

# CONTENTS

|  |      |
|--|------|
| List of Figures  | xii  |
| List of Tables   | xiii |
| Preface  | xvii |
| Acknowledgments  | xix  |
| <br>   |      |
| <i>PART I: THEORETICAL ISSUES IN SELF-CONCEPT</i><br>– <i>Kenneth J. Gergen</i>  | 1    |
| <br>   |      |
| Chapter 1<br>Some Observations on Self-Concept Research<br>and Theory – <i>Arthur W. Combs</i>   | 5    |
| <br>   |      |
| Chapter 2<br>Dimensions of the Dilemma<br>– <i>Robert E. Bills</i>   | 17   |
| <br>   |      |
| Chapter 3<br>The Unity Principle Versus the Reality and Pleasure<br>Principles, Or The Tale of the Scorpion and the Frog<br>– <i>Seymour Epstein</i> | 27   |
|  | vii  |

|   |     |
|---|-----|
| Chapter 4<br>The Boundaries of the Self: The Relationship<br>of Authenticity in Self-Conception<br>— <i>Ralph H. Turner and Steven Gordon</i> | 39  |
| Chapter 5<br>The Functions and Foibles of Negotiating<br>Self-Conception— <i>Kenneth J. Gergen</i>  | 59  |
| Chapter 6<br>Reflective Process— <i>Stephen P. Spitzer</i>  | 75  |
| Chapter 7<br>Self-Concepting: Another Aspect of Aptitude<br>— <i>Theresa J. Jordan and Philip R. Merrifield</i>                               | 87  |
| <i>PART II: THE DEVELOPMENT OF SELF-CONCEPT</i><br>— <i>Kenneth J. Gergen</i>   | 97  |
| Chapter 8<br>The Self as Social Knowledge<br>— <i>Michael Lewis and Jeanne Brooks-Gunn</i>  | 101 |
| Chapter 9<br>Self-Concept Development in Childhood<br>— <i>Mervin D. Lynch</i>  | 119 |
| Chapter 10<br>A Maximization Model of Self-Concept<br>— <i>Ardyth A. Norem-Hebeisen</i>   | 133 |
| Chapter 11<br>The Spontaneous Self-Concept as Affected<br>by Personal Distinctiveness<br>— <i>William J. McGuire and Claire V. McGuire</i>    | 147 |
| Chapter 12<br>The Occupational Self: A Developmental Study<br>— <i>Morris Rosenberg and Florence Rosenberg</i>                                | 173 |

|  |     |
|--|-----|
| <b>Chapter 13</b><br><b>The Development of Self-Concept in Adolescence</b><br><i>— Anne C. Petersen</i>  | 191 |
| <b>Chapter 14</b><br><b>The Development of the Self-Concept Through<br/>the Life Span— Rene L'Ecuyer</b>   | 203 |
| <b>PART III: THE SELF IN APPLIED SETTINGS</b><br><i>— Kenneth J. Gergen</i>  | 219 |
| <b>Chapter 15</b><br><b>Application of Causal Modeling Methods to the<br/>Validation of Self-Concept Interpretations of<br/>Test Scores</b><br><i>— Richard J. Shavelson and Kenneth R. Stuart</i> | 223 |
| <b>Chapter 16</b><br><b>Behavioral Academic Self-Esteem</b><br><i>— Stanley Coopersmith and Ragnar Gilberts</i>  | 237 |
| <b>Chapter 17</b><br><b>The Significance of the Self-Concept in the<br/>Knowledge Society— Bonnie L. Ballif</b>  | 251 |
| <b>Chapter 18</b><br><b>Issues Regarding Self-Concept Change</b><br><i>— William H. Fitts</i>  | 261 |
| <b>Chapter 19</b><br><b>An Examination of the Nature of Change<br/>in Academic Self-Concept</b><br><i>— Lorin W. Anderson</i>  | 273 |
| <b>Chapter 20</b><br><b>Comparison of Aggregate Self-Concepts for<br/>Populations with Different Reference Groups</b><br><i>— Wilbur B. Brookover and Joseph Passalacqua</i>                       | 283 |

|  |            |
|--|------------|
| <b>Chapter 21</b>  |            |
| <b>The Development of Self-Concept in the Elementary School: A Search for the Determinants—<i>Lawrence Dolan</i></b> | <b>295</b> |
| <b>References</b>  | <b>315</b> |
| <b>Name Index</b>  | <b>345</b> |
| <b>Subject Index</b>   | <b>351</b> |
| <b>About the Editors</b>   | <b>361</b> |
| <b>About the Contributors</b>  | <b>365</b> |

## LIST OF FIGURES

|      |  |     |
|------|--|-----|
| 11-1 | Spontaneous Salience of Gender in One's Self-Concept as a Function of the Other Gender's Numerical Predominance in One's Household | 167 |
| 13-1 | Sex Difference in Self-Image   | 198 |
| 13-2 | Cohort Differences in Self-Image from 1960s to 1970s   | 200 |
| 13-3 | Urbanicity Differences in Self-Image   | 201 |
| 14-1 | Constituents of Self-Concept: Internal Organization  | 207 |
| 15-1 | Hypothesized Model of Causal Relationship Between Achievement and Self-Concept   | 228 |
| 15-2 | An Alternative Causal Model of the Relationship Between Achievement and Self-Concept   | 229 |
| 15-3 | Structural Equation Model of the Causal Relationship Between Achievement and Self-Concept  | 232 |
| 15-4 | Structural Equation Model of the Causal Relationship Between Achievement and Self-Concept Utilizing Multiple Indicators            | 234 |
| 21-1 | School by Grade Comparisons for the Three Self-Concept Measures  | 306 |

