

Rowan University

Rowan Digital Works

Theses and Dissertations

7-3-1997

Self-concept in gifted children: a developmental and comparative study

Sherri L. Evangelista
Rowan University

Follow this and additional works at: <https://rdw.rowan.edu/etd>



Part of the [Elementary Education and Teaching Commons](#)

Recommended Citation

Evangelista, Sherri L., "Self-concept in gifted children: a developmental and comparative study" (1997).
Theses and Dissertations. 2053.
<https://rdw.rowan.edu/etd/2053>

This Thesis is brought to you for free and open access by Rowan Digital Works. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of Rowan Digital Works. For more information, please contact graduateresearch@rowan.edu.

SELF-CONCEPT IN GIFTED CHILDREN: A DEVELOPMENTAL
AND COMPARATIVE STUDY

by
Sherri L. Evangelista

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Science in Teaching Degree in the
Graduate Division of Rowan University
July 3, 1997

Approved by

Professor

Date Approved

July 3, 1997

ABSTRACT

Sherri L. Evangelista
Self-Concept in Gifted Children:
A Developmental and Comparative Study
1997
Dr. Randall S. Robinson
Master of Science in Teaching
Rowan University

The purpose of this study was to investigate the various dimensions of self-concept in gifted children, to compare self-concept in gifted and nongifted children, and to attempt to discover a relationship between self-concept and achievement in gifted children. The 25 subjects who participated in this study were a sample of gifted students taken from a population of 3rd, 4th, and 5th grade students enrolled in a public elementary school in a suburban area in southern New Jersey. The Self-Perception Profile for Children (Harter, 1985) was used to assess self-concept. Mean self-concept scores and standard deviations were calculated for each subscale. Data was analyzed for each subscale using a Two Factor Analysis of Variance to reveal significant effects for grade level and for gender. Results were also compared to a calculated normalized sample from the Harter (1985) manual. The results indicated significant differences among the different self-concept dimensions in gifted and nongifted students but no significant differences for grade levels or for gender.

MINI-ABSTRACT

Sherri L. Evangelista
Self-Concept in Gifted Children:
A Developmental and Comparative Study
1997
Dr. Randall S. Robinson
Master of Science in Teaching
Rowan University

The purpose of this study was to investigate the various dimensions of self-concept in gifted children and to compare self-concept in gifted and nongifted children. The results indicated significant differences among the different self-concept dimensions in gifted and nongifted students but no significant differences for grade levels or for gender.

ACKNOWLEDGEMENTS

The writer is indebted to the following people who played an invaluable role in the completion of this thesis:

Dr. Randall S. Robinson, Graduate Advisor, Rowan University, whose patience and guidance brought about the successful completion of this thesis.

Sam & Kathleen Evangelista, Jr., my parents, and Sam Evangelista III, my brother and my friend, without whose unconditional love, support, patience, consideration, and willingness to give up the computer for months this study and completion of the MST Program would not have been possible.

Jason E. Bonafiglia, my boyfriend, whose inexhaustible love, understanding, patience, support, and back rubs carried me through many difficult times and gave me the encouragement needed to complete this thesis and the MST Program.

Andrea Monahan, Tara Messaro, Christina Kennealy, Michelle Rodier, and Rick Blankenship, my friends, whose sympathetic understanding and caring supported me during the completion of this thesis and the MST Program.

Dr. David E. Kapel, Dean of Education, and Dr. Barry Loigman, Psychology Department, Rowan University whose assistance in the calculation and interpretation of my statistical analysis contributed immensely to the outcome of this study.

Mrs. Nancy Wiman and Mr. Bob Baum, Gifted and Talented Teachers, Washington Township School District, NJ, whose participation, knowledge, consideration, flexibility, and time were pertinent to the completion of this study.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS.....	ii
LIST OF TABLES AND FIGURES.....	v
CHAPTER	
I. SCOPE OF THE STUDY.....	1
Introduction	1
Significance of the Study	1
Statement of the Problem	2
Hypothesis	2
Limitations of the Study	3
Definition of Terms	3
II. REVIEW OF LITERATURE	4
Introduction	4
Background of Major Theorists	4
Assessment of Self-Concept	5
Gifted & Self-Concept Relationship	6
Self-Concept & Achievement	7
Differentiation of Self-Concept Concept	8
Gender Differences	9
Summary	10
III. PROCEDURE AND DESIGN OF THE STUDY	11
Introduction	11
Population & Sample	11
Research And Design Procedure	12
IV. ANALYSIS OF RESEARCH	14
Introduction	14
Analysis for the Gifted Versus Norm Scores	14
Analysis for the Gifted Scores	20

	Page
CHAPTER	
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	22
Introduction	22
Summary of the Problem	22
Summary of the Hypothesis	23
Summary of the Procedure	23
Summary of the Findings	23
Conclusions	24
Implications and Recommendations	25
SELECTED BIBLIOGRAPHY	26
APPENDIX A	28
APPENDIX B	36
VITA	41

LIST OF TABLES AND FIGURES

Table	Page
1. Subscale Means and Standard Deviations for Gifted & Norm Samples by Grade and Gender.....	15
2. Summary of Results of ANOVA for the Gifted Versus Norm Differences Calculated by Individual Subscales.....	19
3. Summary of Results of ANOVA for the Gifted Versus Norm Differences Calculated by Individual Grade Levels.....	20
4. Summary of Results of ANOVA for Gender Differences Calculated by Individual Subscales for Gifted Only.....	21
5. Summary of Results of ANOVA for Grade Level Differences Calculated by Individual Subscales for Gifted Only.....	21
 Figure	 Page
1. Scholastic Competence Means - Gifted & Norm.....	16
2. Social Acceptance Means - Gifted & Norm.....	16
3. Athletic Competence Means - Gifted & Norm.....	17
4. Physical Appearance Means - Gifted & Norm.....	17
5. Behavioral Conduct Means - Gifted & Norm.....	18
6. Global Self-Worth Means - Gifted & Norm.....	18
7. Gifted Sample Means - Gifted & Norm.....	20

CHAPTER I
SCOPE OF STUDY

Introduction

It seems highly likely that children with exceptional abilities would have superior self-concepts (Hoge & Renzulli, 1993). However, according to Dr. Susan Harter (1982), self-concept is comprised of various elements and one can not assume that every element is superior. The relationship between the gifted and self-concept has been a topic of study for years.

Significance of Study

The purpose of this study was to investigate the various dimensions of self-concept in gifted children in third, fourth, and fifth grades. This study focused on the various components of self-concept while comparing gifted and nongifted children. In addition, the study focused on gifted children exclusively with regards to gender and grade level differences. It attempts to discover a relationship between self-concept and achievement in gifted children.

Statement of Problem

According to Erik Erikson, middle childhood (age 6 to age 12) is a crucial time for the development of self-concept (Papalia & Olds, 1990). Students take a closer look at themselves in comparison to others. Do gifted children have more superior self-concepts than nongifted children? Are self-concept and achievement related? Do gifted children lack confidence in their social and physical skills? Is there anything that teachers could do to enhance all of the facets of self-concept in gifted children to encourage a more well-rounded student?

Hypothesis

For this study it was hypothesized that there would be a significant difference between the scores of the gifted children and the scores of the norm group (nongifted children), taken from the Harter (1986) manual, for global self-worth and for scholastic competence. Secondly, it was hypothesized that the data would reveal a significant difference between the scores for the gifted boys and the gifted girls for athletic competence and for behavioral conduct. Finally, it was hypothesized that there would be no significant effects for grade level.

