

THE DEVELOPMENT OF SELECTED ASPECTS OF THE SELF CONCEPT
IN CHILDREN, FROM THE THIRD GRADE THROUGH HIGH SCHOOL

by

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B. S., Kansas State Universtiy, 1964

A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Family and Child Development

KANSAS STATE UNIVERSITY

Manhattan, Kansas

1966

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ACKNOWLEDGMENTS

The writer wishes to express his sincere appreciation to Dr. Carroll E. Kennedy, Associate Professor of Family and Child Development and advisor for this thesis, whose invaluable guidance, encouragement, and resourcefulness made this study possible.

The writer also wishes to express his gratitude to Dr. Marjorie Stith and Dr. E. Robert Sinnott for their helpful suggestions and for serving on the writer's committee.

Acknowledgments could not, of course, be complete without expressing appreciation to the students who participated in the study and the teachers and school administration who cooperated so well and, in so doing, made this study possible.

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CHAPTER I

INTRODUCTION

A number of personality theorists have asserted that the way in which a child perceives himself, in relation to other significant people and the world in which he lives, is important in determining the effectiveness with which the individual approaches and deals with his life situations (Rogers, 1951; Perkins, 1957; Combs, 1962; Kelley, 1962; Kinch, 1963). They suggested that behavior is "... a product of the perceptual field of the behavior at the moment of action" (Combs, 1962, Pg. 50).

This frame of reference requires that, in order to understand an individual's action, we first understand the nature of that individual's perceptual field. It is necessary that we know the meaning that exists for an individual in a given situation if we are to understand the effect of that experience on the individual's self concept. Furthermore, knowing this effect may enable us to initiate conditions which will facilitate healthy growth of the self and, thereby, initiate changes in an individual's behavior.

Two things might be asserted about the development of the self concept. First, the self concept is built, almost entirely, in relationship to others (McGuire, 1953; Sullivan, 1956; Kelley, 1962). "As these others define and evaluate the person, so will he come to define and evaluate himself," commented Jourard and Remy (1955, Pg. 346).

Second, the self concept, while remaining relatively constant, is constantly changing as new situations are met and responses are made.

It has been built, since life began, through unique experiences, and is relatively resistant to change, employing defense mechanisms as it strives to maintain itself. Nevertheless, the self is constantly becoming a new self, continually being changed, while, at the same time, maintaining a continuity within itself.

While there may be a number of sources of information concerning youth's perceptual framework, one significant approach has been to consult youth directly to provide the fundamental information about the life situations in which they are now living. Given such data, it may be possible to trace the development of the self concept and, perhaps, separate out factors which modify the self concept of the growing individual. This must be done if we are to provide professional people in the human relations field with effective guides for action. When factors which do modify the self concept can be identified, professional people may be in a more favorable position to initiate conditions by which more people can be helped to achieve richer, more satisfying lives.

✓ The typical student at Kansas State University comes from a rural or very small community (Sinnott and Stone, 1964, Pp. 168). In order to be better able to understand the typical Kansas State student, it is important to investigate the development of the self concept in people with this background. This study was designed primarily to describe the development of certain aspects of the self concept in children from the third grade through high school and was carried out in a small midwestern community. This environment is, therefore, representative of the background and experiences that are common to many Kansas State University students.

In order to be an effective teacher or counselor one must be sensitized to the student's background and experiences as these are the

factors which contribute a great deal to the shaping of student motivation and reactions. It is with regard to his background experiences that the student constantly selects, interprets, and acts upon his present college experiences, as his self concept constantly evolves.

As we are better able to conceptualize the world of youth, we will be better able to understand the interaction between the child and his family, other adults, and his peers. As we come to understand the youth's perception of his life experiences which, we have suggested, proceeds his action, we will be better able to provide guidelines for professional people who work, not only directly with youth, but with families and other adults which are significant in the lives of youth.

A number of different people might be included in a child's circle of acquaintances. For the present study, the child's father and mother, his peer group, and adults in general were chosen as being significant people in the child's life. These people may be most influential in determining how the child views himself. The way in which the child views himself in relation to these people and his family should indicate a great deal about the developing self concept.

While a number of approaches have been applied to the study of the self concept in children, including interviews (Kagan, 1956), pictorial interviews (Finch, 1955), and sentence completion techniques (Harris and Tseng, 1957), a semantic differential was selected as a primary instrument for this investigation, in an attempt to apply a specific measurement technique to the study of the self concept. The semantic differential may effectively be used to investigate the relationship of the youth to his circle of significant acquaintances. Furthermore, semantic differential data on Kansas State University freshmen were available for comparison.

In addition to studying the child's relationship to a number of acquaintances, the father - child relationship was selected for more intensive study as little information is available in that area. It has been suggested that a child's father is one of the most significant persons in a child's life and, therefore, extremely influential in the child's self concept development (Landis, 1952; Kagan, 1956; Hawkes and Pease, 1962). The father may influence the child in a number of ways. He is, probably, the male figure the child knows best through the elementary school experience, as there are few male elementary school teachers. The father, therefore, serves as the child's only model of masculinity. Boys learn, and girls learn about, the 'masculine role' from their father as they observe him in a variety of situations around the home and at work. They learn how a man relates to women by observing their father's relationship with their mother. For both boys and girls, their father's words of encouragement or rebuke may be the highest reward or the worst punishment.

In spite of this realization, very little research has been conducted in the area of father - child relationships. In commenting on this fact, Leyman (1961, Pg. 170) stated, "A great deal of research has been done on the mother - child relationship but much of this is of such a nature as to give the impression that the father does not exist, that he does not matter, or that his role will be studied and discussed by someone else at some other time ..." Since little is known about the father's influence in the child's life, the Self - Father Rating Scale was developed which allows the child to directly compare himself with his father on a number of significant items.

In addition to the semantic differential and the Self - Father Rating Scale, biographical information was obtained in order that sub-groups might

be identified, studied, and compared.

In summary, it was intended to obtain a description of how children's self concept and their perception of themselves in relation to others changed between the third and twelfth grade. This knowledge should be useful to parents, teachers, and counselors because it should enable them to understand more clearly the child's past behavior, his present actions and motivations, and it should enable them to anticipate his reactions to future situations.

CHAPTER II

REVIEW OF LITERATURE

Historical Summary of Approaches to Human Development

Man's relationship with man, the effect of that relationship, and the development of the individual have long been considered. The sixth and seventh centuries B.C. found Greek philosophers such as Thales and Democritus speculating on the nature of man. Typical of the concerns discussed at this time is Plato's (*The Republic*, Book 3, 407 B.C., cited by Wolff, 1960, Pg. 20) commentary on the ideal state in which he said, "Bodies which disease had penetrated through and through he (Asclepius) would not have attempted to cure by gradual processes of evacuation and infusion; he did not want to lengthen our good-for-nothing lives, or to have weak fathers begetting weaker sons; if a man was not able to live in the ordinary way, he had no business to cure him; for such a cure would have been of no use, either to himself or the State."

Several advances in the study of the growth of the individual, concerned with abnormal growth, were made by Hippocrates (460-370 B.C.) and by Asclepiades at the end of the pre-Christian era, especially in the area of mental illness. The great progress made by Hippocrates was passed on to Galen (130-201 A.D.); with his death the enlightened ideas of Hippocrates, Asclepiades, and Galen were 'buried' as superstition and demonology appeared in the Middle Ages (Shaffer and Lazarus, 1952, Pp. 2-3).

Concerned with man's interpersonal relationships, the Golden Rule has

appeared down through history, in many forms, as a theme hidden in the sayings of the great thinkers. As Erikson (1962, Pg. 414) has said, "The Golden Rule obviously concerns itself with one of the very basic paradoxes of human existence. Each man calls his own a separate body, a self-conscious individuality, and a personal awareness of the cosmos; and yet he shares this world as a reality also perceived and judged by others and as an actuality within which he must commit himself to ceaseless interaction. ... Of all the versions, however, none commits us so unconditionally as 'love thy neighbor as thyself;' it even suggests a true love of ourselves."

Following the Renaissance, there appeared some intellectual interest in psychology and during the seventeenth and eighteenth centuries some progress was made in abnormal psychology and the treatment of mental illness. During the eighteenth and nineteenth century much work was done in the area of individual differences, testing, and mental illness, with the now well known names of Bessel, Wundt, Gattell, Spencer, Galton, Binet, and Simon appearing at this time.

About this time interest was developing in another approach to the study of the development of the individual, psychoanalysis, with Freud (1865-1939), Adler (1870-1937), and Jung (1875-1965) contributing to the understanding of the individual. Although still concerned with abnormal rather than normal growth, interest was developed in the dynamics of the relationship between the individual and other members of his family; parent-child relationships were much discussed in psychoanalytic theory. As an example of the approach that was taken in psychoanalytic theory, Freud (1936, cited by Fodor and Gaynor, 1958), while commenting on the father-child relationship, said, "The details of the relationship between the ego and the superego become completely intelligible if they are carried back

to the child's attitude toward his parents. The parents' influence naturally includes not merely the personalities of the parents themselves but also the racial, national, and family traditions handed on through them as well as the demands of the immediate social milieu which they represent. In the same way, an individual's superego in the course of his development takes over contributions from later successors and substitutes of his parents, such as teachers, admired figures in public life, or high social ideals."

It is only in recent times that psychologists have begun to study the growth processes of the normal personality. Approaches to the study of personality development have been varied and only a few will be mentioned to illustrate the variety.

It is interesting to note the work man has done with animals in an attempt to understand human development. Harlow's (1961, cited by Erikson, 1962, Pp. 419-420) classic studies on the development of affection in monkeys serves as a well known example. He attempted to control the 'mother variable' and raised part of his monkeys with a real mother and part with mothers of wire, wood, and cloth. While the laboratory reared monkeys became 'smarter' than the monkeys brought up by monkey mothers, in the end they became what Harlow called 'psychotic.' This experiment gave support to the hypothesis that mother - child relationships are important in personality development. His results also emphasized the importance of peer relationships.

Murray (1938, Pp. 6-9) suggested that psychologists may be divided into two large classes holding nearly opposite conceptual views, the peripheralists and the centralists. "The peripheralists have an objectivistic inclination, that is, they are attracted to clearly observable things

and qualities - simple deliverances of the sense organs - and they usually wish to confine the data of personology to these. ... Such a man is apt, at least implicitly, to agree with Watson that 'personality is the sum total of the habitual responses.' ... In contrast to these varieties of scientists are a heterogeneous group, the centralists. The latter are especially attracted to subjective facts of emotional or purposive significance: feelings, desires, intentions. They are centralists because they are primarily concerned with the governing processes in the brain."

Special mention should be made of the approach to human development that is taken by the perceptual psychologists. This approach has been summarized by Moustakas (1965, cited by Mamacheck, 1965, Pp. 40-49) who lists the following, among others, as principles that summarize the basic approach and recognition of the self in true experience:

- 1.) The individual knows himself better than anyone else.
- 2.) Only the individual himself can develop his potentialities.
- 3.) The individual's perception of his own feelings, attitudes, and ideal is more valid than any outside diagnosis can be.
- 4.) Behavior can best be understood from the individual's own point of view.
- 5.) The individual responds in such ways as to be consistent with himself.
- 6.) The individual's perception of himself determines how he will behave.
- 7.) Objects have no meaning in themselves. Individuals give meanings and reality to them. These meanings reflect the individual's background.
- 8.) Every individual is logical in the context of his own personal experience. His point of view may seem illogical to others when he is

not understood.

9.) As long as the individual accepts himself, he will continue to grow and develop his potentialities. When he does not accept himself, much of his energies will be used to defend rather than to explore and actualize himself.

"Perceptual psychologists have stated, as a basic axiom, that all behavior is a product of the perceptual field of the behavior at the moment of action. That is to say, how any person behaves will be a direct outgrowth of the way things seem to him at the moment of his behaving," commented Combs (1962, Pg. 50), in summarizing the position of perceptual psychologists.

To this viewpoint, Kelley (1962, Pg. 9) added the aspect of interpersonal relationships. "This self," commented Kelley, "is built almost entirely, if not entirely, in relationship to others. ... We want (here) to look especially at how the individual sees himself. This is indeed the critical point, because it is what the person sees that is enabling or disabling. The crucial matter is not so much what you are, but what you think you are. And all of this is always in relationship to others."

Techniques in the Study of Human Development

Many techniques have been employed in the study of human development. In general, two main issues must be considered in the selection of methods of study. A normative approach or an individualistic approach may be used. A normative approach would concern itself with group data while an individualistic approach would be concerned with the pattern of responses by an individual. The other issue would involve the question of whether descriptive responses or explanatory motivations are to be emphasized.

To some extent, the choice of approaches would be determined by the theoretical approach taken toward understanding human development. Perhaps a combination of the approaches will be found useful.

A number of instruments have been developed in attempts to measure and describe various aspects of human development, instruments such as intelligence tests, personality inventories, and interviews.

One of the most important recently developed techniques for use in the study of human development has been the semantic differential. The Semantic Differential Technique (Osgood, et.al., 1957; Osgood and Luria, 1954; Webb and Harris, 1963; Katz, 1965) has received increased recognition as a measure of change in the self-structure. Ratings are assigned to a number of concepts relating to self, others, and to various feelings and emotions by a respondent which gives clues to his interpersonal relationships, feelings, and attitudes. A more complete description is included in the appendix.

In commenting on techniques of study and in keeping with the perceptual approach to human development, McGuire (1953, Pp. 17-25) has said that, "As informants, youth may provide fundamental information about the very real set of situations in which they have lived and are living now."

Recent Research

Children's Perceptions

Children of three to seven years of age were given a pictorial interview by Finch (1955, Pp. 99-103). She found that, "... children tended to think more frequently of both mother and father rather than of either alone as performing ten of thirteen roles presented in the interview.

These ten were connected with bedtime, bathtime, mealtime, prayer, companionship, affection, discipline, teaching, illness, and protection." In response to the question, "What is mother?", fifty percent of the answers were in terms of caring for children. Daddy was seen, by seventy-five percent of the children, as an economic provider.

In commenting on the developing concept of father, Hurlock (1964, Pg. 616) said that children first develop a concept of an 'ideal' father based on books and mass media of communication and their observation of their friends' fathers. This ideal father is "just, loving, controlled, lots of fun, clean, mild, industrious, and demanding of high standards of himself and others." As the child grows older, he finds that his father does not measure up to this ideal and the child becomes critical of the father's shortcomings.

Boys find it natural to pattern themselves after their fathers, reported Hawkes and Pease (1962, Pg. 115), "and father is pleased to note this emulation of his qualities, attitudes, and masculinity." They also comment on the shift in attitude from idolization to criticism and suggest that, by age eleven or twelve, the child is highly critical of adults.

In an attempt to determine children's perceptions and attitudes toward their parents, Kagan (1956, Pp. 257-258) interviewed 217 children between the ages of six and ten and found that, "Both boys and girls stated that fathers were less friendly and more dominant, punitive, and threatening than mothers. There was, however, a consistent tendency for the older children to be more likely than the younger children to view the parent of the same sex as more dominant and punitive." It was suggested that differential handling of boys and girls might partially account for this latter finding.

Jourard and Remy (1955, Pp. 346-366) found that children tended to view themselves in the way in which they thought their parents viewed them, with regard to physical characteristics. They also concluded that a child's self-appraisal varied directly with his perception concerning his parents' appraisal of him. Negative self-appraisal and perceived negative parental appraisal were found to correlate with a measure of insecurity.

Using a sentence completion technique, Harris and Tseng (1957, Pp. 401-411) found that high school boys show a slight increase in positive attitudes toward each parent and girls show a more pronounced increase in positive attitude toward father than toward mother during these years. While a small proportion of boys with negative attitudes toward mother and / or father decrease steadily throughout childhood and adolescence, the small proportion of girls showing negative attitudes increase steadily through childhood and adolescence.

Interpersonal Relationships

It has previously been suggested that interpersonal relationships are a very important part in the development of the self (Kelley, 1962, Pp. 9-10). The first people that a person normally comes in contact with are family members. In commenting on the importance of the family members, Landis (1952, Pp. 225) has said that, "The modern family, in spite of supposed weaknesses, especially in the urban environment, still has more to do with shaping the child's personality to fit group life in our society than any other social group."

McGuire (1953, Pp. 17-25) also commented on the importance of interpersonal relationships by suggesting that, "Children and youth seem to acquire from one another orientations to self as well as the object world

of people, things, and symbols about them. Interview and sociometric data reflect a concern about being accepted, being peripheral to, or being avoided by others in one's own age-group. Acceptance and avoidance as reinforcing experiences in social learning appear to be crucial elements in personality formation and in the direction of social behavior. Such experiences supplement the responses to approval and disapproval by older persons which guide socialization in the family setting and, to a variable extent, in the classroom."

Influence of the Father

In summarizing the father's role in the child's peer group adjustment, Hoffman (1961, Pp. 97-106) stated that, "... when the father is more powerful than the mother, disciplines his children, and has a warm companionship with them, the boys - and to a lesser extent the girls - will have self confidence and feel accepted by others, show a positive assertiveness in the peer group, have skills, like others, be well liked, and exert influence. But before we can translate this into a prescription for father's behavior we need more research."

It is interesting to note that the father may have a greater influence on the child than might be evident. Hoffman (1960, Pp. 129-143) suggested that the father tends to affect the mother's behavior toward the child which, in turn, affects the child's personality development. "Perhaps," he commented, "thinking of the entire family as a system of functionally interdependent relationships may be a fruitful guide even in research which focuses only on one dyadic relationship, e.g., mother and child."

CHAPTER III

METHOD

Subjects

The entire student body, from the third grade through senior high school, consisting of a total of 76 students, of a small, midwestern community school served as subjects (Ss). The number of students in each grade is shown in Table 1, along with the male and female composition of each grade.

Table 1
Number and Sex of Subjects, According to Grade

Grade	Boys	Girls	Total	Grade	Boys	Girls	Total
3	3	1	4	8	2	6	8
4	3	6	9	9	5	2	7
5	2	3	5	10	4	7	11
6	1	3	4	11	4	6	10
7	4	4	8	12	4	6	10

Of these 76 students, one person did not report a father living at home with the family. However, this person reported that a grandfather was present and that the information concerned with a father was given in reference to him. Since this grandfather would seem to represent a "father figure" and, therefore, represent a significant male figure, the data from

this respondent were accepted and included in the study. All other respondents indicated that a natural father was present in the household.

Forty seven of the 76 respondents (62 percent) reported a farm residence, while 29 (38 percent) reported a residence in town.

Nine (11.8 percent) of the students indicated that this was their first year in this school system. The vast majority, however, had attended this school for their entire educational career.

All students were of the Caucasian race.

The number of siblings and ordinal position of each student was recorded. Of the 76 students reporting, only one was an only child. Nineteen (25 percent) of the students were the first-born child in the family and 22 (29 percent) were the youngest child in the present family.

Instruments

A test battery was compiled, including a short questionnaire, the Self-Father Rating Scale, a semantic differential and, for the third and fourth grade students, a vocabulary test. Copies of these instruments are included in the appendix.

The questionnaire requested information concerning the age, sex, grade in school, length of attendance at this school, siblings, and the residence of the informant.

The Self-Father Rating Scale allowed the student to compare himself with his father on a number of items, including common sense, friendliness, saving money, courage, health, driving a car, appearance (good looks), orderliness and neatness, knowledge, singing, building things, reading, drawing pictures, honesty, and playing ball. The student could rate himself as better than, equal to, or poorer than his father on each of these

items. Written instructions were included with the checklist.

The Semantic Differential Technique (Osgood, et al., 1957) was used in an attempt to apply a specific measurement technique to the assessment of possible changes which may have occurred in the perception and self-structure of the students as they appear at different age levels.

Concepts and scales used in this study are shown in Table 2. These were arranged so that each concept appeared on the same line as the scale against which it was being judged, and the items were ordered in such a way that a maximum number of different concepts and scales occurred between the

Table 2.
Concepts and Scales Used in This Study

Concepts	Scales
My Father	<u>Evaluative</u>
Love	Valuable - Worthless
Adults	Clean - Dirty
My Father's Job	Tasty - Distasteful
My Mother	
Punishment	<u>Activity</u>
Gifts	Fast - Slow
Hate	Active - Passive
My Family	Hot - Cold
Myself	
People My Age	<u>Potency</u>
School	Large - Small
	Strong - Weak
	Deep - Shallow

repetitions of each concept and scale. Items were presented as follows:

My Father Valuable _____:_____:_____:_____:_____:_____:_____ Worthless
 Love Clean _____:_____:_____:_____:_____:_____:_____ Dirty, etc.

Written instructions were included with the semantic differential.

It is important that one difference between the semantic differential as used in this study and Osgood's Semantic Differential be noted. In this study the scales were not alternated in polarity direction (e.g., Valuable - Worthless followed by Clean - Dirty followed by Tasty - Distasteful) as they are in Osgood's Differential (e.g., Valuable - Worthless followed by Dirty - Clean followed by Tasty - Distasteful). The effect of this difference is not known and comparison of results from the two forms must be undertaken with caution. Further discussion of the semantic differential may be found in the appendix.

Since a number of words are used in the instruments that might not be yet incorporated into the vocabulary of third and fourth grade students, it was necessary to devise a vocabulary test that, when scored, would give an estimate of the reliability of the responses to the instruments.

In addition to this reliability check, several concepts were included in the semantic differential that would appear to be almost universally answered in a similar direction. These concepts, including hate, love, gifts, and punishment, served a dual purpose. They were scored as part of the record of the person's perception of his life situation and their location was checked to determine if the younger children scored them consistently.

Procedure

The instruments were given to the Ss in groups of twenty or less in the class-rooms of the school. For each group, instructions were presented verbally before the instruments were answered. Questions were answered as presented during the administration of the instruments. In addition, third and fourth grade students were given some instruction in the meaning of the

more difficult words presented in the instruments and this instruction was followed by a short vocabulary test before the instruments were presented. Numerous questions were presented as the third and fourth grade students filled out the instruments and these were answered by their teacher and the experimenter.

CHAPTER IV

RESULTS

Vocabulary tests from the third and fourth grade students were scored and, on the basis of the number of correct responses obtained, data from these students were included in the study.

The raw data obtained with the semantic differential are a collection of check-marks against bipolar scales. The seven positions on the scales were assigned digits of +3, +2, +1, 0, -1, -2, and -3. A person's score is the digit corresponding to the position he checks on the scale. Since there are three scales making up each dimension of the semantic space, the average of each person's score on all three scales was computed to determine each dimension's score. These dimension scores were then averaged for the group, in this case each grade, to determine a grade's average score. Resultant averages for each concept, for each grade, are summarized in Figures 1, 2, and 3.

Data were tested for significant variations between adjacent grades for each concept along each dimension using White's (1952, cited by Suedecor, 1956, Pp. 117-120) variation of the Mann-Whitney test. The test seemed to be somewhat insensitive to variations in the data due to the small sample sizes involved. Significant differences are tabulated in Table 3.

Data obtained from The Self - Father Rating Scale were also averaged for each grade. Averages were obtained for male and female members of each grade. Because of the small number of students in the lower grades,

Table 3.
Significant Variations Between Adjacent Grades
for the Semantic Differential Data

Concepts and Scales	Grades Between Which Comparisons Were Made								
	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12
My Father									
Evaluative	NS	NS	NS	NS	NS	NS	NS	NS	NS
Activity	NS	NS	NS	NS	NS	NS	NS	*	NS
Potency	NS	NS	NS	NS	*	NS	NS	NS	NS
Love									
Evaluative	NS	NS	NS	NS	NS	NS	NS	NS	NS
Activity	NS	NS	NS	NS	NS	NS	NS	NS	**
Potency	NS	NS	NS	NS	NS	NS	NS	NS	NS
Adults									
Evaluative	*	NS	NS	NS	NS	NS	NS	NS	NS
Activity	NS	NS	NS	NS	NS	NS	NS	NS	NS
Potency	NS	NS	NS	NS	NS	NS	NS	NS	NS
My Mother									
Evaluative	NS	NS	NS	NS	NS	NS	NS	NS	NS
Activity	NS	NS	NS	*	NS	NS	NS	NS	NS
Potency	*	NS	NS	NS	NS	NS	NS	NS	NS
Here									
Evaluative	NS	NS	NS	NS	NS	NS	NS	NS	NS
Activity	NS	*	NS	NS	NS	NS	NS	NS	NS
Potency	*	NS	NS	NS	NS	NS	NS	NS	NS
My Family									
Evaluative	NS	NS	NS	NS	NS	NS	NS	NS	NS
Activity	NS	NS	NS	NS	NS	NS	NS	NS	NS
Potency	NS	NS	NS	NS	NS	NS	NS	NS	NS
Myself									
Evaluative	NS	NS	NS	NS	NS	NS	*	NS	NS
Activity	NS	NS	NS	NS	NS	NS	NS	NS	NS
Potency	NS	NS	NS	NS	NS	*	NS	NS	**
People My Age									
Evaluative	NS	NS	NS	NS	NS	NS	NS	NS	NS
Activity	NS	NS	NS	NS	NS	NS	NS	NS	NS
Potency	**	NS	NS	NS	NS	NS	NS	NS	**

NS Non-significant

* $p < 0.05$ ** $p < 0.01$

averages for comparison between male and females are not included for grades three to six, inclusive. Resultant averages are summarized in Figures 4 to 17.

For discussion purposes, students were divided into four groups, composed of the middle school age children of the third, fourth, and fifth grades, pre-adolescents of the sixth, seventh, and eighth grades, early adolescents of the ninth and tenth grades, and middle adolescents of the eleventh and twelfth grades.

Middle School Age

Middle school age children, whose semantic differential models are displayed in Figures 18, 19, and 20, perceive, in general, ADULTS, MY FATHER, MY MOTHER, MY FAMILY, PEOPLE MY AGE, and MYSELF (all the people included in the semantic differential) as quite high on the evaluative dimension, somewhat active, and widely varied in potency.

Throughout this period a number of changes occur on all three dimensions and, by the fifth grade, the students tend to see MYSELF and PEOPLE MY AGE as much lower in evaluation than other people. ADULTS show a significant ($p = 0.05$) drop in evaluation at this time.

MOTHER is seen as somewhat less active, by the fifth grade, but all concepts seem to remain somewhat active.

It is on the potency dimension that a great many changes occur. Initially MY MOTHER, MY FATHER, ADULTS, MY FAMILY, PEOPLE MY AGE, and MYSELF were seen as quite strong. By grade five, however, MY FATHER, MY FAMILY, and ADULTS were seen as only slightly strong and MYSELF was seen as essentially neutral on the potency dimension. MY MOTHER and PEOPLE MY AGE show significant ($p = 0.05$ and $p = 0.01$ respectively)

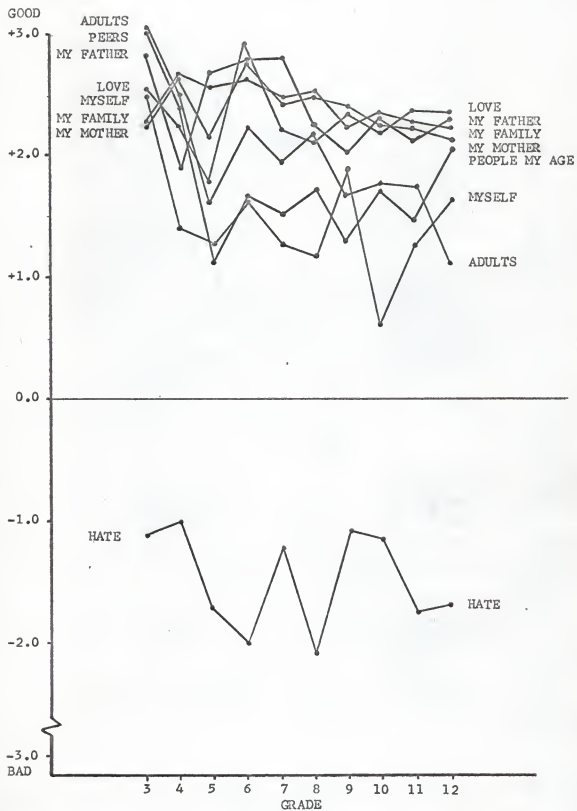


Figure 1. Scores on the Semantic Differential Evaluative Dimension

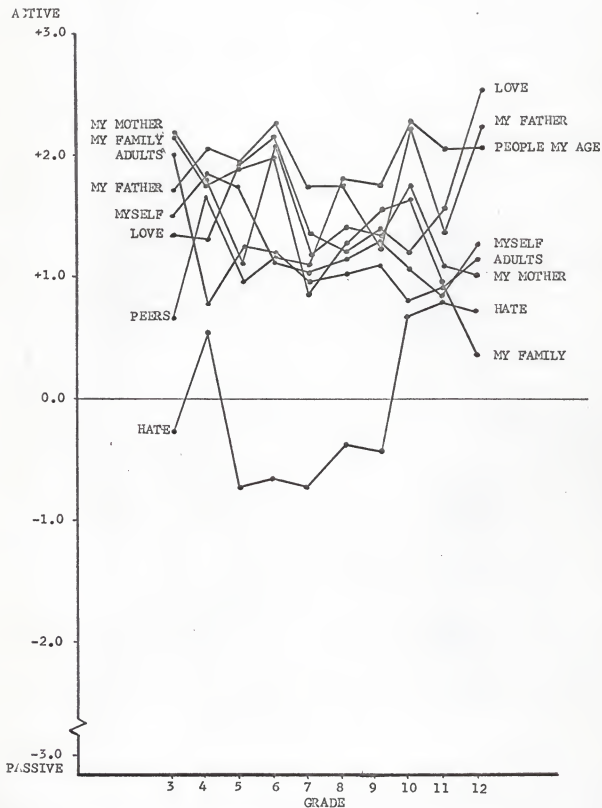


Figure 2. Scores on the Semantic Differential Activity Dimension

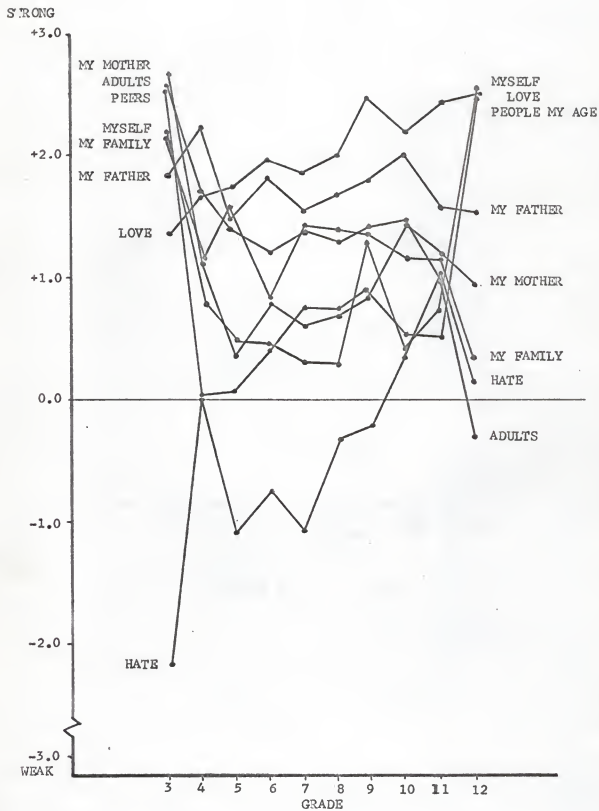


Figure 3. Scores on the Semantic Differential Potency Dimension

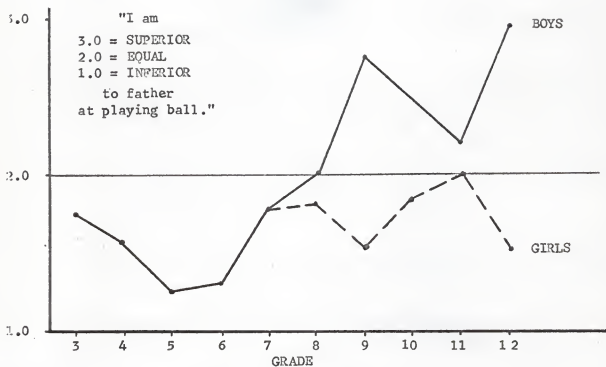


Figure 4. Comparison with Father at Playing Ball

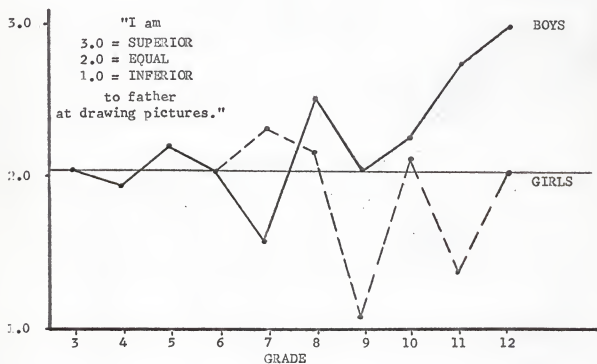


Figure 5. Comparison with Father in Drawing Pictures

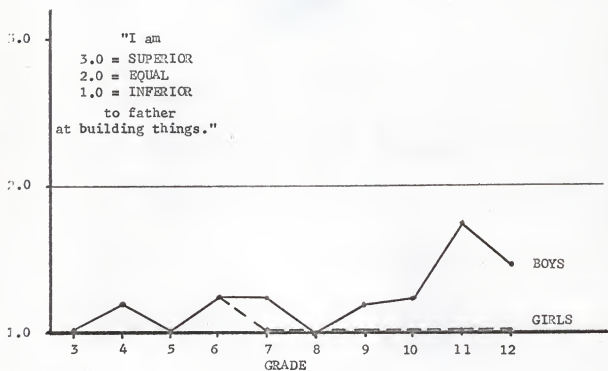


Figure 6. Comparison with Father at Building Things

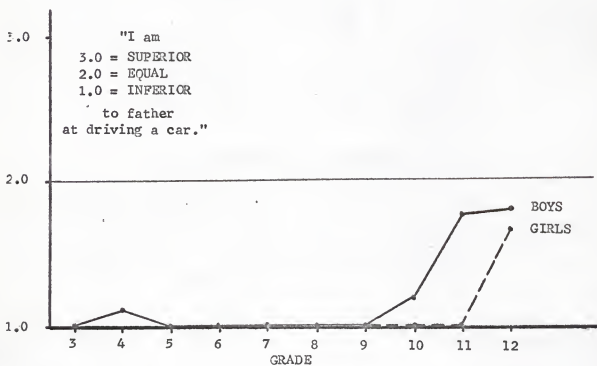


Figure 7. Comparison with Father at Driving a Car

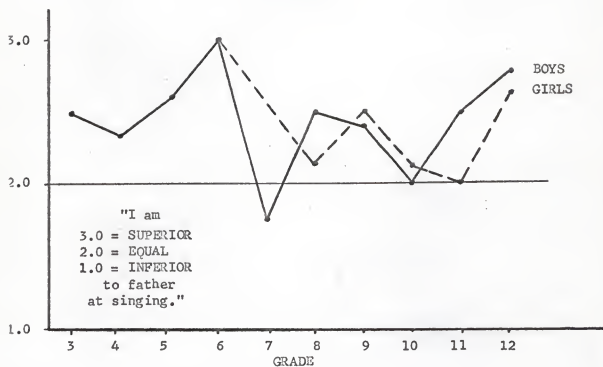


Figure 8. Comparison with Father at Singing

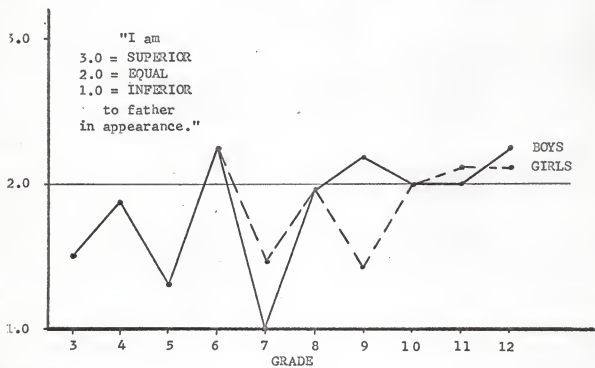


Figure 9. Comparison with Father in Appearance

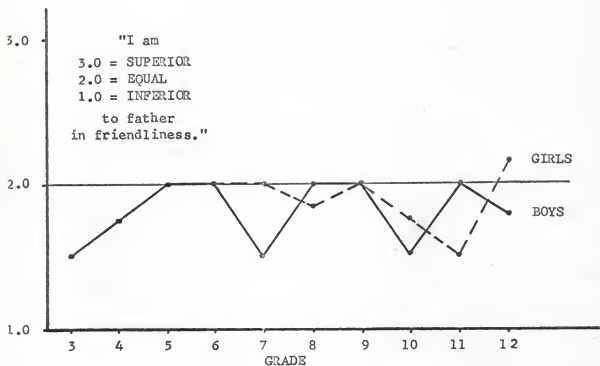


Figure 10. Comparison with Father in Friendliness

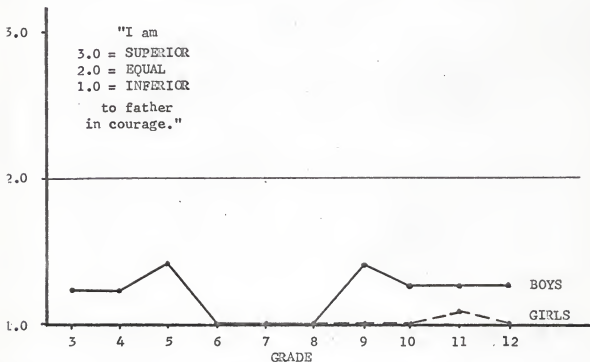


Figure 11. Comparison with Father in Courage

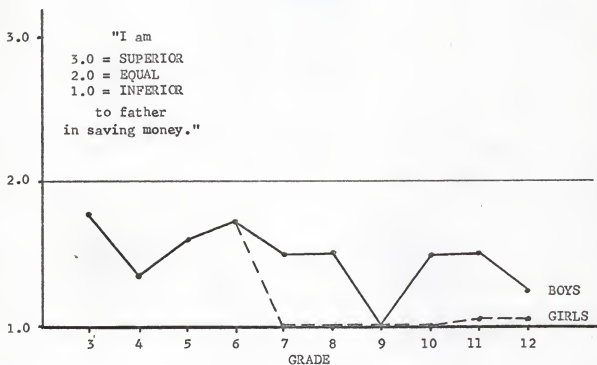


Figure 12. Comparison with Father at Saving Money

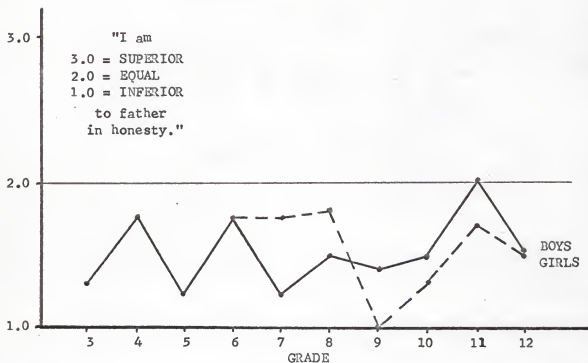


Figure 13. Comparison with Father in Honesty

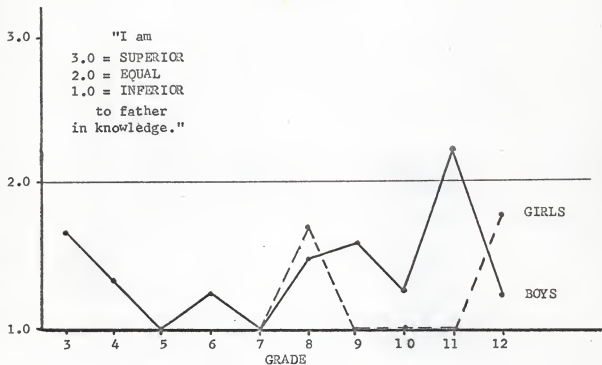


Figure 14. Comparison with Father in Knowledge

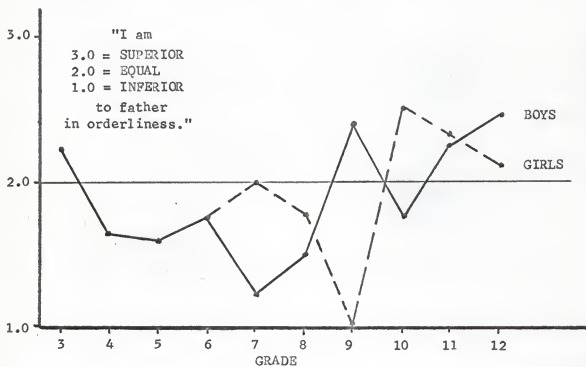


Figure 15. Comparison with Father in Orderliness

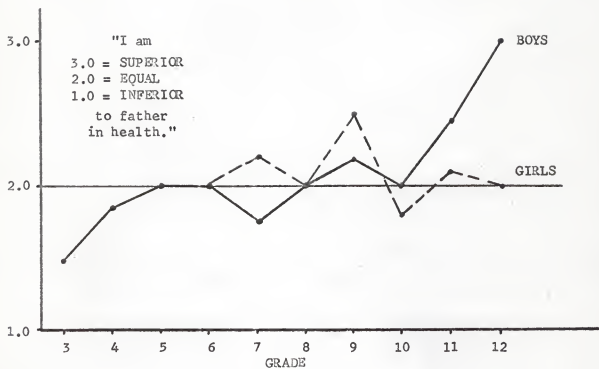


Figure 16. Comparison with Father in Health

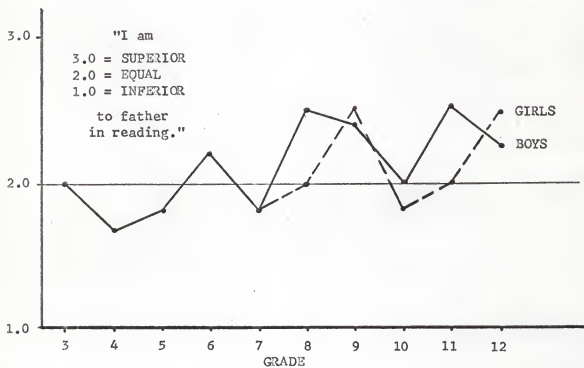


Figure 17. Comparison with Father in Reading

drops in strength at this time.

The control concepts, LOVE and HATE, were rated in an essentially expected fashion. LOVE was rated as quite good, dropping only slightly by the fifth grade, slightly active and slightly strong by the third grade, increasing slightly in strength until it was rated strongest of all the concepts on the potency dimension, by the fifth grade. HATE was rated as quite bad, varied from very slightly active to very slightly passive, and, while seen as very weak by third graders, significantly ($p = 0.05$) increased to neutral and then dropped to slightly weak by the fifth grade.

These children, in general, saw themselves as quite inferior to their fathers, on the Self-Father Rating Scale, as shown in Figures 4 to 17. However, in DRAWING PICTURES, READING, HEALTH, and FRIENDLINESS, they believed they were nearly equal with their father, and they saw themselves as superior in SINGING. During this time span, they saw themselves as becoming more nearly equal with their father in FRIENDLINESS and HEALTH, but becoming somewhat inferior in ORDERLINESS, HONESTY, and KNOWLEDGE.

Pre-adolescent

The pre-adolescent saw MY FATHER, MY MOTHER, MY FAMILY, and ADULTS as quite high in evaluation. MYSELF and PEOPLE MY AGE were seen as only moderately good. All concepts concerned with people were seen as moderately active, FATHER being seen as slightly more active than the others, and, again, quite varied on the potency dimension.

While there are slight variations on the evaluative dimension, and minor variations on the activity dimension, with MY MOTHER and MY FAMILY dropping most noticeably, the potency dimension exhibits the most variation. MY MOTHER shows a significant ($p = 0.05$) drop in activity from grade six

to grade seven.

MY FATHER, MY FAMILY and ADULTS, PEOPLE MY AGE, MY MOTHER, and MYSELF span the range from moderately strong to neutral on the potency dimension, in that order with MY FATHER showing a significant ($p = 0.05$) increase in strength from grade seven to grade eight.

LOVE and HATE were again rated as quite good and quite bad, moderately active and slightly passive, and quite strong and slightly weak, respectively. During this period, LOVE drops slightly on the evaluative and activity dimensions while showing a positive trend on the potency dimension. HATE varies somewhat in evaluation, becomes slightly less passive, and less weak.

Semantic structures are shown for pre-adolescent students in Figures 21, 22, and 23.

From the Self-Father Rating Scale, shown in Figures 4 to 17, it is found that these children still viewed themselves as greatly inferior to their father in COURAGE, DRIVING A CAR, and BUILDING THINGS, but began to see themselves as more nearly equal with their father in HONESTY, PLAYING BALL, KNOWLEDGE, and FRIENDLINESS. They saw themselves as essentially equal with their father in DRAWING PICTURES, READING, and HEALTH. Sixth grade students tended to see themselves as nearly equal with their father in COMMON SENSE, SAVING MONEY, and HONESTY, much better than their father in SINGING, and somewhat better in APPEARANCE, while these ratings tended to drop over the next two grades. Toward the end of this period, eighth grade students saw themselves as more nearly equal with their father in KNOWLEDGE than they have previously, or would again for some time.

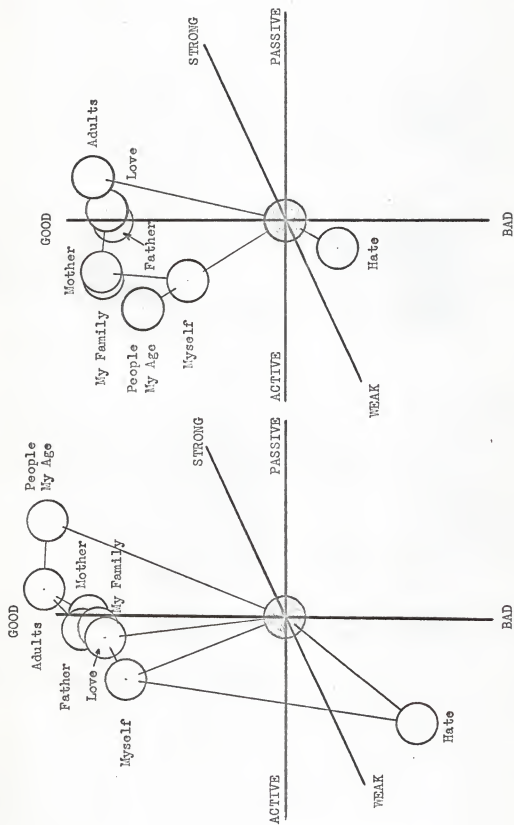


Figure 18. Semantic Model for Grade Three

Figure 19. Semantic Model for Grade Four

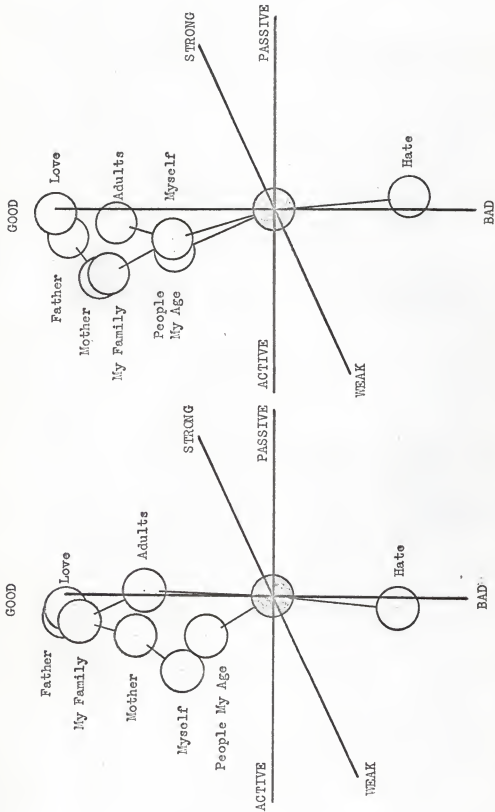


Figure 20. Semantic Model for Grade Five

Figure 21. Semantic Model for Grade Six

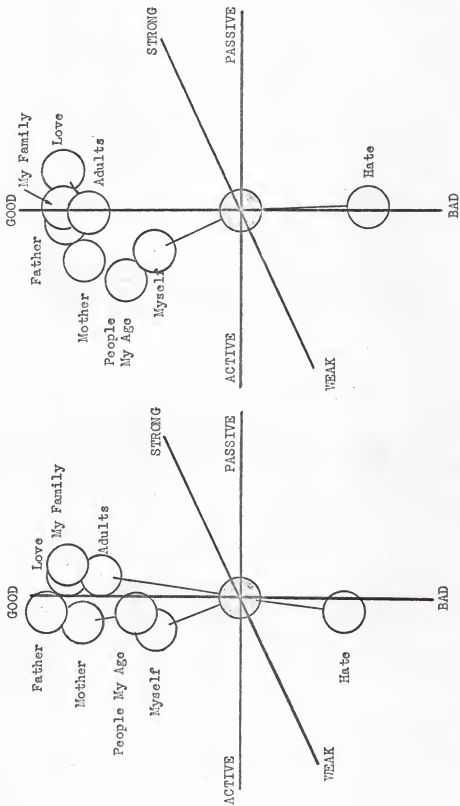


Figure 22. Semantic Model for Grade Seven

Figure 23. Semantic Model for Grade Eight

Early Adolescents

Semantic models for early adolescents are shown in Figures 24 and 25. MY FATHER, MY MOTHER, and MY FAMILY were viewed as quite good, with MY FATHER increasing in evaluation, while ADULTS show a marked drop in evaluation. MYSELF was seen as quite good at the ninth grade but dropped significantly ($p = 0.05$) to a slightly good evaluation by the tenth grade. PEOPLE MY AGE were seen as moderately good during this time.

MY FATHER and PEOPLE MY AGE were seen as becoming more active, while MY MOTHER, MY FAMILY, ADULTS, and MYSELF remain moderately active.

MYSELF was seen as significantly ($p = 0.05$) stronger at the ninth grade than previously. MY FATHER was seen as moderately strong, and, along with MY MOTHER, becoming slightly stronger, while ADULTS and MY FAMILY are seen as somewhat strong. PEOPLE MY AGE and MYSELF were seen as somewhat strong and decreasing in potency.

LOVE was seen as quite good, somewhat active, and quite strong by this group while HATE was seen as somewhat bad, moving from slightly passive to slightly active, and from a little weak to a slightly strong position on the potency dimension.

Self-Father Rating Scale results are shown in Figures 4 to 17. The early adolescents continued to view themselves as greatly inferior to their father in COMMON SENSE, SAVING MONEY, COURAGE, KNOWLEDGE, BUILDING THINGS, and HONESTY. They believed they were nearly equal with their father in FRIENDLINESS, HEALTH, APPEARANCE, ORDERLINESS, SINGING, READING, DRAWING PICTURES, and PLAYING BALL. While they felt somewhat inferior in DRIVING A CAR, they believed they were becoming more nearly equal with their father.

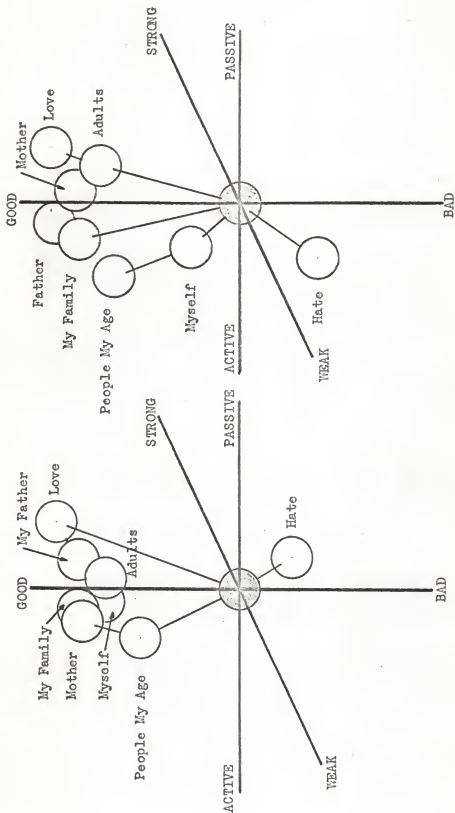


Figure 24. Semantic Model for Grade Nine

Figure 25. Semantic Model for Grade Ten

Middle Adolescents

Middle adolescents, whose semantic structures are shown in Figures 26 and 27, perceived MY FATHER, MY MOTHER, MY FAMILY, PEOPLE MY AGE, and MYSELF as quite good. ADULTS, however, tended to drop in evaluation over this period, being seen as only moderately good by twelfth grade students.

MY FATHER and PEOPLE MY AGE were seen as quite active, MY FATHER being seen significantly ($p = 0.05$) higher than he was by early adolescents, while MYSELF, ADULTS, and MY MOTHER were seen as only moderately active, and MY FAMILY was seen as only slightly active.

MYSELF and PEOPLE MY AGE were seen to increase significantly ($p = 0.01$) to extremely strong on the potency dimension, while MY FATHER, MY MOTHER, and MY FAMILY were viewed as only moderately strong and ADULTS dropped from moderately strong to slightly weak at this time.

LOVE seemed to have stabilized as quite good, but increased significantly ($p = 0.01$) in activity to a quite active position and continued to increase in potency until it was seen as extremely strong. HATE was perceived as quite bad, somewhat active, and somewhat strong, although tending to drop toward neutral on the potency dimension.

Middle adolescents rated themselves as greatly inferior to their father in COMMON SENSE, SAVING MONEY, COURAGE, and BUILDING THINGS. Though rating themselves inferior, they saw themselves approaching equality with their father in DRIVING A CAR and KNOWLEDGE. They saw themselves as nearly equal with father in FRIENDLINESS, PLAYING BALL, and DRAWING PICTURES, and better than their father in READING, SINGING, ORDERLINESS, APPEARANCE, and HEALTH. These ratings are shown in Figures 4 to 17.

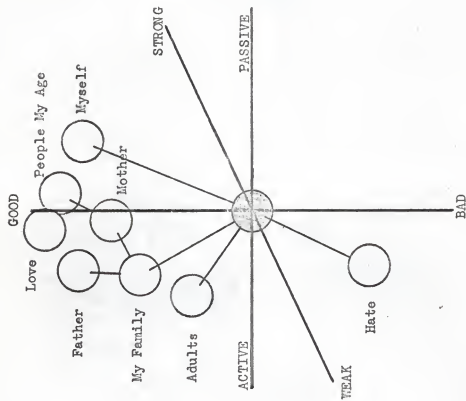


Figure 26. Semantic Model for Grade Eleven

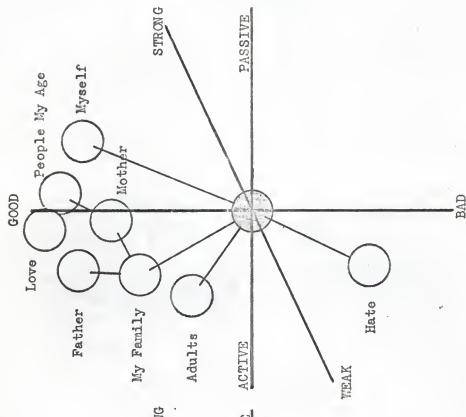


Figure 27. Semantic Model for Grade Twelve

CHAPTER V

DISCUSSION

The previous summary of results was mainly descriptive; words were simply used to describe what the students had indicated by their check marks. This treatment was completely objective and any investigator starting with the same check marks, and following the rules, must end up with the same description. The following discussion is, of course, more interpretive.

Several general comments might be made concerning the over-all picture these data represent. It is interesting, first of all, to note how closely the concept MY MOTHER is placed to MY FAMILY. Only at grade five were these concepts separated by more than minor variations on the evaluative and activity dimensions and, while there was some variation on the potency dimension, general trends were similar with the exception, again, of grade five. MY FATHER was quite separate from either MY MOTHER or MY FAMILY on all three dimensions, suggesting that MY MOTHER and MY FAMILY may not be differentiated by the respondents while MY FATHER is perceived quite differently, at least on these dimensions.

ADULTS were seen quite differently than either MY FATHER or MY MOTHER on all dimensions, especially after the third grade. In general, ADULTS drop faster, and further, in evaluation, being evaluated considerably lower than MY FATHER, MY MOTHER, PEOPLE MY AGE, or MYSELF by grade twelve. There seems to be some variation, but little differentiation, of ADULTS in activity but they are seen to drop from extremely strong to slightly

weak on the potency dimension. This was the greatest variation of any concept concerning people. This would suggest that, between grades three and twelve, youth become quite critical of adults, viewing them, when a twelfth grade student, as the lowest of the concepts dealing with people, only moderately active, and slightly weak. This trend suggests that, as the child grows into adolescence, he sees himself as strong, able to 'bit himself against his peers and adults,' but still needing the security of his parent's value system. It is possible that this trend might also represent a growing mistrust of adults. It would be interesting to discover how this trend continues as the respondents grow older.

The concept LOVE was seen as quite good by the respondents, in general, dropping somewhat at the fifth grade, then rising sharply to an extremely good rating at the sixth grade, and then dropping back to a quite good evaluation for the rest of the respondents. LOVE was also seen as moderately active, peaking as quite active at the sixth grade and extremely active at the twelfth grade. Starting moderately strong, LOVE continued to grow in strength until it was seen as extremely strong by the twelfth grade. It seems reasonable to suggest that, at the fifth, sixth, and seventh grades, young people are in the process of defining, or redefining, the role that love plays in their lives. They are, perhaps, becoming aware of the opposite sex and the love relationships that may be established. Perhaps, at this time, they are experiencing the joys and disappointments of encounters with the opposite sex. Again, for the twelfth grade students, love seems to be a very important force in their lives. These students saw love as quite good, extremely active, and extremely powerful. It is, perhaps, at this time that youth are faced with decisions of dating and marriage, and love is seen in this elevated

perspective as highly desirable.

It is to be remembered that LOVE and HATE were included in the semantic differential as reference concepts. HATE was seen by all as moderately to quite bad on the evaluative dimension, an expected reaction. While fourth grade students viewed HATE as slightly active and neutral in potency, it is typically seen as slightly to somewhat passive and weak until the tenth grade where it was seen as somewhat active and strong, continuing there through the eleventh and twelfth grades. It is suggested that students may simply be becoming aware of the nature and force of hate in our society, while still feeling that it is bad. It may be, also, that they see hate as a stronger and more active force in their own lives, seeing it perhaps as the underlying foundation of guilt, rebellion, and many of the rules established by our society. Perhaps they are beginning to experience the emotion of hate more strongly and are finding it to be a powerful force in their own lives.

In taking a close look at the individual's self concept development, it is first noted that the third grade student viewed himself quite highly. He saw himself as extremely good, moderately active, and quite powerful, as are a majority of the people around him. He seemed to view himself as more active than other people his age. He even viewed himself as slightly more powerful than his father. In direct comparison with his father, he rated himself as equal to, or better than, his father on a number of things. The data, pictured in Figures 4 to 17, suggested that the third grader may quite actively challenge his parents and not accept parental control passively. The data suggests that third grade students may lack a really adequate perception of 'reality' and may tend to distort his self-concept to some extent.

Over the next two or three years, of the middle school age and the beginning of the pre-adolescent stage, however, youth seem to lose the high regard they had for themselves and see themselves, and their peer group, as much lower in evaluation and much less active than other people. Other people, in general, are removed from the extremely positive positions of the previous year. They do, however, view themselves as slightly more active and powerful than their peer group, in general. Father is now regarded as quite a positive figure; the child compares himself somewhat less favorably with his father until the sixth grade, where students saw themselves as more nearly equal with their father on the Self-Father Rating Scale. These data, as shown in Figures 4 to 17, suggested that the child now is 'pulling away' from his parents and may be making more accurate estimates of adults, parents, and his peer group. It may be, at this time, that the growing youngster develops a more realistic and adequate perception of 'reality.' The process by which this is accomplished is not completely known and suggests an interesting study in itself.

The self concept was quite low, but definitely not bad, during the pre-adolescent and first of the early adolescent years. All other people, with the exception of his peer group which is seen to be only slightly different from himself, were seen as quite good and more powerful in comparison. In activity, however, most older people were seen as somewhat inactive, similar to himself, but other people his age were seen as quite active, in comparison, as is his father. This finding suggests that, at this time, the peer group tends to serve as a model for the youngster as well as his father; peers are seen as becoming more important at this time. It is also suggested that father is seen as the controlling agent in the respondent's life; he is seen as much stronger and more active than the

student. It would seem that the student of this age range might also have a great deal of pride in his father. No doubt, he holds his father, as well as his peers, as an example to follow.

