

# Contents

PREFACE	v
ACKNOWLEDGEMENTS	viii
<b>1 Introducing the Self-Concept</b>	<b>1</b>
<i>Self-Concept as a Set of Attitudes to the Self 1; the Belief Component 4; The Evaluation Component 4; The Behavioural Tendency Component 8; Importance of Self-Concept 9; Self-Concept as a Maintainer of Inner Consistency 9; Self-Concept as an Interpretation of Experience 13; Self-Concept as a Set of Expectations 14; The Self-Concept in Psychological Theory 15; William James's Pioneer Work 15; James's Law 16; Symbolic Interactionists 16; C. H. Cooley 17; Erikson on Identity 18; Phenomenological Approaches to the Self-Concept 19; Perception and the Phenomenal Field 20; Carl Rogers 20; A Possible Structure for the Self-Concept 23; Problems in Measuring the Self-Concept 26; Summary 29; Further Reading 30</i>	
<b>2 Some Developmental Features</b>	<b>31</b>
<i>Introduction 31; Neonatal Capacities as a Basis for Self-Awareness 32; Erikson's Basis to Early Self-Concept Development 34; The Development of Basic Trust 34; The Development of Autonomy 34; Initiative versus Guilt: Erikson's Third Stage 36; Industry versus Inferiority: Erikson's Fourth Stage 37; When Does the Self-Concept Become Explicit? 38; Early Language as an Aid to Self-Concept Development 39; The Role of Cognitive Development 41; Components of Self-Definition 42; Changes in Content by Age 43; The Self-Ideal-Self Discrepancy 47; Summary 49; Further Reading 50</i>	
<b>3 Body Image and Appearance</b>	<b>51</b>
<i>Introduction 51; Body Image as a Source of Self-Concept Development 52; Self-Awareness as a Source of Self-Concept 53; Research on Physical Appearance and Self-Concept 59; Body Image and Sex-Role Identity 63; Teachers' and Pupils' Physical Attributes 64; Summary 67</i>	

<b>4</b>	<b>Children's Self-Concept and Parental Behaviour</b>	<b>68</b>
	<i>The Coopersmith Study 70; Low Esteem 71; Medium Esteem 72; High Esteem 72; Siblings 73; Childrens' Friends 74; Infant Feeding Practices 74; Childhood Problem Areas 74; Trauma 74; Acceptance, Permissiveness and Strictness 75; Democratic Practices and the Family 76; Other Issues 76; Summary and Evaluation of Coopersmith's Findings 77; The Rosenberg Study 80; Societal Factors 80; Inter-Familial Factors 82; Birth Order 82; Parental Interest in Child 83; Parent's Knowledge of Child's Friends 83; