THE EFFECTS OF A SOCIAL CONCEPT UNIT ON THE DEVELOPING OF POSITIVE CONCEPTS OF SELF AMONG FIRST GRADE STUDENTS AT COLFAX, IOWA

An abstract of a Field Report by
Sandra Kay Hoenig
February 1976
Drake University
Advisor: Carol Burden

The problem. The problem of this study was to ascertain to what extent instruction of a social-concept unit would change a child's self-image; and if a change was evident, was it of a positive nature.

Procedure. Two self-contained classrooms of first grade students in Colfax, Iowa, were chosen as the population for this study. The author was the instructor for the experimental group and the regularly employed classroom teacher was the instructor for the control group. The two samplings were pre-tested before the unit's instruction began. At the conclusion of the project, the same students were post-tested.

Findings. The results of this study showed that there was no significant difference in self-concept measures between the control and experimental groups. Based upon this research, the author must conclude that the conscious teaching of a social-concept unit did not change the children's self-concept any more than the usual activities of another classroom teacher who did not employ a specific curriculum.

Recommendations. While the results of this study did not show a significant positive change in self-concept development when the groups were considered as a whole, individuals did make sizeable gains. The evidence of this research indicates that a change in self-concept can take place. (The direction of the mean difference in each case was in favor of the experimental group.) Therefore, there is a need for further studies to investigate who makes what kind of gains under what kind of conditions. The author recognizes the need for a more applicable form of self-concept appraisal and recommends the continued search and development of a more refined measuring device.
THE EFFECTS OF A SOCIAL CONCEPT UNIT ON THE DEVELOPING
OF POSITIVE CONCEPTS OF SELF AMONG FIRST
GRADE STUDENTS AT COLFAX, IOWA

A Field Report
Presented to
The School of Graduate Studies
Drake University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
Sandra Kay Hoenig
February 1976
THE EFFECTS OF A SOCIAL CONCEPT UNIT ON THE DEVELOPING
OF POSITIVE CONCEPTS OF SELF AMONG FIRST
GRADE STUDENTS AT COLFAX, IOWA

by

Sandra Kay Hoenig

Approved by Committee:

Carol A. Burden

Carol A. Burden
Chairman

George S. Lair

Dean of the School of Graduate Studies
# TABLE OF CONTENTS

**LIST OF TABLES** ........................................ iv  

**Chapter**

1. **STATEMENT OF PROBLEM** ............................ 1  
   PROBLEM ................................................. 1  

2. **RELATED LITERATURE** .............................. 4  
   DEVELOPMENT OF SELF-CONCEPT ...................... 5  
   Definition of Self-Concept ......................... 5  
   Influential Components of Self-Concept .......... 6  
   Theories of Self-Concept ............................ 7  
   ROLE OF SCHOOL ATMOSPHERE ....................... 10  
   The School's Philosophy ............................ 10  
   Correlation of School Achievement and Self-Concept .... 11  
   The Teacher's Self-Image .......................... 14  
   Teaching a Positive Self-Concept ............... 16  
   CONCLUSIONS AND SUMMARY ......................... 24  

3. **PROCEDURES** ....................................... 27  
   GENERAL DESIGN ....................................... 27  
   POPULATION AND SAMPLE ............................ 30  
   DATA AND INSTRUMENTATION ....................... 31  

11
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. ANALYSIS OF THE DATA</td>
<td>34</td>
</tr>
<tr>
<td>ANALYSIS OF THE DATA</td>
<td>34</td>
</tr>
<tr>
<td>LIMITATIONS OF THE DATA</td>
<td>39</td>
</tr>
<tr>
<td>5. SUMMARY AND RECOMMENDATIONS</td>
<td>43</td>
</tr>
<tr>
<td>IMPLICATIONS</td>
<td>43</td>
</tr>
<tr>
<td>RECOMMENDATIONS</td>
<td>44</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>47</td>
</tr>
</tbody>
</table>

APPENDIXES

A. LESSON PLANS AND MATERIALS
   Lesson Plans                                      | 51   |
   Materials                                         | 51   |
   Materials                                         | 55   |
B. SOCIOPHARM                                      | 58   |
C. PERMISSION LETTER TO PARENTS                    | 59   |
D. SELF APPRAISAL INVENTORY                       | 60   |
## LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Change Scores on School Self-Concept</td>
<td>36</td>
</tr>
<tr>
<td>2. Change Scores on General Self-Concept</td>
<td>37</td>
</tr>
<tr>
<td>3. Change Scores on Peer Self-Concept</td>
<td>38</td>
</tr>
</tbody>
</table>
Chapter I

STATEMENT OF THE PROBLEM

Today there is an enthusiastic rebirth of interest in internal and intrinsic motivating forces and cognitive and symbolic processes, particularly with reference to the dynamic importance of the self. It is becoming clearer that many difficulties which people experience in life are closely connected with the way they see themselves and the world in which they live. Many students have difficulty in school because they have learned to see themselves as incapable of handling academic work or to see the work as irrelevant to their perceptual worlds.¹

Next to the home, school is the single most important force in shaping a child's self-concept and no one, next to the child's parents, is more significant than his teacher.²

In facing the complex task of guiding young people in their total development, educators have come to understand that the psychosocial aspects

of human development cannot be separated from the intellectual aspects of the development... the neglect of one usually retards the growth of the other.

Purkey believes there is "a persistent and significant relationship between self-concept and academic achievement at each grade level and that changes in one seems to be associated with changes in the other."\(^2\)

In view of the research findings of the correlation between self-concept and school achievement, the psychological principles of education stress that schools must give far greater emphasis to the development of positive self-concepts of students than is presently being given. A task of each teacher should be to help each child gain a healthy and realistic image of himself as a learner. Since "the prevention of a negative self-concept is a vital first step in teaching,"\(^3\) this instruction must begin very early in the child's education.

Concern about the self-concepts of Colfax, Iowa, first graders has prompted the development of a sociological unit titled "Me". The content of the unit is based on


\(^2\)Purkey, op. cit., p. 27.

\(^3\)Ibid., p. 43.
the principles that: (1) living things are the product of their heredity and environment; (2) living things are interdependent with one another and with their environment; and (3) individuals have similarities and differences. Objectives for the unit are:

To recognize likenesses and differences in people
To become more aware of self as a person
To help the child learn he/she should be a participating and valued member of a group, at home and school
To understand that the membership of a family group may change
To develop understanding of the child's place and responsibilities in the family group
To be more appreciative of those around him
To develop more desirable attitudes toward society.

Discussions and activities are centered around the needs of the class. Both the uniqueness of the individual and an awareness of the same basic needs of all people are stressed. Lessons are centered around social behavior, family types and grouping, heredity, and environments (home, school and types of dwellings). The course covers material from the conception of the child by his parents to his present status to his future hopes and dreams.

This study is designed to stress the importance of the role the school and each teacher plays in the development of a child's attitudes toward himself. Its purpose is to illustrate how a well-planned curriculum organized to include the study of one's self can result in a positive improvement of image by each child.
CHAPTER II

RELATED LITERATURE

The purpose of this study is to ascertain to what extent participation in a self-concept unit taught to a first grade class in Colfax, Iowa, results in a change in self-image by the students. If a change is evident, is it of a positive nature? The literature which was found to pertain to this study has been divided into three parts: (1) the development of self-concept, (2) the role of the school atmosphere, and (3) the conclusions.

The first section begins with a definition of self-concept; then it describes the influential components of self-concept. Finally, it relates the basic theories of self-concept.

The second section describes the school's philosophy and the correlation between school achievement and self-concept. Then it relates how a teacher's own self-image affects the teaching of a positive self-concept.

The importance of teaching units on self-concept is found in the third section and the need for teachers to take a more active role in the development of the child's self-concept.
I. DEVELOPMENT OF SELF CONCEPT

The Definition of Self-Concept

Self-concept is the sum total of the view which an individual has of himself and consists of a unique set of perceptions, ideas, and attitudes. The self-concept is an extremely powerful factor in the growth and development of human beings and is a dynamic circular force in human lives. Every human is vitally influenced by those around him.¹

In this paper, the definition of self-concept utilized will be "how a child sees himself, how he thinks others see him and the ideal he holds for himself."²

The way an individual sees himself has come to mean what he thinks he can do, what he thinks he cannot do, and whether he likes himself. A healthy self-concept should involve feelings of safety, security, belonging, adequacy, self-realization and integrity. A child's behavior reflects what he thinks about himself and how he feels about himself.³

Influential Components of Self-Concept

What must be remembered is that the self-concept is a composite, but imperfect, representation of the self.

The self-concept contains all kinds of descriptions of the objective me, not only the portraits rendered by the individual but also his impression of his portraits done by either himself or someone else. In the formation of self-concept, social interactions are of crucial importance.\(^1\)

The many aspects of total identity include family, physical self, sex, ethnic and cultural, religious, and intellectual identity. Identity involves all aspects of a person's being. Research done by the White House Conference on Children shows the individual is established in the early years. Major obstacles to healthy identity in the early years are: deprivation; sex discrimination; ethnic, racial and religious prejudice; taboos against acceptance of biological identity; taboos against acceptance and expression of affect; failure to master skills; and over-emphasis on conformity. At the White House conference they made the recommendation that the teaching of infants and children about their own individuality should start almost from birth. A child's sense of taste and smell, his reaction to colors and forms, his way of doing things and his likes and dislikes of sounds will be sufficiently diverse

---

from those of other children to be striking and revealing. If the idea of nonuniformity could be clearly demonstrated to children at an early age, acceptance of individual differences could become commonplace. This "emergence of identity" is the process by which a child learns who he is and what he can become.\footnote{Dept. of H.E.W., "Emergence of Identity," ERIC Ed 046 521, (1970).}

The twin ideas of social acceptance and self-esteem are closely interrelated, as it would seem that self-esteem can exist only for brief periods without the support of at least minimal social acceptance. We find our self-esteem through the past (and present) experiences of social acceptance. We maintain our natural level of self-esteem so long as we do not lose the approval, affection and warmth of those around us.\footnote{Loring Woodman, Perspectives in Self Awareness: Essays on Human Problems (Columbus, Ohio: Charles E. Merrill Publishing Co., 1973), pp. 5-6.}

Theories of Self-Concept

The single most important assumption of modern theories about the self as described by Combs and Snygg is that "the maintenance and enhancement of the perceived self is the motive behind all behavior."\footnote{Furkey, op. cit., p. 10.} A self-concept theory maintains that a person's behavior is primarily influenced by his feelings about self.\footnote{Rochester City School District, op. cit.}
Perceiving → Behaving → Becoming

A milestone in the quest for understanding internal processes was the writing of Freud, who gave attention to the self under the concept of ego development and functioning. At the turn of the present century, when American psychology began to take its place among the other academic disciplines, there was a great deal of interest in the self. During the period of the twenties through the forties, there was a decline of interest in both psychology and education due to the behavioristic psychologists. An important reawakening was brought about in the nineteen fifties by the writings of Rogers, Combs and Snygg, Maslow and Jersild.

In Rogers' theory, the self is the central aspect of personality. He viewed the self as a phenomenological concept (a pattern of conscious perceptions experienced by the individual) which is of central importance to that individual's behavior and adjustment. Rogers described the self as a social product and believed there is a need for positive regard both from others and from oneself. In every human being there is a tendency toward self-actualization and growth so long as this is permitted by the environment.

---

1 Purkey, op. cit., p. 6.
Combs and Snygg further declared that "all behavior is dependent upon the individual's personal frame of reference." They gave major importance to the ways in which people see themselves and their worlds.  

The basic purpose of all human activity is the protection, the maintenance and the enhancement, not of the self, but of the self-concept. Axline suggests that "an individual's own personal world of meaning not only determines the kind of language he uses but also may determine the quantity of language used."  

Today much more is being researched and written about the development of self-concept. The self is acquired and modified through the accumulated experiences of the emerging child. Self awareness is a basic human condition which emerges during the early months of life. White has suggested that from infancy onward the child obtains a biologically given sense of pleasure from becoming competent in mastering the environment. During his first year, the baby has learned many things about himself. Most importantly, he has begun to sense his value and worth as a human being. The early years of life are most critical in forming the child's opinion of himself. The child becomes the way he's treated. To help a child develop a healthy identity, he must be taught almost from birth about his own individuality.

1 Ibid., p. 10.  
2 Yamamoto, op. cit., p. 46.  
3 Purkey, op. cit., p. 29.
II. ROLE OF THE SCHOOL ATMOSPHERE

The School's Philosophy

For several decades, guidance counselors, school psychologists, social workers, and educators have been using behavioral science techniques to develop programs aimed at educating the whole child. They hope to ease the emotional difficulties that some children experience and to make growing up less painful for all children. This interest coincides with a heightened realization in mental health fields that prevention deserves a larger share of time and resources than has been allocated in the past. The school is a logical setting for these preventive activities to be so that they reach all children.

From 10-30 per cent of children in school have emotional disorders. This has been cited as a reason to add a "4th R" to our curriculum—a program in human relations. Ojemann addresses himself to this issue when he states:

The basic purpose of Ojemann's program would be to help the child develop a "causal orientation" toward his social environment and encourages each child to understand the causes underlying his behavior. The program's hypotheses are: (1) a child can acquire an understanding of human behavior and learn to apply the understanding to his interpersonal relationships; and (2) the application of this knowledge will result in relationships that are more satisfying and are almost free of conflict.  

---

In the past, school curriculums in every country have been based on four false assumptions:

1. learning is a separate and distinct "intellectual" activity;
2. learning goes on in a separate organ, the mind, divorced from the body or the emotions;
3. learning is divorced from doing—indeed opposed to it; at best it is preparation for doing; and
4. learning, because it is preparation, is for the young.1

The child for whom the school does not serve as a means of effective induction will find it difficult to become an accepted member of the larger society. Induction into the complex societal life is initiated by the child's assignment to school groups. The two most influential rewards of learning seem to be the learner's satisfaction in his product and the group's approval.2

Correlation of School Achievement and Self-Concept

"Human beings have a tendency to act in ways which are consistent with the view they have of themselves. (Hence) achievement and self-concept are closely related."3 This leads researchers to generally agree that the way an individual views himself accounts to a large extent for his success.

