

AN ABSTRACT OF THE THESIS OF

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Title: SELF CONCEPT AND PEER ACCEPTANCE IN NURSERY
SCHOOL CHILDREN

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The purpose of this paper was to study the relationship between a child's self concept and his social acceptance , following the Mead-Cooley symbolic interactionist framework. The specific objective of the study was to determine whether or not there is a relationship between the child's concept of himself and the degree to which he is accepted by his peers.

The general hypothesis tested was the following: A child's self concept is related to his social acceptance among his peers in his nursery school group.

The subjects were the children between the ages of four years six months to five years four months in attendance at the Orchard Street Nursery School , Oregon State University , during the spring term, 1967. Sixteen children -- nine girls and seven boys -- were studied.

In order to test the hypothesis , an adaptation of Creelman's Children's Self Concept Test was used to measure self concept. The test consists of 11 sets of simple line drawing pictures of the cartoon type. The situations are those which are commonly experienced by children in the western culture and relate to the child's body image , his relations with his family , his relations with other children , and his attitudes toward certain social expectations. The children were asked to make their choices according to three criteria: (a) the one liked best and the one liked least; (b) the picture most like himself and the picture least like himself; and (c) the "good" and the "bad" one.

McCandless and Marshall's picture sociometric technique was used to measure the degree to which individuals are accepted in the group , that is , peer acceptance. The children were photographed , the pictures mounted , then the children were asked to select first , second and third choices of playmates for each of three activities: outside play , listening to stories and inside play.

The child's social acceptance score was the sum of the choices of the child as a playmate by all the subjects for any and all the interview situations.

The ordinal data from the ranks of the children's self concept test and the picture sociometric test was analyzed by the Spearman rank-order correlation coefficient , used to measure the degree of

association existing between the two ranked variables.

The rank-order correlation coefficient of $\rho = .03$ was found between the self concept test ranks and the total peer acceptance score ranks. This was not significant and the null hypothesis that there was no relationship between self concept and peer acceptance could not be rejected.

Several factors were reviewed which may have accounted for the lack of a significant relationship between self concept and peer acceptance:

- 1) The low coefficient of internal consistency for the self concept test may have influenced the results of the test. If the test is not as reliable as it should be, it seems reasonable to doubt the accuracy of the self concept-peer acceptance correlation.

- 2) It may also be possible that the children were not focusing on the intended action as they selected pictures that they liked and disliked, that were like and unlike them, and those that were good and bad. The children may have been more concerned with the details of the pictures.

- 3) The appropriateness of line drawings for the self concept test was questioned as influencing the results of the study.

- 4) It appeared that the children had a tendency to select pictures in one position.

5) Assuming that the tests were valid, it was questioned whether or not the nursery school peers are considered as "significant others". It may perhaps be too early in development for peers to be considered significant. It appeared that the children may not spend enough time together to have established attitudes and values with each other.

Several research directions seem justified on the basis of this study:

- 1) repetition of this study with an older group.
- 2) testing an hypothesis concerning the relationship between the parents' self concepts and the child's self concept.
- 3) testing an hypothesis concerning the parent's attitude toward the child and child-rearing practices and the child's self concept.

SELF CONCEPT AND PEER ACCEPTANCE
IN NURSERY SCHOOL CHILDREN

by

JOAN AI TAKITANI

A THESIS

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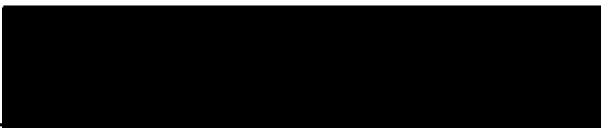
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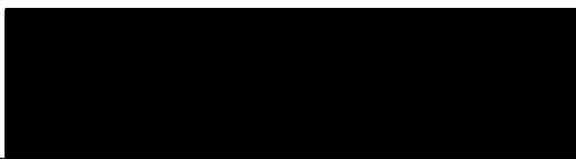
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SELF CONCEPT AND PEER ACCEPTANCE IN NURSERY SCHOOL CHILDREN

I. INTRODUCTION

Statement of the Problem

In recent years there has been an increasing interest in the self concept. The interest has gained much impetus as psychologists and social psychologists emphasize the influence of the concept of self on behavior. An individual's behavior is said to be a reflection of his self concept. Snygg and Combs (1949) emphasize the psychological restraint which is placed on a person who conceives of himself as inadequate or unacceptable.

The Mead-Cooley symbolic interactionist theory (Mead, 1934; Cooley, 1912) points out that the self concept is influenced by the response of others. The things which an individual sees and believes about himself are, to an extent, determined by what others believe about him (Manis, 1955). An individual learns to imagine how he appears to others, to imagine how others judge this appearance, and then to react toward this judgment as he imagines it to be. Thus he adopts toward himself the attitudes that others take toward him (Davis, 1949).

This theory points out the influence of others on the individual's own conception of his self. There appears to be a relationship between the self concept and peer acceptance of the individual. Most

information supporting this view stems from studies done with adults (Miyamoto and Dornbusch, 1956; Reeder, et al., 1960). However, there also seems to be evidence that the self concept develops early in a child's life (Ames, 1952; Jersild, 1952; Davis, 1949; Hurlock, 1964). Snygg and Combs (1949) cite the nursery school as a place to remove psychological restraints, making the self more acceptable. It thus seems pertinent to conduct studies on the self concepts of pre-school children.

Purpose of the Study

It is the purpose of this study to examine the self concept of the nursery school child in relation to the extent to which he is accepted by his peers.

Review of the Literature

For many years there has been an interest in the concept of self. Over half a century ago William James suggested the importance of the self in his psychological thinking. In recent years the concept of self has assumed importance in the theory and research of social psychology. A number of definitions of self concept have arisen in the literature. Brownfain (1952) recalls James' view of an individual's many selves: the self that he really believes he is, the self he realistically aspires to be, the self which he believes is perceived by others, the self he hopes he is now, and the self he fears

he is now. The self concept is a configuration of these and of other possible self-definitions. Brownfain emphasizes the stability of the self concept as derived from interactions among these various ways of defining the self. He related adjustment and self concept on the basis of C. R. Rogers' statement that when all of the ways in which the individual perceives himself -- all perception of the qualities, abilities, impulses, and attitudes of the person, and all perceptions of himself in relation to others -- are accepted into the organized conscious concept of the self, then this achievement is accompanied by feelings of comfort and freedom from tension which are experienced as psychological adjustment. Brownfain thus emphasizes one property of the self concept -- its stability.

Jersild (1952) defines the self concept as a composite of thoughts and feelings which constitute a person's awareness of his individual existence, his conception of who and what he is. He also says that 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. Jersild is concerned with the self as the individual as known to the individual.

Anderson (1952) refers to the self-image as the concept of one's self both as a physical person and as a psychological person. Every organ or member that is conceived of as doing a specific job is

included in the individual's physical self-image. Organs are given different values, depending on the conceived functional value of each one.

✓ The psychological self-image is formed early in life as a result of the succession of experiences of the child with significant people in his environment. It is built out of interpersonal experiences for survival. As in the physical area, so in the psychological, there is a hierarchy of traits, some having great value in the individual's conceptual thinking and others having less.

