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A validity study of the Joseph Self Concept Scale for Young Children

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A VALIDITY STUDY OF THE

JOSPEH SELF CONCEPT SCALE

FOR YOUNG CHILDREN

By
Patricia A. Lemke

A THESIS

Submitted in partial fulfillment of the requirements of the
Master of Arts Degree
of
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at
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May 4, 1999

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ABSTRACT

Patricia A. Lemke

A Validity Study of the Joseph Self Concept
Scale for Young Children
1999

Seminar in School Psychology

The purpose of this study was to examine the relationship between a student's self

concept as compared with the teacher's evaluation of the student. The study used the

Joseph Self Concept Scale for Young Children, a self-report, and the Behavioral

Academic Self Esteem Evaluation, which was completed by the students' teachers. It

was hypothesized that there would be a positive correlation between the two tests.

Analysis of the data showed a positive correlation, however, the correlation was not

significant.

The population tested consisted of 82 students from an urban school district.

Thirty-five of the students tested were female and forty-seven were male. Their ages

ranged from 7.1 to 10.0 years of age. Their ethnic backgrounds consisted of African

American and Hispanic.

The results of the Joseph Scale showed that 88% of the students scored in the high

range for self concept. The moderate range consisted of 6% and the low range was also

6%. Results of the Behavioral Academic Self Esteem Evaluation showed 24% in the

high range, 66% in the moderate range and 10% in the low range.

MINI ABSTRACT

Patricia A. Lemke

A Validity Study of the Joseph Self Concept
Scale for Young Children
1999

Seminar in School Psychology

The purpose of this study was to determine the relationship of test results

between the Joseph Self Concept Scale for Young Children and the Behavioral Academic

Self Esteem Evaluation Scale. This was a correlational study to determine the validity of

the Joseph Scale.

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ACKNOWLEDGEMENTS

With recognition that I completed this thesis with the guidance of God, I sincerely thank my family for their encouragement, understanding and support. Thanks to my husband Paul, my children Carol and Stephen, my grandson Brandon, and my mother. A special remembrance for my son David, who died in March of 1996. Thank you for your courage and love.

I would like to thank my professors for their guidance and direction. Also, many thanks to the students and teachers who helped me by participating in this study.

Chapter I

The Problem

It would be ideal if when a child enters school he/she enters on an equal playing field with other children in their geographic area. Unfortunately, this is not so and after only a few years some of these students achieve academic success and others failure. What are the variables, environmental, biological, socioeconomic, etc. that contribute to the individual differences experienced by these children that promote success in some and allow for failure in others? Extensive research has been conducted and applied on the effects of teaching styles, effective teaching, as well as learning styles, and multicultural issues. Nevertheless, many students continue to experience failure in school.

One explanation for this dichotomy may be the perception of self as experienced by these students. Recently, research has provided comprehensive information concerning the power of self-perceptions in human growth and development. The power of self-perception or self-concept ultimately effects an individual's self-esteem. It has been shown that self-concept and self-esteem can be one of the most challenging individual differences in student academic achievement. A negative self-concept prevents a child from being a positive learner.

Purpose of Study

The purpose of the study is to explore the relationship between students' concept of self, and teacher evaluation of these students self-concept. The study will evaluate students using the Joseph Self Concept Scale for Young Children. Teacher evaluations will be completed using the Behavioral Academic Self-Esteem Evaluation to test Joseph's validity. The population to be tested consists of 82 second grade students from an inner city school. They are all minority students. Sixteen of these students are classified as perceptionally impaired and receive in-class supplemental assistance.

Hypothesis

There will be a positive correlation between the results of the Joseph Self Concept Scale for Young Children and the Behavioral Academic Self-Esteem Evaluation scale.

Theory

An individual's self-concept is described as the reality of themselves in relation to the world around them. It is a perceived assumption of others' opinions of them. Yardly (1987) refers to the concept of social feedback. This concept suggests that individuals use social comparisons, self-appraisals, subjective, and objective data to integrate a perception of self. Cognitive and psychosocial stages of development are also significant in this process.

In understanding the development of self-concept, the theories of self-worth, self-efficacy, and learned helplessness are significant. The theory of self-worth centers on an individual's societal perception that to be worthy and accepted is to be successful. Success achieved through ability, education, and effort fosters positive self-esteem. On the other hand, self-protective strategies are frequently used by individuals to maintain a positive attitude. These strategies include behaviors such as setting unrealistically high goals, and self-handicapping behaviors such as procrastinating, or excuse giving. These types of behaviors allow for maintenance of personal self-worth, in light of possible failure (Berliner, 1996).

The theory of self-efficacy states that an individual's concept of their performance ability is significant in their motivation and accomplishments. The belief in one's ability to perform and complete an assignment determines the effort and perseverance invested in the task. If the individual has experienced positive results in a particular task, this provides positive reinforcement for future tasks with similar difficulty. If failure is experienced, negative self-efficacy will be reinforced (Berliner, 1996).

Learned helplessness is a self-perception that internalizes personal failure. Behaviors associated with learned helplessness include passivity, lack of motivation, and decrease in ability and performance. This is learned behavior that develops as a result of repeated failures in academic or personal pursuits (Berliner, 1996).

These theories are important in understanding self-concept in relation to growth and development. As a child goes through physical and psychosocial stages of development, perceptions of self significantly influence self-concept and self-esteem. These perceptions are determinants of the success or failure experienced by the child both academically and socially.

Teachers' perceptions of individual student differences in a classroom population can be positive or negative reinforcers. These perceptions influence to a greater or lesser degree the successes experienced by each student. Students who are perceived by the teacher as having positive self-concept usually have greater academic success than those who do not. Also, teacher acceptance is usually accompanied by peer acceptance. There is a positive correlation between classroom/social acceptance and personal/academic achievement. (Bennett, 1995).

