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A study of self-image concepts and social living skills of elementary school pupils

Junius P. Sherwood Jr.
Atlanta University

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A STUDY OF SELF-IMAGE CONCEPTS AND SOCIAL LIVING
SKILLS OF ELEMENTARY SCHOOL PUPILS

A THESIS
SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION,
ATLANTA UNIVERSITY, IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS

BY
JUNIUS P. SHERWOOD, JR.

SCHOOL OF EDUCATION

ATLANTA UNIVERSITY
ATLANTA, GEORGIA
AUGUST, 1968
DEDICATION

TO

My Mother and Father

Mr. and Mrs. J. P. Sherwood, Sr.
ACKNOWLEDGMENTS

I wish to express my appreciation to Dr. W. H. Denton, my Adviser. I am most indebted to Dr. Denton for his valuable suggestions, clarification of numerous points, as well as his responsible leadership in the inception and terminus ad quem of the research.

I acknowledge, also, Mrs. Louise Boswell and Mr. Bruce Rosen for their constructive comments and helpful recommendations in the preparation of this manuscript.
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Rationale

All people, in every time and place, engage in a process of socializing the young. Whether it is with conscious intent or not, children are encouraged to channel their impulses and organize their behaviors in acceptable ways. The process through which children learn the customs of a group, develop the skills and techniques useful in group life, and build within themselves the values and ideals relevant by the group, is called socialization. It is through the process of socialization that children learn the requisite skills for social living, i.e., it is through this process that they develop into social beings.

Schools today face no task more important or exacting than that of helping youngsters acquire social skills which will enable them to function as responsible and effective members of society. This is particularly true of inner city schools which deal primarily with disadvantaged youngsters.

The very nature of the environment from which such children come imposes limits which are, or will be, inhibiting to them in the larger community in which they must eventually function. Too often, in inner city areas, social living emphasis focuses only on survival, leaving little opportunity for the disadvantaged to acquire the experiences,
knowledge of everyday ideas and values, or social living skills needed to become responsible citizens.

In view of improving and maximizing services to our learners, it felt that something more than academic instruction must be provided, that our learners must be helped in developing social living skills. Further, in order to do this, it is felt that teachers must establish better communication with the children and gain a better understanding of their problems and the world in which they function. It is, therefore, necessary to provide experiences which will foster more understanding on the part of the teacher, and which will elevate the children's social living skills by: Improving their self-images and ethical values, helping them become more skillful in making value judgments, and becoming more responsible for their own actions.

The main objective of any school system is to create a stimulating situation where maximum development can take place. Furthermore, there are numerous problems that confront classroom teachers, with which the average teacher is not equipped to cope. One important problem is improving the self-concept of the "disadvantaged child."

Considerable research is now being done in the area of the "disadvantaged child" and the way he views himself or rather his self-concept. For the most part teachers have not concerned themselves with the reasons for the lack of enthusiasm on the part of pupils to get an education, they conclude that the pupil is not performing satisfactorily because he is experiencing some mental or physical incapability.

The climate of family relations contributes to a child's self-concept. A negative self-concept can be the result of parental rejection, over severe demands, or favoritism for a brother or sister, the
result of a low level of aspiration on the part of the parents for the child, and/or poor self-concept on the part of the parents.

Children often develop negative self-concepts which further develop into self-defeating modes of adjustment, and emotional blocks which prevent them from learning efficiently.

Some children become aggressive, overdependent, and unwilling or unable to face any limitation, to say nothing of correcting it. The way a child sees himself in relation to his goals and aspirations develops much the same as does his self-concept.

There are many factors that affect self-concept, and the image one has of himself, in turn, determines to what extent he will give of himself to accomplish a particular goal.¹

Evolution of the Problem

During the years 1960-1968 the writer was employed as a teacher in an Atlanta public elementary school. This school is located in the so-called "inner city area." The school population was composed primarily of disadvantaged youth.

In the course of teaching and working with these pupils, the writer observed the lack of social living skills and further that self-concept held seemed to have some relation to this lack of social living skills.

Hence, the writer's interest was aroused, and the writer was stimulated further toward the exploration of this problem through this thesis.

Statement of the Problem

The problem of this study was to determine the effectiveness of a tutorial program (which teaches social living skills) in modifying self-concept.

Purposes of the Study

The specific purposes of this study were:

1. To determine the self-concepts held by a selected pupils in grades 5, 6, 7.

2. To provide experiences which will improve the social living skills of these pupils.

3. To determine the change, if any, in pupil self-concept following a tutorial program in social living skills.

4. To derive from the findings warranted conclusions, implications, and recommendations which may lead to a better pupil adjustment program.