Once the psychological self-image has been formed, behavior loses its free or experimental nature (in search of security) and becomes compulsive, because it has become in effect structuralized. The structure of the self-image determines the day-to-day and the moment-to-moment behavior. Whenever the structure of the psychological self-image is broken or threatened, the anxiety felt is known as guilt. Anderson thus is concerned with a physical self-image and a psychological self-image.

English and English (1958) define self concept as a person's view of himself; the fullest description of himself of which a person is capable at any given time. The emphasis is upon the person as object of his own self-knowledge, but his feelings about what he conceives himself to be are usually included.

Though a variety of definitions of self concept have appeared, there appears to be agreement that the self concept refers to a set of

cognitions and feelings toward oneself (Creelman, 1954).

Some authors claim that the self concept develops early in a child's life (Hurlock, 1964). The child is able to distinguish himself as an individual while he is still an infant. He perceives different parts of himself at different times -- first the physical images, then the psychological ones. Communicative contact is first on a physical level. The child becomes aware of the parts of his body, but they gain social meaning only through the interplay of social experience. Later he perceives himself as a unified individual as he gains experience and makes more social contacts.

Recent efforts to refine the self theory have been directed toward achieving a more adequate interpretation of behavior. Snygg and Combs (1949) emphasize the individual's perception of himself as the central factor influencing his behavior. They state that when we see the child as he sees himself, his behavior becomes more understandable. The individual's perception of himself is the central factor influencing his behavior. Perkins (1958) suggests that a more adequate interpretation of behavior may be achieved with increased knowledge of the self concept. Hurlock (1964) summarizes the child's self concept as including "physical and psychological self-images. The physical self-images are generally formed first; they relate to the child's general appearance -- its attractiveness or unattractiveness -- and to the importance of the different parts of his body to his

behavior and the prestige they give him in the eyes of the world. The child's psychological self-images are based on his thoughts, feelings, and emotions; they consist of the qualities such as courage, honesty, independence, self-confidence, and aspirations and abilities of different types."

A number of theorists have emphasized the influence of "significant others" on the individual's self concept. As these others define and evaluate a person, so will he come to define and evaluate himself (Jourard, 1955). Frank (1956) asserts that the child learns to think and feel about himself as defined by others. One of the earliest theorists to stress the individual's perception of how others see him, and to describe the process by which the individual compares his ideas about himself to the expectations he believes others have of what he should be like, was Cooley (1902). He originated the idea of the social or "looking-glass self" in which an individual's ideas about himself are reflections of how others see him.

George H. Mead (1934) has stressed the importance of others in the formation of the self concept in the form of the "generalized other". He divided personality structure into the "I" and the "me". The attitudes of others constitute the organized "me", and the "I" is the reaction toward the attitudes. The "I" is the response of the individual to the attitudes of the others. The "I" reacts to the self which arises through the taking on of the attitudes of others. It is

the "I" that remembers and does the reflecting. The response at the moment of action is the "I"; it is the dynamic unpredictable aspect of the self. As soon, however, as the "I" has acted, it can be remembered and reflected upon; it then becomes a part of the "me". The "me" is basically social, a reflection of society's demands. It is the organized set of attitudes of others which one himself assumes. The "me" is what is remembered and reflected upon. The "me" is the self that one is aware of, the "I" is the unpredictable response.

Mead states that an essential characteristic of the self is the reflexive character with which the self can be both subject and object to itself; it can reflect upon itself, or can be self-conscious. A person becomes an object to himself through imagining how he appears to others, how others judge his appearance and then reacting himself to this imagined judgment. He adopts toward himself the attitudes that others take toward him and can treat himself as both a subject and an object.

The child actively acquires the attitudes of others toward himself (Davis). It becomes important for him to understand their attitudes as means of controlling or predicting what happens to him. He thus explores and tries to find out these attitudes. The child early learns that one of the most important ways of controlling his destiny is by influencing the feelings of others toward himself (Davis, 1949).

He learns attitudes through symbolic communication, then forms attitudes of others in light of what he imagines their judgment to be. In order to communicate with others, he must be able to respond to himself as others see him. He acquires the attitudes of others as part of himself. That is to say, when an individual assumes the roles of others toward himself, he begins to evaluate and thereby regulate his own behavior in terms of the assumed roles of other persons (Cottrell, 1950). By age two the child learns to take the role of the other, often through dramatic play (Davis). G. H. Mead (1934) speaks of little children taking on the pure play attitude. During this stage, the child plays at something. He plays at being a mother, at being a teacher, at being a policeman; that is, he takes different roles. He then is able to view the situation from another standpoint and act accordingly. By putting himself in the role of another, he can respond to his own words and act in terms of the meaning they convey to another person. In this stage he passes from one role to another just as the whim takes him.

Mead goes on to state that later the child passes into the game stage when the child must be ready to take the role of everyone else in the game. He must have the responses of each position involved in his own position. He must know what everyone else is going to do in order to carry out his own play. He has to take all of these roles. The attitudes of the other players which the participant assumes

organize into a sort of unit, and it is that organization which controls the response of the individual. There is then an "other" which is an organization of the attitudes of those involved in the same process.

Later on the child begins to generalize the response of particular persons to positions. What were, earlier for the child, the attitudes of particular other persons become the attitudes of everybody in a given situation. This constitutes the term "the generalized other". It is then that the child takes on the attitude of the other and learns, not only what he can expect from society, but what society can expect from him.

Thus according to the interactionist view, the self concepts of most people are likely to be determined by internalization of the behavior of others toward them. Miyamoto and Dornbusch (1956) summarize the Mead-Cooley symbolic interactionist theory thus: (1) the responses of others have an influence in shaping self-definitions; (2) there is a distinction between (a) the actual response of the other and (b) the subject's perception of the response of the other; (3) the self takes the role of the "generalized other", that is, of the individual's conception of the organized process of which he is a part. They found a direct relationship between the self concept and the actual responses of others in studying a group of 195 college students.

In 1960 Reeder, Donohue and Biblarz studied enlisted military personnel and got results which supported Mead's theory and found a

direct relationship between the three variables: self conception, the perceived generalized other, and the actual responses of others.

Though a wide variety of definitions and theories of the self concept have been developed, the Mead-Cooley symbolic interactionist theory appears most helpful in clarifying the relationship between the values and attitudes of significant other people and an individual's self concept. The emphasis upon the important part played by people who are significant in a person's life, the process by which the attitudes of others are perceived and internalized as his own appear to be the most useful and valuable in developing this hypothesis.

Research on the self concept in young children has been extremely limited. Although theorists seem to agree that self concept is established early in life, little has been done in the form of empirical tests. Ames (1952) through selected statements and behaviors presented data on the growing sense of self in the child. Coopersmith (1959) found a slight relationship between self-esteem and sociometric status in fifth and sixth grade children. Zelen (1954) found a significant relationship between high peer status of an individual and a more positive self concept in sixth grade children.