Limitations of Study

The following limitations may have affected the results of this study:

- There was an unequal amount of gifted students per grade and the sample size was small.
- Due to "social desirability", students may not have made honest choices on the test questions, that is, they may have answered according to the way they would like to be perceived by teachers, students and/or parents.
- A child may not be aware of how he feels about himself or may misinterpret the question(s), thereby affecting his answer choices. This especially applies to younger children, that is, the third grade children.
- A one time test may not be accurate. A child may be having a bad day and may not feel as good about himself as he would another day, thus his answer choices may be affected. A more desirable, but tedious, method of testing would be to administer the test several times, for example, the test-retest method, and use an average of the results for each child.

Definition of Terms

The following terms are defined for this study:

self-concept - the total of perceptions about academic, social, and physical self (Eggen & Kauchak, 1994).

gifted - those students who have attained the required minimums in cognitive and creativity testing and parent and teacher evaluations, and who are enrolled in an enrichment program.

CHAPTER II
REVIEW OF RELATED LITERATURE
Introduction

Previous studies reveal that researchers have attempted to investigate the various dimensions of self-concept in gifted children and to attempt to discover a relationship between self-concept and achievement in gifted children. For this study it was hypothesized that there would be a significant difference between the scores of the gifted children and the scores of the norm group (nongifted children), taken from the Harter (1986) manual, for global self-worth and for scholastic competence. Secondly, it was hypothesized that the data would reveal a significant difference between the scores for the gifted boys and the gifted girls for athletic competence and for behavioral conduct. Finally, it was hypothesized that there would be no significant difference between grade levels.

Background of Major Theorists

Several major theorists have perspectives on the development of self-concept in middle childhood. Freud's latency period of psychosexual development (the period between early childhood and adolescence) is a time when children begin to learn about themselves and society, subsequently adding

to the formation of their self-concept (Papalia & Olds, 1990). According to Erikson, middle childhood, age 6 to age 12, is a period of the industry versus inferiority crisis in which children compare their own abilities with those of their peers (Papalia & Olds, 1990); successful results yield a positive self-concept and competence, the “virtue” of this stage (Papalia & Olds, 1990). According to social-learning theorists, elementary-age children are observative and self-aware, especially regarding their interactions with peers, parents, and teachers; evaluations of these interactions add to the formation of their self-concept (Papalia & Olds, 1990). According to Piaget, and cognitive development theory, school-age children are less egocentric than younger children and therefore can see themselves better from and are more sensitive to the viewpoints of others (Papalia & Olds, 1990).

Assessment of Self-Concept

The variation in the definition and measurement of self-concept has caused difficulty in the analysis of it in the gifted (Hoge & Renzulli, 1993). One popular standardized instrument for evaluating self-concept is Harter’s Self-Perception Profile for Children, SPPC (1985), which is a revised version of her Perceived Competence Scale for Children (1982). The original consisted of only four subscales: cognitive competence, social competence, physical competence, and general self-worth. Harter’s view of self-concept as multidimensional is apparent in her new scale consisting of six subscales of self-concept that operate

independently including general self-concept, or global self-worth, and five specific areas: scholastic competence, social acceptance, athletic competence, physical appearance, and behavioral conduct (Hoge & McSheffrey, 1991).

Another popular measure is the Piers-Harris Children's Self-Concept Scale, PH (Piers & Harris, 1969). The PH consists of a general self-esteem as well as six subcomponents of self-concept, which are behavior, intellectual, physical, anxiety, popularity, and happiness (Loeb & Jay, 1987).

Gifted & Self-Concept Relationship

Olszewski-Kubilius & Kulieke (1989) assert that compared to their nongifted peers, gifted students appear to have a higher self-concept and to be more flexible, self-accepting, independent, intrinsically motivated, and psychologically well adjusted. Due to their scholastic success, it seems that gifted children would have a higher self-concept than their nongifted peers (Chan, 1988). This is supported by the speculations of the major theorists previously discussed regarding how the evaluations of peer comparisons contribute to the development of self-concept. Regardless of whether the SPPC or the PH was used, the results of research have proven that the gifted have superior perceived competence (Chan, 1988; Karnes & Wherry, 1981; Hoge & Renzulli, 1993). Using the SPPC, this was found to be true for the academic and global self-worth domains (Chan, 1988; Porath, 1996). Hoge & McSheffrey's (1991) study resulted in higher scores in scholastic competence and lower scores in social and athletic

competence for their gifted sample. Other results indicate no significant difference in social or athletic competence (Chan, 1988). Diamond (1991) believes that "the importance of achievement to self-esteem seems to relate to the student's perception of academic competence (i.e. academic self-esteem) and the value the student attaches to that aspect of the self-concept" (p. 46).

Self-Concept and Achievement

Fewer studies than speculations have been conducted to assess the relationship between self-concept and achievement. According to Delisle and Berger (1995), "Whether or not a gifted youngster uses exceptional ability in constructive ways depends, in part, on self-acceptance and self-concept" (p. 3). Purkey and Novak (1984) feel that self-concept and achievement are "tied closely". Researchers Winne, Woodlands, and Wong (1982) believe that "Because the school and its environment emphatically communicate that academic achievement is one, if not the most important, task to be approached, it is reasonable to predict that students' views of their academic standing, as communicated by various forms of evaluation and teachers' structuring of class activities, strongly influence students' self-concept" (p. 470). Anderson (1978) suggests that self-concept may play an important part in the determination of achievement. However, Winne et al. (1982) conclude that research on the relationship between self-concept in gifted students and other "school-related variables" is "scanty and inconsistent" (p. 470). According to Roedell (1990),

"Understanding the unique developmental patterns often present in gifted young children can help both parents and teachers adjust their expectations of academic performance to a more reasonable level" (p. 2).

Roedell (1990) reports that gifted children do not develop evenly; they may excel in some specific areas rather than displaying equally high levels in all cognitive areas. This also applies to the development of physical and social skills. For example, children "may understand how to solve social conflicts and interact cooperatively but not know how to translate their understanding into concrete behavior" (p. 2). Roedell (1990) believes that this uneven development may cause frustration and self-esteem difficulties; therefore, it is important for parents and teachers to understand the developmental patterns of gifted children and to adjust their expectations accordingly. Delisle & Berger's (1995) view agrees with this concept; they feel that parents and teachers need to be supportive and encouraging to prevent underachievement.

Differentiation of Self-Concept Components

Some researchers believe that the specific components of self-concept become more differentiated as a child ages, thus indicating a developmental process, and that the relationship between the specific components and global self-worth changes as well. Coleman & Fults (1983) compare the development of self-concept to cognitive development, realize that cognitive skills increase, and therefore concede that self-concept changes with age. "Children's conceptions of

themselves progress developmentally, bound to the same factors of cognitive development that govern children's thinking about other aspects of the world" (Coleman & Fults, 1983, p. 47). In her study using the SPPC, Diamond (1991) found significant differences between grade levels on the subscale of physical competence only.

Hoge & McSheffrey (1991) note that "Relatively little attention has been paid to the structure of the self-concept in gifted children" (p. 238). Their study was an investigation of this structure. The researchers concluded that a developmental process is not involved because the scores of the various grade levels in their study were not significantly different; thus, the relationship between the self-concept components and between the components and global self-worth were not found to vary among grade levels (Hoge & McSheffrey, 1991).

Conversely, research by Harter (1982) and Byrne & Schneider (1988) resulted in data suggesting that the specific components of self-concept become more differentiated with age. According to Harter (1983, 1986), the developmental process is linked to intellectual maturity; therefore this relationship may suggest a relatively early differentiation among self-concept components.

