

LOW SELF CONCEPT SCORES AND HIGH DISCREPANCY SCORES
AS IDENTIFYING CHARACTERISTICS OF SCHOOL DROPOUTS

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CHAPTER I

THE PROBLEM

The Department of Health, Education, and Welfare, Office of Education, Washington, D. C., recently published a list of "Identifying Characteristics of the Potential Dropout." As stated in this report, "studies of dropouts at state and local levels reveal that a fairly consistent pattern of factors identify and characterize potential school dropouts." The most important of these factors are as follows:

- a. Consistent failure to achieve in regular school work
- b. Sixteen years of age or older (35% dropout at 16, 27% dropout at 17 years of age)
- c. Low reading ability
- d. Grade placement two or more years below average for grade
- e. Retained in grade at least once in elementary school
- f. Irregular attendance and frequent tardiness
- g. Frequent changes of schools¹

These facts would certainly be characteristic of the majority of school dropouts today. The question

1. Office of Education, Department of Health, Education, and Welfare, Wash. D. C., "Identifying Characteristics of the Potential Dropout." 1963

as to which are causes and which are symptoms is a difficult one to answer. If we could determine the cause and effect relationship and if corrective measures were established, the total dropout rate would probably diminish.

With the emphasis currently being placed on the dropout problem, its importance seems obvious and we will not dwell upon it. It is, however, the underlying problem basic to this study. Early identification of the potential dropout is essential if we are to help these individuals.

As has been noted, there are already many characteristics which assist in the early identification of the potential dropout. It is our hope that this study would offer useful facts to be used together with existing knowledge pertaining to the early identification of the potential dropout. Perhaps there are some characteristics among dropouts which are underlying and encompassing of several or many of the single dropout characteristics which have been studied.

The Purpose

Basic human needs have been a basis for studies of behavior, personality, and perception of individuals

by many writers. This study too, will investigate the relationship of one basic human need on high school dropouts.

Maslow has summarized his long standing concern for the causation of human behavior in a book which attempts an organized presentation of the total spectrum of motivational factors operating within human beings. He presents seven groups of basic needs.

1. Physiological needs
2. Safety needs
3. Belongingness and Love needs
4. Esteem needs
5. Self Actualization needs
6. Desires to know and understand
7. Aesthetic needs²

This study will investigate to some extent the importance of the basic need, self-actualization, in the study of potential dropouts.

For the adolescent struggling with the social-emotional problems he must face during his school life, the ability for him to perceive himself as he actually is and to be aware of that perception and to have faith in that perception, would seem to be of great importance.

2. Maslow, A. H., Motivation and Personality (New York: Harper and Brothers, 1954)

It is the opinion of this writer that the student who drops out of school probably has a comparatively lower or more negative view of himself and that a greater discrepancy exists between his self concept and his ideal self as compared to non-dropout students. In other words, it is quite possible that the inability of students to accept themselves as they actually are or as they perceive themselves could lead to such drastic defensive measures as dropping out of school. Therefore if such a relationship does exist, then perhaps the early identification of students having low self concepts and high discrepancy scores could provide the schools an opportunity for helping such students before they drop out of school.

The purpose of this study therefore will be to contribute information concerning the relationship of low self concept, and discrepancy between self concept and self ideal scores among dropouts and those who remain in school. The subjects will be members of the sophomore and junior classes at Proctor High School, Proctor, Minnesota.

A more effective means of identifying the potential dropout might be established if a more comprehensive, more underlying characteristic of the potential dropout is determined. This then, forms

the basis for the writer's hypothesis.

The Hypothesis

Students who drop out of school are more likely to have a lower self concept and a higher discrepancy score (difference between self concept and ideal self) than are those who remain in school.

A student said to have a low self concept score would be a student who scores significantly lower than the mean score in his or her class according to the self concept scale of The Bills Index of Adjustment and Values. A student said to have a high discrepancy score would have a significantly higher deviation between his or her self concept score and his or her self ideal score on The Bills Index of Adjustment and Values. A copy of The Bills Index of Adjustment and Values is included in the appendix of this paper.

Some persons might contend that this low self concept and high discrepancy score indicate a feeling of inadequacy stemming from difficulties in school. Others would contend that failures in school stem from inadequate self concepts.

The present study will disregard the question of cause and effect. This study is concerned with whether

or not low self concept and high discrepancy scores are more prominent among students who drop out of school than among those who remain in school.

CHAPTER II

REVIEW OF THE LITERATURE

According to reports and studies in the area, the past decade has seen a vast increase in interest in the objective study of self concept. Several investigations have been concerned with the efforts of counseling or psychotherapy upon the way the individual perceives himself and others. The general conclusions reached from a survey of this literature are well summarized by Wrenn's statement: "The self concept of the client is emerging as a significant factor in the counseling process and as an important variable in the evolution of counseling."³

A review of the literature revealed a very cautious attitude toward the use of self concept variables in counseling, but it revealed quite general agreement that indeed it was emerging as a significant factor in the counseling process.

Since it seems necessary to establish a basic understanding of the self, its function and its relation to society, the following information is reported.

3. Wrenn, C. Gilbert, "The Self Concept in Counseling," Journal of Counseling Psychology, Vol. 5 No. 2 1958, pp. 104-110

What is the SELF?

The self is a composite of thoughts and feelings which constitute a person's awareness of his individual existence, his conception of who and what he is. A person's self is the "sum total of all that he can call his." The self includes among other things, a system of ideas, attitudes, values and commitments. The self is a person's total subjective environment. It is a distinctive "center of experience and significance." The self constitutes a person's inner world as distinguished from the "outer world" consisting of all other people and things.

The self is "the individual as known to the individual." It is "that to which we refer when we say 'I'." It is the "custodian of awareness"; it is the thing about a person which has awareness and alertness, "which notices what goes on in its own field." 4

Function of the SELF

He has that healthy love for self which makes it possible for him to accept the commandment, "Love Thy Neighbor as Thyself", not as a kind of coercion but as a principle underlying his way of life. 5

According to this view, the individual who does not possess good mental health is one who has not succeeded in developing his potential or in integrating the

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4. Jersild, Arthur T., In Search of Self, (New York: Teacher's College, Columbia University, 1952
 5. Ibid.

experiences of his life in a manner that makes for a unified whole. He is alienated from self in that there are tendencies within him that are incompatible and therefore in conflict. He has a hostile streak, for example, while committed to life or brotherly love, but he can neither face his hostility realistically nor give himself over to the opposite condition. He is "socially minded", but he also has a powerful drive to triumph in competition with others; he can neither recognize the nature of these two tendencies nor reconcile them into an integration which would allow him to express his own individuality, to assert himself, and to have sincerely friendly relationships with others. Because he is at odds with himself, he must pretend to be what he is not, play a role, act "as if." And when he lacks authentic and workable standards of his own, he is false to himself by living according to a borrowed or makeshift standard, playing up to an image that is not in keeping with reality. He is like a house divided against itself.⁶

6. Jersild, op. cit.

Self and Society

Each person's self is something individual, yet it has a social origin. This fact has important meaning for education because many of the strongest social influences are brought to bear upon the child by way of his experiences at school.

