES NEXT? 	34
35	 PLACED EXACTLY ON TOP OF  GIVES THE FOLLOWING OUTLINE 	35
36	 IS TO  AS  IS TO 	36
37	IS THE SAME AS	37
38	FROM TAKE AND THERE IS LEFT	38
39	WHICH OF THE FOLLOWING COMES NEXT?	39
40	PLACED EXACTLY ON TOP OF GIVES THE FOLLOWING OUTLINE	40
41	IS TO AS IS TO	41
42	IS THE SAME AS	42
43	FROM TAKE AND THERE IS LEFT	43
44	WHICH OF THE FOLLOWING COMES NEXT?	44

GO ON TO THE NEXT PAGE.

8.

QU. Nº	DO NOT WRITE ANYTHING ON THIS PAPER.	QU. Nº
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46		46
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61		61
62		62
63		63
64		64
65		65

END OF PART II.

Serial No	Sex	Physical Ability 1	Physical Appearance 2	Relationship with Peers 3	Relationship with Parents 4	Reading 5	Mathematics 6	School Subjects 7	Non-academic Self-concept 8	Academic Self-concept 9	Total Self-concept 10	AH4	Physical Ability 1	Physical Appearance 2	Relationship with Peers 3	Relationship with Parents 4	Reading 5	Mathematics 6	School Subjects 7	Non-academic Self-concept 8	Academic Self-concept 9	Total Self-concept 10	ARITH	ENG.	S/ST.	AVE.
1	1	14	37	37	27	36	42	37	28.	38.3	32.9	21	7	6	4	7	7	6	8	6.0	7.0	6.4	40	28	100	56.0
2	1	40	44	35	29	43	15	34	37	36.7	34.3	13	4	4	2	5	2	3	7	3.8	4.0	3.9	30	15	70	38.3
3	1	26	47	35	42	42	40	45	37.5	42.3	39.6	07	5	7	4	5	7	5	6	5.2	6.0	5.6	20	20	90	43.3
4	1	19	41	31	41	31	24	29	33	28	30.9	12	6	7	6	6	7	7	9	6.2	7.7	6.9	25	52	90	55.7
5	1	16	26	26	29	24	21	29	24.3	24.7	24.4	18	7	6	5	6	7	5	7	6.0	6.3	6.1	25	24	80	43.0
6	1	22	29	41	32	42	44	42	31	42.7	36	16	7	6	7	6	8	7	8	6.5	7.7	7.0	45	32	100	55.0
7	1	24	38	24	36	40	37	43	30.5	40	34.6	09	4	4	2	6	6	5	4	4.0	5.0	4.4	15	14	70	33.0
8	1	24	44	34	30	43	32	37	33.0	37.3	34.9	08	4	3	2	7	5	4	5	4.0	4.7	4.3	30	16	90	45.3
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11	1	17	36	29	36	32	37	45	29.5	38	33.1	10	3	4	2	7	2	3	4	4.0	3.0	3.6	5	18	70	31.0
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16	1	18	44	39	49	34	31	47	37.5	37.3	37.4	17	5	5	4	5	6	5	6	4.8	5.7	5.1	15	20	80	38.3
17	2	15	34	29	27	34	45	32	26.3	37	30.9	17	6	7	4	7	6	4	6	6.0	5.3	5.7	65	80	90	78.3
18	2	19	45	37	49	34	26	39	37.5	33	35.6	05	5	6	4	5	7	6	6	5.0	6.3	5.6	20	20	90	43.3
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21	2	25	43	44	45	35	48	50	39.3	44.3	41.4	13	5	5	5	5	4	5	6	5.0	5.0	5.0	10	35	90	45.0
22	2	21	45	38	44	31	31	43	37.0	35	36.1	12	4	5	6	5	5	5	5	5.0	5.0	5.0	10	15	50	25.0
23	2	40	43	34	29	39	11	42	36.5	30.7	34	14	4	3	5	6	5	4	3	4.6	4.0	4.3	5	14	80	33.0
24	2	18	49	37	32	37	39	48	34.0	41.3	37.1	17	5	3	5	7	5	5	5	5.0	5.0	5.0	35	28	100	54.3
25	2	21	32	23	37	26	39	35	28.3	33.3	30.4	14	4	4	3	5	4	3	5	4.0	4.0	4.0	15	15	60	30.0
26	2	50	44	23	39	31	9	40	39.0	26.7	33.7	5	3	7	4	5	5	4	5	4.8	4.7	4.7	5	24	50	26.3
27	2	24	41	37	34	38	23	42	34.0	34.3	34.1	11	4	6	3	6	3	5	5	4.8	4.3	4.6	15	14	100	43.0
28	2	21	38	28	32	31	42	34	29.8	35.7	32.3	16	2	5	3	6	2	2	2	4.0	2	3.1	5	24	50	26.3
29	2	20	37	37	41	22	16	43	33.8	27	30.9	12	6	7	6	3	7	6	7	5.5	6.7	6.0	20	60	100	60.0
30	2	16	48	45	42	40	39	50	37.8	45	40	13	2	4	3	6	1	3	3	3.8	2.3	3.1	5	15	60	26.7
31	2	22	40	44	43	27	28	39	37.3	31.3	34.7	10	3	3	4	4	3	5	5	3.5	4.3	3.9	53	36	60	49.7
32	2	17	28	34	42	31	25	41	30.3	32.3	31.1	19	7	8	5	7	7	8	8	6.8	7.7	7.1	60	68	80	69.3
33	1	35	29	38	36	49	50	43	34.5	47.3	40	04	4	5	7	5	5	5	7	5.3	5.7	5.4	40	48	50	46.0
34	1	39	39	45	39	48	39	41	40.5	42.7	41.4	12	4	5	7	7	4	9	8	5.8	7.0	6.3	25	58	70	51.0
35	2	14	36	39	40	40	42	50	29.7	43	37.3	15	7	5	4	6	7	5	4	5.4	5.5	5.4	44	40	40	41.3
36	2	30	40	41	35	27	17	34	37	28.3	32	16	4	5	6	3	5	4	7	5	4.8	4.9	41	38	58	49
37	1	27	32	28	32	38	35	40	29	36.3	33.1	10	7	6	5	7	5	6	4	6	5.5	5.7	20	68	65	51