1 Peter Drucker, The DPI Dispatch, April, 1975, p. 4.
2 Yamamoto, op. cit.
Shrauger and Lund's study about the effects of evaluative feedback on subjects' self-perceptions were examined both through their perceived self-awareness and their more general attitudes toward themselves. Analysis of these scores indicated that high self-esteem subjects made significantly more favorable assessments of themselves than did low self-esteem subjects. This study provided evidence regarding consistency across situations in how favorably people describe themselves. Subjects selected as high and low in self-esteem did differ strongly in the favorability of their self-perceptions on the adjective checklist.¹

The Rochester City School District developed a self-concept unit in the elementary grades and, following the initial research of Project Beacon, reported that "the self-concept is of paramount importance and only through activities to improve the self-image can gains be made in academic aspects of the school program."²

The conclusions which can be drawn from the research on self-concept are many. Studies show there is a significant relationship between a positive self-image and successful achievement in school. Maw and Maw report:


²Rochester City School District, op. cit.
The people of high social-acceptance are willing to prove themselves while those with low self-concepts set goals so low that they don't need to prove anything to themselves. There is a positive correlation between high self-esteem and high-curiosity. Those children with high-curiosity show better overall personal adjustment, are less prejudiced, more tolerant of others and have higher feelings of social responsibility.¹

Wattenberg and Clifford report that at the kindergarten level a self-concept evaluation is a more accurate predictor of second grade reading achievement than is a mental age evaluation. Therefore it is essential that the teacher know more about the child in the classroom; specifically it is important to know how he feels about himself. The child's view of his environment and of his place in this environment determines his reactions and his behavior. Appraising the self-concept involves observing behavior.²

Research in psychiatry and psychology would seem to indicate that much of the learner's ability to use his power to learn is determined by his concept of self, his perception of the way others view him and his perception of the world and of his own goals, purposes, and values. In other words, the learner's awareness, what he thinks and feels, is what primarily guides, controls, and regulates his performance. There is substantial evidence that the child reared in a climate of affection and understanding will have the freedom to grow and experiment without the fear of failure and rejection. The child with his security needs accommodated learns to accept himself and


²Yamamoto, op. cit., pp. 31-82.
considers failing a task a learning experience.
Conversely, the child reared in a climate of rejection is constantly forced to mobilize his defense mechanisms. It is not easy for the rejected child to value himself and develop confidence in his own worth, and this makes the task of the teacher more difficult.¹

In a study conducted by the PawPaw Public School in Michigan, the results showed that a low self-concept can handicap a student's academic and social achievement to such a degree that a pattern of failure, frustration and "school drop-out" is evidenced. Four major objectives of the curriculum should be: (1) to help child improve self; (2) to improve self in relation to family; (3) to improve self in relation to school; and (4) to improve self in relation to society. A child cannot be receptive to academic learning as long as he is tied in emotional knots and blocked by frustrations. First, his physical needs must be met and, then, his mental. Each child must move successfully at his own pace without pressure.²

The Teacher's Self-Image

The school extends and supplements the contribution of the home through the models provided by teachers and peers by means of its environment for learning and living. Teachers should be aware that learning which modifies the

¹Ibid., p. 55.
self-image requires vigorous introspection by the child and should help him toward new self-evaluation in these moments of stress.

The way the teacher becomes significant seems to rest on two forces: what he/she believes, and what he/she does. The teacher's attitudes toward self and others are as important as the techniques, practices and materials. There is a marked relation between the way an individual sees himself/herself and the way he/she sees others. Those who accept themselves tend to be more accepting of others and perceive others as more accepting. Henson believes that the teacher cannot "give" the student a feeling of adequacy. The teacher's role, then, is that of providing situations which are conducive to self-concept growth. In effect, the teacher must arrange experiences for each one which can provide opportunities for success for the child. The teacher who realizes the significance of the child's attitude toward school will try to make school experiences pleasant for each pupil. The student who views himself as a "good student" will work hard to protect this image. Positive concepts of self and school complement each other. The foremost responsibility of every teacher, therefore, is that of helping each child improve his image of self and his school.

A forward step in the process of self realization has occurred when teachers learn to observe their own self behavior. Teachers must be open to a complete self evaluation for they must see themselves through the child's eyes to evaluate the "self" the child sees. "It is paramount that teachers have a perception of their own self-image before they can become helpful to students who want and need to achieve self understanding for a positive self-concept."¹

Teaching a Positive Self-Concept

The self-image is a learned behavior. Children come to school with all sorts of ideas about themselves and their abilities. The child's self identity is with him wherever he goes. There is a close relationship between self-esteem and individual behavior.

Beginning school, the child meets a new primary model, feedback agent, and evaluator--the teacher. Teachers should put to use in the classroom these five keys to better self-concept suggested by Felker:

1. Adults, praise yourselves.
2. Help child to evaluate realistically.
3. Teach child to set reasonable goals.
4. Teach child to praise himself.
5. Teach child to praise others.²

¹Everett Ostrovsky, Self Discovery and Social Awareness (New York: John Wiley & Sons, Inc., 1974).
²Felker, op. cit., p. 65.
While the self-concept is established in the early years of childhood, it remains pliable during the elementary years. At this time, the teacher plays an extremely important role in the development of the child's self-concept; both in handling the child and in reporting to his parents. Davidson and Lang found that during the early elementary years a significant correlation existed between a child's perceptions of his teacher's feelings toward him and his own self-image. A positive perception resulted in a positive self-image and vice versa.\(^1\)

It is the task of the teacher to help each child experience more successes than failures. In his book on self discovery, Everett Ostrovsky names nine personal qualities which help mold a person who can carry his share of responsibility for making tomorrow's world better than today's.

1. This person's impulses are basically friendly; he sees the world as a good place and people as good.
2. This person is intellectually autonomous and therefore prepared to cope intellectually with the unforeseen and unknown world that lies ahead of him.
3. He is achievement oriented; he likes to do things well.
4. This person has strong inner moral control.
5. This person is creative and spontaneous.
6. This person is rational and foresightful.
7. This person can tolerate ambiguity.
8. He is altruistic.
9. This person has a world view that is both scientific and religious in the best sense.\(^2\)

---

\(^1\) Yamamoto, op. cit.

The self is remarkably conservative and once a child has formed a negative image of himself as a learner, the task of the teacher becomes extremely difficult. Staines concluded that changes in the child's self-concept do occur as an outcome of the learning situation. Teaching methods can be adapted so that definite changes of the kind sought for will occur in the self without injury to the academic program in the process.¹

How can the teacher assist the child in the development of a feeling of adequacy and a desire to function well in the learning process? Each learner must perceive of himself as a person who is capable of performing adequately and who can learn to participate in the learning process.

The goal of education must be the facilitation of change and learning. When the teacher guides and facilitates learning, the child perceives of himself as a person who is free, self-initiated, and spontaneous. By these caring relationships, the self concepts of both teacher and children are enhanced. Out of such interactions will come young people who accept themselves, who have a genuine concern for others, and who can think and feel.²

Children need adults who truly care and take time to listen. The classroom atmosphere a teacher creates should be conducive to the development of a favorable self-image by students. The teacher should offer each child challenge, freedom, respect, warmth, control, and success.³

¹Purkey, op. cit., p. 44.
²Yamamoto, op. cit., p. 78. ³Purkey, loc. cit.
The ways a student views himself and his world are products of how others see him and primarily functions in his academic achievement. Emphasis on the individual's perception is new in that it stresses personal awareness as an active agent in determining conduct. If teachers are to understand the behavior of children it is necessary to see things from their point of view.1

During the course of a given day, teachers provide feedback to their students by the kinds of style and attitudes they have. They must therefore become far more conscious of the various ways in which they behave in school situations. "Man becomes what he perceives and the children tend to become the kinds of people their teachers are. They must use positive, creative ways to provide the kind of identity desired."2 The child with a healthy sense of identity is:

1) certain about his place in world and how to behave
2) of one piece, an integrated self-concept
3) one who has autonomy as a person and confidence in self
4) one who insists on his right to be himself
5) respectful of the identity of others.3

Teachers who are high on self-esteem tend to be associated with groups of students who also have high

1Ibid., p. 2.