Among those who have emphasized the social origins of the self is George H. Mead: "The self is essentially a social structure, and it arises in social experience."⁷

Self Acceptance and Self Rejection

Self acceptance is an essential condition of mental health. Acceptance of self is the healthy counterpart of an unhealthy state of self rejection. Self acceptance is not the same as smugness, or conceit, or the illusion of being perfect. Indeed, the self accepting person makes no pretense to being perfect. From one point of view, a self accepting person is about as imperfect a creature as one could imagine, for he feels no compulsion to superimpose a standard of perfection on himself. He accepts his limitations and does the best he can with his resources. The self that is "perfect" in the sense of being true to reality, may be quite imperfect when measured against an external standard of perfection. ⁸

7. Mead, George H., Mind, Self and Society, (Chicago: University of Chicago Press, 1934)

8. Jersild, op. cit.

Findings indicate that at statistically significant levels, people who are high in acceptance of self, as measured by The Bills Index of Adjustment and Values, have higher group status, are more responsible, are more efficient intellectually, are more dominant, participate more in special events, have fewer contacts with student-affairs counselors, have a higher general psychological adjustment, are better prepared for college work, make higher scores on achievement tests, and are more proficient in English mechanics than people who are low in acceptance of self as measured by The Bills Index of Adjustment and Values.⁹

Carol Horney in her book, Our Inner Conflicts, contends that the self provides a key to the understanding of mental health. She reports: "According to the implications of the self concept, the healthy person is true to himself. He is developing the potential resources of his 'real self' and using them in a manner that is harmonious with a total way of life."¹⁰

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9. Bills, Robert E., Index of Adjustment and Values Manual, (Auburn, Alabama: Alabama Polytechnic Institute, Department of Psychology, 1951
 10. Horney, Carol, Our Inner Conflicts, (New York: W. W. Norton and Company, 1945

Certainly no modern day study dealing with the phenomenon of self concept should overlook the thinking and writings of Carl Rogers. The following excerpts are taken from Rogers' writings.

A theory of personality and behavior is reported by Rogers in a series of propositions. Those propositions having most relevance in this study are reported here.

- I. Every individual exists in a continually changing world of experience of which he is the center.
- IV. The organism has one basic tendency and striving - to actualize, maintain, and enhance the experiencing organism.
- V. Behavior is basically the goal-directed attempt of the organism to satisfy its needs as experienced in the field as perceived.
- VII. The best vantage point for understanding behavior is from the internal frame of reference of the individual himself.
- VIII. A portion of the total receptual field gradually becomes differentiated as the "self".

"Gradually as the infant develops, a portion of the total private world becomes recognized

as 'me', 'I', 'myself'."

Those elements which we control are regarded as part of the self, but when even such an object as a part of our body is out of control, it is experienced as being less a part of the self.

- IX. As a result of interaction with the environment, and particularly as a result of evaluational interaction with others, the structure of self is formed - an organized, fluid, but consistent conceptual pattern of perceptions of characteristics and relationships of the 'I' or the 'me', together with values attached to these concepts.
- X. The values attached to experiences and the values which are a part of the self structure, in some instances are values experienced directly by the organism, and in some instances are values introjected or taken over from others, but perceived in distorted fashion, as if they had been experienced directly.
- XI. As experiences occur in the life of the individual, they are either (a) symbolized,

perceived, and organized into some relationship to the self, (b) ignored because there is no perceived relationship to the self-structure, (c) denied symbolization or given a distorted symbolization because the experience is inconsistent with the structure of the self.¹¹

These postulates formed by Rogers are to be found interwoven in some manner in most studies reported in recent years. They are reflected in the thinking of many writers in the field of psychology.

Theories on the structure of the self are seemingly endless and no attempt will be made here to cover the entire field. It is hoped that a clear picture of the self and its functions has been described adequately.

The importance of self concept to this study is the extent to which it can be measured and used in the process of counseling or otherwise assisting the student.

Perhaps the best known psychologist's statement on the topic is that of Ernest Hilgard in his APA presidential address in 1949. In a portion of his theory

11. Rogers, Carl R., Client Centered Therapy, (Boston: Houghton Mifflin Company, 1951, pp. 483-524

he proposes that, since the function of the learned personality mechanisms may be best understood as the projection of the self concept, then the function of counseling or psychotherapy is to unlearn the mechanisms. This, says Hilgard, can be done by either of two methods; (a) by assisting the client to become aware of the mechanisms as symptoms and thus making them no longer useful as defenses (a rational, interpretive approach), or (b) by helping the client to become aware of those previously unaccepted aspects of the self that made the mechanisms necessary and, through this more complete self acceptance, to make the mechanisms unnecessary. (This is a phenomenological and non-interpretive approach).¹²

A most outstanding contribution to the study of self concept and its implications for teachers, counselors, and administrators is the Yearbook 1962, prepared by the Association for Supervision and Curriculum Development, a department of the National Education Association.

The yearbook invited four outstanding men to prepare a description of self-actualizing persons as

12. Hilgard, Ernest R., "Human Motives and the Concept of the Self", The American Psychologist, Vol. 4 No. 9, September, 1949, pp. 374-383

they saw them. The yearbook committee used these four invited papers as a working base for the preparation of the yearbook. The invited papers and their authors are listed here.

Dr. Earl C. Kelly - Professor of Education,
Wayne State University, Detroit,
The Fully Functioning Self

Carl R. Rogers - Professor of Psychology and
Psychiatry, University of Wisconsin,
Toward Becoming a Fully Functioning Person

Abraham H. Maslow - Chairman of the Department
of Psychology, Brandeis University, Some
Basic Propositions of a Growth and Self
Actualization Psychology

Arthur W. Combs, University of Florida, A
Perceptual View of the Adequate Personality

It was felt that statements made by these experts in the field so closely paralleled and substantiated the thinking reported in this particular study that brief portions should be included here.

According to the four invited authors, adequate people seem to be people who view change and adjustment to circumstances as opportunities for renewing and revitalizing their sense of adequacy. Their positive view of self has been achieved through an accumulation of successful experiences and an attitude toward problems as challenges to a strong self rather than as threats to a restricted self they cannot trust.

In contrast, they reported that people who are relatively inadequate tend to hold a low estimate of their capacity to cope with problems. As a result, such people develop even more negative perceptions and feelings about self. They focus on their incapacities to the extent that change or adjustment becomes threatening in a degree far out of proportion to the realities of the situation. They seem to lose touch with their own strengths and concentrate on their weaknesses as they seek to maintain a cherished, though rigid self-image. These people also lose touch with others who are their greatest resource for helping them in their exploration and understanding of self. They are doubtful of themselves as individuals of worth and dignity and unable to see themselves as liked, wanted or able. Those fortunate people who have developed some degree of self actualization have developed positive views of self. They tend to see themselves as "able to".¹³

13. Combs, Arthur W., Yearbook Committee Chairman, Perceiving, Behaving, Becoming, Association for Supervision and Curriculum Development, A Department of the National Education Association, 1962

"We choose that which the self feeds upon. The direction of the growth of the self depends upon other choices. We cannot see that which we have no experience to see. The psychological self feeds on ideas, which come from other people. Without the stuff of growth, the self becomes less adequate, and the whole person loses its ability to do, to venture, to create. The fully functioning personality thinks well of himself." 14

Arthur Combs states that competent persons, adequate persons, achieving persons are characterized by an essentially positive view of self. If one feels adequate about one's self one can take negative aspects in stride.¹⁵

Little actual testing of these principles of self concept have been reported. However, the most impressive group of studies relating changes in the self concept to the variables of counseling or psychotherapy are those which originated at the University of Chicago Counseling Center under the direction of Carl Rogers. As reported by John E. Williams in the Journal of Counseling Psychology, a study by Butler and Haigh (1954) demonstrated that discrepancies between

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14. Kelly, Dr. Earl C., "The Fully Functioning Self", Perceiving, Behaving, Becoming, Yearbook, Association for Supervision and Curriculum Development, A Department of the National Education Association, 1962
15. Combs, Arthur W., "A Perceptual View of the Adequate Personality", Perceiving, Behaving, Becoming, Yearbook, 1962

Q-sorts for Self and Ideal Self were reduced in counseled clients, particularly in those clients judged most improved. Williams also reported that Rosaland Dymond (1954) developed an adjustment score for the Butler and Haigh Q-sort and demonstrated significant increases in self-concept adjustment scores concurrent with counseling.¹⁶

In another study, Rosaland Dymond and Cartwright (1957) had clients describe themselves in relationship to three "important others" and found increased congruence among the three descriptions as a result of successful therapy. Rudikoff (1954) studied comparative changes in perceptions of Self, Ideal Self, and Ordinary Person as a function of client-centered counseling. She reported a tendency for all three concepts to become more congruent as a result of counseling and this increased congruency was maintained over a six month follow-up.¹⁷

16. Williams, John E., "Changes in Self and Other Perceptions Following Brief Educational Vocational Counseling", Journal of Counseling Psychology, Vol. 9, No. 1, 1962 pp. 18-30

17. Ibid.

LITERATURE ON IDENTIFICATION OF DROPOUTS

A review of the literature on early school leavers revealed a number of meaningful characteristics that appear to be causal factors relating to dropouts.

The first study to be considered was published by the Department of Health, Education and Welfare, Office of Education, Washington, D. C. The following is a summary of that study.

Identifying Characteristics of the Potential Dropout

Studies of dropouts at State and local levels reveal that a fairly consistent pattern of factors which identifies and characterizes potential school dropouts can be determined from school record information. These factors are as follows: (Those starred, and which were reported earlier, deserve first attention)

*Consistent failure to achieve in regular school work

*Sixteen years of age or older (35% dropout at 16, 27% dropout at 17 years of age)

*Low reading ability

*Grade level placement two or more years below average for grade

*Retained in grade at least once in the elementary school

*Irregular attendance and frequent tardiness

*Frequent changes of schools

Non-participation in extra-curricular activities

Performance consistently below potential

More likely to be male than female

From low-income groups, and usually from trade or labor occupations

Education of parents usually below eighth-grade level

Other factors which are not generally included on the school record but are often in anecdotal reports of personal observations are the following:

Active antagonism to teachers and principals

Marked disinterest in school, with feeling of "not belonging"

Non-acceptance by school staff

Unhappy family situation

Marked differences from schoolmates, such as interests, physique, social class, nationality, dress, or personality development

Inability to afford the normal expenditures of schoolmates

Inability to compete with brothers and sisters

Serious physical or emotional handicap

Discipline case

Record of delinquency

Activities centered outside school

Male car owners

Often in difficulty with community agencies and the law

Usually purposeless with no personal goals for achievement

Negative attitude of parents toward graduation¹⁸

18. Office of Education, Department of Health, Education, and Welfare, Wash. D. C., "Identifying Characteristics of the Potential Dropout." 1963

Throughout the review of studies it was evident that some identified factors would influence different students in different ways and could possibly affect the individual student in a different way at different times.

A number of dropout studies indicate that school dropouts come from low socio-economic families. As an example, a study conducted in over seventy secondary schools with enrollments varying from just over one hundred to over two thousand students, around the periphery of Greater Chicago, revealed seventy-two per cent of all dropouts come from low income families.¹⁹

A study by Nathan Young would also have us believe that the major indicator of potential school dropouts is the socio-economic status of the family.²⁰

Young goes on to say that increasing acceptance is being given to the view that although there may be long lists of expressed reasons for leaving school, most of the reasons given really serve as a coverup for hostility towards a school program that does not meet the student's needs, and for the lack of educational

19. Hand, Harold C., "Do School Costs Drive Out the Youth of the Poor?", Progressive Education, Vol. 28, Jan. 1957, pp. 89-93

20. Young, Nathan, "Community Predictors of School Holding Power", Journal of Secondary Education, Vol. 39, No. 3, March, 1964 pp. 117-121

goals on the part of the student.²¹ In view of the information presented it appears reasonable to suggest that the status of the socio-economic relationships in a community should be examined for possible explanations of the hostility towards school and the lack of educational goals prior to the establishment of corrective programs. Certainly both the explanation and the needed changes will be different if the status of the community variables indicates a community oriented towards middle class values in housing income, education, and employment, as opposed to a community that may be classified as one of low socio-economic status, or culturally deprived.

Other areas of possible predictors were reported in a study by Livingston. Mr. Livingston emphasized the importance of the elementary school in early identification of the potential dropouts. The fact is, many people withdraw before they ever enter high school. According to a recent study by Livingston, more than 21 per cent of the total dropout in the schools of one city occurred before ninth grade, and an additional 16 per cent occurred during ninth grade.²²

21. Young, Nathan, Op. cit.

22. Livingston, Hugh A., "Key to the Dropout Problem", The Elementary School Journal, Vol. 59, No. 5, February, 1959, pp. 267-270

It is probable that many forces that contribute to the withdrawal of students in later grades are first felt during the elementary school years. It is clearly evident that any effort to keep these pupils in school should be started as early as possible in their elementary school years.

According to Livingston, a noteworthy fact about students who failed to enter high school appeared in the record of their participation in both the formal activities of the school and in the day-to-day informal activities of the classroom and the playground. More than three-fourths of these students did not participate in any formal school activity in their entire elementary school career. More than 85 per cent were regarded as less than average in their participation in the informal life of the classroom and playground, while 60 per cent were classed by their teachers as non-participants or isolates.²³

The home environment of many pupils left much to be desired. Fifty-two per cent of the group came from homes broken by death or divorce. Only 40 per cent lived with both parents. Information on the formal education of the parents was available for 68 per cent

23. Livingston, Hugh A., op. cit.

of the group. The parents of only 12 per cent of the dropouts had gone beyond the tenth grade, and none had finished high school. The parents of 20 per cent had not finished eighth grade. The low level of educational achievement coupled with the instability of a majority of the homes would seem to support the idea that children received little encouragement for educational achievement.

The subjects used in Livingston's studies were the students who entered the first grade in an Illinois city of 45,000 during the 1944-45 school year and remained in the schools of the community until they either graduated or voluntarily dropped out of school. A total of 309 students - 193 graduates and 116 dropouts were included in this group. Twenty-five of the dropouts did not enter high school and the remainder withdrew sometime between the ninth and twelfth grade. The dropout in this study was most often revealed as a student who met with only limited success in the academic program of the school; he apparently had not related himself successfully to the individuals in the social system of the school; his mental ability and academic skills were limited; and he came from an unstable or uninspiring home environment.²⁴

24. Livingston, Hugh A., op. cit.

Louis J. Cantoni makes this observation. "It appears that a continuing country-wide reduction in the high school dropout rate is entirely feasible. Mainly the problem is one of matching student interests, abilities and needs with curricular and occupational choices."²⁵

Summary

This section has dealt with what the author has considered to be significant developmental problems of children and some of their manifest characteristics which appear to emerge as barriers to successfully completing a secondary education. These barriers are compounded and complicated by the constant interaction of the child and his environment. It is to this extent that many factors, both tangible and intangible, become responsible for a student's decision to withdraw from school. Rarely is the decision determined by a single force or characteristic.

Admittedly, all the characteristics are rarely found among individual dropouts because of the extremes found in individual circumstances. Characteristics found common to dropouts can, however, be used as guidelines toward the recognition of a child's problems concerning possible early withdrawal from school.

25. Cantoni, Louis J., "Stay-Ins Get Better Jobs", Personnel and Guidance Journal, Vol. 33, May, 1955 pp. 531-533

LITERATURE ON MEASURING INSTRUMENTS FOR SELF CONCEPT

Literature dealing with the use of self concept measures, namely personality tests, ranges from that of being very skeptical to that of being somewhat optimistic about their usefulness. Throughout the literature, there are constant reminders of the need for being cautious concerning the results of such instruments.

Ruth Wylie in her reviews on methods of measuring self psychology, is among the most critical of all devices now in use. She explains that some of the most crucial difficulties seem to center around the degree to which self concept theorists wish to be, and can fruitfully be, consistently phenomenological. She insists that in general, the problems and limitations of phenomenological theorizing have not been faced squarely by proponents of self concept theories.²⁶

The thinking offered by Wylie is, of course, very critical and does not offer any improved means for measuring self concept. It has, however, pointed out certain weaknesses in testing procedures that certainly should be considered by persons attempting such testing.

26. Wylie, Ruth, Self Concept-A Critical Review, (Lincoln, Nebraska: University of Nebraska Press, 1961

Lee J. Cronback in his book, Essentials of Psychological Testing, reports on Self-Report devices. He reports that the subject has had much opportunity to observe himself. If he is willing, he can give a helpful report of his own typical behavior. Questionnaires are used to obtain such reports. The crucial problem in self-report, if it is to be interpreted as a typical picture of behavior, is honesty. If the person tries to give the best possible picture of himself instead of a true description, the test will fail of its purpose. Even when he tries to be truthful, we cannot hope that he is a really detached and impartial observer of himself. His report is certain to be distorted to some degree.²⁷

In any interview or personality test, the psychologist appeals for cooperation and employs his skill as best he can to produce rapport. But rapport is a complex interpersonal relationship, depending on many factors other than the tester's technique. Never may the tester safely assume that he has established the ideal relationship which will cause the subject to want to tell "the whole truth". No matter what special

27. Cronback, Lee J., Essentials of Psychological Testing, (New York: Harper & Brothers, 1960 pp. 464-505

procedures are used to reduce distortion, the test responses depend upon how much of the truth the subject is willing and able to report. Interpretation must take this fact into account.²⁸

The writer has taken the preceding information into account in his attempt to measure the subjects involved in the study. The writer has also very carefully considered the critique of self concept measures as reported by Donald E. Strong and Dan D. Feder in the Journal of Counseling Psychology. The report by Strong and Feder was considered pertinent enough to this study to report a summary of it here.

Strong and Feder point out that researchers recently have turned their attention to those problems that relate directly to self concept and have begun to study the concept of self as a generalized personality construct. In this process they report, many new and different instruments have been developed to evaluate the self concept. Table I (see page 30) gives an overall comparison of the various self concept measures obtained from the different tests.²⁹ Eleven of the

28. Field, Frank L.; Kehas, Chris D.; Tiedman, David V.; "The Self Concept in Career Development: A Construct in Transition", Personnel and Guidance Journal, Vol. XLI, No. 9, May 1963, pp. 767-770

29. Strong, Donald E., and Feder, Dan D., "Measurement of the Self Concept: A Critique of the Literature", Journal of Counseling Psychology, Vol. 8, No. 2 1961, pp. 170-178

TABLE I - COMPARISON OF SELF CONCEPT MEASURES

Measurement Techniques	Self Concept	Ideal Self Concept	Acceptance of Self	Other Person Concept	Socially Perceived Self	Discrepancy Scores Adjustment Indices
Q-Sort	Self	Ideal	-----	Ordinary Person	-----	Discrepancy Score
Brownfain Self-Rating Inventory	Positive Self Negative Self Private Self	-----	-----	-----	Social Self	Stability Index Social Conflict Index
Bills IAV	Self	Ideal	Acceptance of Self	Concept of Others	-----	Discrepancy Score
Leary ICL	Self	Ideal	-----	Relevant Others	-----	-----
W-A-Y	Egoistic Self Response	-----	-----	-----	Altruistic Self Response	-----
Rotter ISB	-----	-----	-----	-----	-----	Single Over-all Adjustment Score
Berger Scales	-----	-----	Self Acceptance	Acceptance of Others	-----	-----
Phillips Questionnaire	-----	-----	Self Acpt. Attitudes	Attitudes Toward Others	-----	-----
Worchel SAI	Self	Ideal	-----	Other	-----	Discrepancy Score
Sheerer Scale	-----	-----	Acceptance of Self	Acceptance of Others	-----	-----
Jourard Questionnaire	Self-Cathexis Real Self	Ideal	-----	Concept of Parents	-----	Discrepancy Score
Fey Questionnaire	Readiness for Therapy	-----	Self Acceptance	Acceptance of Others	-----	-----
Ewing Personal Rating Form	Self Figure	Ideal Self Figure	-----	Other Figures	-----	-----
Matteson Self	Conceived Self	Projected Self	-----	-----	Reflected Self	Aspiration Index Discrepancy Index
Merrill & Heathers Chklst.	Self	-----	-----	-----	-----	-----

fifteen techniques give some type of perceived self concept score; seven of them utilize an adjustment index of some sort. The Rotter ISB, the Ewing Personal Rating Form, The Matteson Self-Evaluation Scale, and the Merrill and Heathers Checklist have been used in counseling situations, with the Q-sort and the Leary ICL used in evaluating the effects of psychotherapy. Some of the instruments, according to Strong and Feder, leave much to be desired in many respects, particularly in the realm of validity. What they consider most promising is the tendency to approach personality adjustment in terms of a totality of response.³⁰

This approach is certainly in marked contrast to earlier measurement techniques employed in this area which restricted them to subjective interpretation.

Alfred B. Heilbrun reports considerable evidence has accumulated to indicate that academic success in a college setting is related to both intellectual and non-intellectual factors. The importance of personality variables in predicting academic success has been investigated principally by personality test differences

30. Strong, Donald E., and Feder, Dan D., "Measurement of the Self Concept: A Critique of the Literature", Journal of Counseling Psychology, Vol. 8, No. 2 1961, pp. 170-178

between some combination of groups defined as high, average, or low achievers (Gebhart & Hoyt, 1958; Krug, 1959; Merrill & Murphy, 1959).³¹

The findings of a study by Heilbrun indicated that five of the six selected ACL Need Scales related significantly in the predictive direction with first-year dropouts of female college freshmen. These findings lend added support to the usefulness of the personality assessment. Heilbrun looked at what might be considered a realistic aspect of the use of personality scales.

"With burgeoning enrollment already a reality, the importance of reducing first-year attrition should soon assume major importance since a slot assigned to a potential dropout may deny college attendance to a potentially successful student."³²

"There are at least two ways in which a personality test could be utilized in a selective role. For one, admission acceptance or rejection could be decided by personality measures in conjunction with ability measures. A second approach would be to use the personality device for referral to a college counseling agency should

31. Heilbrun, Alfred B. Jr., "Prediction of First Year College Dropouts Using ACL Need Scales", Journal of Consulting Psychology, Vol. 9, No. 1, 1962 pp. 58-64

32. Ibid.

an attrition pattern occur."³³

John E. Williams (1960-61) studied the effects of educational-vocational counseling on changes of congruence among concepts of Self, Ideal Self, and Ordinary Person.

He concluded that educational-vocational counseling restores a normal level of adjustment and degree of congruence among the client's perceptions of himself, his ideal self, and other persons.³⁴

In the same article by John Williams, a quotation by William U. Snyder, Associate Editor of the Journal of Counseling Psychology, might serve as a fitting bit of caution as a conclusion to this section:

"What I am bothered with is the way researchers take to certain fads. Q-sort and self ideal congruence are now a la mode, but how many of the persons who use these procedures examine their pro-founder meanings, or even whether they are appropriate for the problems the researcher wishes to investigate.

The warning flag I am raising has to do with the problem of unquestioning devotion to methodology at the expense of meaning." 35

33. Heilbrun, Alfred B. Jr., op. cit.

34. Williams, John E. op. cit.

35. Ibid.

CHAPTER III

THE TEST INSTRUMENT USED FOR MEASURING SELF CONCEPT

The final selection of a measuring device was made upon review of the literature dealing with the measurement of self concept.

On the basis of the objectiveness of the instrument and the satisfactory information regarding its reliability and validity, The Bills Index of Adjustment and Values was chosen as the main test instrument in this study. The first published report on the Bills Index of Adjustment and Values appeared in 1951, and was followed by other reports which have been summarized along with other relevant data in a 90-page mimeographed report.³⁶

Continued research has shown that the 1951 form of the Index of Adjustment and Values is especially useful for finding measures of acceptance of self, beliefs about other people's acceptance of themselves, and discrepancies between self and self ideal concepts. The Bills Index of Adjustment and Values can also be used to determine one's concept of others. There is a

36. Bills, Robert E., Index of Adjustment and Values Manual, (Auburn, Alabama: Alabama Polytechnic Institute, Department of Psychology, 1951

form of the Index of Adjustment and Values which asks the subject to describe his feelings about others. This "others form" was not used in this study as only the self perceptions were relevant to the study.

In brief, the perceptual theory of the Index of Adjustment and Values holds that behavior is consistent with a behavior's perceptions about the world in which he lives. His perceptions are influenced by several variables including his needs and values, the presence or absence of threat, opportunities for experience with stimuli, the perceiver's physiological state and his beliefs about himself and other people. These latter beliefs include factors such as self concept, concept of ideal self, acceptance of self, and beliefs about other people's acceptance of themselves.³⁷

The theory also states that behavior is the effort of a person to maintain or enhance his self organization. Stated in an oversimplified manner, this implies, in part, that a person has information relative to his present self organization (self concept is a part of this self organization) and a view of himself as he wishes to be (concept of self ideal). A significant portion

37. Bills, Robert E., op. cit.

of his behavior is aimed at bridging this gap. Furthermore, his self satisfaction is directly related to the difference he perceives between his self concept and his ideal self. Personal maladjustment exists when the discrepancy between these two concepts is sufficiently large to cause unhappiness.³⁸

A description of The Bills Index of Adjustment and Values, the test which was used in this study, is included in the appendix.

The test consists of a series of trait descriptive adjectives, each of which is rated three times. Column I is a rating of self concept, Column II is a rating of self acceptance, and Column III is a rating of ideal self. A fourth rating, the maladjustment index is derived from the summed discrepancy between Column I and Column III. Since a discrepancy between self concept and ideal self is taken as an index of conflict or emotionality with respect to the traits in question, the lower the summed D score the better the subject is.

Test I is the form which was administered to the sophomore and junior classes of Proctor High School, and has a total of 37 traits. Test II is the senior and college form which has a total of 49 traits. Both

38. Bills, Robert E., op. cit.

forms were administered to their respective level of students; however, the results of the senior and college form were later discarded because of a very small number of dropouts in the senior class.

The reliability of The Bills Index of Adjustment and Values as reported in The Bills Index of Adjustment and Values Manual, seems favorable. An odd-even correlation coefficient of .91 is reported for the acceptance of self scores. A corrected split-half reliability of the discrepancy scores was .88. The test-retest reliability of the acceptance of self scores is reported as .83, and for the discrepancy scores was .87. All coefficients are significantly different from zero beyond the .001 level of confidence.³⁹

A generally accepted personality test, the Rorschach, which uses a series of ink blots to assess personalities, was used in an effort to establish the validity of The Bills Index of Adjustment and Values. A rho of .60, which is significantly different from zero at the .05 level of confidence was reported.⁴⁰

Accordingly, the Rorschach then to some degree, does validate the Index of Adjustment and Values, and the reliability coefficients as reported seem highly

39 and 40. Bills, Robert E., op. cit.

significant. Therefore, the writer considers the Bills Index of Adjustment and Values an adequately reliable and valid test instrument.

CHAPTER IV

PROCEDURE

The hypothesis to be tested states that we expect to find a lower self concept and a higher discrepancy score among those students who drop out of school than among those who remain in school.

In inquiring whether the two groups actually differ in mean scores, we shall restate our hypothesis in the null form; namely, that the difference (in self concept and discrepancy scores) between the students who stay in school and the dropouts is zero, and that except for accidental errors, mean differences from sample to sample (that is if we were to take additional samples) would all be zero. Stated specifically, we ask whether, in view of its SE (Standard Error), the mean difference is really large enough to cast grave doubt upon our null hypothesis.

Collection of Data

To obtain the necessary information, The Bills Index of Adjustment and Values was administered to the entire student body of the Proctor Senior High School. This test provides a measure of their self concept,

self ideal and a discrepancy score. This test was administered very early in the school year in order to obtain the needed information before any dropouts occurred.

The actual testing was accomplished through the cooperation of the entire senior high English Department. A meeting of the English Department staff was held and all phases of the testing procedure were discussed. All tests were administered on a single day, with the exception of a few, in which cases the students were absent. All computations and interpretations of the test results were carried out by this writer with the help of two very capable and trustworthy senior girls.

According to the dropout rate of previous years at Proctor High School (approximately 4.5%, compared to 35% nationally and 18% in Minnesota), we anticipated approximately 20 to 25 dropouts. As of April 15, 1965, there were twenty students who had left school. Of these twenty, only three were seniors. As explained in Chapter III, seniors had taken a different form of The Bills Index of Adjustment and Values. It was decided to exclude seniors in order that we might work with a single set of scores. This left a total of seventeen school leavers.

Of this total of seventeen school leavers, four transferred to other schools, two were pregnant, and one other returned immediately to Proctor. It was decided that these students did not constitute dropouts and so were excluded from the dropout group. This left ten students, nine sophomores and one junior, who would be considered dropouts. These ten students then formed the dropout group.

There were 200 members of the sophomore class and 182 members of the junior class that were tested. This is a total of 382 students in our entire test population.

One very obvious limitation in this study is the small number of dropouts in our sample (10), compared to a fairly large total population (382). With such a large difference in the size of the sample and the population, it was necessary to employ a special formula designed to determine the significance of a mean from a small finite population. The formula used was taken from a text on statistical research methods by Palmer O. Johnson.

The standard error of the mean is then adjusted as follows: $\sigma \bar{X} = \frac{\sigma}{\sqrt{n}} \sqrt{\frac{N-n}{N-1}}$

where $\sigma \bar{X}$ = standard error of the mean; σ = standard deviation of the sample; \sqrt{n} = the square root of the sample; $\sqrt{\frac{N-n}{N-1}}$ = the square root of the total population minus the sample, divided by the total population minus one.

We then compute the t-test as follows: $t. = \frac{\bar{x} - \mu}{S \bar{X}}$

where $t.$ equals the value of t; \bar{x} equals the mean of the sample, μ equals the mean of the population and $S \bar{X}$ equals the standard error of the mean.⁴¹

Upon the completion of computation of the formula the value of t is compared with the t -model or table. The findings are reported in the following chapter.