Definition of Terms

1. Joseph Self Concept Scale for Young Children. This scale identifies children who have the potential for developing academic or social problems as a result of poor self-concept. Designed for children ages 3 to 11. Developed in 1979.

2. Behavioral Academic Self-Esteem (Base) Rating Scale. Designed for students from preschool to eighth grade. Consists of sixteen declarative statements that evaluate student initiative, social attention, success/failure, social attraction, and self-confidence. This scale is completed by the teacher and evaluates specific behaviors observed by the teacher.

3. Self-concept. The description of attributes assigned to oneself. Based on the roles we play and the self-attributed perceived by the individual.

4. Self-esteem. A persons overall judgment of self. How an individual feels about oneself.

5. Ethnic identity. Maintaining and identifying with the traditional culture that was learned from family and close childhood associations. Association with culture of national origin or microculture within that culture.

6. Correlation study. In correlational research, the precise degree of relationship between two or more variables is investigated.

7. Validity study. Validity of a test deals with the content of what a specific test is designed to measure and the extent to which the test measures that content.

Assumptions

Assumptions that affect this study are:

1. Teaching style is based on whole language philosophy in conjunction with a literacy approach to learning situations.

2. Classes consist of regular education students and special education students who receive either in-class assistance for one or more subject or receive assistance out of the classroom.

3. The study will be influenced by the teacher's perception of the students.

Limitations

The limitations that affect this study are:

1. The population to be tested is all minority students. Many are from a low socioeconomic environment and live in single parent homes.

2. The study will be limited to approximately 82 students.

3. Students' responses will be influenced by psychosocial variables affecting the student on the day of testing.

4. Teacher's responses will be influenced by personal psychosocial variables.

Overview

Chapter II will review the literature associated with the develop of self- concept, self-concept as related to academic achievement, and the relationship between socioeconomic status, cultural issues, peer interactions and self-concept. Chapter III will present the design of the study including the sample being studied, the measures utilized, the testable hypothesis, and the analysis of the hypothesis. Chapter IV will provide an analysis of the results of the study. This will include interpretation and significance of the results. Chapter V will provide a summary and conclusions of the study and a discussion of implications for future research.

Chapter II

Review of the Literature

The intent of the educational process is for each student to reach self-actualization. Self-Actualization, as described by Abraham Maslow, is the process of understanding oneself and developing one's capacities and talents to maximum potential. According to Maslow, an individual must fulfill a hierarchy of physiological needs in order to achieve self-actualization. These physiological needs include safety, love and belonging, and self-esteem (Gollnick, 1998). As stated in Chapter I, the purpose of this study is to evaluate student self-concept as related to teacher evaluation of student self-concept. Since an individual's concept of self is a strong indicator of academic success or failure, a student's perceptions of self-worth significantly influences his attempt to become self-actualized.

In his article on self-concept and self-esteem, King (1997) discusses the implications of how students feel about themselves as related to growth and development. Positive self-concept is associated with good mental and social health. Therefore, physical and intellectual growth must be supported by positive experiences in personal and social growth in all aspects of life, but particularly in the educational setting. Review of the literature will examine studies in the area of self-concept in relation to student concept of self-ability.

Development of Self-concept

Although most of the research on self-concept of children has concentrated on adolescence, recent research has focused on younger children. In their research on development of young children's self-concept, Marsh, Craven, and Debus (1998) study "the emergence and progressive differentiation of more specific facets of self-concept in the early childhood years". They investigated how self-concept evolves with age and reflects external indicators such as ability, social acceptance, reactions of individuals in their social structure. They state that changes in cognitive capacity provide the basis for realistic personal evaluation, and a more realistic, factual based perception of abilities. The development of reliable self-concept testing instruments has been a significant factor in obtaining valid results. Measurement of self-concept included competence (physical and cognitive abilities) and social acceptance. Children less than eight years had difficulty understanding verbal statements, but responded to pictorial self-concept instruments.

In their longitudinal study, their results showed that younger children have a high self-concept. As they get older, they develop realistic knowledge of their abilities based on cognitive understanding, and self-concept declines. The authors state that after adolescence, self-concept levels off and begins to increase and reflect the child's strengths and weaknesses. An inferred self-concept rating instrument was employed to obtain teacher ratings and to confirm student responses. (Marsh, Craven, and Debus, 1998).

In a study on conceptions of ability as related to self-evaluation, Pomerantz and Ruble (1997), discuss three dimensions of self-evaluation. A student's conception of personal ability has a significant influence on student self-concept and motivation. Three dimensions include ability as uncontrollable, as constant, and as capacity. The dimensions are significant in determining the academic success or failure experienced by the student. Children who perceive ability as uncontrollable are vulnerable to academic failure because of perceived inability to control their intelligence and, therefore, are at risk for failure. Consistent with perception of ability as uncontrollable, a decrease in performance was noted after failure was experienced. Similarly, in viewing ability as constant and as capacity, the student perceived that ability was not influenced by external situations or internal forces. On the other hand, children with the opposite view believed that ability may be increased by factors such as effort or experience, and that ability will change with external factors dictated by the situation. These children exhibited greater ego strength and self-esteem.

Belief associations on personal ability and ability of others, is researched by Heyman and Dweck (1998) in their study of children's views on traits. They state that a child who has an entity view, or a view that traits (such as intelligence) cannot be changed, is vulnerable to negative behaviors in response to obstacles, such as social rejection. Children also project this negativity to others. "In short, a belief in fixed traits appears to orient the individual toward judging those traits in oneself and in others, and to foster helpless responses in the face of failure"

(Heyman and Dweck, 1998). The negativity associated with this concept contributes to decreased self-concept.