Contribution to Educational Research

The writer believes that this study will be of value to elementary school teachers. It will also be helpful to administrators, curriculum planners, and counselors in understanding some of the causal factors which inhibit the social adjustment of pupils in the elementary school.

The writer also feels that this study may be used as an invaluable reference in planning programs and experiences suited to meet the individual needs of pupils. Furthermore, it is hoped that the writer will be able to present a reliable basis for determining forces which tend to contribute to the self-concept and social adjustment of pupils.
Definition of Terms

The problem, as stated, dictates two relevant terms which need conceptual clarification: Self-concept and social living skills.

Self-concept—An individual's self-concept is his view of himself. It is derived from taking the role of significant others in social interaction. Self-concept is equivalent to self if the latter is defined as the individual in a socially determined frame of reference.¹

Social living skills—The development of skills by which the individual learns to adjust to the group by acquiring social behavior of which the group approves. The process is essentially one of learning and is sometimes equated with individual socialization.²

Type of Research Design

The research design used in this study was a Single Group Experimental Design.

The essential characteristic of this mode of research is that a group is compared with itself. Theoretically, there is no better control since all possible independent variables associated with the subjects' characteristics have been controlled. The procedure dictated by such a design was: The group of subjects was measured on the dependent variable before any experimental manipulation. This is called a pretest. In this study the variable used is the self-concept. Accordingly, the self-concepts of the subjects were measured initially, then the tutorial program designed to change the self-concept was accomplished. After the interposition of the tutorial program, the

²Ibid., p. 51.
self-concepts of the subjects were again measured. This is called the post-test. Post-test scores minus the pretest scores were examined for any change on the part of the subjects.

Limitation of the Study and Research Design

There were three major limitations of this study. They all derived from the nature of the research design.

First is the possible effect of the measurement procedure: Measuring subjects changes them. Could it be that the post-test measures are influenced not by the manipulation of the tutorial program but by increased sensitization due to the pretest? In some research situations, this factor may make no difference; in others, it may make a considerable difference. The measures of such variables are reactive measures, because they cause the subject to react. Furthermore, these measures involve memory and therefore are quite reactive. For example, if you take a test now, you are more likely to remember later things that were included in the test. In short, observed changes may be due to reactive measures.

Two other important sources of extraneous variance are history and maturation. Between the pretest and post-test, many things could occur other than the tutorial program. In other words, extraneous independent variables could operate in the interval. The longer the period of time, the greater the change of extraneous variables affecting the subjects and thus the post-test measures. This is what is called history. These variables or events are specific to the particular experimental situation. Maturation, on the other hand, covers events that are not specific to any particular situation. They are,
rather, general. They are connected with change or growth in the organism studied. The mental age of a child increases with time. This increase could easily affect self-concept. Children learn during any given time interval, and the learning might affect the dependent variable measure. In fact, this is one of the exasperating features of educational research. Children refuse to stand still while studies are progressing. Again, the longer the time interval, the greater the possibility that such extraneous variables, such unwanted possible sources of systematic variance, will influence the dependent variable measures.

Types of Subjects and Materials

The About Myself Inventory was used in this study to measure self-concept. The About Myself Inventory was developed in the Higher Horizons Program in New York City for Underprivileged Children by J. Wayne Wrightstone and others (1964). The About Myself Inventory is an adaptation of a checklist of 25 abilities developed at Columbia University for studying high and low achievers. Preliminary drafts of the inventory were administered to pupils in two Higher Horizons schools for the purpose of determining the reliability of the instrument.

Measures of the reliability were obtained by the split-half method, and the Spearman-Brown prophecy formula was used to estimate the self-correlation of the whole test. Results were obtained from a sample of about 200 pupils in two schools. Reliability coefficients for the About Myself Inventory are given in Table 1.
TABLE 1

RELIABILITY OF COEFFICIENTS BY SPLIT-HALF TECHNIQUES
OF THE ABOUT MYSELF INVENTORY

<table>
<thead>
<tr>
<th>Group</th>
<th>Number</th>
<th>Reliability Coefficients</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Self-Concept</td>
<td>Ideal Concept</td>
</tr>
<tr>
<td>A</td>
<td>122</td>
<td>0.81</td>
<td>0.80</td>
</tr>
<tr>
<td>B</td>
<td>75</td>
<td>0.95</td>
<td>0.80</td>
</tr>
<tr>
<td>A and B</td>
<td>197</td>
<td>0.90</td>
<td>0.80</td>
</tr>
</tbody>
</table>

Such high reliability coefficients make the inventory quite attractive for the present study.