At the ninth grade, the first of the high school years, the self concept experiences a decided uplift in all three dimensions. Mother and family were still viewed as slightly better, but adults and the peer group were viewed as lower in evaluation, and father was seen as nearly equal in this dimension, as well as activity. Peers were viewed as more active, but the ninth grade student believed he was nearly equal to all others in activity and potency. Father was still viewed as somewhat stronger, however. From these data, one might assume that, while the youth sees himself as nearly equal, or better than, most of the significant people in his life, he still views his father as the powerful controlling figure in his life. This seems partially supported by the comparison with his father which found him viewing himself as equal to, or better than, his father in a number of areas but quite inferior to his father in others.

Myself, the self concept, was considered considerably lower in evaluation, activity, and potency by tenth grade students, while other people were seen as essentially the same as before. Father was seen as increasing still more in power and activity. The peer group was seen to be much better and somewhat more active than the respondent. At this time, data would suggest that youth feel themselves, and their peer group, almost overwhelmed by the power seen in others, which might account for the low value placed upon themselves. Perhaps the data reflects a 'sophomore slump' the students are going through at this time. It may be that, at this time, the students begin to have doubts about various areas of life, feel somewhat trapped, as a sophomore, and tend to see themselves as less

adequate than previously. In comparing themselves with their father, tenth grade students seemed to rate themselves as more inferior than they previously did. This seems to correlate with the semantic differential data and, again, suggests that sophomores tend to see themselves as less adequate people than previously.

Things do improve, however, as the middle adolescent evaluated himself higher, although still lower than all other people except adults. He saw himself as increasing in activity, but still felt himself less active than either his father or his peer group. By the twelfth grade he saw himself and his peers extremely high in strength, all others being vastly inferior in this respect. It is suggested that, with less than a year before his high school graduation, the youth begins to see himself as much more powerful, with more freedom to act, as shown by the increased activity score. Perhaps he is beginning to realize the potential he has for entering a number of occupations. He still believes that his peer group is more active, perhaps indicating a desire for more freedom for himself. He is beginning to compare himself more favorably with his father at this time, although still seeing himself as inferior in a number of respects.

As the implications of this study are considered, it must be remembered that this study was conducted in a small rural community. Whether the results could be generalized to children growing up in larger communities or other parts of the country is not known. As was mentioned earlier, however, children from a small rural community are of interest as they constitute a large proportion of Kansas State University students.

It must also be remembered that this study is cross-sectional rather than longitudinal. Generalizations must be viewed with caution as the number of respondents in each grade is small and the respondents may not

be representative of all children of that age. Ideally, of course, respondents could be followed and studied over a period of years to gain a more realistic view of their development. The longitudinal approach takes considerably more time, however, and, therefore, the cross sectional approach is favored in obtaining more immediate information.

What are the implications of this study for those who may come in contact with these students in the role of teacher, counselor, or friend? Data, mentioned previously, suggests that the typical high school senior views himself as having great strength, unexplored potential, and able to 'do things' yet lacking the capacity to completely break away from his parents; perhaps he yearns for more freedom. It would be hoped that those who come in contact with him will recognize these characteristics and work with him in achieving his goals.

As has been suggested elsewhere (Danskin, 1964), the typical KSU freshman places a great deal of value on the practical aspects of his education. This is reflected in this study by the emphasis on 'doing things.' It must be remembered that the high school senior sees himself as a quite powerful person with a great deal of unexplored potential. It is suggested that, in beginning to explore the potential the student sees in himself, he will want to concentrate on the practical side of life. When he believes himself well founded in the practical aspects of whatever he may be exploring, he may then feel free to explore the world of ideas; perhaps he will then be able to 'daydream' a little more, to develop his potential still further.

Sinnett and Stone (1964, Pp. 168-172) have suggested that the KSU freshman's image of the university is quite similar to his image of his parents. They suggest that, in comparison with both parents and university,

the student views himself as less powerful and less valuable. This finding seems consistent with the findings of this study; the typical high school senior of this study seemed to also view his father as a quite powerful figure and, perhaps, seemed to lack the capacity to completely break away from his parents. It is assumed, therefore, that the university holds some place of authority in the student's life. It will, perhaps, be the university to which the student looks for an authority to provide structure. In turn, this view of the university may be reflected in the student's desire for a structured classroom situation; an unstructured situation may leave the student with a great deal of anxiety.

Danskin (1964, Pp. 7-10) has pointed out that the typical KSU freshman will be most comfortable in a structured classroom. He suggested that the student will probably have a high regard for authority and will tend to view the instructor as an authority.

It may be that the manner in which the student is treated in the classroom may have a far reaching effect on his self concept development. As has been suggested earlier, the student seems to be having trouble in breaking away from the parental authority in his quest for self development and now, in the university, finds another authority in the university structure itself. The university, therefore, finds itself faced with a task of helping the student break free of the structured 'tell me what to do' attitude in order to give the student the freedom he desires.

Just as the person's self concept has, so far, been, to a large extent, shaped by his experiences with people, so interaction with people at the university will continue to shape his self concept. To become irritated at the student for demanding the practical rather than the theoretical knowledge, which the instructor may wish for him to explore,

will only serve to reinforce his inability to break free from the authority of the system and tend to encourage him to view himself all the more as inadequate. To lose faith in the student's ability will also tend to destroy whatever basic curiosity the student may bring with him and, again, hamper the process of education. Perhaps, as mentioned previously, it may be possible to start the process of education by giving the students the foundation of practicality and then concentrate on the 'why' of things. It is also suggested that those in contact with the student must maintain a faith in the potential of the student 'at all costs.' This will facilitate interaction with the student, a most important aspect of the educational process for, as Danskin (1964, Pg. 10) has said, "Real growth of persons (and my students are persons, after all) waits upon learning from experiences with persons."

A continuing study of the development of the self concept in young adults as they leave high school suggests itself. The way in which the high school seniors of this study would report their perception of life next year, and the years following, is not known and suggests an interesting study.

As more information is obtained on the self concept development, and better ways of presenting this information are devised, it would seem reasonable to consider developing a 'self concept curve.' The results of this study suggest that the self concept development curve is more complex than the physical growth or intelligent development curves, being represented, in different dimensions, by 'U' and 'J' shaped curves as well as more complex functions. The formulating of a self concept development curve requires, of course, that more information of a longitudinal nature be obtained and suggests that more studies are needed.

CHAPTER VI

CONCLUSIONS

This study has attempted to describe the 'movement' of the inter-personal aspects of the self concept development from the third grade through senior high school. It has been shown that there is a developmental trend, from the seemingly unrealistic world of the third grader, through a period of semi-depression and despair as the child grows older, toward a near peer-group relationship with the adults about him as he finishes senior high school. Certainly the results have not been, for the most part, surprising. There have been no confounding results and existing literature seems to support most of the findings. Implications which have been drawn from the results have also been supported by other studies.

This thesis adds to the literature reporting uses of the semantic differential in the longitudinal study of human development. An experimental instrument, the Self-Father Rating Scale, was also developed for the study. It is important that further work be done in the development of effective instruments for reporting, in greater dimension, the interacting processes in personality development. Besides further describing the longitudinal movement of the youth's perceptual view of his world, itself a significant undertaking, the necessity of communication of this data has resulted in attempts at graphic communication and may possibly suggest better visual models which may enhance the usefulness of this information to professional workers in the fields of human relations.

Work in the area of the self concept development must not be considered closed. Certainly this study would suggest a number of possibilities for further work, perhaps of a similar nature. Quite obviously, work needs to be done with other groups of individuals from other backgrounds. Younger children and older people might be studied, using similar techniques. It must also be remembered that the semantic differential used in this study varied somewhat from the standard instrument and caution must be used when comparing results obtained with other instruments. It may be that new, more popular, ways of presenting data might be explored, with the hope that more readable charts might contribute to a wider knowledge of the developmental processes.

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APPENDIX A

THE SEMANTIC DIFFERENTIAL

Social scientists have suggested that the variable, meaning, is one of the important determinants of human behavior (Rogers, 1951; Combs, 1962; Kelley, 1962; Kinch, 1963). In order to understand an individual's action, it is necessary, first of all, to understand the meaning that exists for the individual in a given situation. It would be most helpful, therefore, if some kind of objective measure of 'meaning' were available.

The Semantic Differential Technique (Osgood, et.al., 1957) combines association and scaling procedures to give an objective measure to the meaning of concepts. By assigning ratings to a number of concepts related to self, other people, emotions, and objects, the respondent gives clues to his interpersonal relationships, attitudes, and feelings.

The underlying logic of the semantic differential has been summarized by Osgood and Luria (1954, Pp. 569-581) as follows: "The process of description or judgment can be conceived as the allocation of a concept to a set of experimental continua defined by pairs of polar terms. Thus the connotative meaning of a linguistically complex assertion, such as 'My father has always been a rather submissive person,' can be at least partially represented as

My Father active ___ : ___ : ___ : x : ___ : ___ passive

My Father soft ___ : x : ___ : ___ : ___ hard.

The greater the strength of association, e.g., '... extremely submissive, a regular doormat,' the more polarized, toward 1 or 7, the allocation."

They have also pointed out that a great many scales of judgment such

as good-bad, fair-unfair, and honest-dishonest are highly intercorrelated and, through factor analysis, a limited number of such scales may be used to define a dimension within which the connotative meaning of a concept may be specified. Analysis has been completed which gives evidence for three general factors of nearly equal weight: evaluation, potency, and activity (Osgood and Luria, 1954, Pg. 579).

The concepts (My Father, in the example) may be thought of as the stimulus to which the rating by the subject is the response. Concepts may be selected by the experimenter to meet the demands of the problem at hand.

The semantic differential used in this study presents each concept on the same line as the scale against which it is being judged and the items are ordered in such a way that a maximum number of different concepts and scales occur between the repetition of each concept and scale (rotated against each other). This form was used in the original factor analytic work and has the advantage of minimizing the possibility of any 'halo' effect since the respondent is kept shifting from concept to concept and cannot easily compare his judgments on various scales. It has a disadvantage in that what is being judged may change from time to time (Osgood, et.al., 1957, Pg. 81). A copy of the semantic differential used in this study is included in Appendix B, as are the instructions.

Administration of the Semantic Differential

Respondents should be comfortably seated at a table with plenty of writing area. They should be provided with the semantic differential booklet and a pencil. A cardboard straight edge may be provided to aid them in keeping concepts and scales aligned. The instructions should be

read aloud while the respondents follow on their instruction list. Time should be allowed for the respondents to ask questions before they start working, especially with younger children.