The age of the child was significant in ability perception. The younger children (age 7 to 9 years) were more constant as to ability (not subject to variation), whereas children ages 11 to 13 years of age believed ability to be related to capacity (mental ability). Although there appears to be convergence as to the dimensions, the researcher states that data supports distinction of concepts in several areas. Nevertheless, the research supports data indicating that a student's self-perception of ability has a significant influence on performance and negative performance leads to decreased self-esteem.

Another area of the research investigated external indicator of competence or teacher feedback. Data indicates that children who conceive of ability as constant attach greater significance to evaluative feedback they receive from teachers. These children are more inclined to seek out information regarding their performance. Consequently, this feedback has either negative or positive implications for their future performance, self-evaluation, and self-concept (Pomerantz and Ruble, 1997).

Self-concept and academic achievement

Morris Caplin (1969) researched the relationship between self-concept and academic achievement in elementary schools in North Jersey. His research indicated substantial evidence supporting his belief that positive self-concept correlates with academic achievement. Caplin asks? "Is a student a high achiever because of positive self-concept or does the individual have high self-

concept because he achieves at a high level?" He believes that at an early age students know their achievement capacity and that achievement comes from intrinsic motivation as well as from societal reaction to these achievements. His research showed that measurements of self-concept and ego strength taken in kindergarten were predictive of reading achievement two and one-half years later. In a study of children with educational disabilities, he found a significant relationship between immature self-concept and difficulties with reading and math.

Also, the perceptions of self-esteem are dependent on the student's construct global self-worth. Global self-worth is personal interpretation of self-concept, which reflects relationships with parents, teachers, classmates, and other individuals with whom the child interacts. (Harter, Waters, and Whitesell, 1998).

Caplin (1969), also states that difficulty in self-report techniques stems from lack of precision in defining the concept of self-perception. Since self-perception is based on an individual's cognition and sensory experiences, it is subject to individual interpretation.

In their research with culturally disadvantaged urban public elementary school students and culturally advantaged school students from the same city (Soares and Soares, 1969) studied how a student's self-perception has a direct effect on how the student perceives school and classroom performance. "These self-perceptions include the self-concept (how the individual believes himself to be at the moment), the ideal concept (how he wishes he were or hopes to become), and the various reflected selves (how he believes other view him)"

(Soares and Soares, 1969, p. 34). He studied these two groups of students to determine if cultural deprivation and poverty significantly affect self-perceptions of children in the educational setting. It is believed that if an individual perceives that others are repeatedly devaluing him, this perception would be incorporated into his self-concept. Consequently, the behavior of the individual would be reflective of this new belief system and would be difficult to change. This is significant, since my population consists of minority students who are culturally disadvantaged.

Surprisingly, research showed that if the disadvantaged students were segregated from the advantaged students, this insulated them to some degree. This was particularly true for the younger students. Therefore, the more homogenous the setting the less likely the child would encounter challenging situations. Soares and Soares (1969), emphasized the importance of effective and stimulating educational experiences to decrease the effects of cultural deprivation. This can be accomplished through extracurricular experiences, teacher support, and exploration of cultural differences within their environment.

Acculturation stress

Joseph O. Diaz (1998) studied self-esteem among Puerto Rican migrant children. The object of the research was to determine the effect of acculturation stress resulting from migration to another culture and the effect on the child's self-esteem. They believe that acculturation is a major component in the stress that results from migration. Problems arise in areas such as language, discrimination, and cultural values. As a result of the problems experienced, the student's self-

perceptions are altered, resulting in changes in self-concept and self-esteem. Consequently, lowered self-concept results in decreased academic achievement.

The participants consisted of Puerto Rican migrant children and Puerto Rican children who have never migrated. Many of the popluation being examined in my study are Puerto Rican and have migrated to this area. This will be a significant variable in the study of these children.

Comparing the results of the two groups, data showed that the migrant students had lower self-esteem and lower academic achievement than the non-migrant students. The study indicated that language difficulty and lack of cultural knowledge were significant stress factors and impacted on self-esteem, directly effecting academic achievement (Diaz, 1998).

Zirkel and Moses (1971) researched the relationship between self-concept and ethnic group membership. The study wanted to determine if differences existed in self-concept of African American, Puerto Rican and white elementary school students, and if these differences were effected by the groups' minority or majority status.

The results of this study indicate that ethnic group does impact on self-concept of the student, but not as a result of ethnic proportion. African-American students had scores on self-concept similar to white student. On the other hand, Puerto Rican students had the lowest scores at all three schools. The researcher indicated the lower scores for the Puerto Rican students may result from language and cultural factors (Zirkel and Moses, 1971). These results are consistent with the research by Diaz (1998) regarding acculturation stress and self-esteem among

migrant Puerto Rican students. Cultural stress is a significant variable in self-concept of ethnically diverse students.

Socioeconomic status and self-concept

In the United States, Halle, Kurtz-Costes, and Mahoney (1997) state that socioeconomic class is a powerful predictor of academic success. In their research on family influences of academic achievement in low socioeconomic African American students, they examine the relationship between economic level and school success. They discuss research indicating that advantaged students score higher on standardized achievement tests and attain higher levels of education than children do from poor families. The complications related to ethnicity, poverty, discrimination, and academic failure are discussed. In spite of these complications, many ethnic families succeed in instilling high academic standards in their children. The study indicates that high parental perceptions of their children's ability are positively related to academic achievement.

In similar research, Halle, Kurtz-Costes, and Mahoney (1997) establish a connection between parental expectations and perceptions and the child's self-concept. Research indicates there is a positive relationship between parental beliefs concerning their child's academic abilities and the child's view of himself. Positive parental perception correlates with motivation for academic success by the child. This aspect of the research is supported by Soares and Soares (1969) view of reflected selves (how he believes others see him). Consequently, a positive self-concept is reinforced by parental affirmation. The research from this

study shows a positive correlation between parental behaviors and the child's academic self-concept (Halle, Kurtz-Costes, and Mahoney, 1997).