The pupils that participated in the "Tutorial Program" were selected by their homeroom teachers. Teachers selected students who met one or more of these criteria:

1. Tended to meet problems in unsatisfactory ways—fighting, screaming, arguing unreasonably, etc.

2. Seemed to be frustrated in problem situations.

3. Needed additional social living skills.

4. Had been in juvenile court for some reason.

5. Were withdrawn or overly aggressive.

The "Tutorial Program" consisted of sixty-five pupils, twenty-three fifth graders, twenty-one sixth graders, and twenty-one seventh graders, ten teachers, a curriculum assistant, and a social worker. The program objectives were to:

1. Broaden the child's perception of life.

2. Enrich the ethical values of pupils.

3. Help the child build competence in making value judgments.
4. Foster an approach to life in which the pupil becomes more self-directing.

5. Develop self-respect, responsibility, and regard for the rights of others.

6. Increase skills of discussion and self-expression.

Meeting one hour and a half, three days each week, for fifteen weeks, the tutorial program consisted of seven areas of concern. These seven areas were attacked first by the pupils in the after-school sessions. Teachers were free to structure sessions in any way that they felt would provide help to the pupils. However, it was agreed that every teacher would assume the following general approach whatever the immediate question might be:

1. Get the child to communicate his concerns and feelings through any means possible.

2. Foster as an on-going process the understanding and evaluation of other people and self by examining ideas, reactions, character, motives, etc., in varying situations.

3. Everyone has problems.

4. There are alternatives possible to the individual in every problem situation. One should consider the alternatives and make the best possible selection of a solution.

5. There is someone interested in you and your problem. The principal, curriculum assistant, social worker, or teacher will help you.

6. Some ways of solving problems are more acceptable than others.

7. Some problems cannot be solved immediately nor by a child--one should try not to become utterly frustrated by these.

More specifically, open-ended problem situations, stories, poems, films, and filmstrips, biographies, and autobiographies were used as
vehicles for attempting the understanding of others and self.

Music and art were used to show how some others express emotion. An Atlanta Falcons player and a businessman talked with small groups about their problems growing up, how they achieved their goals, and what is still required of them in life. They were questioned closely. Field trips included local movies and dinner downtown. A sewing group was formed and children were taught to put on buttons, hem, and mend clothes. Some children asked for help with fitting "hand-me-downs."

Locales and Period of the Study

This study was conducted at one of the Atlanta Public Schools in Atlanta, Georgia during the second semester of 1968. This school is located in a community which has a high rate of transiency.

Review of Related Literature

In reviewing the literature pertinent to this study the writer found many studies which support the idea that self-concept is an important factor in establishing good social living skills.

A very important study was that of Stanley Coopersmith in which attention was focused upon the antecedent conditions that contribute to the development of positive and negative attitudes toward oneself.

Coopersmith maintains that attitudes toward the self are either conscious or unconscious. The individual need not be aware of his attitudes toward himself, but they will nonetheless be expressed in his voice, gestures, posture, and general performance.

Coopersmith's primary concern was to determine the experiences and conditions that are associated with the development of positive
self attitudes. The study proceeded from general background conditions that affect self-image to the exploration of parent-child relationships. It was concluded that children with high self-esteem appear to learn quite early that they must respond to the challenges and troublesome conditions they encounter.\(^1\)

Quimby states that the achiever has a more adequate self-concept than the underachiever. Several inventories have been developed to compare the self-acceptance of matched groups of bright achiever and bright underachiever students. Results of these inventories have proved that the self-acceptance of the achiever was greater than the self-acceptance of the underachiever. This is why many students with high aptitude do not attain scholastic records which are commensurate with their abilities.\(^2\)

Bledsoe maintains that the significant differences in mean self-concepts of boys and girls at fourth and sixth grade levels would seem to indicate that at these levels girls have greater self-esteem than boys. These differences may be due to the greater maturation of girls. Bledsoe claims that the elementary school in the United States tends to be a woman's world, and often the values which are stressed are neatness, conformity, docility and similar traits more generally associated with the feminine role. Boys may be less successful in measuring

---


up to these values and, therefore, show less self-confidence.¹

William W. Wattenberg and Clare Clifford, in 1962, made an exploratory study of the relationship of self-concept to school achievement with 185 children in kindergarten from two Detroit schools, one serving lower-class and one middle-class neighborhoods. Two years later a follow-up test was given to 128 of the original subjects. Intelligence, self-concept, ego-strength and reading ability were measured. Data gathered "to determine whether the association reported by other investigations linking low self-concepts to reading difficulties or by unfortunate experiences in reading undermining self-concepts." The findings in this study proved the self-concept stands in a causal relationship to reading achievement.²

Randolph states that an understanding of the student's concept of self results in learning gains when utilized in the modification of curriculum content and the application of teaching methods and techniques when dealing with many particular resistive learning problems in unusual students.