From the time of conception, the child is continuously growing and developing. He not only becomes physically larger, but is developing his motor, emotional and social skills. Social development means acquisition of the ability to behave in accordance with social

expectations (Hurlock, 1964). It is the process by which an individual, born with potentialities of enormously wide range, is led to develop actual behavior which is confined within a much narrower range - the range of what is customary and acceptable for him according to the standards of the group (Child, 1954).

No child is born social or antisocial (Hurlock). The learning experiences the child has during the early years of life will largely determine his attitudes toward people and social experiences. With each year, the child is expected to become better adjusted to social life and to conform to social expectations for his age. Social acceptance is an index of the success with which a child has taken his place in the social group and the extent to which his associates like to work or play with him (Hurlock).

One means of determining the degree to which individuals are accepted in a group and for discovering the relationships which exist among these individuals, and for disclosing the structure of the group itself is the sociometric test (Northway, 1952). Since its beginning over 30 years ago, sociometry has made rapid increases as a method of analyzing groups and interpersonal relationships. The establishment of sociometry is most often attributed to J. L. Moreno (1934) who summarized the questions of many individuals and groups as to the techniques of measurement and rephrased their theoretical presentations (Nehnevajsa, 1955). Since then, sociometry has rapidly

expanded in its scope and been refined in its techniques. It has been used with school classroom groups; at summer camps; in industries; in the military services; in villages and communities; with committees; and in nursery schools (Northway, 1952).

Sociometric testing at the preschool level has been most often used to investigate the relationship between variables such as behavioral differences, intelligence and motor abilities and children who were most often chosen and least often chosen. Background factors, such as propinquity, age and family data have also been investigated.

One of the earliest sociometric tests of preschool age children was done by Hagman (1933). She had the nursery school children fish for celluloid frogs, ducks and fish, then tell to whom they wished to give it. She, however, concluded that the questioning techniques used were of little value as a method of determining the most frequent companions of the children in the group situation.

Studies by Koch (1935) and Lippitt (1941) had the children make verbal paired-comparison choices between all the children in the group. Both studies obtained low degrees of agreement between teacher ratings of children's status and the subjects' verbal choices (Koch reported a high positive correlation. However, Marshall (1957), in her evaluation of sociometric studies, found a low correlation in Koch's data).

Dunnington (1957) reported that an adapted sociometric method using a standardized interview situation, measurement of choices, rejections and forced opinions brought out a fuller and more consistent, sociometric group description than is obtained in the choice-only system. This method incorporated rejections in which the subjects were not only asked with whom they liked to play, but also whom they didn't like to play with.

Most sociometric tests, however, delete negative choices because it has been found to cause resentment and comment in the group (Northway, 1952).

Justification for the use of the sociometric test as a measure of social acceptance or friendship had not been demonstrated for preschool age children prior to the Marshall-McCandless (1957) study which demonstrated the possibility of measuring preschool age children's participation in discriminating friendships with other children. They introduced a picture sociometric technique suitable for preschool age children. It was possible from the results to reject the hypothesis of no relationship between the two social acceptance variables: children's sociometric choices and pooled teacher judgment scores of children's choices. Both the children's sociometric scores and teacher judgment scores were shown to be stable over 10-to 30-day intervals in newly formed groups.

On this basis, it was inferred that the self concept is influenced

by the perception of the attitudes of others. That is, the individual's perception of the attitudes of people toward him become the attitudes of the individual toward himself. He internalizes the attitudes of others as he imagines them to be and they become his own. . . his self concept. The individual's perception of how others see him influences his attitudes toward himself.

If other people accept the individual and enjoy being with him, and the individual perceives the attitudes as being favorable, the individual will take on this favorable attitude himself and also accept himself. Thus if a person perceives himself as being highly thought of by others and accepted by them, he will also think highly of himself and be able to accept himself. It seems reasonable to hypothesize that an individual's self concept is related to his acceptance by other people.

Since the development of the self concept begins early in life and children are aware and conscious of their peers at the preschool age level, it is reasonable to hypothesize that self concept and peer acceptance are related in the nursery school child.

The purpose of this paper is to study the relationship between a child's self concept and his social acceptance, as measured by the sociometric test in the nursery school, following the Mead-Cooley symbolic interactionist framework. The specific objective of the study is to determine whether or not there is a relationship between

the child's concept of himself and the degree to which he is accepted by his peers.

In this study, self concept is defined as the conception the individual has of himself. This includes the informational aspect (how the individual sees himself and his organization), his preferences, and his evaluations (the meaning the child attaches to the information about himself). The self concept consists of the child's conception of (a) his bodily person, (b) his filial and familial role and (c) his social reciprocity (his attitudes toward certain social expectations or demands).

The general hypothesis tested is the following: A child's self concept is related to his social acceptance among his peers in his nursery school group.

The specific hypothesis tested is the following: There is no relationship between a child's self concept score and his social acceptance score.

II. DESIGN

Subjects

The subjects were the children between the ages of four years six months to five years four months in attendance at the Orchard Street Nursery School, Oregon State University, during the spring term, 1967. Most of the children are the offspring of the staff, faculty, or students of the University. Some are from the community at large. All 18 children enrolled were to be studied, however, two were eliminated because of excessive absences during the testing period. Nine girls and seven boys were studied. Although the children of the Oregon State University laboratory nursery school are assumed to be typical of university nursery school children in general, the results of this study may be applied only to this sample.

Instruments

In order to test the hypothesis, an adaptation of Creelman's Children's Self Concept Test (1954) was used to measure self concept and the picture sociometric technique was used to measure acceptance by others. Creelman's original test consists of 24 sets of eight pictures each. The series of sets of pictures are simple line drawings depicting situations commonly experienced by children in the western culture from which the child is asked to choose pictures which he likes best, pictures which he dislikes most, pictures which

he considers to be "good", pictures which he considers to be "bad", and pictures which he thinks are like and unlike himself. Four pictures represent extremes and degrees between extremes. Each set of four pictures was duplicated except for change in the sex of the protagonist and in some instances of the other children in the group. Thus in the original test, a child looked at eight pictures in a set -- four with a girl as the primary character and the other four with a boy. In the peer relationship and aggressive relationship sets, the sexes of the other children in the pictures were sometimes changed, depending on whether the pictures called for same sex peers or opposite sex peers. The original test asked the children for 144 responses: 2 choices (one positive and one negative) x 24 items x 3 criteria.