41. Johnson, Palmer O., Statistical Methods in Research, (New York: Prentice-Hall, Inc. 1949) pp. 71

CHAPTER V

FINDINGS

The findings of this study are reported in the four tables which follow. (See pages 45 through 48). Table II is a frequency distribution of the self concept scores (Column I of The Bills Index of Adjustment and Values) for the total population of the junior and sophomore classes. There are a total of 382 students; their mean self concept score is 135.805 and the standard deviation is 16.460. Table III is a frequency distribution of the self concept scores (Column I of The Bills Index of Adjustment and Values) of the ten dropouts. The mean of the self concept scores is 130.0 and the standard deviation is 20.818.

When the results taken from Tables II and III are applied to our formula for the significance of the mean from a small finite population, we find $\sigma \bar{X}$ equal to 6.49. In applying these figures to our t-test formula, we find the value of t equal to .802. If we compare the value of t to the t-model or table, we find that it is not significant beyond the .05 level of significance and therefore we cannot reject the null hypothesis as applied to this aspect of our study. That is to say, the self concept scores of the dropouts in this study are not

significantly lower than those of their fellow students and therefore this would not necessarily be an identifying characteristic of the potential dropout.

Table IV reports a frequency distribution of the discrepancy scores (self concept compared to self ideal) of the total population of the junior and sophomore classes. There is a total of 382 students; their mean discrepancy score is 30.56 and the standard deviation is 14.1890. Table V is a distribution of the discrepancy scores of the ten dropouts in the sample. The mean of the discrepancy scores is 40.7 and the standard deviation is 12.857.

When the results taken from Tables IV and V are applied to our formula for the significance of a mean from a small finite population, we find $\sigma \bar{X}$ equal to 4.009. In applying these figures to our t-test formula, we find the value of t equal to 2.5293. If we compare the value of t to the t-model or table, we find it to be significant beyond the .05 level of significance. We therefore can reject the null hypothesis as it applies to this area of our study. That is to say, we find the discrepancy scores among the dropouts in this study to be significantly higher than those of their fellow students. It therefore seems possible that significantly higher discrepancy scores could be an identifying

TABLE II

FREQUENCY DISTRIBUTION OF SELF CONCEPT SCORES (COLUMN I OF IAV)
FOR TOTAL POPULATION OF SOPHOMORE AND JUNIOR CLASSES

Class Interval Scores	Midpoint X	Frequency f	x'	fx'	f(x') ²
180-184	182	1	+ 9	9	81
175-179	177	2	+ 8	16	128
170-174	172	6	+ 7	42	294
165-169	167	6	+ 6	36	216
160-164	162	9	+ 5	45	225
155-159	157	30	+ 4	120	480
150-154	152	33	+ 3	99	297
145-149	147	40	+ 2	80	160
140-144	142	34	+ 1	34	34
135-139	137	37	0		0
130-134	132	44	- 1	-44	44
125-129	127	30	- 2	-60	120
120-124	122	31	- 3	-93	279
115-119	117	24	- 4	-96	384
110-114	112	23	- 5	-115	575
105-109	107	10	- 6	-60	360
100-104	102	8	- 7	-56	392
95-99	97	6	- 8	-48	384
90-94	92	3	- 9	-27	243
85-89	87	4	-10	-40	400
80-84	82	1	-11	-11	121
				-168	4217

$$N = 382$$

$$\bar{X} = A.M. + i \left(\frac{\sum f x'}{N} \right) = 137 + 5 \left(\frac{-168}{382} \right) = 137(-2.195)$$

$$= 135.805$$

$$\sigma = i \sqrt{\frac{\sum f (x')^2}{N} - C^2} = 5 \sqrt{\frac{4217}{382} - .191721} = 5 \sqrt{10.837279}$$

$$= 5 (3.292) = 16.460$$

TABLE III

DISTRIBUTION OF SELF CONCEPT SCORES FOR THE DROPOUTS
(COLUMN I OF IAV)

Scores	Mean \bar{x}	Deviation from the mean x'	$(x')^2$
123	130	- 7	49
109	130	-21	441
145	130	+15	225
122	130	- 8	64
171	130	+41	1681
124	130	- 6	36
102	130	-28	784
147	130	+17	289
109	130	-21	441
148	130	+18	324

$$\bar{X} = \frac{\sum X}{N} = \frac{1300}{10} = 130$$

$$\sigma = \sqrt{\frac{\sum X^2}{N}} = \sqrt{\frac{4334}{10}} = \sqrt{433.4} = 20.818$$

Formula for significance of a mean from a small finite population

$$\sigma_{\bar{X}} = \frac{\sigma}{\sqrt{N}} \sqrt{\frac{N-n}{N-1}}$$

$$= \frac{20.818}{\sqrt{10}} = \frac{20.818}{\sqrt{10}} \sqrt{\frac{382-10}{382-1}} = \frac{20.818}{3.162} \sqrt{\frac{372}{381}} = 6.5838 \sqrt{.9737}$$

$$= 6.5838 \times .986 = 6.49$$

$$t = \frac{\bar{X} - \mu}{\sigma_{\bar{X}}} = \frac{130 - 135.805}{6.49} = \frac{5.805}{6.49} = .802$$

TABLE IV

FREQUENCY DISTRIBUTION OF DISCREPANCY SCORES (COLUMN IV OF IAV)
FOR TOTAL POPULATION OF SOPHOMORE AND JUNIOR CLASSES

Class Interval Scores	Midpoint X	Frequency f	x'	fx'	f(x') ²
90-94	92	1	+13	13	169
85-89	87	0	+12	0	0
80-84	82	0	+11	0	0
75-79	77	1	+10	10	10
70-74	72	3	+ 9	27	243
65-69	67	5	+ 8	40	320
60-64	62	7	+ 7	49	343
55-59	57	4	+ 6	24	144
50-54	52	16	+ 5	80	400
45-49	47	18	+ 4	72	288
40-44	42	28	+ 3	74	252
35-39	37	47	+ 2	94	188
30-34	32	56	+ 1	56	56
25-29	27	65	0	0	
20-24	22	53	- 1	-53	53
15-19	17	32	- 2	-64	128
10-14	12	28	- 3	-74	252
5-9	7	14	- 4	-56	324
0-4	2	4	- 5	-20	100

$$N = 382$$

$$+272$$

$$3270$$

$$\bar{X} = A.M. + i \left(\frac{\sum f x'}{N} \right) = 27 + 5 \left(\frac{-272}{382} \right) = 27 + 3.560 = 30.56$$

$$\sigma = \sqrt{\frac{\sum f(x')^2}{N} - c^2} = 5 \sqrt{\frac{3270}{382} - .50694} = 5 \sqrt{8.0533}$$

$$= 5 \times 2.8378 = 14.1890$$

TABLE V

DISTRIBUTION OF DISCREPANCY SCORES FOR THE DROPOUTS
(COLUMN IV OF IAV)

Scores	Mean \bar{x}	Deviation from the mean x'	$(x')^2$
50	40.7	+ 9.3	86.69
38	40.7	- 2.7	7.29
26	40.7	-14.7	216.09
43	40.7	+ 2.3	5.29
20	40.7	-20.7	428.49
48	40.7	+ 7.3	53.29
47	40.7	+ 6.3	39.69
52	40.7	+11.3	127.69
60	40.7	+19.3	372.49
23	40.7	-17.7	313.29

$$\bar{x} = \frac{\sum X}{N} = \frac{407}{10} = 40.7$$

$$\sigma = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{1650.30}{10}} = \sqrt{165.30} = 12.857$$

The significance of the mean from a small finite population

$$\sigma_{\bar{x}} = \frac{\sigma}{\sqrt{N}} \sqrt{\frac{N-n}{N-1}} = \frac{12.857}{\sqrt{10}} \sqrt{\frac{382-10}{382-1}} = \frac{12.857}{3.162} \sqrt{.9737}$$

$$= (4.0564)(.986) = 4.009$$

$$t = \frac{\bar{x} - \mu}{\sigma_{\bar{x}}} \sqrt{N} = \frac{40.7 - 30.56}{4.009} = \frac{10.14}{4.009} = 2.5293$$

This is significant to the .05 level of confidence

characteristic of the potential dropout.