Gender Differences

Some studies were found to have explored issues relating to gender differences in the self-concepts of gifted children. They concluded with significant differences in athletic competence: boys scored higher, and in behavioral

conduct: girls scored higher; but no differences in global self-worth or the other subscales relating to gender (Hoge & McSheffrey, 1991; Diamond, 1991). Chan (1988) found similar results for every dimension except that of appearance because her study did not include it. Hoge & McSheffrey (1991) found that boys had dominant appearance competence scores. Furthermore, they concluded that their results suggest that enrichment education may benefit girls in particular. Loeb & Jay (1987) hypothesize that the above results occur because elementary age girls are more academically oriented and the boys are more physically oriented; therefore, each sex pursues these drives consequently increasing their associated self-concepts, (assuming positive experiences).

Summary

In summary, past research has yielded inconsistent results and further research is necessary. Some researchers differ in their beliefs regarding differentiation. Other researchers who explored issues relating to gender differences in the self-concepts of gifted children obtained variable results. Also, the relationship between self-concept and achievement has not been researched extensively.

CHAPTER III

PROCEDURE AND DESIGN OF STUDY

Introduction

This study was designed to investigate the various dimensions of self-concept in gifted children and to attempt to discover a relationship between self-concept and achievement in gifted children. It was hypothesized that there would be a significant difference between the scores of the gifted children and the scores of the norm group (nongifted children), taken from the Harter (1986) manual, for global self-worth and for scholastic competence. Secondly, it was hypothesized that the data would reveal a significant difference between the scores for the gifted boys and the gifted girls for athletic competence and for behavioral conduct. Finally, it was hypothesized that there would be no significant effects for grade level.

Population & Sample

The 25 subjects who participated in this study were a sample of gifted students taken from a population of 3rd, 4th, and 5th grade students enrolled in a public elementary school in a suburban area in southern New Jersey. These students represent the top 5% of this population. They were attending gifted

enrichment classes approximately one and a half hours per week with the remainder of the time spent in regular heterogeneous classrooms. In this district, all students in grades 2-4 are screened in the spring as possible gifted program candidates for the following year. Eligibility requires "above average range" in the CogAT (IQ) Test and 90th percentiles, using local norms as opposed to national norms, in Achievement Test Reading, Achievement Test Language, and Achievement Test Mathematics. Students who meet the minimum criteria for IQ and Achievement test scores are then tested for areas of creativity using the Williams Divergent Thinking Test and the Williams Divergent Feeling Test; these are scored using a point system. To complete the eligibility requirements, rating scales (see appendix A) must be completed by both the classroom teacher and by the parents; these are also scored using a point system.

Research and Design Procedure

The Self-Perception Profile for Children (Harter, 1985) was used to assess self-concept (see appendix B). Harter's manual gives permission for reproduction of the test. The SPPC contains a total of 36 items, six items per subscale. Each item offers alternative forms in which the student must respond to one of two degrees. For example, one item states "Some kids feel that they are very good at their school work...But...Other kids worry about whether they can do the school work assigned to them"; the child must choose which best fits him and then mark as "Really True for me" or "Sort of True for me". Bracken & Mills' (1994) research of the characteristics of 10 standardized self-concept instruments revealed that

the SPPC is intended for grades 3-6, has an internal consistency reliability for subscales ranging from .71 to .85 (.70 being the minimum acceptable), has construct validity, and produces percentile ranks and normalized t scores.

After permission and scheduled dates had been obtained from the gifted and talented teachers, the SPPC was administered in the gifted classrooms. The administrations followed the recommendations in the Harter manual (see appendix A) and took approximately 30 minutes for each, as estimated by Diamond (1991). Items were read aloud during each administration. Data was recorded and analyzed statistically.

CHAPTER IV
ANALYSIS OF RESEARCH
Introduction

This study was designed to investigate the various dimensions of self-concept in gifted children and to attempt to discover a relationship between self-concept and achievement in gifted children. It was hypothesized that there would be a significant difference between the scores of the gifted children and the scores of the norm group (nongifted children), taken from the Harter (1986) manual, for global self-worth and for scholastic competence. Secondly, it was hypothesized that the data would reveal a significant difference between the scores for the gifted boys and the gifted girls for athletic competence and for behavioral conduct. Finally, it was hypothesized that there would be no significant effects for grade level.

Analysis for the Gifted versus Norm Scores

The gifted sample's mean self-concept scores and standard deviations were calculated for each subscale by grade level and gender. These scores were then arranged along with the norm group scores, which were taken from the Harter (1985) manual, in table 1. The differences between the gifted and the

norm scores are apparent in table 1 and also in the histograms, figure 1 through figure 6. However, further analysis was necessary to determine if these apparent differences were statistically significant differences.

table 1

Subscale Means for Gifted & Norm Samples by Grade and Gender

	Third Grade				Fourth Grade				Fifth Grade			
	Girls		Boys		Girls		Boys		Girls		Boys	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Scholastic Competence												
Gifted	3.72	0.46	3.50	0.71	3.46	0.59	3.67	0.70	3.69	0.60	3.71	0.89
Norm	2.79	0.78	2.75	0.77	2.85	0.73	2.69	0.65	2.79	0.82	2.86	0.66
Social Acceptance												
Gifted	3.44	0.78	3.00	1.08	2.71	0.76	3.17	0.76	3.45	0.67	3.25	0.85
Norm	2.76	0.72	2.76	0.67	2.70	0.85	2.92	0.78	2.63	0.72	2.94	0.69
Athletic Competence												
Gifted	2.50	1.10	2.83	1.29	2.75	0.74	2.76	0.90	3.12	0.92	2.88	1.03
Norm	2.66	0.72	3.04	0.70	2.74	0.82	3.00	0.82	2.57	0.79	3.10	0.71
Physical Appearance												
Gifted	3.89	0.92	2.83	1.10	2.38	0.65	3.21	1.10	3.28	0.77	3.29	0.91
Norm	2.89	0.80	2.94	0.71	2.91	0.71	2.94	0.74	2.66	0.80	3.07	0.65
Behavioral Conduct												
Gifted	3.83	0.38	3.11	1.02	3.21	0.72	2.79	1.06	3.62	0.62	3.75	0.44
Norm	2.88	0.56	3.00	0.64	3.09	0.64	2.75	0.55	3.17	0.44	2.83	0.52
Global Self-Worth												
Gifted	3.94	0.24	3.26	1.13	3.29	0.86	3.54	0.86	3.81	0.45	3.96	0.20
Norm	2.89	0.72	2.98	0.73	3.13	0.85	2.85	0.74	2.85	0.72	3.19	0.57

figure 1

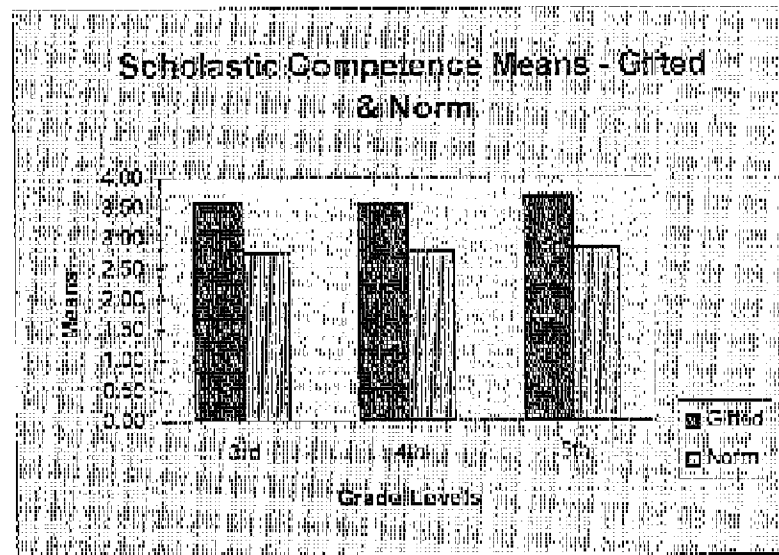


figure 2

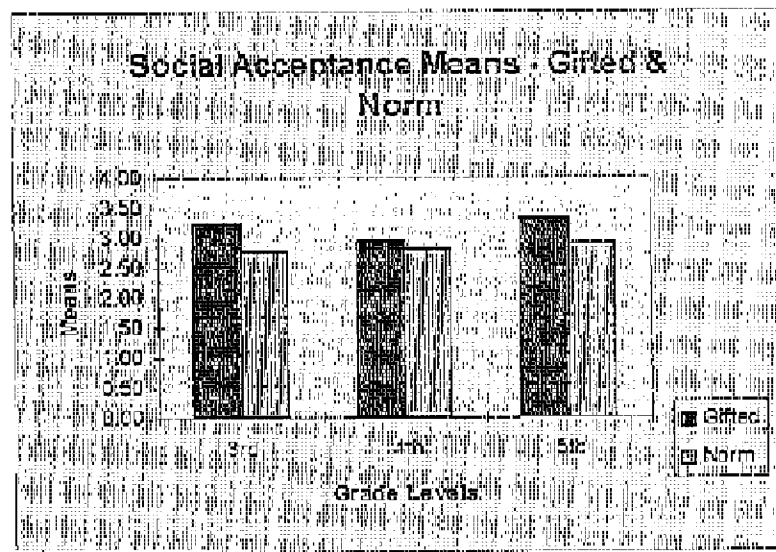


figure 3

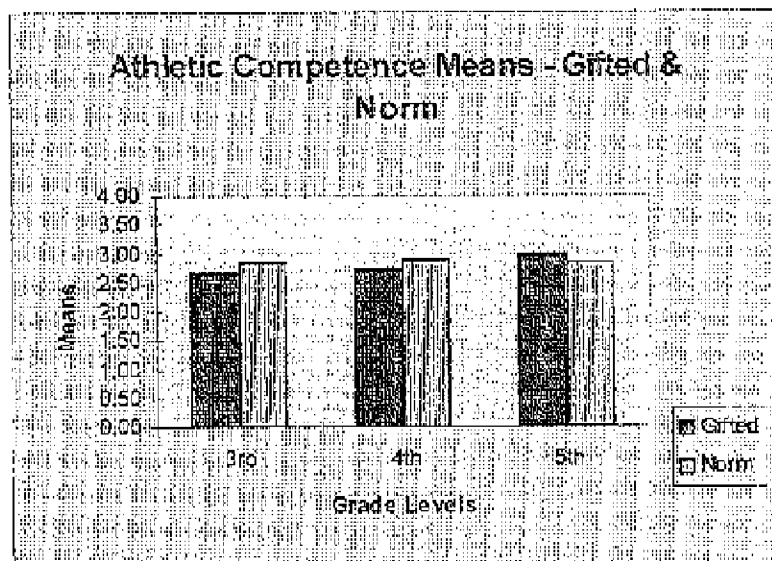


figure 4

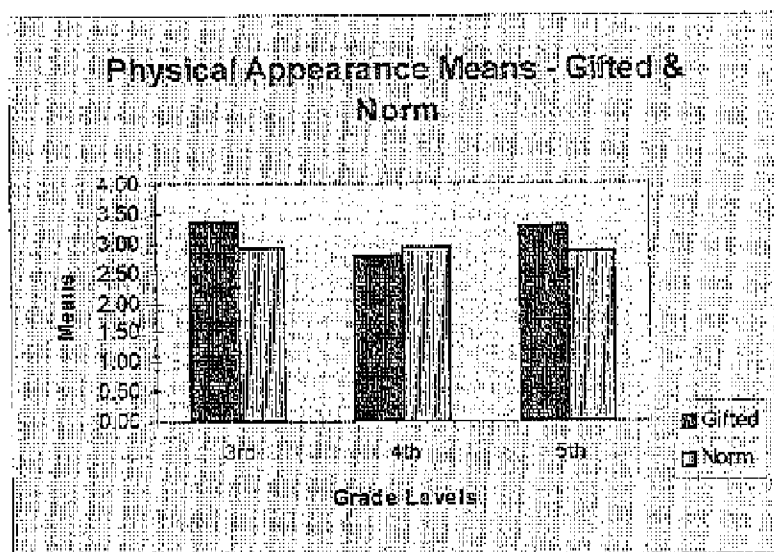


figure 5

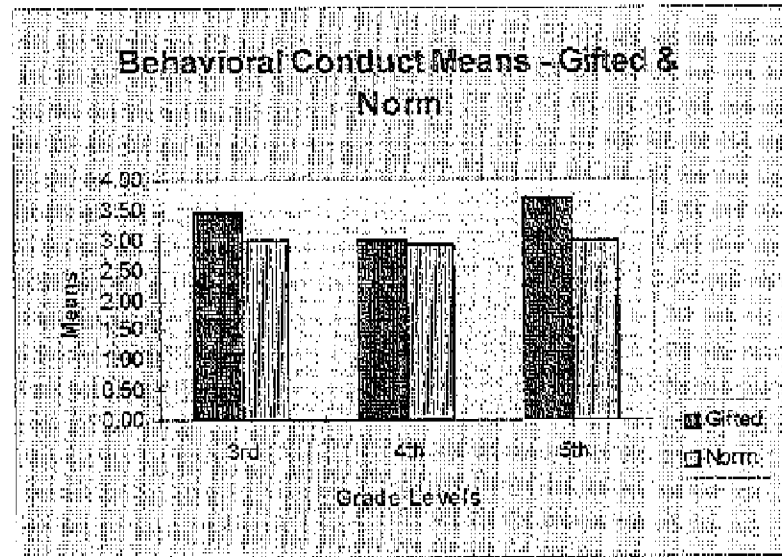
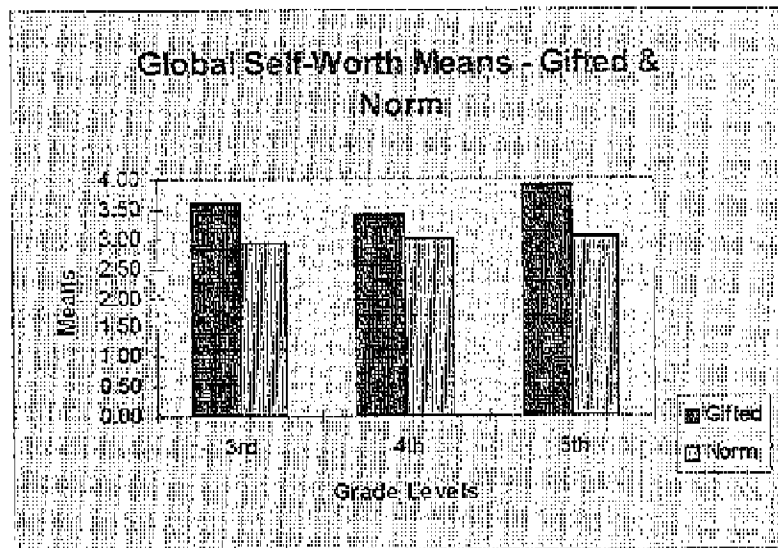


figure 6



Data was analyzed using a Two-Factor Analysis of Variance (ANOVA) to assess whether significant effects for gifted and norm samples existed. Results are displayed in table 2. Significant F ratios were generated through ANOVA for the scholastic competence and the global self-worth subscales. No significant F ratios were produced for social acceptance, athletic competence, physical appearance, or behavioral conduct.

table 2

**Summary of Results of ANOVA for the Gifted Versus Norm Differences
Calculated by Individual Subscales**

	SS	df	MS	F	P-value
Scholastic Competence	1.06	1.00	1.06	1323.00	0.00
Social Acceptance	0.18	1.00	0.18	10.12	0.09
Athletic Competence	0.00	1.00	0.00	0.20	0.70
Physical Appearance	0.09	1.00	0.09	1.68	0.32
Behavioral Conduct	0.26	1.00	0.26	5.15	0.15
Global Self-Worth	0.64	1.00	0.64	25.19	0.04

Further analysis was conducted for the gifted and norm scores combined. A Two-Factor ANOVA was performed to assess whether significant effects for grade level existed. Significant F ratios were discovered for third and fifth grade. However, there was no significant difference for fourth grade. Results can be found in table 3.

table 3

Summary of Results of ANOVA for the Gifted Versus Norm Differences

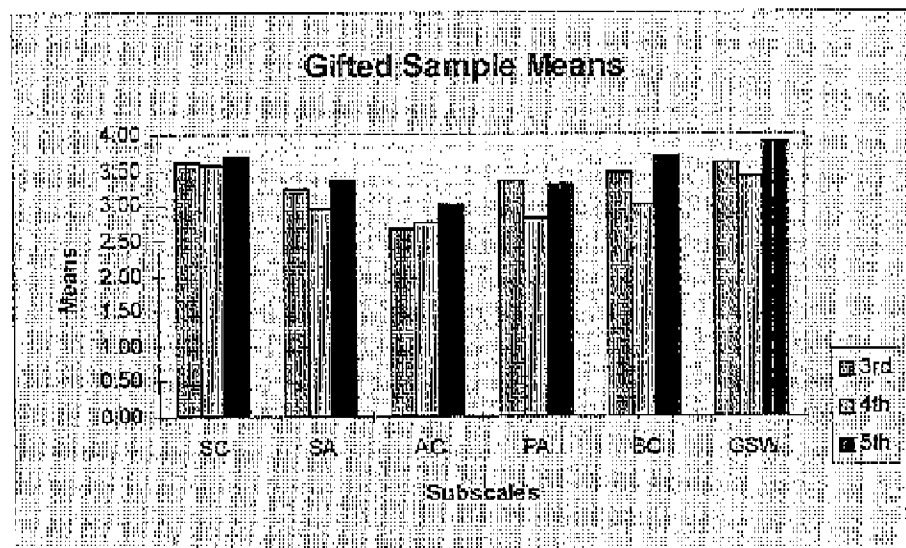
Calculated by Individual Grade Levels

	SS	df	MS	F	P-value
3rd Grade	0.61	1.00	0.61	10.23	0.02
4th Grade	0.11	1.00	0.11	1.78	0.24
5th Grade	1.00	1.00	1.00	24.72	0.00

Analysis for the Gifted Scores

Next, results were analyzed for the gifted sample's scores alone. The gifted sample means are displayed in figure 7 to compare grade levels for each subscale. The means appear to fluctuate between grades.

figure 7



Data was analyzed for each subscale using a Two-Factor Analysis of Variance (ANOVA) to assess whether significant effects for grade level and for gender existed. Results are displayed in table 4 and table 5, where main effect A is gender and main effect B is grade level, for the gifted sample only. There were no significant F ratios generated through ANOVA for either gender or grade level.

table 4

**Summary of Results of ANOVA for Gender Differences Calculated by
Individual Subscales for the Gifted Sample Only**

	SS	df	MS	F	P-value
Scholastic Competence	0.00	1.00	0.00	0.00	0.98
Social Acceptance	0.01	1.00	0.01	0.05	0.84
Athletic Competence	0.00	1.00	0.00	0.03	0.87
Physical Appearance	0.01	1.00	0.01	0.01	0.91
Behavioral Conduct	0.17	1.00	0.17	1.83	0.31
Global Self-Worth	0.01	1.00	0.01	0.09	0.79

table 5

**Summary of Results of ANOVA for Grade Level Differences Calculated by
Individual Subscales for the Gifted Sample Only**

	SS	df	MS	F	P-value
Scholastic Competence	0.02	2.00	0.01	0.41	0.71
Social Acceptance	0.18	2.00	0.09	0.81	0.55
Athletic Competence	0.12	2.00	0.06	1.48	0.40
Physical Appearance	0.37	2.00	0.19	0.41	0.71
Behavioral Conduct	0.49	2.00	0.25	2.64	0.27
Global Self-Worth	0.22	2.00	0.11	0.90	0.53

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The purpose of this study was to investigate the various dimensions of self-concept in gifted children in third, fourth, and fifth grades. The study focused on the various components of self-concept while comparing gifted and nongifted children. In addition, the study focused on gifted children exclusively with regards to gender and grade level differences. It attempted to discover a relationship between self-concept and achievement in gifted children.

Summary of the Problem

When students begin to take a closer look at themselves in comparison to others, some questions arise. Do gifted children have more superior self-concepts than nongifted children? Are self-concept and achievement related? Do gifted children lack confidence in their social and physical skills? Is there anything that teachers could do to enhance all of the facets of self-concept in gifted children to encourage a more well-rounded student?

Summary of the Hypothesis

For this study it was hypothesized that there would be a significant difference between the scores of the gifted children and the scores of the norm group (nongifted children), taken from the Harter (1986) manual, for global self-worth and for scholastic competence. Secondly, it was hypothesized that the data would reveal a significant difference between the scores for the gifted boys and the gifted girls for athletic competence and for behavioral conduct. Finally, it was hypothesized that there would be no significant effects for grade level or for gender.

Summary of the Procedure

The Self-Perception Profile for Children (Harter, 1985) was used to assess the self-concept (see appendix B) of the gifted sample of 3rd, 4th, and 5th grade students. The SPPC was administered in the gifted classrooms by following the recommendations in the Harter manual (see appendix A) and took approximately 30 minutes for each. Data was recorded and analyzed statistically.

Summary of the Findings

Results of the Two-Factor Analysis of Variances are as follows. For the gifted versus normal scores, significant F ratios were generated for the scholastic

competence and the global self-worth subscales but not for the social acceptance, athletic competence, physical appearance, or behavioral conduct subscales. Also, significant F ratios were discovered for third and fifth grade, but not for fourth grade. For the gifted sample, there were no significant F ratios generated through ANOVA for either gender or grade level.

Conclusions

it was first hypothesized that there would be a significant difference between the scores of the gifted children and the scores of the norm group for global self-worth and for scholastic competence only. Since significant F ratios were generated for these two subscales, this hypothesis was supported. Therefore, the gifted sample had a higher global self-concept and academic self-concept. This conclusion is consistent with research on self-concept in gifted children, and in particular with the findings of Chan (1988), Porath (1996), and Hoge & McSheffrey (1991).

It was next hypothesized that for the gifted sample only, the data would reveal a significant difference between the scores for the boys and the girls for athletic competence and for behavioral conduct. This hypothesis was not supported because no significant F ratios were found. These findings are inconsistent with the research conducted by Hoge & McSheffrey (1991), Diamond (1991), and Chan (1988).

The final hypothesis stated that there would be no significant grade level differences for the gifted sample. The results indicated no significant differences. Therefore, this hypothesis was supported. Thus, for this sample, the components of self-concept do not become more differentiated with age, that is, a developmental process does not appear to be involved. These findings are consistent with those of Hoge & McSheffrey (1991).

Implications and Recommendations

An issue generated by this study was that of the self-fulfilling prophesy. Do the gifted sample have a higher self-concept for academic competence and global self-worth because they are labeled gifted and participate in enrichment classes? Perhaps an increase in self-concept, specifically the academic dimension, in all children may tend to increase school performance. The implication for teachers is to provide opportunities for success for all children, to minimize opportunities for failure and embarrassment, and to always add encouragement, thus enhancing their academic self-concept.