For the purpose of this study, only ten of the original 24 sets were used. Items were omitted to shorten the test and those retained were selected on the basis of appropriateness for the age level of the sample. It was felt that the original test would take from 20-30 minutes per child to administer the test, thus going beyond the 12-13 minute average attention span for four and five year old children (Johnson and Medinnus, 1967). It was also felt that some of the items were not appropriate for preschool children. The decision was primarily based on pilot test data. Those items eliminated were as follows:

Characteristics of dress

- untidy
- average
- extremely untidy
- idealized -- overly neat

Dependence on mother

- child making purchase with mother looking on
- mother making purchase, child ignored
- mother making purchase, child included
- child making purchase alone

Parental approval or disapproval with regard to achievement

- child holds report card

Participation in household activity

- child plays with father -- mother washes dishes alone
- parents and child work together
- individual members pursue own activities
- parents together, leave child to work alone

Promptness at school

Personal tidiness

- relatively tidy
- extremely untidy
- extremely neat
- relatively untidy

Nature of child's group

- same sex, older group
- mixed sex, peer group
- same sex, peer group
- same sex, younger group

Child aggressor against authority figures

- child attacks mother
- child attacks father
- child attacks policeman
- child attacks teacher

Child as aggressor -- opposite sex peer -- degrees of aggression

Child as aggressor or victim, same sex peer

Child as aggressor, same or opposite sex, older or younger
victim

Child as aggressor or victim -- same or opposite sex peer

Child as victim -- opposite sex peers -- degrees of aggression

The original test was found to be too long to hold the attention of the preschool child. Some sets in which there were only subtle differences, such as in the sets on aggressive relationships in which the only difference was in the age or sex of the aggressor or victim, were eliminated and only two aggressive relationships sets were retained -- one with the child as aggressor and the other with the child as the victim.

In addition, one item, success or failure in activity, originally depicted a child building a stool with his hammer and nails. This was substituted by the block building activity because of the difficulty in evaluating a product such as a stool from the child's point of view. Block building was selected as an alternative because the definite stages which the child goes through in block building makes evaluation clearer (Johnson, 1945).

The adaptation pictures, like Creelman's, are simple line drawings of the cartoon type. The adaptation, however, included more details of the bodily parts of the characters. This was done because young children are bothered by the incomplete pictures of a

hand, part of an animal or other object. They want to know where the missing parts are and tend to become confused (Huck and Young, 1961). The situations are, like Creelman's, those which are commonly experienced by children in the western culture and relate to the child's body image, his relations with his family, his relations with other children, and his attitudes toward certain social expectations.

The sets of four pictures each were drawn on 6" x 18" sheets of white paper -- each picture measured 4.5" x 6". The child figure usually measured 3". Like the original test, the four pictures represent extremes and degrees between extremes. Each set of the four pictures was duplicated except for change in the sex of the protagonist and in some instances of the other children in the group. However, in the adaptation, the boys in the sample were only shown the pictures with the boy as the primary character, and the girls were only shown pictures with the girl. This was done to enable the child to identify more easily with the main character of the sets of pictures and to reduce the number of pictures the child needed to focus on. The two sets of 11 items with four pictures each are lettered A through K, and the pictures numbered one to four. The items are randomly ordered and the pictures are randomly ordered on the page. Eleven sets of pictures were shown to each child. The sets were stacked and one set shown to the child at a time.

The items and a brief description of each are as follows: (The experimenter's narration is included in parentheses)

The Body Image

Facial characteristics (These are pictures of boys/girls just about your age)
 good-looking
 ugly
 handsome or beautiful
 average

Bodily characteristics (Here are some boys/girls about your age)
 fat
 average
 thin
 idealized

Family Relationships

Child with parents (Here are some pictures of a boy/girl with his mother and father)
 child with mother -- father isolated (Here the boy/girl is with his mother and his father is alone)
 child with father -- mother isolated (Here the boy/girl is with his father and his mother is alone)
 child with both parents (Here the boy/girl is with both his mother and father)
 parents together -- child isolated (Here the boy/girl is alone and his parents are together)

Child with parents and siblings (Here are some pictures of a boy/girl with his family)
 child with parents -- siblings isolated (Here the boy/girl is with his mother/father and his brothers/sisters are alone)
 family all together (Here the boy/girl and his mother and father and brothers/sisters are all together)
 individual members separate -- child isolated (Here everybody is doing different things)
 parents and siblings together -- child isolated (Here the boy/girl is alone and his mother and father and sister/brother are together)

Child with mother and infant sibling (Here are some pictures of a boy/girl and his mother and baby)

- child reaching for infant -- mother looks approvingly at child (Here the boy/girl is with his mother and baby)
- mother and infant -- child isolated (Here the boy/girl is alone and his mother and baby are together)
- mother looks at infant -- child appeals for attention (Here the boy/girl is trying to get his mother's attention)
- mother encourages child, who hangs back (Here the boy/girl is being called by his mother)

Social Demands

Success or failure in activity (Here a boy/girl is building with blocks)

- project a complete mess
- perfection in achievement
- something less than perfect, but not complete failure
- success

Friendly Peer Relationship

Child's position with regard to same-sex peer group (Here is a boy/girl with some boys/girls)

- child center of group attention (Here the girl is talking to the girls)
- child isolated from group (Here the boy/girl is watching a group of boys/girls)
- child included in group (Here the boy/girl is listening to the boys/girls)
- child on fringe of group (Here the boy/girl is standing beside a group of girls/boys)

Kinds of activity (Here are pictures of a boy/girl doing different things)

- active play with same-sex peer group (Here is a boy/girl playing with a group of boys/girls)
- solitary play (Here the boy/girl is playing alone)
- play with same-sex individual (Here the boy/girl is playing with another boy/girl)
- solitary inactive pastime (Here the boy/girl is reading a book)

Active play (Here are some boys and girls playing with a ball)
 child with peer group, mixed sexes (Here the boy/girl
 is playing with some boys and girls)
 child with peer group, same sex (Here the boy/girl is
 playing with some boys/girls)
 child with individual, opposite sex (Here the boy/girl is
 playing with a girl/boy)
 child solitary (Here the boy/girl is playing alone)

Aggressive Relationships

Child as aggressor -- same sex peer -- degrees of aggression
 (Here are some pictures of a boy/girl with another boy/girl)
 violent -- child knocks victim down (Here the boy/girl
 is kicking the boy/girl)
 mild -- child pushes victim down (Here the boy/girl is
 pushing the boy/girl)
 very mild -- child admonishes victim (Here the boy/girl
 is scolding the boy/girl)
 moderately violent -- child hits victim (Here the boy/
 girl is hitting the boy/girl)

Child as victim -- same sex peer -- degrees of aggression
 (Here are some pictures of a boy/girl with another boy/girl)
 violent (Here the boy/girl is being kicked by the boy/
 girl)
 mild (Here the boy/girl is being pushed by another boy/
 girl)
 very mild (Here the boy/girl is being scolded by another
 boy/girl)
 moderately violent (Here the boy/girl is being hit by
 another boy/girl)

From each of the 11 sets of four pictures, the child made one positive and one negative choice according to three sets of criteria:
 (a) the one liked best and the one liked least; (b) the picture most like himself and the picture least like himself; and (c) the "good" and the "bad" one. Consequently, he made 66 separate choices: 2 choices (one positive and one negative) x 11 items x 3 criteria.

The children were asked to make their choices according to three criteria at three different times during the same session. That is, the subject was asked to go through the entire test on one criteria before starting on the next criteria. This avoided deliberate coincidence. The experimenter marked these choices on separate, different colored answer sheets for different kinds of choices as the child answered. Positive and negative choices were indicated at the same time on the same answer sheet. Positive choices were marked "O" and negative choices "X".