The study also indicated that low-income African-American families who lack personal skills, with limited resources (time, money, etc.) may have a difficult time providing the encouragement and support needs for academic success. Nevertheless, the study emphasizes the value of positive support and encouragement for children regardless of economic status. The article further states that parental perceptions about a student's academic achievement are more significant than the student's own belief systems (Halle, Kurtz-Costes, and Mahoney, 1997).

Peer acceptance and self-concept

Social acceptance by peers plays a very important role in the child's perception of self in the academic setting. As stated previously, the child must fulfill basic needs before achieving self-actualization. In school, the basic need of belonging is intrinsic on positive self-concept and academic success. In their research, Ladd, Kochenderfer, and Colemen (1997) discuss the relational systems that contribute to school adjustment, and the fact that age-mates are important in the academic socialization process. They state that peer relationships are closely associated with a student's academic performance.

Different forms of relationships, such as acceptance, rejection, or victimization expose children to different outcomes. Therefore, these relationships significantly effect academic outcomes. Peer acceptance is the most positive type of relationship, and increases the student's self-esteem and concept

of self. Rejection or victimization, on the other hand, can lead not only to decreased self-concept, but also an aversion to school itself (Ladd, Kockenderfer, and Coleman, 1997).

Some researchers consider developing friendships and being accepted by their peers a childhood developmental task. Further, this developmental task determines adolescent and adult psychological adjustment. Social rejection by peers can lead to emotional distress. Research has shown an association between peer rejection and antisocial behavior. There is a strong relationship between peer acceptance and positive feelings of self-worth and competence. These relationships have a direct effect on the psychological well being of the child. Negative associations or rejection can lead to emotional maladjustment not only in childhood, but also in adult life. (Bagwell, Newcomb, and Bukowski, 1998).

<u>Summary</u>

As discussed in the review of the literature, the development of self-concept and the individual interpretation of self-concept is complicated and dependent on many factors. Self-concept is associated not only with academic ability, but also with mental health issues and social interactions.

Self-concept is fluid. It is subject to changes. These changes are related to personal experience and understanding of personal abilities. Younger children have positive self-concepts, but as they mature and begin to interpret personal experiences (successes and failures) their concept of self-changes and may become less positive. In adolescence as the individual obtains knowledge of

personal abilities and resources available, self-concept begins to increase and becomes more stable. Feedback from parents, teachers, and peers influence perceptions of self-worth and self-concept. Children with negative perceptions of self-concept are vulnerable to academic failure and negative social interactions.

Ethnicity and socioeconomic status influence self-concept. Similarly, these factors have a direct relationship on academic achievement, which directly affects perception of self. Research describes the difficulties encountered by migrant students related to acculturation stress. This stress is associated with language and cultural differences.

Acceptance by peers is essential to achieving self-actualization and high perceptions of self. Children internalize interpretations of reactions of others to their behavior. Feedback from peers, parents, teachers and other individuals in their environment play an important role in the development of self-concept.

A positive self-concept is, therefore, the most important commodity that a student brings to the classroom. Without this, the student is vulnerable to irreparable academic failure.

Chapter III

Design of the Study

<u>Sample</u>

The students to be tested in this study are from an urban school district. Although geographically the school is located in a low socioeconomic area of the city, many of the students who attend come from other areas of this urban district. This is attributable to the reputation the school has developed over the past several years. The school's enrollment consists of grades prekindergarten to eight, as a result of being designated a Family School in 1990. It is also a Professional Development School, with a professional association with Rowan University. It is also one of the few schools within the district that has 100% compliance with the school uniform policy. These factors have made the school attractive to parents who live in other areas of the city.

The study consists of 82 second grade students enrolled in four different classrooms. The enrollment in each class is based on academic ability. Two of the classes contain students of high academic ability, and two classes contain students with lower academic ability. The classes with students with lower academic ability also contain classified students. Thirty-five of the students in the study are female, and forty-seven students are male. Thirty-eight of the students are of Hispanic decent. Forty-four of the students are of African-American heritage. The ages of the students range from 7.1 years to 10 years. The ten-year-old is a special education student. Eighteen of the students are eight years of age.

There are sixteen classified students in the sample. These classified students receive supplemental in class and/or pullout instruction.

The names of the students were kept confidential by use of numerical coding. Parental permission was obtained for the students, and the district's Board of Education gave approval for the study to be conducted.

Design

This is a validity study that is designed to test the correlation between the Joseph Self Concept Scale for Young Children and the Behavior Academic Self-Esteem Rating Scale. The Joseph Self Concept Scale will be administered to the second grade students. The teacher of each student will complete the Behavior Academic Self-Esteem Rating Scale to test the validity of the Joseph Scale. A positive correlation (r=+.70) is expected. A perfect positive correlation (r=+1.00) is not expected. Standard Error of Measurement will be determined after completion of testing and analysis of data.

Measures

The students in this study will be tested with the Joseph Self-Concept Scale for Young Children (Pre-publication Research Edition) for children age three to seven years. The test consists of 21 dichotomous sets of pictures. The child is asked to respond to these pictures. The responses are then recorded on a worksheet and are scored at the completion of the test. High scores correlate with positive self-concept.

The teacher of each student will be asked to complete the Behavioral Academic Self-Esteem Rating Scale (BASE). The BASE is designed to measure

the students' academic self-esteem. This is accomplished by asking the teacher to respond to the 16 questions on the scale. The scale identifies student initiative, social attention, responses to success or failure, social attraction, and self-confidence. As with the Joseph Self Concept scale, the BASE is scored numerically with the higher score correlating with positive self-esteem.

Testable Hypotheses

The testable hypothesis will determine the relationship between the Joseph Self-Concept Screening Test and the Behavioral Academic Self-Esteem Evaluation scale. The hypothesis states that there will be a positive correlation between the results of the Joseph Self Concept Scale and the Behavioral Academic Self-Esteem Evaluation Scale when administered to second grade students in an urban school. The null hypothesis states that there will not be a positive correlation between the results of the tests

Analysis

A statistical analysis was performed on the data obtained from the testing instruments. The analysis was based on the correlational study.