A student who perceives his ability as being inferior in one area might be expected to have inhibitions in attempting to learn the material dealing with that area.³


Many educators have expressed various opinions that pertain to "self-concept" and academic success. All of them seem to agree that the "self-concept" is very important in determining the goals pupils set for themselves in the area of academic achievement.

W. C. Blatz states in his theory that security differs from that of the Freudians. The Freudian theory of personality is based on a state of "unconsciousness" while Blatz's theory is based on a state of "consciousness." Blatz believes that when a person is willing to accept the consequences of his actions, decisions and equivocations, he is said to be secure. The conscious state accompanying this pattern is serenity, however, when one tries to avoid the consequences of these actions, it indicates insecurity.

The author describes the security development of an infant through maturity. Blatz further states that for one to become independently secure one must learn, acquire knowledge, and accept consequences.¹

Soper and Rogers concluded that a person's self-concept determines his behavior. These authors claim that a person with an adequate self-concept will meet life expecting to be successful, on the other hand, a person with an inadequate self-concept will feel unable and will feel that he cannot succeed.²

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Bijon and Baer presented an approach to the understanding of human psychological development from the natural science point of view. "Psychological development," means progressive changes in the way an organism's behavior interacts with the environment. An interaction between behavior and environment means simply that a given response may be expected to occur or not, depending on the stimulation the environment provides.

The environment is conceived as events acting on the child, some specific stimuli and some setting events. The child and his environment interact continuously from fertilization until death. The psychological development of a child, therefore, is made up of progressive changes in the different ways of interacting with the environment. Progressive development is dependent upon opportunities and circumstances in the present and in the past. The circumstances are physical, chemical, organismic, and social.

Much of the young child's learning may be characterized by the operation of two principles, the temporal gradient of reinforcements. Bijon and Baer state that often enough the child will learn because parents and teachers are reasonably consistent and persistent in recognizing the particular behavior they wish to reinforce.¹

The philosopher, C. S. Pierce asserted that very young children display "powers of thought" before they display any self-consciousness. A very young child is interested in his own body because to him it is

the most important thing in the universe. "Only what it touches has any actual and present feelings; only what it faces has any actual color; only what is on its tongue has any actual taste."

Beyond this rudimentary concept of his own body-as-cause are two criteria by which the child can become aware of his own independent status, his personal self. The criteria are ignorance and error. The author maintains that ignorance and error are all that distinguish our private selves from the absolute ego of pure apperception.1

Drews asserts that the pressures of living call for each human being to reach a kind of maturity and a depth of understanding not commonly achieved today. This positive growth is referred to as self-actualization.

Drews further states that each young person has to find his own identity—his own mind and his own will—in a synergic relationship with his society. "What is a good life?" and "How can I find my way?" cannot remain academic questions or the quest of the privileged few.

A program for self-actualization must foster motivation to think creatively and critically about self and the world and it must provide aids and materials for the teacher-program guides and directives.2

Lecky maintains that preserving one's perception of one's self intact is the prime motive in all behavior.3

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Jersild states in *Search for Self*, when a person resists learning that may be beneficial he is in effect trying to protect or to shield an unhealthy condition. More broadly speaking, he is not actually protecting something unhealthy as such, but rather trying to safeguard a picture of one's self-concept. The illusion concerning this concept is really what causes the disturbance.¹

Ann Marie Walsh in her summary expressed the fact that the child sees himself, not able to achieve or to act constructively for his own enjoyment or benefit, but as having to be on the defensive in order to maintain his integrity, may simulate indifference or bravado; the child may dig in his heels stubbornly, or withdraw into day dreams or unreachable passivity.²

Most classrooms contain pupils who have the ability to do academic work but refuse to tackle most of the assigned tasks. Lanning and Robbins state that these pupils have developed a poor self-concept, an attitude that they are "dumb" and cannot learn, in order to allay their anxiety about their performance and to protect their self-constructiveness of behavior, an impairment of intellectual efficiency, and a distortion of their level of aspiration.

A child's self-image determines the kinds of goals he sees as suitable for himself. One of the important factors in determining the


levels of achievement which a child proposes for himself is his experience in situations that are similar.¹

Disabled children today are meeting the challenges of academic work and social interchange in a regular classroom several hours a day, however, the other hours are spent in insular situations with other disabled children.