The symbols used for scoring were as follows:

Green sheet (like - unlike)

"a": positive choice, like: O

"A": negative choice, unlike: X

Red sheet (like - dislike)

"b": positive choice, like: O

"B": negative choice, dislike: X

~~Green~~ ^{Blue} sheet (good - bad)

"c": positive choice, good: O

"C": negative choice, bad: X

A scoring sheet was used to record the total for each of the above letter combinations. Three letter combinations were given a value of three, since each letter represents three choices. This gave a check on the accuracy of the scoring, since the total numerical values for the occurrence of single letters and combinations should equal 66, the number of single choices made.

Each of the two letter combinations appears in three different

combinations. For example, "ab" can appear as ab alone, in abc, and also abC. For interpretive purposes, in scoring for any two letter combination, then, any appearance of the two letters in any of the three combinations is counted. Inspection of the scoring sheet included in the appendix will make this scheme clear.

From the combination scores, information in the following areas was gathered:

- 1) Self acceptance: ab (I like myself) and AB (I'm not what I dislike)
- 2) Acceptance of social evaluations: ac (I am good)
bc (I like what is good)
AC (I am not bad)
BC (I dislike what is bad)

The self concept score consists of the sum of the self acceptance score and score for acceptance of social values. For the purpose of this study, another self acceptance score, not included in Creelman's original test, was summed because it was felt self acceptance involves a process of facing the facts and conditions of life, favorable as well as unfavorable (Jersild, 1962). This includes the number of times the child made the combination choice "I dislike" and "I am". Jersild states that among the marks of a self-accepting attitude in a child are the following: He is able to live fairly comfortably with his own emotions. He is willing as he grows older to assume responsibility for himself. He regards himself as someone

who is worthy even though he obviously is not perfect. He has a healthy regard for his own rights and he stands up for them. He is able to accept his limitations. Thus two self acceptance scores were obtained, one including the "I dislike" and "I am" combination, and the other without it.

Pilot study data from children aged 3:9 to 4:9 indicated that the instrument selected for the study was appropriate to investigate self concept of the nursery school child. The children were able to respond to each of the questions asked and appeared to be selecting pictures rather than positions. They were also able to give reasons for selecting certain pictures.

McCandless and Marshall's (1957) picture sociometric technique was used to measure the degree to which individuals are accepted in the group. In the picture technique, each child was photographed at least twice. The head teacher and graduate assistant selected the picture most "representative" of the child.

These photographs were placed in three rows of six pictures on an 18" x 30" piece of white poster paper. This bulletin board was fastened to the wall of the "experimental" room at the estimated eye level of a seated child of this age.

The children were brought into the room individually for the test by a teacher. The teacher selected the subjects, not in a particular order, but selected those who appeared to be unoccupied at

the moment. The child sat in a chair directly in front of the pictures. During the initial interview the following procedure was used:

The children were asked "Can you find your picture?" After the child had found his picture, he was prompted to name all the other children in the pictures/as the experimenter randomly pointed to each picture and asked "Who is in this picture? Tell me his/her name." (Experimenter points to all the pictures).

Each child was then asked to name or point to photographs of preferred playmates during this individual interview. The subject, was encouraged to make three choices of playmates for each of three activities: outside play, listening to stories, and inside play. The children were asked:

What do you like to play with best outside? Who do you like to do that with? Point to his picture.

Who do you like to play with indoors? Point to his picture.

Who do you like to sit beside in storytime? Point to his picture.

(Northway, 1952).

The wording of the sociometric choice questions was the same in all interviews. Choices were completed for each situation before choices were requested for the next situation.

The child's social acceptance score is the child's position in the nursery school group as determined by the sociometric test. It is the sum of the choices of the child as a playmate by all the subjects

for any and all the interview situations. Before choice summation, all first choices were weighted three points; second choices, two points; and third choices, one point.

Reliability

The coefficient of stability was calculated by the correlation between the test-retest data from the peer acceptance sociometric tests. The picture sociometric test was given twice -- once at the beginning of the testing period and again after the self concept test. The two scores of each child were ranked separately and analyzed by the Spearman rank-order correlation coefficient.

The sample correlation between the first and second peer acceptance tests was reasonably high ($\rho = .84$), significant at the .001 level of significance. Therefore, it may be concluded that the test is fairly reliable. In order to get an idea of how precise this estimation is, the corresponding confidence interval for the Pearson product-moment correlation coefficient was looked at. It must be pointed out, however, that the confidence interval is fairly wide ($> 0.57 < 0.96$), due to the small sample size.

The split-half method was used to obtain the coefficient of internal consistency for the Children's Self Concept Test. Since there were 11 items, one item was randomly eliminated for each child's test, then alternate items were taken to form two parts with five

items apiece. A rank-order correlation of $\rho = .20$ was found. This was not significant, thus it may not be inferred that the two parts are related and there is doubt whether or not the test items are homogeneous. Also it is questioned if each subsample succeeds in producing approximately the same rank-order of individuals.

As part of the self concept test, the children were asked to select pictures that were like themselves. To check the possibility that the children were selecting ideal-self pictures, that is, pictures that they wished they were like, instead of actual-self pictures, pictures as they really are, the two teachers were asked to go through the self concept test, once for each child, selecting the pictures that were most like the particular child. This was to see if the children saw themselves as they really are, as judged by the teachers.

An index of inter-coder agreement, π , for nominal scale judgments (Scott, Wertheimer, 1964) was used. Between the two teachers was found $\pi = .305$, $\pi = .12$ was found between teacher 1 and the children and $\pi = .16$, between teacher 2 and the children. This indicates that the index is fairly low and the possibility that the children selected ideal-self pictures seems plausible.

Validity

Validity for the picture sociometric technique was established

by having the head teacher and graduate assistant predict the choices of the child of his best friends. The teachers were asked to list the three best friends in order of closeness for each child in the group. The teachers were given separate forms on the first day of the testing. Each child's score for a teacher judgment is the sum of the weighted choices of the child as being a friend of other children, weights being assigned and summed as in the child's sociometric score. These scores were ranked and analyzed by the Spearman rank-order correlation coefficient. The correlation between teacher 1 and teacher 2 on judgment of peer acceptance is $\rho = .60$, significant at the .05 level. The product moment confidence interval is $> .13 < .83$.

The rank-order correlation between the combined teacher judgment rank and the children's sociometric ranks is $\rho = .59$, significant at the .05 level. The confidence interval is $> .11 < .81$.

It may thus be concluded that the picture sociometric technique is fairly valid, though the confidence intervals are fairly wide, due to the small sample size.

Two experts in the field of child development were asked to judge the representativeness of the items in Creelman's self concept test. They were asked to examine the items on its appropriateness for preschool children, that is, whether or not the items were tapping aspects that are significant to preschool children. They were

asked to judge whether or not the items were directly relevant to the conception of the self in nursery school children.

It was agreed that the child's conception of his bodily person, his filial and familial role, and his social reciprocity are significant and relevant. The pictures of the child's facial characteristics and bodily characteristics were judged as clear and probably easiest for the child to distinguish between and select preferences from among the choices.