Results cannot be generalized to all gifted students since this study took place in one elementary school on a select few available individuals (by convenience sampling). Also, this study did not include underachieving gifted children but rather overachieving individuals in a special program. This study should be replicated with a much larger and more diverse sample of gifted children.

SELECTED BIBLIOGRAPHY

- Anderson, J.G. (1978). Causal models in educational research: Nonrecursive models. American Educational Research Journal, 15, 81-97.
- Bracken, B. A., & Mills, B. C. (1994). School Counselors' Assessment of Self-Concept: A Comprehensive Review of 10 I Instruments. The School Counselor, 42, 14-31.
- Byrne, B.M., & Schneider, B. H. (1988). Perceived Competence Scale for Children: Testing for factorial validity and invariance across age and ability. Applied Measurement In Education, 1, 171-187.
- Chan, L. K. S. (1988). The Perceived Competence of Intellectually Talented Students. Gifted Child Quarterly, 32(3), 310-314.
- Coleman, J. M., & Fults, B. A. (1983). Self-Concept and the Gifted Child. Roeper Review, 44-47.
- Delisle, J., & Berger, S. (1995). Underachieving Gifted Students. ERIC Digest #E478. ERIC Clearinghouse on Handicapped and Gifted Children, Reston, VA (ERIC Document No: ED321483 90).
- Diamond, P. (1991, May). The Self-Esteem of Gifted Children: A Developmental and Comparative Study. Proceedings from the Fifth Annual Graduate Research Symposium. Valdosta, Georgia. (ERIC Document No: ED 365 431).
- Eggen, P., & Kauchak, D. (Eds.). (1994). Educational Psychology: Classroom Connections (2nd ed.). New York: Macmillan.
- Harter, S. (1982). The Perceived Competence Scale for Children. Child Development, 53, 87-97.
- Harter, S. (1983). Developmental perspectives on the self-system. In E.M. Hetherington (Ed.), Handbook of child psychology: Vol. 4 Socialization, personality, and social development, 275-388. New York: Wiley.
- Harter, S. (1985). Manual for the Self-Perception Profile for Children. Unpublished manuscript, University of Denver.
- Harter, S. (1986). Processes underlying the construction, maintenance, and enhancement of the self-concept in children. In J. Suls, & A. G.

- Greenwald (Eds.), Psychological perspectives on the self, (3), 137-181. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Hoge, R. D., & McSheffrey, R. (1991). An Investigation of Self-Concept in Gifted Children. Exceptional Children, 238-245.
- Hoge, R. D., & Renzulli, J. S. (1993). Exploring the Link Between Giftedness and Self-Concept. Review of Educational Research, 63(4), 449-465.
- Karnes, F. A., & Wherry, J. N. (1981). Self-Concepts of Gifted Students As Measured By The Piers-Harris Children's Self-Concept Scale. Psychological Reports, 49, 903-906.
- Loeb, R. C., & Jay, G. (1987). Self-Concept in Gifted Children: Differential Impact in Boys and Girls. Gifted Child Quarterly, 31(1), 9-14.
- Olszewski-Kubilius, P., & Kulieke, M. J. (1989). Patterns of Influence on Gifted Learners. (J. L. VanTassel-Baska & P. Olszewski-Kubilius, Eds.). New York: Teachers College.
- Papalia, D. E., & Olds, S. W. (Eds.). (1990). A Child's World (5th ed.). New York: McGraw-Hill.
- Porath, M. (1996). Affective and Motivational Considerations in the Assessment of Gifted Learners. Roeper Review, 19(1), 13-17.
- Roedell, W.C. (1990). Nurturing Giftedness in Young Children. ERIC Digest #E487. ERIC Clearinghouse on Handicapped and Gifted Children, Reston, VA. (ERIC Document No: ED321492 90).
- Stein, W. (1994). Assessment of Self-Concept. ERIC Digest. ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC. (ERIC Document No: ED389962 95).
- Winne, P.H., Woodlands, M.J., & Wong, B.Y.L. (1982). Comparability of Self-Concept Among Learning Disabled, Normal, and Gifted Students. Journal of Learning Disabilities, 15(8), 470-475.

APPENDIX A

**WASHINGTON TOWNSHIP PUBLIC SCHOOLS
TEACHER CHECKLIST FOR TALENTED AND GIFTED PROGRAM**

NAME _____ SCHOOL _____

TEACHER _____ DATE _____

GRADE _____

DIRECTIONS: Please read the statements carefully and circle the appropriate number according to the following scale of values:

1. You have seldom or never observed this characteristic.
2. You have observed this characteristic occasionally.
3. You have observed this characteristic almost all of the time.

WORK HABITS

- | | | | |
|---|---|---|---|
| 1. Brings homework assignments to class on time. | 1 | 2 | 3 |
| 2. Goes beyond what is required or assigned. | 1 | 2 | 3 |
| 3. Finishes class assignments during the scheduled time period. | 1 | 2 | 3 |
| 4. Engages in diverse, spontaneous and self-directed activities. | 1 | 2 | 3 |
| 5. Does not disturb other children in the classroom. | 1 | 2 | 3 |
| 6. Does not rush through assignments and puts a lot of thought into what he/she is doing. | 1 | 2 | 3 |

LEARNING CHARACTERISTICS

- | | | | |
|---|---|---|---|
| 1. Has unusually advanced vocabulary for age or grade level. | 1 | 2 | 3 |
| 2. Has quick mastery and recall of factual information. Exhibits a large storehouse of information about a variety of topics. | 1 | 2 | 3 |
| 3. Has rapid insight into cause/effect relationships; tries to discover the how and why of things; asks many provocative questions. | 1 | 2 | 3 |
| 4. Is a keen and alert observer; usually "sees more", "gets more" out of a story, film, etc., than others. | 1 | 2 | 3 |
| 5. Reads a great deal independently; usually prefers advanced books. | 1 | 2 | 3 |

MOTIVATIONAL CHARACTERISTICS

- | | | | | |
|----|--|---|---|---|
| 1. | Needs little external motivation to follow through in work that initially is exciting. | 1 | 2 | 3 |
| 2. | May prefer to work independently; requires little direction from teachers. | 1 | 2 | 3 |
| 3. | May like to organize and bring structure to things, people and situations. | 1 | 2 | 3 |

CREATIVITY CHARACTERISTICS

- | | | | | |
|----|--|---|---|---|
| 1. | Displays a great deal of curiosity (I wonder what would happen if . . .) | 1 | 2 | 3 |
| 2. | Generates a large number of ideas or solutions to problems and questions. | 1 | 2 | 3 |
| 3. | Is uninhibited in expression of opinion, sometimes adventurous, does not fear being different. | 1 | 2 | 3 |

LEADERSHIP CHARACTERISTICS

- | | | | | |
|----|---|---|---|---|
| 1. | Carries responsibility well; cooperative with teachers and classmates. | 1 | 2 | 3 |
| 2. | Is self-confident with peers as well as adults; adapts readily to new situations. | 1 | 2 | 3 |
| 3. | Self-expressive, has good verbal facility and is usually well understood. | 1 | 2 | 3 |
| 4. | Tends to take a leadership role and directs the activity in which involved. | 1 | 2 | 3 |

PLEASE NOTE BRIEFLY BELOW OR ON ANOTHER SHEET OF PAPER (IF NEEDED) SPECIAL INTERESTS AND ABILITIES THAT YOU HAVE NOTED REGARDING THIS YOUNGSTER.