Several factors have to be considered before a disabled child can really feel a part of a regular classroom. First of all, there has to be acceptance by the teacher and pupils. In this article, Jerry Adams, a disabled child, was accepted by the teacher and class. Emphasis is on "the child."

This particular pupil had a very good self-concept, although his age would place him in second grade, his achievement level had put him in a third-grade classroom.²

Frank Lanning and Russell Robbins assert that underachievement can be the result of poor self-concept originating in poor family relations. Teachers should encourage self-directed expression and learning activities. Sometimes gifted underachievers feel that parents, the school and society are imposing on them activities that reflect only adult values. There should be opportunities for these children to determine their own needs for learning experiences.

¹Dr. Frank Lanning and Dr. Russell Robbins, "The Child Who Won't Try," The Instructor, 1968, p. 181.

A broad spectrum of improvements in school curriculum, in parent and peer relationships, and in the attitude of the child can help the problem of underachievement disappear from our schools.¹

Learning is internalized more rapidly as it is perceived by the learner, as being related to positional aspects of "his self." As a corollary, learning tasks related to the negative aspects of the "self" are "pushed away" and aided, and rarely internalized.²

In conclusion, academic achievement seems to be the result of a number of factors. Some of these factors are emotional stability, good health, good family relationship, peer approval and a harmonious teacher-pupil relationship. Most educators feel that one of the most important factors is the pupil's self-image.

¹Dr. Frank Lanning and Dr. Russell Robbins, "The Gifted Underachiever," The Instructor, May, 1968, p. 133.

Source and Organization of Data

The data gathered from the About Myself Inventory administered to 65 fifth, sixth, and seventh grade pupils were statistically treated and are presented in this chapter. The tables of the compiled data are presented for clarity and comprehensiveness of interpretation.

The instrument for securing the data was an About Myself Inventory. This inventory was checked twice by the fifth, sixth, and seventh grade pupils. The first time was considered as the pretest and the second time was called the post-test.

The following statistical measures were used in accordance with the purposes of the study:

1. The mean was the measure used in order to determine the group average for each test.

2. Analysis of variance was calculated to determine which factors influenced the F-values.

3. Fisher's T-Test was the measure used to determine if there were any significant differences between the means.

4. The standard deviation was computed to determine the total spread of scores.

The data derived from the administration of the inventory are presented in three tables:

1. Table 2 presents a summary of the covariance analysis of
self-concepts by pupils in different grades.

2. Table 3 presents the group means and standard deviation of each grade. This table also shows the gain between pretest and post-test.

3. Table 4 presents a summary of the means and the T-Test ratios for pretest and post-test.

Results of F-Values for Analysis of Variance of the About Myself Inventory

The data obtained from analysis of variance indicated two sources of variation. One source was considered the main effect, such as grade and sex taken separately. The other source of variation was considered to be an interaction effect, such as grade and sex combined. As far as grade was concerned, the F-value obtained for self-concept, 0.71 with 2 degrees of freedom, was considered to be not significant at the .05 level of confidence. As for the second main effect, sex, the obtained F-value was 1.02 and was considered not to be significant. The pretest F-value was 47.28 and was significant at the .05 level of confidence.

The interaction effect indicated an F-value of 0.04 for grade by sex. The F-value of grade by group was 4.79, and group by sex 0.00. None of these values was significant at the .05 level.

In other words, the pretest is considered as the best prediction of what a pupil will achieve on his post-test.

Interpretation of the Adjusted Means of the About Myself Inventory

As indicated in Tables 2 and 3, interaction grade by group yielded an F-value which was significant at the .05 level. When this interaction was analyzed, it was found that there is no significant difference in self-concept between sixth and seventh grade pupils.
There is no significant difference in the self-concept when fifth, sixth, and seventh grade pupils are grouped together. However, there is a significant difference in the self-concept when each grade is considered separately. This difference is significant at the .05 level and favors the post-test for each grade level included. There is no significant difference between boys and girls in their self-concepts, although the mean for girls is higher than the mean for boys.