## LIST OF TABLES

|      |  |     |
|------|--|-----|
| 4-1  | True and Spurious Self Anchorages  | 44  |
| 4-2  | Correlation Between True Self and Spurious Self  | 45  |
| 4-3  | Frequency of True Self-Spurious Self Combinations  | 46  |
| 4-4  | Collapsed True Self-Spurious Self Combinations by Selected Variables   | 48  |
| 6-1  | Proportion of Subjects Showing One or More Indicators of Reflection by Dichotomized Samples  | 78  |
| 6-2  | Relationships Between Reflection and Criterion Variables   | 81  |
| 6-3  | Subjects Showing One or More Indicators of Anxiety Divided According to the Distribution of Reflection Within Their Anxiety Statements   | 84  |
| 8-1  | Developmental Sequence of Self-Recognition   | 113 |
| 11-1 | Salience of Physical Characteristics (Percentage of Children Mentioning the Characteristic as Part of Their Spontaneous Self-Concept) as a Function of Its Distinctiveness Within the Child's School Group | 156 |

|       |  |     |
|-------|--|-----|
| 11-2  | Number of Discriminations on the Bases of Gender and Ethnicity for Each Individual in a Hypothetical Six-Person Group                          | 161 |
| 12-1  | Kind of Life Child Wishes to Lead as Adult, by Age   | 176 |
| 12-2  | Job Wanted When Grown Up or Older, by Age  | 179 |
| 13-1  | The Offer Self-Image Questionnaire (OSIQ)  | 194 |
| 16-1  | BASE Item-Total Score Reliability Coefficients, Means, and Standard Deviations   | 240 |
| 16-2  | BASE Norm Data Showing Means, Standard Deviations, <i>N</i> s, and Standard Errors of Measurement of Kindergarten Through Grade Eight Students | 242 |
| 16-3  | BASE Norm Data Showing Means, Standard Deviations, <i>N</i> s, and Standard Errors of Measurement for Preschool Students (Four-Year-Olds)      | 242 |
| 16-4  | Factor Analysis of the BASE on Three Samples Showing Loadings, Percentage of Variance, and Total Variance Accounted for                        | 244 |
| 16-5  | Predictive Validity of BASE BASE-CTBS Achievement Correlations   | 246 |
| 16-6  | Predictive Validity of BASE Total and Student Initiative Scores, BASE-CTBS Achievement Correlations (Spring 1977)                              | 246 |
| 16-7  | Means of BASE Total and Student Initiative Scores by Grade Level   | 247 |
| 16-8  | Means and Standard Deviations of BASE Total and Student Initiative Scores by Grades (Spring 1977)  | 247 |
| 16-9  | Differences Between Means of Pre- and Post-BASE Scores and <i>t</i> -Test for Four-Year-Old Preschool Children                                 | 248 |
| 16-10 | Comparisons Between Teachers' Ratings of Students and Students' Self-Ratings on BASE Scores  | 249 |
| 16-11 | Correlations Between Teachers' Ratings of Students and Students' Self-Rating on BASE Scores  | 250 |
| 17-1  | Comparisons of Mean Scores of Motivated and Unmotivated Students on Total MOCOS and on the Self-Concept Subscale ( <i>N</i> = 381)             | 254 |

|      |  |     |
|------|--|-----|
| 17-2 | Scores on Pictorial Self-Concept Scale, Structured Observations, Gumpgookies, and Motivation Rating Scale  | 259 |
| 17-3 | Post-test Analysis of Variance for Conceptual Subscale Among Three Treatment Groups ( $N = 70$ )   | 260 |
| 19-1 | The Academic Self-Concept Scale  | 275 |
| 19-2 | Race and Sex Composition and Average School Marks of Samples Used in Study (by Grade Level)  | 276 |
| 19-3 | Correlations of Academic Self-Concept Scores with School Marks and Teacher Ratings   | 277 |
| 19-4 | Results of Varimax Rotation of Academic Self-Concept Scale (by Grade Level)  | 278 |
| 19-5 | Means, Standard Deviations, and $F$ -statistic for the Total Scale Scores (by Grade Level)   | 280 |
| 19-6 | Means, Standard Deviations, and $F$ -statistic for the Non-evaluative Subscale Scores (by Grade Level)   | 280 |
| 19-7 | Mean, Standard Deviations, and $F$ -statistic for the Evaluative Subscale Scores (by Grade Level)  | 280 |
| 20-1 | Correlation Between Mean School Achievement and Mean Self-Concept of Academic Ability in Samples of Michigan Public Elementary Schools   | 287 |
| 20-2 | Mean and Standard Deviations of Achievement and Self-Concepts of Academic Ability in Samples of Michigan Public Elementary Schools (Means of Schools Mean Unweighted)  | 288 |
| 20-3 | Multiple Regression Analysis Showing Contribution of Percent White to Variance in Mean Self-Concept of Academic Ability, When Achievement and Socioeconomic Status Are Entered Prior to Percent White in a Representative State Sample and Two Subsamples of Michigan Elementary Schools               | 290 |
| 20-4 | Means and Standard Deviations of Students' Perceived Evaluations and Expectations in Samples of Michigan Elementary Schools and the Zero Order Correlation Between Mean Perceived Evaluations and Expectations and Mean Self-Concept of Academic Ability in the Samples of Michigan Elementary Schools | 291 |



|      |   |     |
|------|---|-----|
| 21-1 | Student and Parent Sample Sizes, Reading Achievement Percentiles, and Home Concern and Support Statistics | 299 |
| 21-2 | Intercorrelations of School, Home, and Achievement Variables  | 303 |
| 21-3 | Correlation Between Explanatory Contexts and the Self-Concept Measures                                    | 305 |
| 21-4 | Stepwise Regressions for Mutual Impact of Contextual Variables on the Self-Concept Measures               | 310 |