Summary

As initially stated, this is a validity study to test the correlation between the Joseph Self Concept Scale for Young Children and the Behavior Academic Self-Esteem Rating Scale. The test population consisted of 82 students from an urban school district. The 82 students are in four different classrooms with four different teachers. Each class contains students of similar academic ability. Two of the classes are comprised of students with high academic ability, and two of the

classes are comprised of students with lower academic ability. The sixteen

classified students are contained in the lower academic ability classes.

It was hypothesized that there would be a positive correlation between the

two tests when administered to the 82 second grade students.

Chapter IV

Analysis of Results

The purpose of this study was to explore the relationship between students' concept of self, and teacher evaluation of student's self-concept. The population tested consisted of 82 students in four second grade classes. The school is in an urban district, which is considered to be one of the poorest urban areas in the state and country.

The students consisted of 47 boys and 35 girls (see Graph I). Ethnic diversity consisted of Hispanic (38) and African American (44) students. Sixteen of the students are classified as perceptional impaired and receive daily in-class academic support. The four classes cover the full range of academic ability. The ages of the students range from 7.1 years to 10.0 years. Graph II shows the age range for the 82 students. There were 54 seven year old students (29 boys and 25 girls) and 26 eight year old students (17 boys and 9 girls). Also, included in the study were one nine-year-old boy and one ten-year-old girl. The 16 special education students consisted of 8 seven-year-old students, 7 eight-year-old students, and one student age ten.

The hypothesis of this study states that there will be a positive correlation between the results of the Joseph Self Concept Scale for Young Children and the Behavioral Academic Self-Esteem Evaluation Scale (BASE). The Joseph Self Concept scale was individually administered to each student, and his/her individual classroom teacher completed the BASE for each student. This was a correlation study, which was used to test the validity of the

GRAPH I

Number of Males and Females

By Age

SEX

■ MALE

▨ FEMALE

GRAPH II

Age of Students
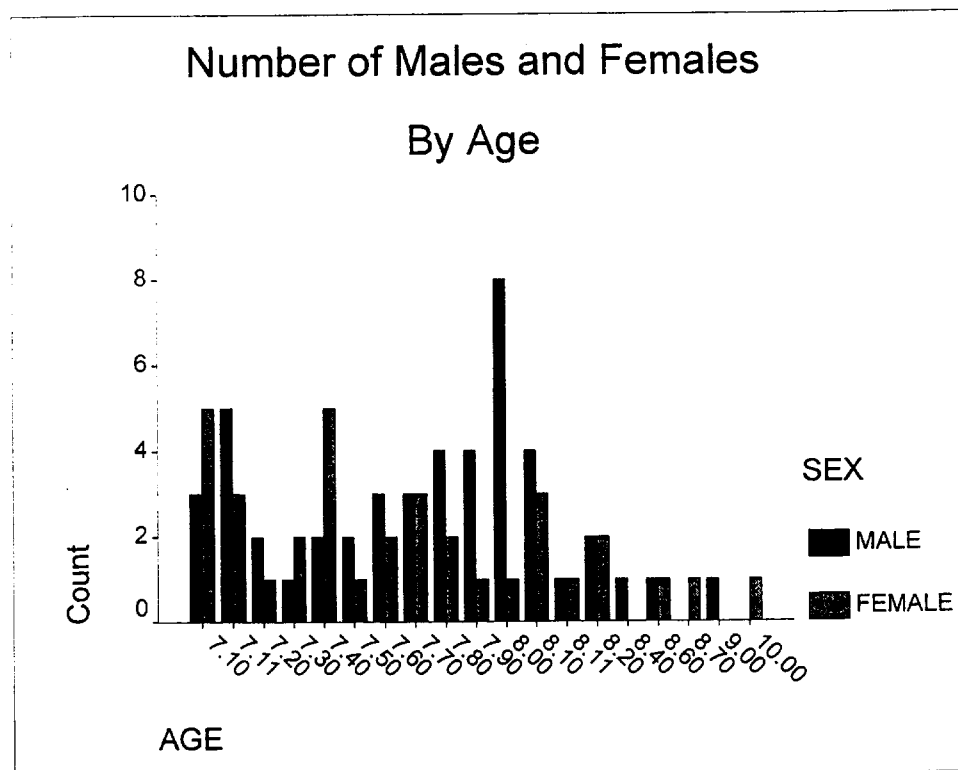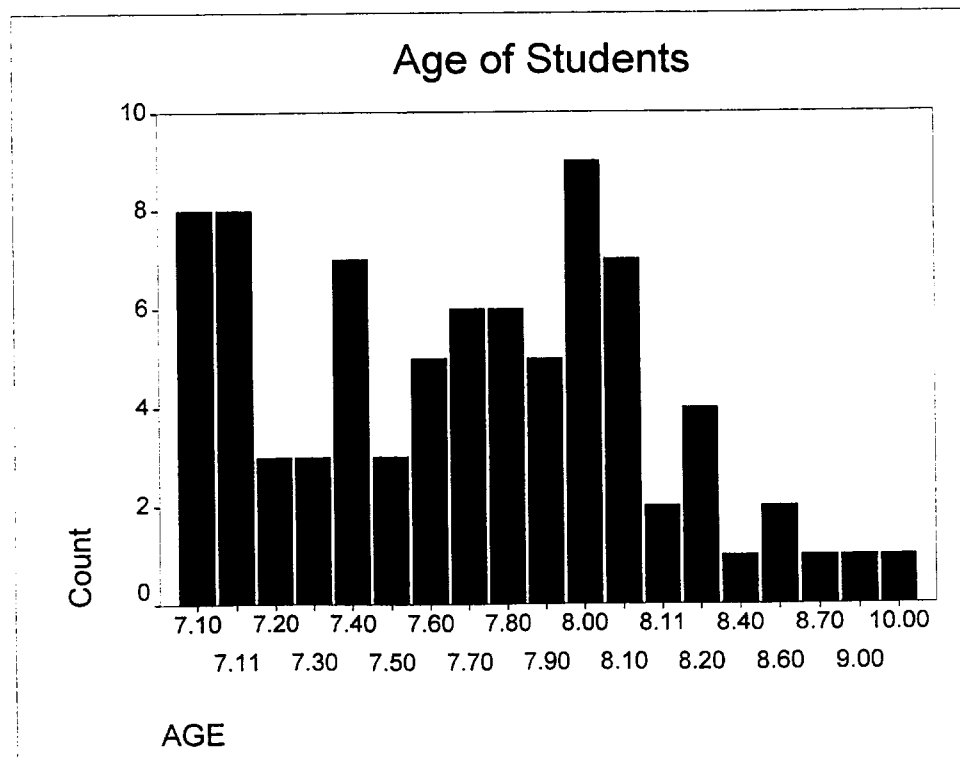
Joseph Self Concept Test, and to determine if there was a positive relationship between the two tests.