WASHINGTON TOWNSHIP PUBLIC SCHOOLS

TEACHER NOMINATION FORM

CHARACTERISTICS OF TALENTED AND GIFTED STUDENTS

A. Intellectually or Academically Gifted:

1. Has vocabulary or knowledge in a specific area that is unusually advanced for age or grade.
2. Has knowledge about things of which other children are unaware.
3. Grasps concepts quickly, easily, without much repetition. *Bored with routine tasks and may refuse to do rote homework.*
4. Recognizes relationships and comprehends meanings. *May make jokes or puns at inappropriate times.*
5. Has unusual insight into values and relationships. *May perceive injustices and assertively oppose them.*
6. Asks more provocative questions about the causes and reasons for things. *May refuse to accept authority and be non-conforming.*
7. Evaluates facts, arguments, and persons critically. *May be self-critical, impatient or critical of others, including the teacher.*
8. Enthusiastically generates ideas or solutions to problems and questions. *May dominate others because of abilities.*
9. Has intense, often diverse, self-directed interests. *May be difficult to get involved in topics he/she is not interested in.*
10. Prefers to work independently. *May be highly individualistic and seem stubborn.*

Please nominate students who consistently display several of these characteristics. Keep in mind some of the more "difficult" characteristics in italics.

TEACHER NOMINATION FORM

CHARACTERISTICS OF TALENTED AND GIFTED STUDENTS

B. Gifted in Creative/Productive Thinking:

1. Produces many and varied solutions to problems.
2. Flexible. *Has high tolerance of disorder or ambiguity. May be impatient with details or restrictions.*
3. Is highly original, playful, imaginative. *Capable of fantasy, that is often sustained.*
4. Capacity for task commitment in areas of interest. *May resist working on projects he/she is not interested in. Bored with routine or repetitive tasks.*
5. Uses imagination and fantasy in solving personal and universal problems (i.e. an imaginary playmate, inventing cures for disease, poverty, solving energy crisis, etc.) *May be considered wild or silly by peers or teachers.*
6. Keen sense of humor and often perceives humor in situations others are unaware of. *May make jokes at inappropriate times.*
7. Takes intellectual and emotional risks in expressing or trying out original ideas. Does not fear being different. *May be viewed unrealistic, "crazy," or too aggressive.*
8. Intense feelings and opinions that he/she may be uninhibited in expressing.
9. Prefers to work independently. *May be highly individualistic non-conforming and seem stubborn.*
10. Intensely curious about many things. *May interrupt or ignore class activities to pursue interests.*
11. Shows emotional and esthetic sensitivity.

Please nominate students who consistently display several of these characteristics. Keep in mind some of the more "difficult" characteristics in italics.

Washington Township Public Schools
Parent Checklist for
Talented and Gifted Program

Student _____ Parent's Name _____

Grade _____ Teacher _____

Directions: Your child has been referred to us as a possible candidate for our Talented and Gifted (TAG) Program. The information you supply on this form is one of the criteria we use to determine if your child would most likely be successful in our program. Please take a few minutes to answer the following questions. Please read the statements carefully and circle the appropriate number according to the following scale of values:

1. You have seldom or never observed this characteristic.
2. You have observed this characteristic occasionally.
3. You have observed this characteristic often.
4. You have observed this characteristic almost all of the time.

LEARNING CHARACTERISTICS

- | | | | | | |
|----|---|---|---|---|---|
| 1. | Uses sophisticated vocabulary. | 1 | 2 | 3 | 4 |
| 2. | Interested and informed in variety of topics. | 1 | 2 | 3 | 4 |
| 3. | Learns much on his/her own; learns easily, rapidly, and retains what is learned. | 1 | 2 | 3 | 4 |
| 4. | Is inquisitive; constantly questions; offers unique, unusual responses. | 1 | 2 | 3 | 4 |
| 5. | Makes logical conclusions; readily grasps underlying principals; quickly makes valid generalizations. | 1 | 2 | 3 | 4 |
| 6. | Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others. | 1 | 2 | 3 | 4 |
| 7. | Reads on a variety of subjects; does not avoid difficult material. | 1 | 2 | 3 | 4 |

MOTIVATIONAL CHARACTERISTICS

- | | | | | | |
|----|---|---|---|---|---|
| 1. | Has long attention span. | 1 | 2 | 3 | 4 |
| 2. | Shows exceptional initiative; works independently; is uncommonly self-directed. | 1 | 2 | 3 | 4 |
| 3. | Seeks perfection; is self-critical; seems dissatisfied with own accomplishments and rate of output. | 1 | 2 | 3 | 4 |
| 4. | Is interested in many problems, more than usual for age level. | 1 | 2 | 3 | 4 |

CREATIVITY CHARACTERISTICS

- | | | | | | |
|----|---|---|---|---|---|
| 1. | Displays a good deal of intellectual playfulness: fantasizes; imagines (" I wonder what would happen if ...); manipulates ideas (i.e., changes, elaborates on them); is often concerned with adapting, improving and modifying institutions, objects and systems. | 1 | 2 | 3 | 4 |
| 2. | Is non-conforming, does not fear being different, individualistic. | 1 | 2 | 3 | 4 |
| 3. | Is a high risk taker; is adventurous and speculative. | 1 | 2 | 3 | 4 |
| 4. | Has good physical coordination; masters physical activities easily. | 1 | 2 | 3 | 4 |
| 5. | Shows exceptional artistic interest and/or ability. (Early drawings are rich in detail.) | 1 | 2 | 3 | 4 |
| 6. | Shows exceptional musical interest and/or ability. | 1 | 2 | 3 | 4 |

LEADERSHIP CHARACTERISTICS

- | | | | | | |
|----|---|---|---|---|---|
| 1. | Generally seeks to direct the activity in which she/he is involved. Tends to dominate others. | 1 | 2 | 3 | 4 |
| 2. | Is self-confident with adults. | 1 | 2 | 3 | 4 |
| 3. | Carries responsibility well; can be counted upon to do what she/he has promised and usually does it well. | 1 | 2 | 3 | 4 |
| 4. | Adapts readily to new situations; is flexible in thought and actions. | 1 | 2 | 3 | 4 |

Please answer the following questions. You need not answer any that you feel do not pertain to your child.

1. What are your child's special interests and hobbies?
2. What are recent books your child has enjoyed reading?
3. Name any unusual accomplishments, past or present?
4. What are any special problems or needs your child has?
5. What are any special talents your child has?
6. What are the special opportunities your child has had?

7. How would you describe your child's relationship with others?
8. What are your child's preferred activities when alone?
9. At what age could your child read books to which they had not previously been exposed? (New material, not memorized)

Parent signature _____

APPENDIX B

Administration and instructions

The scale may be administered in groups as well as individually. After filling out the information at the top of the scale, children are instructed as to how to answer the questions, given below. We have found it best to read the items outloud for 3rd and 4th graders, whereas for 5th graders and older, they can read the items for themselves, after you explain the sample item. Typically, we introduce the scale as a *survey* and, if time, ask the children to give examples of what a survey is. They usually generate examples involving two kinds of toothpaste, peanut butter, cereal, etc. to which you can respond that in a survey, there are no right or wrong answers, it's just what you think, your opinion.

In explaining the question format, it is essential that you make it clear that for any given item they only check *one box* on either side of the sentence. They do not check both sides. (Invariably there will be one or two children who will check both sides initially and thus you will want to have someone monitor each child's sheet at the onset to make certain that they understand that they are only to check one box per item.)

INSTRUCTIONS TO THE CHILD:

We have some sentences here and, as you can see from the top of your sheet where it says "What I am like," we are interested in what each of you is like, what kind of a person you are like. This is a survey; *not* a test. There are no right or wrong answers. Since kids are very different from one another, each of you will be putting down something different.

First let me explain how these questions work. There is a sample question at the top, marked (a). I'll read it outloud and you follow along with me. (Examiner reads sample question.) This question talks about two kinds of kids, and we want to know which kids are most like *you*.