3Dept. of H.E.W., op. cit., p. 2.
self-esteem. Teacher judgments about students' behavior are indicative of the basic values held by the teachers, while favorable expectations by teachers may result in an increase in intellectual competence in students. Academic achievement, emotional adjustment and status within peer group all contribute to the student's self-concept in the educative process. There is a positive relationship between child perceptions of themselves and their perceptions of teacher's feelings toward them, and between the latter and child's school performance.¹

The younger the child when he is exposed to appropriate teacher strategies for his particular learning style, the greater the possibility he will conceive of himself as a successful learner. Prevention is always more desirable than remediation.

Findings have made it imperative for the teacher to seek a more comprehensive understanding of the individual child in addition to teaching the traditional curriculum. The elementary teacher is instrumental during the years most critical in the formation of the self-concept. He may be faced with the difficult task of compensating for a negative concept originating from the home environment. A child's feelings for others is determined by his feelings toward himself. The teacher must help the child accept

¹Yamamoto, op. cit.
and care for himself, his school work and others.

When a child's self-concept has become badly damaged, someone has to step in and provide that child with the interest, concern, and positive situational structure which will change his view of himself and his environment. This structure needs to be a sustained, consistent effort over a considerable period of time. The teacher can also help the parent understand the importance of self-concept and how it affects all areas of the child's life.¹

For example, the relationship between body types and self-concept is important for teachers in two ways. One is that teachers are a part of society and tend to adopt the societal stereotypes, unless they make a conscious effort not to do so. First reactions to individuals are often determined by their visual characteristics. If the teacher has immediate negative reactions due to the body build of the child, the child starts at a disadvantage.

Secondly, individual children with undesirable body type need help maintaining a positive self-image in the face of peer and adult derogation (example--obesity).²

One method of how teachers can help children develop positive self-concepts and improve the world is

¹Ibid. ²Felker, op. cit.
The writer believes teachers should teach children to love by behaving in positive, loving ways. He says:

We need an education that teaches children to be humane, to engage in those things that are life supporting and life creating. Education can teach them such positive ways of living. Teachers should speak out in favor of others, accept behavior (have positive interaction), do things for other people by giving of themselves, and show a physical sense of action-touching—with their students. They must help children to understand the concept of love.¹

Using audio and videotaping feedback, Garner did an experiment to make his students responsible for modification of their behavior. All the pupils in the experimental group showed a significant positive change in self-concept. The results indicate that children are capable of studying their behavior and of assuming responsibility for changing that behavior. Also, the results show that if teachers desire to improve the self-concept and behavior of their pupils, they can do so by following a program for that purpose.²

When a teacher attempts to understand a student's behavior, he must consider multiple factors, some of which are public and observable and some of which are private and nonobservable. Self-concept is a private dimension.

¹Frymier, op. cit.
One aspect of self-concept that is agreed upon almost universally is that the self-concept is learned. Individuals are not born with a ready-made self-concept. \(^1\)

Jim Andersen, national high school counselor of the year, is an outspoken critic of America's school system. "I believe schools are playing a primary part in contributing to people's feelings of inadequacy and insecurity. Most of the problems we're facing in education can't be solved by improving curriculums because they are social--not academic." Andersen suggests that teachers learn to use positive reinforcement instead of criticism in the classroom.

Students in American schools are bombarded with too much criticism, and what's worse, they are blamed for their failures. Denied and discouraged, they come to see themselves as stupid failures. Our kids discover in school they are punished for what they say or don't say, do or don't do, think or don't think. The child ends up sacrificing his individuality, his identity, even his own self-image in an attempt to fit in. Only when a student is affirmed as a worthwhile human being can he come to value himself. Students need to experience themselves as persons who act, rather than are acted upon. \(^2\)

Andersen believes that changing the way teachers relate to students is the way you change education. "I realize some years ago that I wasn't getting anywhere

\(^1\)Felker, op. cit.

\(^2\)Sherri Ricchiardi, "This Counseling Program at Algona Really Works," Des Moines Sunday Register Picture Magazine, (June 1, 1975), 5-7.
counseling just with the students." He feels it's essential for counselors to work with teachers, too, so they can understand the social and emotional make-up of students. "I believe it's vitally important for schools to be about the business of meeting some of our emotional as well as academic needs."¹

III. CONCLUSIONS AND SUMMARY

Life in its most straightforward form is non-ideological; yet because man's primary tool in handling his environment is the culture into which he is born he must of necessity learn the values of this culture for him to function effectively within it. How to accomplish this task of education, how to prepare him for his future role as an independent adult within his culture and still leave him with his natural organismic, non-ideological approach to life is perhaps the main problem in the field of education and child-rearing in our times. It is also the key to future happiness in a changing world."²

To promote the development of a healthy self-concept in a child, adults first need to understand how the child feels about himself and his world; then, they need to communicate their support of and interest in him. Let him know he is wanted and respected.³

Today, there is a growing interest in the study of how one's own self-image affects his growth, achievement, and success in life. Many psychologists have theorized the self-concept and educators are becoming increasingly aware of the active role they must take in this relatively new field. A major task of school should be to help each child develop a healthy identity which is both favorable and realistic.

²Yamamoto, op. cit., p. 51.
The classroom teacher is the most logical agent through whom to work in creating an emotionally healthy climate in the classroom. Goals of every classroom teacher should include:

1) make children aware of the universality of feelings not frequently acknowledged (like shyness, jealousy, hostility);

2) increase child's awareness of his own behavior and its effect on others--help him develop a language for describing his behavior:

3) facilitate experimentation with new forms of interpersonal interaction in structural situations.1

The White House Conference for Children states: "Of all the forms of impoverishment that can be seen or felt in America, loss of self is surely the most devastating". Our definition of identity implies the discovery and expression of one's self and one's special place in the world can be enhanced by recognizing and using creative resources in increasingly productive ways. The more completely and positively the sense of identity takes hold in the child, the more successful he will be in coping with and enriching his society.2

Sources of identity expand when the child begins school. Perhaps even more critical than the physical

---

1Schulman, et al., op. cit.

school environment is the quality of interaction between children and their peers, teachers, and administrations. One thing, however, is definite--the teacher can and must take a more active role in the development of the child's self-concept so that each child will be a healthy, whole person when he leaves the school years and enters his adult life.
CHAPTER III

PROCEDURES

The study was designed to answer the following questions:

1. Do children who are taught a social-concept unit experience a change in their own self image as a result of the instruction?

2. If a change in self identity is evident, are the effects of a positive nature?

3. Is the effectiveness of the program significant enough to merit extending it to subsequent grades?

I. GENERAL DESIGN

This research study was conducted in the elementary school system of Colfax, Iowa. Colfax is a rural town of approximately twenty-three hundred people. The elementary school has about six hundred white students. The town is located twenty miles east of Des Moines, Iowa, and ten miles west of Newton, Iowa, on Interstate 80 and Highway 6. It is classified as a "bedroom" community for commuters. Few parents of the pupils have any formal education beyond high school and many are high school drop-outs.
The first step in conducting this study was to receive permission of the school superintendent. He read the author's proposal and approved the project. He also presented the author's proposal to the school board and their permission was granted.

Step two was to choose two student populations to represent the control group and experimental group in this study. Parental permission was required by school policy so a letter was sent to the parents of each first grade student explaining the purpose of this study. A permission slip was enclosed to be returned to the classroom teacher. (See Appendix C) The author's class was chosen to be the experimental group and it consisted of fifteen students. One first grade class with fifteen students having permission to participate in this study, was chosen as the control group.