Table 2

COVARIANCE ANALYSIS OF SELF-CONCEPT IN PUPILS IN DIFFERENT GRADES

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Degrees of Freedom</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F-Ratio</th>
<th>P</th>
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<td>Grade</td>
<td>2</td>
<td>141.38</td>
<td>70.69</td>
<td>0.71</td>
<td></td>
</tr>
<tr>
<td>Sex</td>
<td>1</td>
<td>101.21</td>
<td>101.21</td>
<td>1.02</td>
<td></td>
</tr>
<tr>
<td>Pretest</td>
<td>1</td>
<td>467.21</td>
<td>4672.12</td>
<td>47.28</td>
<td>.01</td>
</tr>
<tr>
<td>Grade by Sex</td>
<td>2</td>
<td>6.90</td>
<td>3.45</td>
<td>0.04</td>
<td></td>
</tr>
<tr>
<td>Grade by Group</td>
<td>2</td>
<td>353.46</td>
<td>176.73</td>
<td>4.79</td>
<td>.05</td>
</tr>
<tr>
<td>Group by Sex</td>
<td>1</td>
<td>0.07</td>
<td>0.06</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Error Within Groups</td>
<td>104</td>
<td>10,278.14</td>
<td>98.83</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>113</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3

GROUP MEANS AND STANDARD DEVIATION OF EACH GRADE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Standard Deviation</th>
<th>Mean</th>
<th>Gain Between Pretest and Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pretest</td>
<td>Post-Test</td>
<td>Pretest</td>
</tr>
<tr>
<td>5</td>
<td>10.18</td>
<td>12.27</td>
<td>65.96</td>
</tr>
<tr>
<td>6</td>
<td>10.93</td>
<td>8.57</td>
<td>63.86</td>
</tr>
<tr>
<td>7</td>
<td>6.47</td>
<td>9.93</td>
<td>66.15</td>
</tr>
</tbody>
</table>

*Significant at .05 level.
Results of the T-Tests on Self-Concept (Pretest) And Self-Concept (Post-Test)

Results of the T-Test analysis on self-concept (pretest) and ideal concept (post-test) are summarized in Table 4. After the data from the pretests and post-tests were collected, the mean scores were examined to determine if the post-test scores were sufficiently higher than the pretest scores to indicate that the fifth, sixth, and seventh grade pupils showed a significant difference between pretest self-concept and post-test self-concept. As shown in Table 4, the analyses did show that all groups made gains that were statistically significant. Thus, in this wise the tutorial program was effective.

Table 4
SUMMARY OF THE MEANS AND T-TEST RATIOS FOR PRETEST AND POST-TEST

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Participants</th>
<th>Mean Pretest</th>
<th>Mean Post-Test</th>
<th>T-Test Ratios</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>23</td>
<td>65.96</td>
<td>75.22</td>
<td>3.00</td>
</tr>
<tr>
<td>6</td>
<td>21</td>
<td>63.86</td>
<td>81.84</td>
<td>5.63</td>
</tr>
<tr>
<td>7</td>
<td>21</td>
<td>66.15</td>
<td>79.23</td>
<td>4.93</td>
</tr>
</tbody>
</table>
CHAPTER III

SUMMARY AND CONCLUSION

Recapitulation of the Theoretical Basis of the Problem

It is through the process of socialization that children learn skills for social living and develop into social beings. Some children are aggressive, over dependent, and unwilling or unable to face limitations. The way a child sees himself in relation to his goals and aspirations develops much the same as his self-concept.

Schools today face the important tasks of helping youngsters to acquire social skills as well as academic skills which will enable them to function as responsible and effective members of society.

There are many factors that influence and affect self-concept, and the image one has of himself determines to a large degree the direction he will travel when placed in the overall community and also determines to what extent he will give of himself to accomplish a particular goal.

The specific purposes were:

1. To determine the self-concept held by a selected group of pupils in grades 5, 6, and 7.

2. To provide experiences which will improve the social living skills of these pupils.

3. To determine the change, if any, in the pupils' self-concept following the tutorial program in social living skills.
To derive from the findings warranted conclusions, implications, and recommendations which may lead to a better pupil adjustment program.

Locale and Research Design

This study was conducted at one of the Atlanta Public Schools in Atlanta, Georgia during the second semester of 1968.

The research design used in this study was a single group experimental design in which one group is compared with itself.

Summary of Related Literature

While surveying the literature related to this problem, the writer found several studies that are directly related. Some authorities believe, however, that studies related to self-concept have increased since 1965.

Many educators have expressed various opinions that pertain to "self-concept" and academic success. All of them seem to agree that the "self-concept" is very important in determining the goals pupils set for themselves in the area of academic achievement.

A very important study was that of Stanley Coopersmith in which attention was focused upon the antecedent conditions that contribute to the development of positive and negative attitudes toward oneself.¹

Bledsoe maintains that the significant differences in mean self-concepts of boys and girls at fourth and sixth grade levels would seem to indicate that at these levels girls have greater self-esteem than boys. These differences may be due to the greater maturation of girls.²

¹Coopersmith, loc. cit. ²Bledsoe, loc. cit.
Soper and Rogers concluded that a person's self-concept determines his behavior. These authors claim that a person with an adequate self-concept will meet life expecting to be successful.