- (1) So, what I want you to decide first is whether *you* are more like the kids on the left side who would rather play outdoors, or whether you are more like the kids on the right side who would rather watch T.V. Don't mark anything yet, but first decide which kind of kid is *most like you*, and go to that side of the sentence.
- (2) Now, the *second* thing I want you to think about, now that you have decided which kind of kids are most like you, is to decide whether that is only *sort of true for you*, or *really true for you*. If it's only sort of true, then put an X in the box under sort of true; if it's really true for you; then put an X in that box, under really true.
- (3) For each sentence you only check one box. Sometimes it will be on one side of the page, another time it will be on the other side of the page, but you can only check *one box* for each sentence. You *don't* check both sides, just the *one* side most like you.
- (4) OK, that one was just for practice. Now we have some more sentences which I'm going to read out loud. For each one, just check one box, the one that goes with what is true for you, what you are most like.

What I Am Like

Name _____ Age _____ Birthday _____ Month _____ Day _____ Group _____

Boy or Girl (circle which)

SAMPLE SENTENCE

	Really True for me	Sort of True for me			Sort of True for me	Really True for me
(a)	<input type="checkbox"/>	<input type="checkbox"/>	Some kids would rather play outdoors in their spare time	BUT	Other kids would rather watch T.V.	<input type="checkbox"/>
1.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids feel that they are very <i>good</i> at their school work	BUT	Other kids <i>worry</i> about whether they can do the school work assigned to them.	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids find it <i>hard</i> to make friends	BUT	Other kids find it's pretty <i>easy</i> to make friends.	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids do very <i>well</i> at all kinds of sports	BUT	Other kids <i>don't</i> feel that they are very good when it comes to sports.	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids are <i>happy</i> with the way they look	BUT	Other kids are <i>not</i> happy with the way they look.	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids often do <i>not</i> like the way they <i>behave</i>	BUT	Other kids usually <i>like</i> the way they behave.	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids are often <i>unhappy</i> with themselves	BUT	Other kids are pretty <i>pleased</i> with themselves.	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids feel like they are <i>just as smart</i> as as other kids their age	BUT	Other kids aren't so sure and <i>wonder</i> if they are as smart.	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids have <i>a lot</i> of friends	BUT	Other kids <i>don't</i> have very many friends.	<input type="checkbox"/>

	Really True for me	Sort of True for me				Sort of True for me	Really True for me
9.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids wish they could be alot better at sports	BUT	Other kids feel they are good enough at sports.	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids are <i>happy</i> with their height and weight	BUT	Other kids wish their height or weight were <i>different</i> .	<input type="checkbox"/>	<input type="checkbox"/>
11.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids usually do the <i>right</i> thing	BUT	Other kids often <i>don't</i> do the right thing.	<input type="checkbox"/>	<input type="checkbox"/>
12.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids <i>don't</i> like the way they are leading their life	BUT	Other kids <i>do</i> like the way they are leading their life.	<input type="checkbox"/>	<input type="checkbox"/>
13.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids are pretty <i>slow</i> in finishing their school work	BUT	Other kids can do their school work <i>quickly</i> .	<input type="checkbox"/>	<input type="checkbox"/>
14.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids would like to have alot more friends	BUT	Other kids have as many friends as they want.	<input type="checkbox"/>	<input type="checkbox"/>
15.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids think they could do well at just about any new sports activity they haven't tried before	BUT	Other kids are afraid they might <i>not</i> do well at sports they haven't ever tried.	<input type="checkbox"/>	<input type="checkbox"/>
16.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids wish their body was <i>different</i>	BUT	Other kids <i>like</i> their body the way it is.	<input type="checkbox"/>	<input type="checkbox"/>
17.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids usually act the way they know they are <i>supposed</i> to	BUT	Other kids often <i>don't</i> act the way they are supposed to.	<input type="checkbox"/>	<input type="checkbox"/>
18.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids are <i>happy</i> with themselves as a person	BUT	Other kids are often <i>not</i> happy with themselves.	<input type="checkbox"/>	<input type="checkbox"/>
19.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids often <i>forget</i> what they learn	BUT	Other kids can <i>remember things easily</i> .	<input type="checkbox"/>	<input type="checkbox"/>
20.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids are always doing things with alot of kids	BUT	Other kids usually do things <i>by themselves</i> .	<input type="checkbox"/>	<input type="checkbox"/>

	Really True for me	Sort of True for me				Sort of True for me	Really True for me
21.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids feel that they are <i>better</i> than others their age at sports	BUT	Other kids <i>don't</i> feel they can play as well.	<input type="checkbox"/>	<input type="checkbox"/>
22.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids wish their physical appearance (how they look) was <i>different</i>	BUT	Other kids <i>like</i> their physical appearance the way it is.	<input type="checkbox"/>	<input type="checkbox"/>
23.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids usually get in <i>trouble</i> because of things they do	BUT	Other kids usually <i>don't</i> do things that get them in trouble.	<input type="checkbox"/>	<input type="checkbox"/>
24.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids <i>like</i> the kind of <i>person</i> they are	BUT	Other kids often wish they were someone else.	<input type="checkbox"/>	<input type="checkbox"/>
25.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids do <i>very well</i> at their classwork	BUT	Other kids <i>don't</i> do very well at their classwork.	<input type="checkbox"/>	<input type="checkbox"/>
26.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids wish that more people their age liked them	BUT	Other kids feel that most people their age <i>do</i> like them.	<input type="checkbox"/>	<input type="checkbox"/>
27.	<input type="checkbox"/>	<input type="checkbox"/>	In games and sports some kids usually <i>watch</i> instead of play	BUT	Other kids usually <i>play</i> rather than just watch.	<input type="checkbox"/>	<input type="checkbox"/>
28.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids wish something about their face or hair looked <i>different</i>	BUT	Other kids <i>like</i> their face and hair the way they are.	<input type="checkbox"/>	<input type="checkbox"/>
29.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids do things they know they <i>shouldn't</i> do	BUT	Other kids <i>hardly ever</i> do things they know they shouldn't do.	<input type="checkbox"/>	<input type="checkbox"/>
30.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids are very <i>happy</i> being the way they are	BUT	Other kids wish they were <i>different</i> .	<input type="checkbox"/>	<input type="checkbox"/>
31.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids have <i>trouble</i> figuring out the answers in school	BUT	Other kids almost <i>always</i> can figure out the answers.	<input type="checkbox"/>	<input type="checkbox"/>
32.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids are <i>popular</i> with others their age	BUT	Other kids are <i>not</i> very popular.	<input type="checkbox"/>	<input type="checkbox"/>

	Really True for me	Sort of True for me				Sort of True for me	Really True for me
33.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids <i>don't</i> do well at new outdoor games	BUT	Other kids are <i>good</i> at new games right away.	<input type="checkbox"/>	<input type="checkbox"/>
34.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids think that they are good looking	BUT	Other kids think that they are not very good looking.	<input type="checkbox"/>	<input type="checkbox"/>
35.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids behave themselves very well	BUT	Other kids often find it hard to behave themselves.	<input type="checkbox"/>	<input type="checkbox"/>
36.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids are not very happy with the way they do alot of things	BUT	Other kids think the way they do things is <i>fine</i> .	<input type="checkbox"/>	<input type="checkbox"/>

VITA

Name:	Shern L. Evangelista
Date and Place of Birth:	October 24, 1971 Philadelphia, Pennsylvania
Elementary School:	Gloucester Township School Blackwood, NJ
Middle School:	Charles W. Lewis Middle School Blackwood, NJ
High School:	Highland Regional High School Blackwood, NJ
College:	Rutgers University Camden, NJ B.A. General Science, 1994
Graduate:	Rowan University Glassboro, NJ M.S.T. Elementary Education, 1997