Consultation with Joseph E. Millard, Ph.D., Director of Research and Development for the Joint County School System at Area XI in Ankeny resulted in the selection of an appropriate self-concept measure. The instrument chosen was Dr. Millard's own Self Appraisal Inventory and was administered as both a pre-test and a post-test. (See Appendix D).

Approximately one month was spent in receiving all the required permission and choosing the testing instrument. The materials for the testing were supplied by Area XI at no cost to the author.
To answer question one for this study, the **Self Appraisal Inventory** was administered by the author to each subject in the experimental and control groups. These inventories were then tabulated to determine each child's self-image at the beginning of the study.

The experimental group was taught a Self-Concept unit by the investigator. The unit was referred to as the "SEP" unit and was taught within the framework of the Social Studies curriculum since the author was not allowed to stray from the local school's "course of study" outline.

The author had planned to teach the unit one half hour a day for three months (twelve weeks). Due to the subject load, scheduling problems, vacation days and other such difficulties, the unit was extended to a fourteen week period of time with only fifty-five lessons actually being taught (an equivalent of eleven weeks).

At the conclusion of the unit, the investigator administered the same **Self-Appraisal Inventory** to each subject in the experimental and control groups. The data generated by both the pre-test and post-test use of the **Self-Appraisal Inventory** were reduced to mean change scores for each participant and for each group. These data were then analyzed to answer the questions posed for this study.
For this study, the two student populations consisted of fifteen members of two self-contained, first grade classrooms. The author was the classroom teacher for the experimental group. The control group was taught by the regularly employed teacher for the room. The children were assigned to these first grade classes randomly by the school administration and contained equal numbers of pupils with consideration given for matching the number of each sex and ability level. Therefore, the two populations were as similar in composition as is possible.

During the year, one student in the experimental group moved away and during the post-testing week, a second student was absent due to an illness. Therefore, the final analysis for the experimental group was done on a population of only thirteen students in contrast to the control group's fifteen.

Although the students were aware they had taken a test, at no time did any child in the study comprehend that he/she was a participant in a research investigation. The pre-test and post-test were incorporated into other activities of the unit.
III. DATA AND INSTRUMENTATION

The lack of a really acceptable definition of self-concept contributes to the lack of a really effective measurement technique. Since the self-concept is an organization within the individual's perceptual or phenomenal field, it is not open to direct observation. To study the self-concept it is necessary to infer its nature from observation of the behavior of the individual. One class of behaviors which may be used as a basis for making inferences is what the subject has to say about himself. It seems likely that self-report techniques can provide some insight of self-concept.

Therefore, the data for this research study were compiled from a self-esteem inventory given to each student of the population sample in both the control group and the experimental group. The form used for this study was the Self Appraisal Inventory developed by Joseph Millard. This inventory consisted of thirty-two questions to be asked of the participant. As the investigator read the questions, each child responded by circling a "yes" or "no" on their response sheet. Each response sheet had pictures as well as numerals to help the child find the correct box for each response.

This self-report device attempted to secure, in a rather straight-forward fashion, a child's responses to questions which pertained to three aspects of the self-concept: General, Peer and School (Scholastic). The thirty-two items represented the three sub-scales as follows: Peer concept - twelve items; School concept - eleven

---

1M. D. Caplin, "Relationship of Self-Concept and Achievement," Journal of Experimental Education, XXXVII, 13-16.
items; and General concept - nine items. Examples of each dimension are: (1) General: "Do you like being who you are?"; (2) Peer: "Would you rather play with friends younger than you?"; and (3) School: "Can you get good grades if you want to?".

From these examples, it was evident that if a child wished to answer untruthfully, it would not be too difficult to do so. Such tendencies to supply false responses were minimized by the investigator as she administered the inventory by guaranteeing that the anonymity of the respondent would be guaranteed. Each respondent was instructed not to put any name on the response sheets. Instead, each respondent was given a coded response sheet with only the investigator knowing the code.

The tests were administered to each class by the investigator. Since all of the subjects were on the first grade level of reading, the test questions were read orally by the investigator with the respondents only reading the "yes" and "no" on the response sheet. Rewording of a question was permissible if a child did not understand a word. Sample questions were done on the board until all of the respondents understood the method. Individuality and honesty were stressed by the investigator by telling the students there were no right or wrong answers. Each child was to answer the questions to show his own feelings.
They did not need to worry if another child's answer was different from their own. The children were not allowed to verbalize their answers when responding, although this was difficult to control at a first grade level where gestures and vocalizations were natural for many children.
CHAPTER IV

ANALYSIS OF DATA

The purpose of this study was to answer the following questions:

1. Do children who are taught a social-concept unit experience a change in their own self image as a result of the instruction?

2. If a change in self identity is evident, are the effects of a positive nature?

3. Is the effectiveness of the program significant enough to merit extending it to subsequent grades?

I. ANALYSIS OF DATA

To answer these questions, the author administered the Self Appraisal Inventory as both a pre- and post-test to each member of the study's population. The administrator then computed each pupil's change score in each of the three areas of self-concept the inventory was designed to test: school, peer, and general. The change scores of the experimental group and control group were then tabulated to find each group's mean. A t-test for the difference between means was computed to see if there was any significant change from one test administration to another on the
three sub-scales of the **Self Appraisal Inventory**.

Change score results for School (Table 1), General (Table 2) and Peer (Table 3) self-concepts have been computed. The t values on all three sub-scales were non-significant with t values of .93 (School), .94 (General), and .08 (Peer). Therefore, this researcher must support the null hypothesis of no differences between the experimental and control groups. What differences did occur in these two groups can be contributed just to chance. The direction of the mean difference in each case, however, was in favor of the experimental group.

Therefore, this author is unable to support the hypothesis that children who are taught a social-concept unit experience a significant change in their own self-image as a result of this instruction. Furthermore this study cannot support the thesis that if change does occur that it will be of a positive nature. Therefore, this author cannot support through this research the recommendation: that the teaching of a social-concept unit be extended to other grades.
Table 1
Change Scores on School Self-Concept

<table>
<thead>
<tr>
<th></th>
<th>Experimental</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>+2</td>
<td>+5</td>
</tr>
<tr>
<td></td>
<td>+1</td>
<td>+3</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>+2</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>-2</td>
</tr>
<tr>
<td></td>
<td>-1</td>
<td>-2</td>
</tr>
<tr>
<td></td>
<td>-1</td>
<td>-2</td>
</tr>
<tr>
<td></td>
<td>-2</td>
<td>-3</td>
</tr>
<tr>
<td></td>
<td>-2</td>
<td>-3</td>
</tr>
<tr>
<td></td>
<td>-2</td>
<td>-5</td>
</tr>
<tr>
<td></td>
<td>-3</td>
<td>-6</td>
</tr>
<tr>
<td></td>
<td>-3</td>
<td>-6</td>
</tr>
<tr>
<td></td>
<td>-4</td>
<td>-6</td>
</tr>
<tr>
<td></td>
<td>-15</td>
<td>-6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-37</td>
</tr>
</tbody>
</table>

Mean -1.154 Mean -2.467

\[ t = .93 \ (NS) \]
Table 2
Change Scores on General Self-Concept

<table>
<thead>
<tr>
<th>Experimental</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>+5</td>
<td>+1</td>
</tr>
<tr>
<td>+2</td>
<td>+1</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>-1</td>
<td>0</td>
</tr>
<tr>
<td>-1</td>
<td>-1</td>
</tr>
<tr>
<td>-1</td>
<td>-1</td>
</tr>
<tr>
<td>-1</td>
<td>-2</td>
</tr>
<tr>
<td>-1</td>
<td>-2</td>
</tr>
<tr>
<td>-2</td>
<td>-2</td>
</tr>
<tr>
<td>-4</td>
<td>-2</td>
</tr>
<tr>
<td>-4</td>
<td>-3</td>
</tr>
<tr>
<td>-8</td>
<td>-4</td>
</tr>
<tr>
<td></td>
<td>-5</td>
</tr>
<tr>
<td>Mean</td>
<td>-0.615</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>-1.333</td>
</tr>
<tr>
<td>t</td>
<td>.94 (NS)</td>
</tr>
</tbody>
</table>
Table 3
Change Scores on Peer Self-Concept