The philosopher, C. S. Pierce, asserted that very young children display "powers of thought" before they display any self-consciousness. The child can become aware of his own independent status, his personal self by two criteria. These criteria are ignorance and error. The author maintains that ignorance and error are all that distinguish our private selves from the absolute ego of pure apperception.

Drews asserts that the pressures of living call for each human being to reach a kind of maturity and a depth of understanding not commonly achieved today. This positive growth is referred to as self-actualization. Lecky maintains that preserving one's perception of ones self intact is the prime motive of all behavior.

Two other authorities, Lanning and Robbins, state that a child's self-image determines the kinds of goals he sees as suitable for himself.

Many investigations have been made comparing the achiever and the underachiever. Quimby states that the achiever has a more adequate self-concept than the underachiever.

Randolph states that an understanding of the students' concept of self results in learning gains when utilized in the modification of curriculum content and the application of teaching methods and

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1 Soper and Rogers, loc. cit.  2 Pierce, loc. cit.
3 Drews, loc. cit.  4 Lecky, loc. cit.
5 Lanning and Robbins, loc. cit.  6 Quimby, loc. cit.
techniques when dealing with many particular learning problems in unusual students.  

William W. Wattenberg and Clare Clifford, in 1962, made an exploratory study of the relationship of self-concept to school achievement with 185 children in kindergarten from two Detroit schools, one serving lower-class and one middle-class neighborhoods. Two years later a follow-up test was given to 128 of the original subjects. Intelligence, self-concept, ego-strength and reading ability were measured. Data gathered was to determine whether the association reported by other investigations linking low self-concepts to reading difficulties or by unfortunate experiences in reading undermining self-concepts. The findings in this study proved the self-concept stands in a causal relationship to reading achievement.  

Jersild states in Search for Self, when a person resists learning that may be beneficial he is in effect trying to protect or to shield an unhealthy condition.  

Lanning and Robbins further state that underachievement can be the result of poor self-concept originating in poor family relations. Teachers should encourage self-directed expression and learning activities.  

An approach to the understanding of human psychological development from the natural science point of view was presented by Bijon and Baer. "Psychological development" means progressive changes in the  

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1Randolph, loc. cit.  
2Wattenberg and Clifford, loc. cit.  
3Jersild, loc. cit.  
4Lanning and Robbins, loc. cit.
way an organism's behavior interacts with the environment. The psychological development of a child, therefore, is made up of progressive changes in the different ways of interacting with the environment.¹

In conclusion, academic achievement seems to be the result of a number of factors. Some of these factors are emotional stability, good health, good family relationship, peer approval and a harmonious teacher-pupil relationship. Most educators feel that one of the most important factors is the pupil's own self-image.

Summary of the Findings

The data gathered from the two tests administered to 65 fifth, sixth, and seventh grade pupils were statistically treated and presented in Chapter II. A summary from the three tables in that chapter is presented as follows:

1. The results of analysis of variance indicated that grade and sex together were not significant factors as far as "self-concept" is concerned. Analysis of variance showed that grade is a significant factor in determining "self-concept." The F-value for the pretest is 14.7.28.

2. The results of the combined variations of grade and sex were insignificant.
   a. The combined F-value for self-concept was 0.04.
   b. The combined F-value for grade by group was 4.79.

3. There were no significant differences in the post-test between sixth and seventh grade pupils.

4. There were no significant differences in the post-test between fifth, sixth, and seventh grade pupils.

5. There was a significant difference in the post-test

¹Bijon and Baer, loc. cit.
between fifth and sixth grade pupils in favor of the sixth graders.

6. Results of the T-test analyses on self-concept (Pretest) and self-concept (Post-test) showed significant differences.
   a. A mean of 65.96 for pretest and a mean of 75.22 for post-test were obtained for the fifth grade with a t of 3.00.
   b. A mean of 63.86 for pretest and a mean of 81.14 for post-test were obtained for the sixth grade with a t of 5.63.

7. The gain between pretest and post-test
   a. Grade 5—9.26
   b. Grade 6—17.28
   c. Grade 7—13.08
   d. A mean of 66.15 for pretest and a mean of 79.23 for post-test obtained for the seventh grade with a t score of 4.93.

8. The standard deviations were:
   a. Pretest—seventh grade 10.18, sixth grade 10.93, and fifth grade 6.47.
   b. Post-test—seventh grade 12.27, sixth grade 8.57, and fifth grade 9.93.