The statistical results of the correlation between the tests show a positive correlation, although not a significant correlation. Graph III is a scattergram of the scores, and shows the relationship between the scores. It is noted that although the scores show a positive trend, they do not show a high positive correlation between the two tests.

Interpretation of Results

As stated previously, there is a positive statistical correlation between the Joseph Self Concept Scale and the Behavioral Academic Self-Esteem Evaluation Scale, but not a significant correlation. The results of the Joseph Self Concept Scale indicate high self-concept scores from 88% of the students, 6% of the students were in the poor/at risk category, and another 6% in the moderate range. As stated previously, the Joseph Self Concept Scale is a self-report instrument.

In contrast, the BASE scores show that 24% of the students scored in the high range, 66% in the moderate range and 10% were at risk for academic failure as a result of poor self esteem. The BASE measures the student's potential for academic success by employing teacher observations and ratings of specific classroom behaviors. The behaviors rated by the BASE are student initiative, social attention, success/failure, social attraction and self-confidence.

In evaluating the self-concept of 82 second grade urban students, there was a significant difference in the high range of self-concept between the Joseph Self Concept Scale for Young Children and the Behavioral Academic Self-Esteem

GRAPH III

Correlation Between Base and Joseph Scores

Positive correlation, but not significant
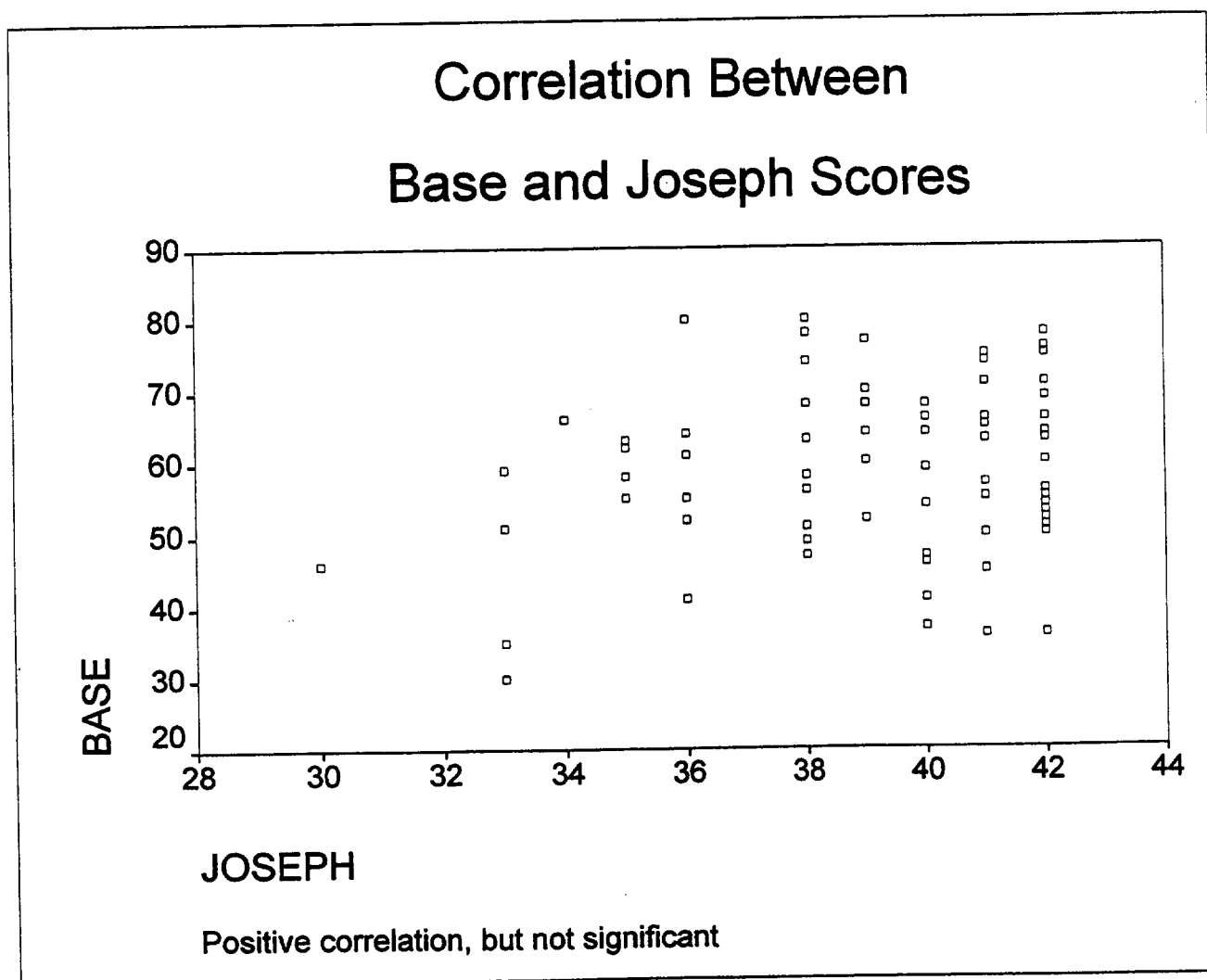
Evaluation Scale (BASE). When tested with the Joseph sixteen dichotomous