<table>
<thead>
<tr>
<th>Experimental</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>+4</td>
<td>+3</td>
</tr>
<tr>
<td>+4</td>
<td>+2</td>
</tr>
<tr>
<td>+2</td>
<td>+1</td>
</tr>
<tr>
<td>+1</td>
<td>+1</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>-1</td>
<td>0</td>
</tr>
<tr>
<td>-2</td>
<td>0</td>
</tr>
<tr>
<td>-2</td>
<td>-1</td>
</tr>
<tr>
<td>-2</td>
<td>-1</td>
</tr>
<tr>
<td>-2</td>
<td>-1</td>
</tr>
<tr>
<td>-3</td>
<td>-1</td>
</tr>
<tr>
<td>-1</td>
<td>-2</td>
</tr>
</tbody>
</table>

Mean: -0.077

Mean: -0.133

\[ t = 0.08 \text{ (NS)} \]
II. LIMITATIONS OF THE DATA

Self-image is a concept and not a concrete entity; an appraisal of this self-image can be accomplished only by observing the behavior that allows insight into the system determining that behavior. In other words, the self-concept per se cannot be directly measured.

In the book, The Child and His Image, Crowne and Stephens cite the following major inadequacies:

(1) There are no scientific data establishing the equivalence of assessment procedures used in the various techniques; (2) a clear-cut definition of the variable (self-concept) being tested is unavailable; (3) it is impossible to determine whether the subject's response is based on a defensive projection or his actual self-image.

The investigator found all of the validated inventories too advanced for a first grader's vocabulary and chose to read the inventory to them to help alleviate this barrier. Though the simplest of the instruments was chosen, the questions may still have been too difficult for this age. Several questions were worded in a negative sense and may have caused the students to be confused about the appropriate response.

Another limitation of this study was the effect of contamination. While it was assumed that the experimental teacher would be more consciously aware of the self-images

---

1Yamamoto, op. cit., p. 85.
of her students throughout the study and would, therefore, be making more of an effort to help students achieve higher levels of self-concept, it must be acknowledged that teacher variables cannot be completely controlled. There was no way the experimenter could guarantee that the curriculum of the control classroom would not contain activities which help develop self-concept. Each teacher is expected to consider the child's feelings during her contact with each student. Therefore, the data for this study would have been more valid if the investigator had been the teacher for both the experimental and the control group. It may also be that the general attitude of a classroom has as much to do with self-concept development as does a specific curriculum.

Due to the class size of the population used in this study, the sampling may be too small to make any true evaluations. More classrooms and/or students might be included in any further research. Smaller classes allowed the teacher to meet the needs of each student better than in larger classes. Also, the population of rural Colfax, Iowa, may be too narrow in scope to make any generalized statements about any of the data.

The time schedule for teaching the unit on self-concept may have been too short to show significant changes. Self-concept is an unusually stable variable, because it is
one of the primary mechanisms that humans use to interpret what happens to them. Therefore, changes in self-concept are going to be relatively difficult and slow.¹

Weather is known to be an influence of one's psychological state. Therefore, weather conditions while administering the pre-tests and post-tests may have influenced the results in the school concept data. The pre-tests were administered on a cold, winter day when the children were happy to be inside the warm schoolhouse with their friends doing their daily school work. The post-tests were given in early May on a hot, beautiful spring day when such glorious out-of-school activities as bike riding were prevalent in the minds of the respondents. Consequently, such questions as "Would you rather stay home than come to school?" were often changed from a wintry "no" to a warm "yes". Therefore, the investigator felt the testing needed to be administered under as near the same conditions as possible at relatively the same time of year.

Though it is difficult to determine the effect upon this research, a variable that was personally distressing to this author was the lack of continuity due to an inability to schedule materials when needed. The local

school system owned very few audio-visual aids, materials, or supplementary books related to the field of self-concept. Therefore, almost all of the materials used by the author had to be obtained from the Area XI Media Center. Since the Media Center supplies the materials for numerous schools, the author found it impossible to obtain all of the curriculum needs when desired. Many of the aids did not arrive as scheduled, or arrived at an inopportune time. Therefore, the continuity of the desired unit sequence was lost.

The author recommends that any school system planning to add a "Self-Concept" program to its curriculum purchase all of the materials needed for the program's instruction. A unit loses its continuity when the instructor does not have the necessary materials available at the proper time he/she is ready to teach a particular lesson.
CHAPTER V

SUMMARY AND RECOMMENDATIONS

The purpose of this study was to ascertain to what extent participation in a self-concept unit could result in a positive change in self-image. It was the intent of the investigator to answer the questions:

1. Do children who are taught a social-concept unit experience a change in their own self-image as a result of the instruction?

2. If a change in self identity is evident, are the effects of a positive nature?

3. Is the effectiveness of the program significant enough to merit extending it to subsequent grades?

I. IMPLICATIONS

The results of this study did not show a significant positive change in self-concept development when the groups were considered as a whole, though individuals did make sizeable gains. The evidence indicated that changes can be effected in first graders and these changes may be due to the climate of the classroom and attitude of the teacher.
Since self-concept is quite well formulated by the time a child begins school, change in this area is expected to be a slow, as well as energy and time consuming project for school personnel. In recognition of the fact that self-concept does change slowly, a self-concept unit merits inclusion in the school's curriculum at each grade level. Unless each teacher at each grade level makes an effort to improve each child’s self-concept, little or no gain can be expected. In fact, a loss in self-image could be observed.

II. RECOMMENDATIONS

The curriculum of the public schools has traditionally geared itself to the development of cognitive abilities, though recent trends in education have focused on the development of affective and self-concept development. The kinds of materials and approaches utilized within the school's curriculum for self-concept development are in need of research.

Many of the problems one is facing in education today really are social, not academic. Changing the way teachers relate to students is the way to change education if you want to help students develop positive self-concepts. The author recommends that teachers learn to use positive reinforcement in the classroom more often. Teachers need
to spend more time with counselors so they can understand the social and emotional make-up of students. Furthermore, teachers must become more acutely aware of the importance of maintaining a personally high self-image when in contact with their students.

While results of this study did not show a significant positive change in self-concept development when the groups were considered as a whole, individuals did make sizeable gains. Therefore, the investigator feels the unit does have merit. There is a need for further studies to investigate who makes what kind of gains under what kind of conditions. This would allow school districts to better meet the challenge of developing the affective as well as the cognitive dimensions of their students.

The author recognizes the need for a more applicable form of self-concept appraisal and recommends the continued research and development of a more refined measuring device.

The investigator further recommends that any school system planning to add a "Self-Concept" unit to its curriculum, purchase all of the necessary materials needed for instruction so that the instructor will not lose any continuity in the lesson plan sequence.
The author believes that all school systems need to incorporate definite programs of instruction in the field of "Self-Concept" to help each child gain a positive self-image and succeed in school. (The schools of today must prepare the children for their world of tomorrow and they must be ready to meet the challenges of tomorrow confident and unafraid.)
BIBLIOGRAPHY

A. BOOKS


B. PERIODICALS


C. GOVERNMENT DOCUMENTS


D. NEWSPAPERS


Ricchiardi, Sherri. Des Moines Sunday Register Picture Magazine, (June 1, 1975), 5-7.
APPENDIX A

I. LESSON PLANS

Day 1: Introduced unit. Class discussed how all people are alike and wrote a story listing the ways. Read book *People Are Like Lollipops*.