Summary

This study has shown that when compared with their fellow class members, potential dropouts are not necessarily recognizable by their self concept measures. This study has, however, provided support for the notion that dropouts are likely to have a significantly higher discrepancy score when compared with their fellow class members. It is possible then to assume that this is a characteristic which might identify the potential dropout. Readers are reminded once again of the relatively small sample of dropouts in this study which places very obvious limitations on the results of the study.

The small sample, however, does not disqualify the findings. What the small sample may have done was to hide a significant difference in the self concept. That is, it was concluded that there is no difference in self concept when, in fact, a larger N might have disclosed a significant difference. Although the findings for the difference in self concept scores were found inconclusive, they did point in the direction of significance.

CHAPTER VI

INTERPRETATION AND IMPLICATIONS

As we interpret the findings of this study and consider their implications for school personnel, one major thought persists. That is, that the use of such measuring instruments as The Bills Index of Adjustment and Values have their place in a high school testing program. As reported in the review of literature, some critics are at best quite skeptical of the value of personality tests as a useful tool on the high school level. On the other hand, there has been a sharp increase in the overall use of such instruments and as suggested by Wrenn, it would appear that "the self concept of the individual is fast becoming an important variable in the counseling process."⁴²

Another point to consider is, of course, that this study did indicate a significantly higher discrepancy between self concept and ideal self among high school dropouts. This study, with its limitations, has

42. Wrenn, C. Gilbert, op. cit.

not proven unequivocally that this discrepancy is necessarily a more underlying or more comprehensive identifying characteristic of the potential dropout than other known characteristics. However, with our understanding of the effects of such an underlying and comprehensive a phenomena as, "self concept", we must admit that it is quite possible that the potential for comprehensiveness is present.

The study of the self is indeed a fascinating one; one in which school personnel must become more involved.

Implications for Guidance

A guidance worker's concern is that of helping students to actualize their potential to become. He should be just as concerned with how students perceive their world as he is with the way he or society thinks the student should see his world. Good counselors can, in a counseling interview, step into and understand a student's world from the student's point of view.

We are not suggesting that a standardized test replace the individual interview. What seems logical, is to use the objective type personality scales as an additional tool in creating a clearer picture of the student's self perception. This could be of value to

the counselor in his efforts to help the counselee be what he can be. It can also be of help to the student who cannot perceive his real self, or cannot bring this perception into awareness. Through counseling, this real self might be brought into awareness for the counselee.

High discrepancy is indicative of maladjustment. This maladjustment may not necessarily result in a student dropping out of school. It is likely, however, that the student could benefit from counseling or psychotherapy.⁴³

Counselors who ignore this potential source of information, may be overlooking a very helpful tool.

Implication for Education in General

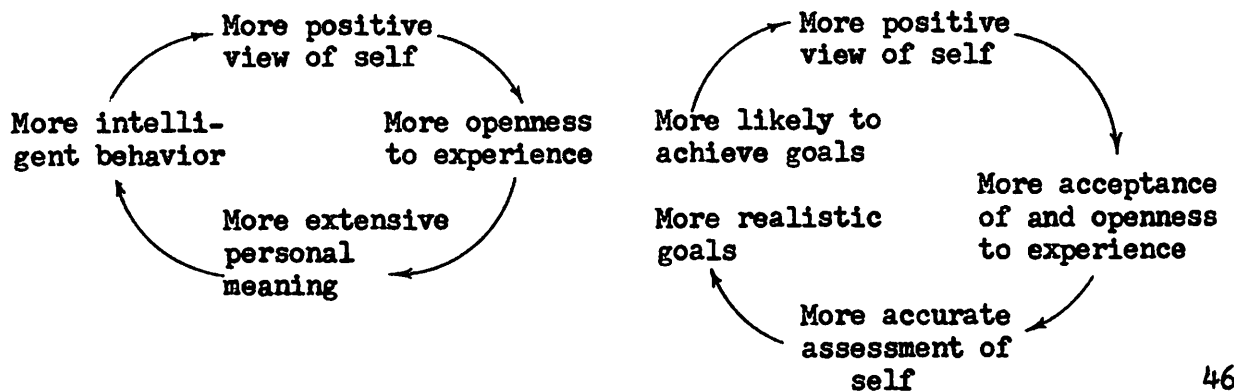
Implications for guidance and for education in general obviously cannot be separated to any great extent. On the other hand, it is conceivable that teachers might consider the study of, and measurement of self concepts, as strictly the counselor's responsibility. This, of course, would be unfortunate.

When we learn that the self concept is learned, the role of the school in this learning becomes increasingly significant. Schools not only teach, they

43. Williams, John E., op. cit.

contribute also to the creation of the learner. What produces adequacy assists and encourages learning as well.⁴⁴

A general implication which we cannot overlook is the question of how a positive or negative self concept is developed. As was noted in the review of literature, "the psychological self feeds on ideas which come from other people."⁴⁵



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If we can assume that the self concept is formed by ideas and reactions obtained from other people, this has many implications. One in particular is concerned with pre-school children. Perhaps there are ways in which the school can be of service in helping otherwise

44. Combs, Arthur W., op. cit.

45. Kelly, Dr. Earl C., op. cit.

46. Combs, Arthur W., op. cit.

deprived children to develop a more adequate background of experiences basic to the development of self concept. To produce more efficient learning and to produce more creative learners, teachers will need to learn more about children's concepts of themselves.

Where understanding the student and his individual needs was once a new focus in education, it is now becoming the focus.

CHAPTER VII

SUMMARY, RECOMMENDATIONS, AND CONCLUSIONS

This study compared the self concept scores and the discrepancy scores of 382 Proctor High School junior and sophomore students to the scores of ten dropouts from this population.

The Bills Index of Adjustment and Values was used to obtain self concept, self ideal, and discrepancy scores.

The null form of the hypothesis stated that there was no significant difference between mean scores of (1) self concepts, and (2) the discrepancy scores. The null hypothesis could not be rejected regarding self concept scores; however, a significant difference beyond the .05 level of significance was established regarding the discrepancy scores.

In view of the results, certain interpretations were drawn and their implications for guidance and education in general were reported.

Suggestions for future study would include; (1) a similar study expanded so as to include a larger number of dropouts, and (2) a comparison of dropout

characteristics so as to establish to what extent, if any, self concept variables are a more comprehensive characteristic of the potential dropout than other known characteristics.

The study of self concept and research in this area is both stimulating and rewarding for the researcher. The challenge it presents to those concerned with behavior, especially that of adolescents, is unlimited.

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APPENDIX

TEST I

"SELF" INSTRUCTIONS FOR HSIAB

There is a need for each of us to know more about ourselves, but seldom do we have an opportunity to look at ourselves as we are or as we would like to be. On the next page is a list of terms that to a certain degree describe people. Take each term separately and apply it to yourself by completing the following sentence.

I AM A (AN) _____ PERSON.

The first word in the list is jolly, so you would substitute this term in the above sentence. It would read--I am a jolly person.

INSTRUCTIONS FOR COLUMN I (Next page)

Then decide HOW MUCH OF THE TIME this statement is like you and rate yourself on a scale from 1 to 5 according to the following key.

1. Seldom, is this like me.
2. Occasionally, this is like me.
3. About half of the time, this is like me.
4. A good deal of the time, this is like me.
5. Most of the time, this is like me.