Conclusions

The results of this study warrant the following conclusions:

1. Before classifying by grade and by sex, in general, the tutorial program rendered no significant effect on self-concept.

2. When classifying by sex, the tutorial program rendered no significant effect on self-concept.

3. The tutorial program rendered a significant effect on self-concept when classified by grade; such that on each grade level pupils were experiencing a higher degree of self-concept at the end of the tutorial program.

Implications

1. Prior to reaching the fifth grade, the students seemed to be fairly similar in self-concept regardless of the type of intervention program. Furthermore, after a tutorial program has been introduced, it rendered no effect, generally, on self-concept.
2. Although boys and girls in the fifth, sixth, and seventh grades have specialized self-concepts, the intensity of their self-concepts does not differ.

3. Apparently, there are some factors in the lives of the boys and girls which intervene between fifth and sixth grade and which interact with the tutorial program to cause an increase in self-concept.

Recommendations

1. Unless administrators and curriculum specialists consider other factors which may operate in conjunction with a tutorial program designed to improve self-concept, they should not introduce tutorial programs of this nature in the school.

2. Tutorial programs should not be geared toward differential enhancement of self-concept of boys as opposed to girls in the fifth, sixth, and seventh grades.

3. Additional research should be conducted in order to discover the factors which intervene between the fifth and sixth grade. The discovery of these factors should strengthen the tutorial program.
APPENDIX

On the following page is a reproduction of the instrument which served as the "pretest" and "post-test" referred to in the study.

The instrument, in its entirety, was administered first as the pretest at the beginning of the tutorial program. The identical instrument was administered at the close of the tutorial program.
Please print name clearly

<table>
<thead>
<tr>
<th>Name:</th>
<th>(Last)</th>
<th>(First)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date __________________

Boy          Girl (Circle 1)

DIRECTIONS: You are to rate yourself on the abilities listed below by encircling the number (1 through 5) which best describes what you think your Present Ability is.

MY PRESENT ABILITY IS

EXAMPLE:

<table>
<thead>
<tr>
<th>Ability</th>
<th>Very Great</th>
<th>Great</th>
<th>Average</th>
<th>Not Too Great</th>
<th>Somewhat Small</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. To play ball</td>
<td></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>(2) 1</td>
</tr>
</tbody>
</table>

This pupil felt that his present ability "to play ball" was not too great, so he circled (2) Not Too Great.

MY ABILITY PRESENT IS

<table>
<thead>
<tr>
<th>Ability</th>
<th>Very Great</th>
<th>Great</th>
<th>Average</th>
<th>Not Too Great</th>
<th>Somewhat Small</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. To be a leader.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>B. To work on my own.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>C. To speak before the class.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>D. To express ideas in writing.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>E. To think clearly.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>F. To work at unpleasant but necessary tasks</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>G. My artistic ability.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>H. My athletic ability.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I. My musical ability.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>J. My acting ability.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>K. My mechanical ability.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>L. My ability to get along with others</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>M. My self-confidence.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>N. My appearance.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>O. My eagerness to learn.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>P. My physical health.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Q. My imagination.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>R. My ability to make and carry out Decisions</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
Please print name clearly

Name ____________________________ Date ___________
(Last) (First) Boy Girl
(Circle 1)
Name of School ________________________ Grade _____

DIRECTIONS: You are to rate yourself on the abilities listed below by encircling the number (1 through 5) which best describes what you wish your ability were.

I WISH MY ABILITY WERE

<table>
<thead>
<tr>
<th>Very Great</th>
<th>Great</th>
<th>Average</th>
<th>Not Too Great</th>
<th>Somewhat Small</th>
</tr>
</thead>
</table>

**EXAMPLE:**

A. To play ball.

This pupil wished his ability "to play ball" was great, so he circled (U) Great.

---

I WISH MY ABILITY WERE

<table>
<thead>
<tr>
<th>Very Great</th>
<th>Great</th>
<th>Average</th>
<th>Not Too Great</th>
<th>Somewhat Small</th>
</tr>
</thead>
</table>

A. To be a leader.
B. To work on my own.
C. To speak before the class.
D. To express ideas in writing.
E. To think clearly.
F. To work at an unpleasant but necessary task.
G. My artistic ability.
H. My athletic ability.
I. My musical ability.
J. My acting ability.
K. My mechanical ability.
L. My ability to get along with others.
M. My self-confidence.
N. My appearance.
O. My eagerness to learn.
P. My physical health.
Q. My imagination.
R. My ability to make and carry out decisions
BIBLIOGRAPHY

Books


Articles and Periodicals


Unpublished Material

VITA

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