Day 2: Reviewed lesson on how people are alike. Led into a discussion of how we are different from each other and listed ways. Asked them "Why are we different?" and let them express reasons until they arrived at the realization that they were born that way. Each looks like his/her parents. Learned the word "heredity". Saw a film on families. Gave heredity "look alike" assignment.

Day 3: Introduced Social Studies text *World of Mankind: People in Our World*. Read pp. 4-5, "Who Am I?". Each child told about personal experience of standing in front of a mirror with his/her parents to see resemblance. Some also told of doing the experiment with brothers and sisters. Each child drew a self-portrait and wrote a story about self (personal appearance).

Day 4: Introduced supplementary text *At Home*. Read and discussed pp. 4-9, meeting the Hall family and their new baby. Made a list of reasons on "Why do parents like to have babies?". Learned vocabulary words for different family members and why family members have same surname. Discussed different family sizes within class structure.

Day 5: Study prints 26 and 27. Discussed family structure, diversity, roles and durability. Issues of death by war or accident or sickness, divorce, and step-parents were stressed.

Day 6: Reviewed family structure and diversity. Study print 29 about possible family changes discussed with emphasis on family durability stressed. Drew pictures of immediate family. Read *Whose Little Boy Are You?*

Day 7: Film "Our Family Works Together". Read pp. 10-13 in *At Home*. Compared the book families with each other and our own family. Wrote chart story on what
they have learned to do since birth. Discussed what they would learn to do as they matured to adulthood (that they can not do now). Read Nobody Asked Me If I Wanted a Baby Sister dealing with sibling jealousy and discussed our feelings.

Day 8: Film "Animal Babies Grow Up". Discussed different forms of animal birth (hatched, born alive), dependency upon mother, age of maturity, etcetera. Classified animals, including humans.

Day 9: Reviewed film in light of heredity. Saw film "Human and Animal Beginnings," an introduction to sex education. Important points of film: (1) number of eggs fertilized at one time, (2) how different babies look at birth, (3) how long each animal takes to reach maturity, and (4) how dependent each animal is on the parent. Monkey and human similarities were observed closely. Stressed human growth and dependency. Planned experiment on hatching chicken eggs in an incubator.

Day 10: Read Mr. Tall and Mr. Small about a giraffe and a mouse. Had class contrast story to human characteristics and apply fable to us. (Moral--no matter what size we are, we can help each other.) Text pp. 12-15 about similarities and differences of people at different age levels. Assignment: find pictures of people in the different age groupings.

Day 11: Read pp. 14-22 in At Home introducing paternal grandparents. Story also dealt with the emotion of anger. Using Moods and Emotions chart study print on Anger, we acted out being angry. Discussed body changes brought on by anger and what we can do to release or express anger. Read Hating Book and wrote stories on "I get angry when _____.


Day 13: We completed a bulletin board on different ages of people using pictures children had been bringing. Text pp. 67-69--"Why People live in families?". Began sharing our family trees. (Two class members were first cousins which was interesting to all).
Day 14: Continued to share family trees. Read Grandmother and I and shared grandma goodies.

Day 15: Film "Families are Different and Alike" about family size, home and furnishings, food, jobs, and interests. Also family rules. Read text pp. 45-47 about rules—what they are and why we must have them.

Day 16: Text pp. 48-50 about the consequences of not following rules (pollution, poor health, destruction, etcetera). Story The Quiet Mother and Noisy Little Boy.


Day 18: Filmstrips: "My Family and Other Families" and "Myself and Other People."

Day 19: Filmstrip: "Everyone Needs Many Things". Discussed the logic behind wearing different kinds of clothing and building different types of shelter (climate, safety, custom, materials available, cost, etcetera). Each child shared a creative story using a picture from the About Myself series.

Day 20: Talked about mothers and wrote an illustrated story about our own.

Day 21: Wrote and illustrated a story about our fathers.

Day 22: Valentine's Day. Read selections by Anglund on the color of love, feelings of love, etcetera. Children wrote stories "Love is ______." 


Day 24: Shared our baby pictures and made frames to hold both baby picture and this year's class picture. Filmstrip and record "Who Am I?". During the day, five chicks hatched in our incubator.

Day 25: Much fuss over the new baby chicks. Three more hatched today and all the children were able to see them peck their way out, dry off and grow. We wrote a chart story about the chicks hatching. Film "Farm Community".
Day 26: Moods and emotion chart and stories on Frustration.

Day 27: Saw a film on communities and discussed how they are dependent upon each other.

Day 28: Study prints about family conflict. Talked about different types of conflicts and how to deal with them, stressing the idea that people can disagree but still have love for each other.

Day 29: Text pp. 24-25 on how people and animals change. Said good-bye to the eight chicks.

Day 30: Saw study prints on different types of homes and saw film "Let's Build a House".


Day 32: Media kit on "ME, Myself, and I" dealing with feelings and how to relate with other people.

Day 33: Continued with kit. Several new vocabulary terms were introduced for types of feelings and personality traits.

Day 34: Learned a poem titled "ME". Discussed individuality and made fingerprints as an example of no two people being just alike.

Days 35-39: Spent the week discussing and writing about our personal likes and dislikes, emphasizing the idea that we can like different things and still like each other. Personal traits show our "individuality". Saw the films "Curl Up Small" and "City and Its People". Assignment: family's nationality.

Day 40: St. Patrick's Day. We shared our nationalities and found the countries on the globe. Most of the children had European backgrounds; four of them were part Indian (true Americans).

Day 41: Film "Good For Nothing" about feelings of inadequacy.

Day 42: Film "Big Lighthouse and Little Ship" which teaches a lesson about revenge and forgiveness.
Day 43. Text, pp. 16-19. Cartoons dealing with feelings and different ways of handling each emotion.

Day 44: Continued with cartoons of emotions.

Day 45: Moods and Emotions--Fear.

Day 46: Did a Sociogram (See Appendix A, Part C)

Days 47-49: Text, pp. 22-32--needs of people. Discussed now we can get along together and help each other.

Day 50: Story "The Three Wishes". Wrote stories "I wish ________".

Days 51-55: Spent the week reading and discussing life styles in a town, in a big city and in the country. We contrasted the different types of neighborhoods, listing both the advantages and the disadvantages of each. Then we wrote stories about where we live and where we would like to live as adults.

Day 56: Books and stories about "When I Grow Up".

Day 57: Filmstrip and record "Families Around the World" which is designed as a unit review.

Day 58: Study Prints about family money.

Day 59: Free discussion over unit.