The family relationship pictures depicting the child with his parents were judged as clear. The set of the child with his mother and infant sibling was judged as clear, with reservation concerning children without infant siblings. It was suggested that children without siblings might have difficulty identifying with the child in the picture. One picture in that set showed the child standing on a chair and that was suggested as a point of possible concern for the child. The child may have been told not to stand on chairs thus drawing attention to another aspect. The pictures with the child and his parents and siblings were all right, but probably had too many subjects and were too complex. There may have been too many things to focus on, thus tending to lose the main idea of the set.

The aggression sets were judged to be clear only with precise narration and explanation by the experimenter, which was done.

Two of the three sets of pictures depicting peer relationships,

showed the child playing with a small ball. It was suggested that perhaps a larger ball would be more appropriate for the nursery school level, that playing with a small ball came later in development. The set showing the child's various positions in a same-sex peer group was judged as unclear without explanation. Therefore, narration was given.

In general, the judges agreed that the pictures were appropriate for measuring self concept in a preschool group. It was added, however, that the best judges would be the children themselves. The children tested in the pilot study were very helpful as they pointed out items which were unclear, as well as clear. As a result of the pilot study, the test was shortened, some items revised, and narration added for each set.

Procedure

The entire testing took eight days -- Wednesday and Friday of the first week and Monday, Wednesday and Friday for two weeks. The investigator spent two school days prior to the testing in the nursery school, taking pictures for the picture sociometric test, getting acquainted with the children and trying to establish good rapport.

The testing was done between 1:30 and 4:00 p.m. while the nursery school was in session. The equipment room was used for

testing. All furniture, pictures and equipment were removed with the exception of two child-size chairs and a table. The children were brought into the room singly by one of the teachers for individual tests.

The picture sociometric test was given on the first two days of testing. The test required on the average five minutes per child. This allowed time to bring the child into the room, acquaint him with the instrument, administer the test and see the child out of the room. If a child missed the first sociometric test, he was given the test as soon as he returned to school.

The children's self concept test required an average of ten to 15 minutes per child. The third through the sixth days were spent on this test.

The seventh and eighth days were used for the second administration of the picture sociometric test. Two children were eliminated from the study due to excessive absences since they could not be given the self concept test until the last testing day.

III. RESULTS

The ordinal data from the ranks of the children's self concept test and the picture sociometric test were analyzed by the Spearman rank-order correlation coefficient, used to measure the degree of association existing between the two ranked variables. The following formula was used:

$$\rho = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

(Downie, Heath, 1959)

The correlation coefficient indicates the magnitude of the relationship. The absence of a relationship is denoted by a correlation coefficient of .00 or thereabouts. The raw scores and ranks of the children for the self concept test and peer acceptance test are found in Tables I and II.

A rank-order correlation coefficient of $\rho = .03$ was found between the self concept test ranks and the total peer acceptance score ranks. This is not significant and the null hypothesis of no relationship cannot be rejected.

The correlation between the self concept test ranks which included the aB combination (I dislike, I am) and the total peer acceptance score rank was slightly higher ($\rho = .14$), but still not significant. It is therefore, not possible to reject the null hypothesis that there is no relationship between a child's self concept and his peer acceptance score.

Table I. Self concept test raw scores and ranks.

	Self concept test raw scores	Self concept test ranks
A	37	9
B	41	5
C	31	12
D	49	1
E	38	7.5
F	43	2
G	42	3.5
H	33	11
I	34	10
J	23	14.5
K	27	13
L	40	6
M	38	7.5
N	23	14.5
O	14	16
P	42	3.5

Table II. Peer acceptance tests raw scores and ranks.

	1st P. A. raw score	2nd P. A. raw score	1st P. A. rank	2nd P. A. rank	Ave. P. A. raw score	Ave. P. A. rank
A	17	15	8.5	9	16	9
B	6	10	14.5	14	8	14.5
C	13	12	10	2	12.5	10
D	25	17	3	7	21	6
E	4	12	16	12	8	14.5
F	6	2	14.5	16	4	16
G	22	25	5	5	23.5	4
H	33	33	1	1	33	1
I	17	28	8.5	2	22.5	5
J	18	21	7	6	19.5	7
K	19	16	6	8	17.5	8
L	25	27	3	3	26	2
M	10	13	13	10	11.5	12
N	12	12	11	12	12	11
O	11	6	12	15	8.5	13
P	25	26	3	4	25.5	3

IV. CONCLUSIONS

While the correlation between the child's self concept test score and the degree to which he is accepted by his peer is low and not significant, it by no means indicates no relationship. The low coefficient of internal consistency found for the self concept test may have influenced the results to the extent that there may be some doubt as to the accuracy of the test. This low correlation may be related to the low correlation found between the self concept rank and peer acceptance rank. If the test is not as reliable or accurate as it should be, it seems reasonable to doubt the accuracy of the self concept-peer acceptance correlation.

The fairly low index of inter-coder agreement found between the children and teachers as to what pictures were like the children also throws some doubt as to the accuracy of the self concept test and its relationship with peer acceptance.

It may also be possible that the children were not focusing on the intended action as they selected pictures that they liked and disliked, that were like and unlike themselves, and those that were good and bad. The question which appeared most perplexing to the children was the like-unlike series of questions. For example, two girls had difficulty selecting pictures like themselves because the girls in the pictures had different hairdos and they didn't have

dressess like the pictured girls. One boy could not select a boy like him because all the pictured boys had bumpy heads and he didn't have a bumpy head. This emphasis on the details of the pictures rather than the situations may have influenced the results. Perhaps a different narration of the pictures may be helpful in directing the children to focus on the situation rather than the picture details.

The use of line drawings for the self concept test may have been related to the difficulty the children had in selecting pictures like or unlike themselves. The line drawings appeared to be appropriate for the like-dislike and good-bad series, but perhaps photographs would have been easier for the children to identify with. This, however, poses similar problems relating to the bodily and facial characteristics of the children. That is, the pictured child may have a different hairdo, clothes or bodily and facial characteristics from the subject.

Creelman's original test administered to children second grade and older, found no tendency to consistently select pictures in one position, but there may have been a slight tendency for certain children in this group. The tendency was most often seen for the first few items of the test then slightly again at the end. It may have been that the children needed a few warm-up items before they got the idea of the test.

If it is assumed that the self concept test and the peer

acceptance test were valid, perhaps the nursery school peers are not significant others for the children. This group spends approximately seven to eight hours weekly together and this may not be sufficient time to establish significant attitudes and values with each other. Perhaps because at this age level parents and siblings are involved in the primary relationships of the children, peer attitudes may not be significant to the child until a later age.

Along this same line, some children may have developed favorable concepts and perceived favorable attitudes of themselves from their parents and siblings, but may not have developed the social skills involved in having contact with other children and developing friendly relationships. Therefore, they may have favorable self concepts, but may not have had enough contact with the other children to be chosen as favorite playmates.

Value and Limitations of the Study

Heuristically, the study may generate new hypotheses concerning a child's self concept and the influence of others at the pre-school level.

It appears that the self concept is developed early in life, but little has been done to show its influence on behavior and personality development.