Group Analysis

When the semantic differential has been completed, the raw data consists of a series of check marks on a number of scales. The task now becomes one of putting into words what the respondent indicated by the check marks.

Numbers are assigned to the various positions on the scales, either 1 to 7 or +3 to -3. A respondent's score is the digit corresponding to the position he checks on the scale. There are three scales making up each dimension of the semantic space, evaluation, activity, and potency. The average of the respondent's score on all three scales is computed. Each respondent's score on each dimension is averaged for the group, to determine each group's average score.

These scores may be tested for significant variation between groups for each concept along each dimension using White's (1952, cited by Snedecor, 1956, Pp. 117-120) variation of the Mann-Whitney test or other suitable tests.

The data is also valuable, even without statistical analysis, for descriptive use. The relative position of concepts in the three dimensional framework may provide valuable information as illustrated by the now famous analysis of a case of multiple personality (Osgood and Luria, 1954).

Differences in the position of concepts over a period of time, or between respondents, appears to be suggestive of a different self-structure

as a result of a training institute (Webb and Harris, 1963, Pp. 260-263).

Only a brief discussion of the analysis of the semantic differential is included here. Osgood (Osgood, et.al., 1957) includes a full description of methods of analysis and the limitations of various types of data.

APPENDIX B

Code No. _____

DO NOT WRITE YOUR NAME ANYWHERE ON THIS PAPER

Date: _____

Date of Birth: _____
(Month) (Day) (Year)

Sex: Boy: _____ Girl: _____ (Check One)

Grade in School: _____

How long have you attended school in Portis? _____ (Years)

How many older brothers do you have? _____

How many younger brothers do you have? _____

How many older sisters do you have? _____

How many younger sisters do you have? _____

Check all the people who now live in the same house with you (below):

Father _____

Brother (s) _____

Grandmother _____

Stepfather _____

Sister (s) _____

Aunt _____

Mother _____

Cousin (s) _____

Uncle _____

Stepmother _____

Grandfather _____

Where do you live? (Check One) On a farm _____

In town _____

VOCABULARY LIST

Code No. _____

DO NOT WRITE YOUR NAME ANYWHERE ON THIS PAPER

Below are two lists of words. The list on the right side contains definitions of the words on the left. You are to find the definition on the right side that defines the word on the left side and connect the two with a line. See the example below:

<u>WORDS</u>	<u>DEFINITIONS</u>
Kitten	a small tree
Nebraska	a state
	to break something
	a young cat

The correct definition of a kitten is "a young cat" so you would draw a line from "kitten" to "a young cat." Nebraska is a "state" so you would draw a line from "Nebraska" to "a state."

Work carefully. There may be some words that you do not know. If so, leave the word without drawing a line to any definition. There are more definitions than words so you will not use all the definitions. You may now begin.

<u>WORDS</u>	<u>DEFINITIONS</u>
1.) Valuable	A.) Good-for-nothing.
2.) Ship	B.) A large, sea-going vessel.
3.) Honest	C.) A tramp.
4.) Shallow	D.) A young dog.
5.) Active	E.) Showing much action.
6.) Worthless	F.) The place where one lives.
7.) Courage	G.) Worth a great deal of money.
8.) Passive	H.) A wild animal.
9.) Puppy	I.) Honest behavior.
10.) Distasteful	J.) Making a difference.
	K.) Unpleasant; offensive.
	L.) Not very deep.
	M.) Bravery.
	N.) A small city.
	O.) A secret.
	P.) To brush something.
	Q.) A large black dog.
	R.) To cry.
	S.) Not active; calm.

Code No. _____

DO NOT WRITE YOUR NAME ANYWHERE ON THIS PAPER

On the following page you will be asked to rate yourself in relation to your father on a number of things. An example is given below:

I am BETTER
than my father.

I am EQUAL
with my father.

My father is
BETTER than I am.

Fishing

There are no right or wrong answers. If you feel that you are better at fishing than your father, place a mark in the box under the heading "I am BETTER than my father." If you feel that you are equal with your father at fishing, place a mark in the box under the heading "I am EQUAL with my father." If you feel that your father is better at fishing than you are, place a mark in the box under the heading "My father is BETTER than I am."

Remember that there are no right or wrong answers. Work as rapidly as possible. If you change your mind, erase carefully.

YOU MAY NOW BEGIN

	I am <u>BETTER</u> than my father.	I am <u>EQUAL</u> with my father	My father is <u>BETTER</u> than I am.
1.) Common Sense (Good Judgment)			
2.) Friendliness			
3.) Saving Money			
4.) Courage			
5.) Health			
6.) Driving a Car			
7.) Appearance (Good Looks)			
8.) Crderliness and Neatness			
9.) Knowledge (Information)			
10.) Singing			
11.) Building Things			
12.) Reading			
13.) Drawing Pictures			
14.) Honesty			
15.) Playing Ball			

INSTRUCTIONS

DO NOT WRITE YOUR NAME ANYWHERE ON THIS PAPER

On the following pages there are a number of words, followed by descriptive words on various rating scales as shown in the example below.

Kitten: hard _____ : _____ : _____ : _____ : _____ : _____ soft

There are no right or wrong answers. Place a mark on the scale according to how you feel the words are descriptive of the first word. For example: If you feel that "soft" is much more descriptive of a kitten than "hard" you would place a mark in the space next to the word "soft," as below:

Kitten: hard _____ : _____ : _____ : _____ : _____ : X _____ soft

If you feel that "soft" is only somewhat descriptive of a kitten place your mark in the next space from "soft," as below:

Kitten: hard _____ : _____ : _____ : _____ : X : _____ soft

If you think "soft" is only a little descriptive of a kitten place your mark in the next space, as below:

Kitten: hard _____ : _____ : _____ : X : _____ : _____ soft

If you do not feel that either word is descriptive of a kitten, place your mark in the blank exactly in the center, between the two words, as below:

Kitten: hard _____ : _____ : _____ : X : _____ : _____ soft

The same instructions apply to the other blanks on the scale if you feel that hard is more descriptive of a kitten.

BE SURE TO MARK ONLY ONE PLACE ON THE SCALE. IF YOU WISH TO CHANGE YOUR MIND, ERASE CAREFULLY. Work rapidly. Mark your first impression. Remember, there are no right or wrong answers. When you have finished with one page, go right on to the next page until you have completed the list.

A CARDBOARD STRAIGHT EDGE HAS BEEN PROVIDED FOR YOU TO USE AS A GUIDE. YOU MAY NOW BEGIN.

My Father's Job	Hot	_____	Cold
My Mother	Large	_____	Small
Punishment	Strong	_____	Weak
Gifts	Deep	_____	Shallow
Hate	Valuable	_____	Worthless
My Family	Clean	_____	Dirty
Myself	Tasty	_____	Distasteful
People My Age	Fast	_____	Slow
School	Active	_____	Passive
My Father	Fast	_____	Slow
Love	Active	_____	Passive
Adults	Hot	_____	Cold
My Father's Job	Large	_____	Small
My Mother	Strong	_____	Weak
Punishment	Deep	_____	Shallow
Gifts	Valuable	_____	Worthless
Hate	Clean	_____	Dirty
My Family	Tasty	_____	Distasteful
Myself	Fast	_____	Slow
People My Age	Active	_____	Passive
School	Hot	_____	Cold
My Father	Active	_____	Passive
Love	Hot	_____	Cold
Adults	Large	_____	Small
My Father's Job	Strong	_____	Weak
My Mother	Deep	_____	Shallow
Punishment	Valuable	_____	Worthless
Gifts	Clean	_____	Dirty

THE DEVELOPMENT OF SELECTED ASPECTS OF THE SELF CONCEPT
IN CHILDREN, FROM THE THIRD GRADE THROUGH HIGH SCHOOL

by

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B. S., Kansas State University, 1964

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Family and Child Development

KANSAS STATE UNIVERSITY

Manhattan, Kansas

1966

Percentual psychologists believe that, in order to understand a person's behavior, one must understand how things look from the point of view of the behaver himself. They believe that much of a person's behavior is the result of his conception of himself. Furthermore, a person's self concept is built, to a large extent, in relationship to others.

In order to understand an individual's behavior, it is necessary to discover the personal meanings existing for him at the moment of action. Knowing this may make it possible to initiate conditions which will facilitate healthy growth of the individual.

The propose of this study was to obtain a description of how children's self concept and their perception of themselves in relation to others change between the third and twelfth grade. Particular emphasis was placed on the child's perception of himself in relation to his father.

The Semantic Differential (SD), a Self-Father Rating Scale (SFRS), and a short questionnaire were administered to 76 students, ranging from the third grade through senior high school, in a small midwestern community in an attempt to describe the development of selected aspects of the self concept.

SD results suggested that the respondents did not tend to differentiate between their mother and their family, while perceiving their father quite differently. Adults were evaluated progressively much lower than other people on the SD; it was suggested that, between grades three and twelve, youth becomes quite critical of adults. Parents were seen as much better, stronger, and more active than other adults, especially by the older respondents, suggesting that youth still need their parents' value system while becoming critical of adults in general.

Third grade students viewed themselves, and all other people, quite

highly on the SD. On the SFRS they saw themselves as equal to, or better than, their father on many items, suggesting that these students may quite actively challenge their parents. This finding suggests a less than adequate view of reality in children of this age.

Over the next few years, the students seemed to lose the extremely high regard they had for themselves and saw themselves, and their peer group, as much lower in evaluation and much less active than other people. SFRS data suggested that the respondents now viewed themselves as quite inferior in comparison with their fathers.

The self concept was quite low, but definitely not bad, during the pre-adolescent and first of the early adolescent years. Peers seemed to gain in importance as models; fathers also seemed to be recipients of a great deal of pride from these children.

Ninth grade students' SD data suggested a much better self concept. Father was still viewed as a powerful person. As a sophomore, the self concept seemed to slump somewhat and data suggested that youth feel themselves, and their peer group, overwhelmed by the power viewed in others. SFRS data suggested that sophomores see themselves as much more inferior to their fathers than did freshmen.

Things did improve, however, as eleventh and twelfth grade students saw themselves as better than previously, although still low. By the twelfth grade, students saw themselves and their peers as extremely high in strength. It is suggested that adolescents are beginning to realize the potential they have for entering occupations, marriage, and other adult activities while still desiring more freedom and perhaps feeling confined. They were beginning to compare themselves more favorably with their father at this time, although they still saw themselves as inferior

in a number of respects.