II. MATERIALS

A. TEXTS


B. MULTI-MEDIA KITS (Area XI Library)

You Got Mad, Are You Glad
Me, Myself and I
Who Am I?
About Myself (Part I)
Focus on Self Development (Stage I, Awareness)

C. FILMS (Area XI Library)

Living Things Depend on Each Other
Lonely Scarecrow
Going to School Is Your Job
Families
Family Teamwork
Our Family Works Together
Animal Babies Grow Up
Human and Animal Beginnings
Families Are Different and Alike
Smallest Elephant in the World
Farm Community
Big People, Little People
Family--The Boy Who Lived Alone
Communities Depend on Each Other
Let's Build a House
Building a House
Good for Nothing
Big Lighthouse and Little Ship
City and Its People

D. LIBRARY BOOKS (Area XI Library)

Ainsworth, J. When I Grow Up
Alexander, M. And My Mean Old Mother Will Be Sorry
Nobody Asked Me If I Wanted A Baby Sister
Anglund, J. Friend Is Someone Who Likes You
Do You Love Someone
Love Is a Special Way of Feeling
What Color Is Love
Beim, J. Two Is a Team
Jay's Big Job
Bonsall It's Mine
Borack Grandpa
Brenner Mr. Tall and Mr. Small
Bromhall Middle Matilda
Budney A Kiss Is Round
Cannon, C. What I Like To Do
Carle, E. Do You Want to Be My Friend
Charlip Mother, Mother, I Feel Sick
Cretan, G. Me, Myself and I
Eastman, J. Are You My Mother
Ets Just Me
Gauch, P. Grandpa and Me
Kafka, S. I Need a Friend
Kent, J. Grown-up Day
Krauss Very Special House
Jeruchim Hello, Do You Know My Name
Hurd Who Will Be Mine
Larris, A. People Are Like Lollipops
Lenski, Lois Debbie and Her Family
Lesieg Debbie and Her Grandpa
Debbie and Her Pets
Debbie Herself
Lesieg Come Over to My House
Lionni I Wish That I Had Duck Feet
Rudolph Biggest House in the World
Schlein Look at Me
Smith That's the Way Mothers Are
Stanley When I Am Big
Steiner It's Nice to Be Little
Stover What Do You Love
Stover I'm in a Family
Zolotow, C. Quarreling Book
Zolotow, C. when I Have A Son
APPENDIX B

March 20, 1975

SOCIOMGRAM

1. You have won a trip to Disney World in Florida. You may take one person with you. Who in your class would you take?

2. If that person got sick and could not go, who would you take with you then?

(This sociogram was administered and charted by the high school Special Education class, under their classroom teacher's directions).
APPENDIX C

PERMISSION LETTER TO PARENTS

January 6, 1975

To the Parents of First Graders:

Since coming to Colfax, I have been furthering my education at Drake University. In this time, I have almost completed my master's degree in Elementary Guidance and Counseling.

During the third quarter of this school year the school board and the administration have given me permission to work on my thesis using our first graders to do my research. I would be most grateful if you would sign this permission slip so that I may pre-test and post-test the children. Each test is only about 10-15 minutes long.

The unit I'll be teaching my class is the same as I have taught in previous years only this time I'll be writing a report on the activities. At no time will any child's name be used in my paper and they will only be mentioned by mass numbers. (For example: on question 1 ten said "yes," six said "no".

As parents you may see the tests and the report results after I've completed my work.

Please sign this form and return to your child's teacher. Thank you very much,

Miss Sandy

__________________________

Miss Sandy has my permission to pre-test and post-test                  for her thesis work.

name of child

__________________________

Signature of parent
APPENDIX D

SELF APPRAISAL INVENTORY

Primary Level

Description and Rationale

This inventory consists of 32 questions to be asked of children. In addition, there are six optional practice exercises. Children respond to each question as it is read by circling "yes" or "no" on their response sheets.

This self report device attempts to secure, in a rather straightforward fashion, a child's responses to questions which pertain to three aspects of the self concept. Two of these three dimensions (peer and scholastic) are viewed as arenas in which one's self concept has been (or is being) formed. A fourth dimension reflects a more general, global estimate of self esteem. Examples of each dimension (for which subscale scores are obtainable in the inventory) are:

1) General: "Do you like being who you are?"

2) Peer: "Would you rather play with friends younger than you?"

3) Scholastic: "Can you get good grades if you want to?"

From these examples it can be seen that if a child wished to answer untruthfully, in such a way that he would be viewed in a better light, it would not be too difficult to do so. Such tendencies to supply false responses can be minimized by administering the inventory in such a way that the anonymity of the respondent is both real and perceived.

Directions for Administration

Items which represent each of the subscales within the Self Appraisal Inventory are as follows:

Peer: Items 1, 4, 7, 10, 13, 16, 18, 20, 25, 29, 30, 31
It has been found that children of kindergarten age and above are able to complete the entire inventory (that is 32 items) in approximately twenty minutes, after practice activities are used as recommended.

The following practice activities should be used prior to beginning the measure to insure that the children understand the procedure for indicating their responses:

1) On the chalkboard, draw a series of response boxes similar to those on the response sheets. (Do not distribute the actual response sheets until the children are ready to begin the inventory.)

2) Clearly identify the written words "yes" and "no" for the children. Have individual children identify the words; confirm the correctness of each child's response.

3) Demonstrate the proper circling of the responses (yes, no). Emphasize that only one word is to be circled in each box.

4) Have different children come to the board to answer as many of the following practice items as are deemed necessary.

With children who can already discriminate between "yes" and "no" responses, few, if any, of these practice exercises may be needed. Note that on items c, e, and f, all children are not expected to answer identically. Confirm the correctness of each child's response.

a. Are you a child? Yes No

b. Are you a train? Yes No
c. Do you have a brother? Yes No
d. Do birds fly? Yes No
e. Do you have a sister? Yes No
f. Do you like to sing? Yes No
To complete the inventory, each child will need the following materials:

1) Two response sheets, each of a different color (for purposes of scoring as well as ease of administration) and each containing 16 response boxes. It may be helpful to fold each sheet in half lengthwise, printed side out, so children see only one column at a time.

2) A crayon or pencil.

Two methods of identifying the response boxes are provided. The pictures on the left in each box may be used with children who are unable to identify the numerals 1 through 32. If the pictures are used, they should be identified before beginning the inventory. The pictures are: face, star, car, cat, telephone, flower, house, umbrella, clown, shoe, fish, tree, chair, cup, ball and clock. When administering the instrument, the administrator should check on each item to make sure children are responding "in the box with the . . . ." Children who are able to read numerals may prefer to use these rather than the pictures; they are located on the left of each box. The administrator should identify the correct numeral before and after reading each question.

Remind the children that for many questions, either answer may be correct, although only one answer will be true for a particular child. Therefore, they need not worry if another child's answer is different from their own.

Do not permit the children to verbalize their answers when responding.

In some cases, administration may be easiest if conducted with a small group of students at a time, rather than with the entire class at once.
SELF APPRAISAL INVENTORY

Primary Level

1. Are you easy to like?
2. Can you give a good talk in front of your class?
3. Do you wish you were younger?
4. Do you usually let other children have their way?
5. Do you often feel bad in school?
6. Do you like being who you are?
7. Do you have enough friends?
8. Are you a good reader?
9. Do you wish you were a different child?
10. Are other children often mean to you?
11. Do you often want to give up in school?
12. Can you wait your turn easily?
13. Do your friends usually do what you say?
14. Are you good in your school work?
15. Do you often break your promises?
16. Do most children have fewer friends than you?

CHANGE ANSWER SHEETS

17. Are you happy most of the time?
18. Are most children better liked than you?
19. Would you like to stay home instead of going to school?
20. Are you one of the last to be chosen for games?
21. Are the things you do at school very easy for you?
22. Do you like being you?
23. Can you get good grades if you want to?
24. Do you forget most of what you learn?
25. Do you feel lonely very often?
26. If you have something to say, do you usually say it?
27. Do you often feel ashamed of yourself?
28. Do you like the teacher to ask you questions in front of the other children?
29. Do the other children in the class think you are a good worker?
30. Does being with other children bother you?
31. Are you hard to be friends with?
32. Do you find it hard to talk to your class?