This study may generate new hypotheses with preschool

children concerning their social relationships and the effect of these relationships on their personality development. It is hoped that further research may consider not only the peer influence, but parental influence which occurs much earlier and perhaps is greater because of the longer and more frequent parent parent-child interaction. The study may suggest that the testing of hypotheses concerning the parent's self concept and the child's self concept may be a fruitful pursuit.

One of the weaknesses of this study is that this was the first time the self concept test was used with preschool children. Since pilot study information was used to decide if the instrument was appropriate for preschool children, there is no information other than this to fall back on.

The sample was small and perhaps it might be valuable to use a larger and more representative sample.

A frequency distribution of self concept responses (see Appendix VIII) did not indicate any consistent pattern of responses. The use of larger and more varied samples may give a better representation of individual test responses.

V. SUMMARY

It is the purpose of this study to examine the self concept of the nursery school child in relation to the extent to which he is accepted by his peers.

A number of theorists have emphasized the influence of "significant others" on the individual's self concept. The Mead-Cooley symbolic interactionist theory points out that the self concept is influenced by the response of others. The things which an individual sees and believes about himself are, to an extent, determined by what others believe about him. An individual learns to imagine how he appears to others, to imagine how others judge this appearance, and then to react toward this judgment as he imagines it to be. Thus he adopts toward himself the attitudes that others take toward him.

On this basis, it was inferred that the self concept is influenced by the perception of the attitudes of others. That is, the individual's perception of the attitudes of people toward him become the attitudes of the individual toward himself.

The general hypothesis tested was the following: A child's self concept is related to his social acceptance among his peers in his nursery school group.

The subjects were the children between the ages of four years six months to five years four months in attendance at the Oregon

State University laboratory nursery school. Nine girls and seven boys were studied.

In order to test the hypothesis, an adaptation of Creelman's Children's Self Concept Test was used to measure self concept and the picture sociometric technique was used to measure acceptance by others. The self concept test consists of 11 sets of four pictures. The pictures are simple line drawings of the cartoon type depicting situations commonly experienced by children in the western culture and relate to the child's body image, his relations with his family, his relations with other children, and his attitudes toward certain social expectations. Each set of four pictures was duplicated except for change in the sex of the protagonist and in some instances of the other children in the group. The boys in the sample were only shown the pictures with the boy as the primary character, and the girls were only shown pictures with the girl.

From each of the 11 sets of four pictures, the child made one positive and one negative choice according to three sets of criteria: (a) the one liked best and the one liked least; (b) the picture most like himself and the picture least like himself; and (c) the "good" and the "bad" one.

The self concept score consists of the sum of the self acceptance score and score for acceptance of social values. That is, the number of times the child made the following combination choices:

I like and I am	I like myself
I dislike and I am not	I'm not what I dislike
I am and good	I am good
I like and good	I like what is good
I am and bad	I like what is bad
I dislike and bad	I dislike what is bad

McCandless and Marshall's picture sociometric technique was used to measure the degree to which individuals are accepted in the group. Each child was photographed, then the pictures mounted on poster paper. Each child was asked to choose three favorite playmates for each of three activities: outside play, listening to stories and inside play. The child's social acceptance score is the child's position in the nursery school group as determined by the sociometric test. It is the sum of the choices of the child as a playmate by all the subjects for any and all the interview situations.

The ordinal data from the ranks of the children's self concept test and the picture sociometric test were analyzed by the Spearman rank-order correlation coefficient, used to measure the degree of association existing between two ranked variables. A correlation coefficient of $\rho = .03$ was found between the self concept test ranks and the total peer acceptance score ranks. This is not significant and the null hypothesis of no relationship cannot be rejected.

Several factors were reviewed which may have accounted for

the lack of a significant relationship between self concept and peer acceptance:

1) The low coefficient of internal consistency found for the self concept test may have influenced the results to the extent that there may be some doubt as to the accuracy of the test.

2) The fairly low index of inter-coder agreement found between the children and teachers as to what pictures were like the children also throws some doubt as to the accuracy of the self concept test and its relationship with peer acceptance.

3) It may also be possible that the children were not focusing on the intended action as they selected pictures that they liked and disliked, that were like and unlike them, and those that were good and bad. There may have been concentration on the details of the pictures rather than the situations.

4) The appropriateness of line drawings for the self concept test was questioned as influencing the results of the study.

5) It appeared that the children had a tendency to select pictures in one position.

6) Assuming that the tests were valid, it was questioned whether or not the nursery school peers are considered as "significant others". It may perhaps be too early in development for peers to be considered significant. It appeared that the children may not spend enough time to have established attitudes and values with each

other.

Several research directions seem justified on the basis of this study:

- 1) repetition of this study with an older group.
- 2) testing an hypothesis concerning the relationship between the parents' self concepts and the child's self concept.
- 3) testing an hypothesis concerning the parent's attitude toward the child and child-rearing practices and the child's self concept.

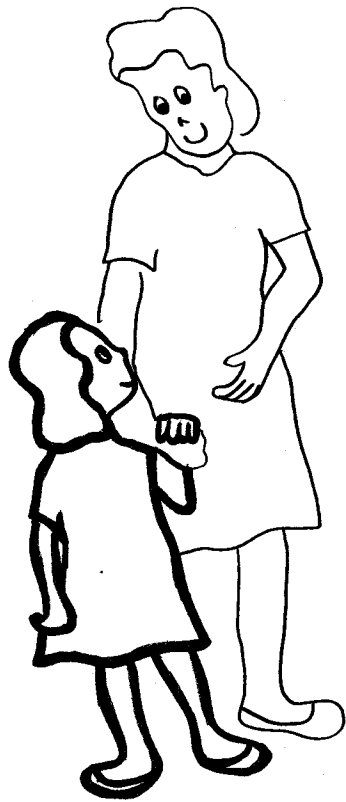
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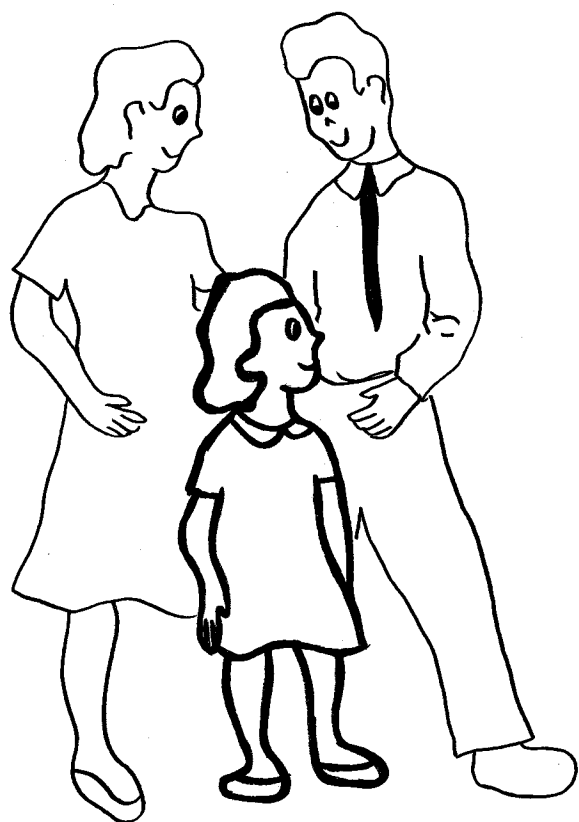
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APPENDICES





APPENDIX I.