pictures (self-report), 88 % of the students scored in the high range for positive

self-esteem. The teacher evaluations for the 82 students showed only 24% in the

high range, with a larger percentage of students (66 %) falling into the moderate

range. The statistical data shows a positive correlation, but not a significant

correlation. The high scores on the Joseph may be related to several factors such

as, desire for social acceptance and approval, unrealistic understanding of

personal abilities, and positive environmental setting. Teacher variance may also

be attributable to these differences. These factors will be discussed in Chapter V.

Table 4.1 illustrates the scores for the 82 students. The scores are

separated by class, with the higher academically achieving class listed as Class 1.

and the lowest class listed as Class 4. This table provides a comparison of student

evaluation of self-confidence in reference to teacher evaluation. The only class

with a 100% positive correlation is Class 2 for boys, where the teacher's

evaluations fall into the same ranges as the students' scores. None of the other

scores show a significant correlation between the Joseph and the Base. Table 4.2

illustrates the frequency of responses by the students for both tests. Thirty four

percent of the students (28 students) gave positive answers for all of the Joseph

questions.

Statement of Significance

As stated previously, the statistical analysis of the data indicated that there

is a positive correlation between the Joseph and the BASE, but the correlation is

not considered significant. Table 4.3 shows the correlation between the Joseph

Self Concept Scale and the Behavioral Academic Self-Esteem Evaluation Scale

using the Pearson's Correlation.

Table 4.1

Comparisons of Test Scores

		Joseph		Base	
		Girls	Boys	Girls	Boys
Class I	High	7	9	2	2
	Moderate	1	1	7	8
	Low	1	0	0	0
Class II	High	9	9	1	9
	Moderate	0	1	7	1
	Low	0	0	1	0
Class III	High	7	10	0	1
	Moderate	1	2	9	8
	Low	2	1	1	.4
Class IV	High	7	14	3	5
	Moderate	0	0	3	7
	Low	0	0	1	2

Table 4.2

FREQUENCY TABLE OF SCORES FOR BASE AND JOSEPH

BASE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30.00	1	1.2	1.2	1.2
	35.00	1	1.2	1.2	2.4
	36.00	2	2.4	2.4	4.9
	37.00	1	1.2	1.2	6.1
	41.00	2	2.4	2.4	8.5
	45.00	1	1.2	1.2	9.8
	46.00	2	2.4	2.4	12.2
	47.00	2	2.4	2.4	14.6
	49.00	1	1.2	1.2	15.9
	50.00	2	2.4	2.4	18.3
	51.00	5	6.1	6.1	24.4
	52.00	3	3.7	3.7	28.0
	53.00	1	1.2	1.2	29.3
	54.00	3	3.7	3.7	32.9
	55.00	4	4.9	4.9	37.8
	56.00	4	4.9	4.9	42.7
	57.00	1	1.2	1.2	43.9
	58.00	2	2.4	2.4	46.3
	59.00	3	3.7	3.7	50.0
	60.00	2	2.4	2.4	52.4
	61.00	1	1.2	1.2	53.7
	62.00	1	1.2	1.2	54.9
	63.00	7	8.5	8.5	63.4
	64.00	5	6.1	6.1	69.5
	65.00	1	1.2	1.2	70.7
	66.00	4	4.9	4.9	75.6
	68.00	3	3.7	3.7	79.3
	69.00	1	1.2	1.2	80.5
	70.00	1	1.2	1.2	81.7
	71.00	2	2.4	2.4	84.1
	74.00	2	2.4	2.4	86.6
	75.00	3	3.7	3.7	90.2
	76.00	3	3.7	3.7	93.9
	77.00	1	1.2	1.2	95.1
	78.00	2	2.4	2.4	97.6
	80.00	2	2.4	2.4	100.0
	Total	82	100.0	100.0	

TABLE 4.2 (continued)

JOSEPH

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30.00	1	1.2	1.2	1.2
	33.00	4	4.9	4.9	6.1
	34.00	1	1.2	1.2	7.3
	35.00	4	4.9	4.9	12.2
	36.00	6	7.3	7.3	19.5
	38.00	11	13.4	13.4	32.9
	39.00	6	7.3	7.3	40.2
	40.00	10	12.2	12.2	52.4
	41.00	11	13.4	13.4	65.9
	42.00	28	34.1	34.1	100.0
	Total	82	100.0	100.0	

TABLE 4.3

<u>CORRELATIONS</u>

		BASE	JOSEPH
Pearson Correlation	BASE	1.000	.215
	JOSEPH	.215	1.000
Sig. (2-tailed)	BASE	.	.052
	JOSEPH	.052	.
N	BASE	82	82
	JOSEPH	82	82

Chapter V

Summary and Conclusions

The purpose of this project was to explore the relationship between a student's concept of self as compared to the teacher's evaluation of the student. The study used the Joseph Self Concept Scale for Young Children, which is a self-report consisting of twenty-one dichotomous pictures, and the Behavioral Academic Self-Esteem Evaluation, (BASE), which is a teacher evaluation consisting of sixteen questions that relate to student self-esteem. The BASE was used in order to test the validity of the Joseph Self Concept Scale.