EXAMPLE: Beside the term JOLLY, number 2 is inserted to indicate that--occasionally I am a jolly person.

INSTRUCTIONS FOR COLUMN II (Next page)

Now go to Column II. Use one of the statements given below to tell HOW YOU FEEL about yourself as described in Column I.

1. I very much dislike being as I am in this respect.
2. I dislike being as I am in this respect.
3. I neither dislike being as I am nor like being as I am in this respect.
4. I like being as I am in this respect.
5. I like very much being as I am in this respect.

You will select the number beside the statement that tells how you feel about the way you are and insert the number in Column II.

EXAMPLE: In Column II beside the term JOLLY, number 1 is inserted to indicate that I dislike very much being as I am in respect to the term, jolly. Note that being as I am always refers to the way you described yourself in Column I.

INSTRUCTIONS FOR COLUMN III (Next page)

Finally, go to Column III; using the same term, complete the following sentence.

I WOULD LIKE TO BE A (AN) _____ PERSON.

Then decide HOW MUCH OF THE TIME you would like this trait to be characteristic of you and rate yourself on the following five point scale.

1. Seldom, would I like this to be me.
2. Occasionally, I would like this to be me.
3. About half of the time, I would like this to be me.
4. A good deal of the time, I would like this to be me.
5. Most of the time, I would like this to be me.

You will select the number beside the phrase that tells how much of the time you would like to be this kind of person and insert the number in Column III.

EXAMPLE: In Column III beside the term JOLLY, the number 5 is inserted to indicate that most of the time, I would like to be this kind of person.

Start with the word ACTIVE and fill in Column I, II, and III before going on to the next word. There is no time limit. Be honest with yourself so that your description will be a true measure of how you look at yourself.

TEST I (Continued)

	I	II	III		I	II	III
a. JOLLY	_____	_____	_____	19. Kind	_____	_____	_____
1. active	_____	_____	_____	20. loyal	_____	_____	_____
2. alert	_____	_____	_____	21. neat	_____	_____	_____
3. carefree	_____	_____	_____	22. obedient	_____	_____	_____
4. cheerful	_____	_____	_____	23. patient	_____	_____	_____
5. considerate	_____	_____	_____	24. playful	_____	_____	_____
6. cooperative	_____	_____	_____	25. polite	_____	_____	_____
7. courteous	_____	_____	_____	26. quiet	_____	_____	_____
8. dependable	_____	_____	_____	27. sharing	_____	_____	_____
9. democratic	_____	_____	_____	28. sincere	_____	_____	_____
10. faithful	_____	_____	_____	29. studious	_____	_____	_____
11. friendly	_____	_____	_____	30. sociable	_____	_____	_____
12. generous	_____	_____	_____	31. tactful	_____	_____	_____
13. happy	_____	_____	_____	32. thoughtful	_____	_____	_____
14. helpful	_____	_____	_____	33. thrifty	_____	_____	_____
15. honest	_____	_____	_____	34. trustworthy	_____	_____	_____
16. humorous	_____	_____	_____	35. truthful	_____	_____	_____
17. intelligent	_____	_____	_____	36. understanding	_____	_____	_____
18. interesting	_____	_____	_____	37. unselfish	_____	_____	_____

TEST II

SELF INSTRUCTIONS FOR IAV

SENIORS

There is a need for each of us to know more about ourselves, but seldom do we have an opportunity to look at ourselves as we are or as we would like to be. On the following page is a list of terms that to a certain degree describe people. Take each term separately and apply it to yourself by completing the following sentence:

I AM A (AN) _____ PERSON.

The first word in the list is academic, so you would substitute this term in the above sentence. It would read--I am an academic person.

Then decide HOW MUCH OF THE TIME this statement is like you, i.e., is typical or characteristic of you as an individual, and rate yourself on a scale from one to five according to the following key.

1. Seldom, is this like me.
2. Occasionally, this is like me.
3. About half of the time, this is like me.
4. A good deal of the time, this is like me.
5. Most of the time, this is like me.

Select the number beside the phrase that tells how much of the time the statement is like you and insert it in Column I on the next page.

EXAMPLE: Beside the term ACADEMIC, number two is inserted to indicate that--occasionally, I am an academic person.

Now go to Column II. Use one of the statements given below to tell HOW YOU FEEL about yourself as described in Column I.

1. I very much dislike being as I am in this respect.
2. I dislike being as I am in this respect.
3. I neither dislike being as I am nor like being as I am in this respect.
4. I like being as I am in this respect.
5. I like very much being as I am in this respect.

You will select the number beside the statement that tells how you feel about the way you are and insert the number in Column II.

EXAMPLE: In Column II beside the term ACADEMIC, number one is inserted to indicate that I dislike very much being as I am in respect to the term, academic. Note that being as I am always refers to the way you described yourself in Column I.

Finally, go to Column III; using the same term, complete the following sentence:

I WOULD LIKE TO BE A (AN) _____ PERSON.

Then decide HOW MUCH OF THE TIME you would like this trait to be characteristic of you and rate yourself on the following five point scale.

1. Seldom, would I like this to be me.
2. Occasionally, I would like this to be me.
3. About half of the time, I would like this to be me.
4. A good deal of the time, I would like this to be me.
5. Most of the time, I would like this to be me.

You will select the number beside the phrase that tells how much of the time you would like to be this kind of a person and insert the number in Column III.

EXAMPLE: In Column III beside the term ACADEMIC, number five is inserted to indicate that most of the time, I would like to be this kind of person.

Start with the word ACCEPTABLE and fill in Column I, II, and III before going on to the next word. There is no time limit. Be honest with yourself so that your description will be a true measure of how you look at yourself.

TEST II (Continued)

	I	II	III		I	II	III
a. ACADEMIC	_____	_____	_____	25. meddlesome	_____	_____	_____
1. acceptable	_____	_____	_____	26. merry	_____	_____	_____
2. accurate	_____	_____	_____	27. mature	_____	_____	_____
3. alert	_____	_____	_____	28. nervous	_____	_____	_____
4. ambitious	_____	_____	_____	29. normal	_____	_____	_____
5. annoying	_____	_____	_____	30. optimistic	_____	_____	_____
6. busy	_____	_____	_____	31. poised	_____	_____	_____
7. calm	_____	_____	_____	32. purposeful	_____	_____	_____
8. charming	_____	_____	_____	33. reasonable	_____	_____	_____
9. clever	_____	_____	_____	34. reckless	_____	_____	_____
10. competent	_____	_____	_____	35. responsible	_____	_____	_____
11. confident	_____	_____	_____	36. sarcastic	_____	_____	_____
12. considerate	_____	_____	_____	37. sincere	_____	_____	_____
13. cruel	_____	_____	_____	38. stable	_____	_____	_____
14. democratic	_____	_____	_____	39. studious	_____	_____	_____
15. dependable	_____	_____	_____	40. successful	_____	_____	_____
16. economical	_____	_____	_____	41. stubborn	_____	_____	_____
17. efficient	_____	_____	_____	42. tactful	_____	_____	_____
18. fearful	_____	_____	_____	43. teachable	_____	_____	_____
19. friendly	_____	_____	_____	44. useful	_____	_____	_____
20. fashionable	_____	_____	_____	45. worthy	_____	_____	_____
21. helpful	_____	_____	_____	46. broad-minded	_____	_____	_____
22. intellectual	_____	_____	_____	47. businesslike	_____	_____	_____
23. kind	_____	_____	_____	48. competitive	_____	_____	_____
24. logical	_____	_____	_____	49. fault-finding	_____	_____	_____