APPENDIX II.

DIRECTIONS FOR SCORING

1. Symbols used for scoring:

Green sheet (like - unlike)

"a": positive choice, like: O

"A": negative choice, unlike: X

Red sheet (like - dislike)

"b": positive choice, like: O

"B": negative choice, dislike: X

Blue sheet (good - bad)

"c": positive choice, good: O

"C": negative choice, bad: X

2. Use of scoring sheet:

Green sheet

- a. Indicate all O choices by writing the small letter "a" in the upper left hand corner of the appropriate box on the score sheet. For example, if the child has marked picture #3 on page A with and O, the score would appear:

	1	2	3	4	5	6	7	8
A			a					

- A. Indicate all X choices by writing the capital letter "A" in the lower left hand corner of the appropriate box on the score sheet. For example, if the child has marked picture #4 on item A with X, the score would appear:

	1	2	3	4	5	6	7	8
A			a					
				A				

Red sheet

- b. Indicate all O choices by writing the small letter "b" in the upper left hand corner of the appropriate box on the score sheet. For example, if the child has marked picture #2 on item A with O, the score would now appear:

	1	2	3	4	5	6	7	8
A		b	a					
				A				

- B. Indicate all X choices by writing the capital letter "B" in the lower left hand corner of the appropriate box on the score sheet. For example, if the child has marked picture #4 on item A with X, the score would now appear:

	1	2	3	4	5	6	7	8
A		b	a					
				AB				

Blue sheet

- c. Indicate all O choices by writing the small letter "c" in the upper left hand corner of the appropriate box on the score sheet. For example, if the child has marked picture #3 with O, the score would now appear:

	1	2	3	4	5	6	7	8
A		b	ac					
				AB				

- C. Indicate all X choices with the capital letter "C" in the lower left hand corner of the appropriate box on the score sheet. For example, if the child has marked picture #1 with X, the score would now appear:

	1	2	3	4	5	6	7	8
A		b	ac					
	C			AB				

APPENDIX III.

PROCEDURE

1. Check each line on the score sheet to make sure that you have one of each small letter and capital letter (three small and three capital letters). If there are any omissions or repetitions, correct now.
2. Sum for each letter and each combination of letters and enter total in appropriate column on score sheet under raw score.
3. Multiply each raw score for each two letter combination by two (since each two letter combination represents two separate choices) and enter result in corrected raw score column.
4. Multiply raw score for each three letter combination by three (since each three letter combination represents three separate choices) and enter results in corrected raw score column.
5. Check by finding the sum of the corrected raw score column. The total should be 66 (6 choices each, 11 items).
6. To obtain a corrected score, use the scoring key. The operation performed in this step sums the number of times any given combination of two letters appears, either by itself or in combination with another letter. For example, "ab" appears as "ab" alone, in "abc", and in "abC". The sum of raw scores is multiplied by two, since each appearance of a two letter combination represents two choices.
7. Transfer the corrected scores from the corrected score column to the corresponding boxes in columns I and II.
8. Sum columns I and II.
9. Column I: self acceptance score: sum of corrected AB and ab scores.

Column II: acceptance of social values: sum of corrected ac, bc, AC, BC.

Interpretations:

- I. ab: I am what I like or I like what I am, plus
AB: I am not what I dislike
- II. ac: I am good
bc: I like what is good plus
AC: I am not bad plus
BC: I dislike what is bad

APPENDIX IV.

ANSWER SHEET

ITEMS CHOICES

A	1	2	3	4	5	6	7	8
B	1	2	3	4	5	6	7	8
C	1	2	3	4	5	6	7	8
D	1	2	3	4	5	6	7	8
E	1	2	3	4	5	6	7	8
F	1	2	3	4	5	6	7	8
G	1	2	3	4	5	6	7	8
H	1	2	3	4	5	6	7	8
I	1	2	3	4	5	6	7	8
J	1	2	3	4	5	6	7	8
K	1	2	3	4	5	6	7	8
L	1	2	3	4	5	6	7	8
M	1	2	3	4	5	6	7	8
N	1	2	3	4	5	6	7	8

APPENDIX V.

SCORING SHEET

ITEMS	CHOICES							
	1	2	3	4	5	6	7	8
A								
B								
C								
D								
E								
F								
G								
H								
I								
J								
K								
L								
M								
N								

SCORE SHEET

	Raw Score	Correc- tion	Correct raw score	Correct score	Column I	Column II
a		x1				
A		x1				
b		x1				
B		x1				
c		x1				
C		x1				
ab		x2				
abc		x3				
abC		x3				
ac		x2				
aBc		x3				
AB		x2				
ABC		x3				
ABc		x3				
AC		x2				
AbC		x3				
aB		x2				
aBC		x3				
aC		x2				
Ab		x2				
Abc		x3				
Ac		x2				
bc		x2				
BC		x2				
bC		x2				
Bc		x2				

APPENDIX VII.

PICTURE SOCIOMETRIC TEST DATA

[illegible]

APPENDIX VIII

FREQUENCY DISTRIBUTION OF SELF CONCEPT TEST RESPONSES

		I T E M S							
		1		2		3		4	
Children	Like	Dislike	Like	Dislike	Like	Dislike	Like	Dislike	
Like - Dislike	A	3	2	5	0	6	3	2	12
	B	3	1	3	11	7	0	3	5
	C	3	3	2	5	5	6	6	3
	D	7	1	1	9	4	3	4	3
	E	4	10	3	3	4	1	5	4
	F	6	5	6	2	3	2	1	6
	G	5	3	6	5	2	6	3	3
	H	3	7	8	4	3	2	2	4
	I	1	8	9	2	2	5	4	3
	J	6	7	5	5	3	1	2	3
	K	3	5	7	7	1	3	5	2
		Like	Unlike	Like	Unlike	Like	Unlike	Like	Unlike
Like - Unlike	A	3	4	8	4	3	3	1	5
	B	4	3	4	6	6	3	3	4
	C	3	5	7	2	2	6	3	3
	D	2	8	8	3	4	1	1	4
	E	0	10	9	2	4	1	3	2
	F	3	5	7	5	3	4	2	2
	G	4	7	6	5	5	3	0	1
	H	2	6	7	6	4	1	2	3
	I	4	7	8	1	2	3	1	5
	J	8	3	3	3	2	5	2	4
	K	2	9	7	5	4	0	2	2
		Good	Bad	Good	Bad	Good	Bad	Good	Bad
Good - Bad	A	6	3	4	6	1	6	5	2
	B	0	6	9	5	3	5	4	1
	C	6	2	3	10	5	1	2	4
	D	7	5	4	8	2	1	3	3
	E	9	1	1	13	2	1	4	2
	F	7	5	3	8	1	4	5	0
	G	7	3	5	8	2	5	2	1
	H	6	4	2	11	5	0	3	2
	I	7	4	2	12	4	1	3	0
	J	4	5	2	10	6	1	4	1
	K	8	2	4	8	1	7	3	0