It was hypothesized that there would be a positive correlation between the two tests. The statistical analysis of the data showed a positive correlation between the tests, but the correlation was not significant.

The importance of this study was to obtain information on self-concept as related to students' academic success or failure. As noted in the research, a positive self-concept is a fundamental component in the student's academic success. The student's self concept as well as academic success or failure is also influence by the teacher's perception of the student and his/her ability. As stated in Chapter II, a positive self-concept is, therefore, the most important commodity that a student brings to the classroom. Without this, the student is vulnerable to irreparable academic failure.

The design of the project was a correlational study to test the validity of the Joseph Self Concept Scale. The population consisted of 82 students in four second

grade classes. The four classes varied from high academic achievement to low and included sixteen special education students. The ages of the students ranged from 7.1 to 10 years of age.

Analysis of the results shows that there was a positive, but not significant correlation between the two tests. In reviewing the results of the Joseph Self Concept Evaluation Scale, 88% of the students scored in the high range for self-concept, with only 6% of the students in the at-risk area. The remaining 6% were in the moderate range. The BASE scores (teacher evaluation) show only 24% in the high range for self-esteem, with 66% in the moderate range, and 10% at-risk for academic failure.

Discussion

As discussed in Chapter IV under interpretation of results, there may be several explanations for the disparity in the results of the two tests. Although there may be some inconsistencies, It appears the results of the BASE (teacher evaluation) are a more realistic representation of student ability.

Evolution of self-concept is discussed in Chapter II, and refers to the fact that young children do not have the cognitive ability to be aware of their true academic capacity. Development of a realistic understanding of academic competence evolves with experiences and maturity. The high scores on the Joseph Self Evaluation Scale by 88% of the students reflect this factor. It should be noted that the 6% of students who scored in the at-risk range on the Joseph test live in home environments where their primary caregiver has changed and/or they have recently moved to a different location and a different school.

It was impressive to note that all 82 students answered question number three in the positive. The question states, "the teacher likes a lot", with the negative being, "teacher doesn't like very much". Now which happens to you the most? Responses to question number eighteen were also significant. This question refers to whether the teacher likes your work. Eighty of the students answered in the positive, with one negative and one not sure. This lends support to the assumption that the second grade teachers at this school provide a safe, positive environment for learning to occur.

The students were receptive to the Joseph test and eagerly awaited the next question. As the test progressed, several of the students anticipated the questions about to be asked, and answered the questions before the administrator finished speaking.

Before the test was administered, the student was asked to complete a picture, which was to represent that student. When completed, the picture was placed on the desk above the test booklet. The test administrator reminded the student that the questions in the booklet referred to them, and the picture reinforced this aspect of the test. The student's found this task enjoyable. The pictures were creative and reflective of the student's self-perception.

Conclusions

The results of the study indicate that of the 82 second grade students tested, 88% have a high self-concept when tested using the Joseph Self Concept Scale for Young Children. This figure is high when compared to the data obtained from the Behavioral Academic Self-Esteem Evaluation Scale, which was completed by the

classroom teacher for each student. This data showed that 24% of the students were in the high range, and 66% in the moderate range. This was a correlational study to test the validity of the Joseph Self Concept Scale for Young Children. As indicated in Chapter IV, analysis of the data showed a positive correlation between the tests, but the correlation was not significant.

The results of the Joseph test indicate that the students' perception of their personal and academic ability is much higher than their teachers' perceptions. It would be ideal if the students could maintain this high self-concept as they continue their educational experiences, as this would promote a positive attitude in the face of academic challenges and disappointments. Therefore, based on the research and information obtained from the testing data, the students who maintain a positive self-concept throughout their educational endeavors will experience more academic success than those who do not.

Implications for further study

Since most of the second grade students tested in this study appear to have an unrealistic self-concept as related to their academic status, testing these students at the end of third grade would provide a contrast to the initial data. A correlation study on the results would provide data to support the large number of students in the high range, or furnish data to challenge the original statistics.

Another aspect for further study would involve having the same teacher evaluate all of the students. This would eliminate rater variance and provide consistency in the criteria used by the rater.

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APPENDIX

November 12, 1998

Roy J. Dawson, Jr., Ed.D.
Superintendent of Schools
Board of Education
201 North Front Street
Camden, New Jersey 08102

Dear Dr. Dawson:

Thank you for approving my request to administer a reliability test using the Joseph Self-Concept Scale for Young Children. The test will be administered to second grade students at Cooper's Poynt School. With the assistance of the teachers, I will complete the Behavioral Academic Self-Esteem Rating Scale (BASE) on each student. The BASE will be used to determine the reliability of the Joseph scale.

As you requested, I am enclosing a copy of each test, as well as a review of each test from the Mental Measurement Yearbook. Please let me know if any other information is needed.

Sincerely,

Patricia A. Lemke, R.N., BSN
102 Bee Lane
Somerdale, New Jersey 08083

Enclosures (4)

cc: Annie B. Rubin, Principal
       Cooper's Poynt School

November 16, 1998

Dear Parent(s)

As the school nurse at Cooper's Poynt School, I am presented with many situations involving the physical and psychological health of our students. My nursing education and continuing education courses in nursing allow me to meet the students' physical needs. I am presently taking courses in School Psychology at Rowan University in Glassboro to assist me in meeting the psychological needs of our students.

As part of the requirements for this course, I will be writing a paper on self-concept. I will administer the Joseph Self-Concept Scale for Young Children to second grade students. The teachers will be completing the Behavioral Academic Self-Esteem Scale for each of the students.

I would like to have all of the second grade students involved in this study, but if you do not want your child to participate, please sign and return the attached form by Thursday, November 19, 1998. Thank you for your assistance.

Sincerely,

Mrs. Patricia Lemke
School Nurse
Cooper's Poynt School

_____ I do not want my son/daughter to participate in this study.

Students Name_____

Parent signature _____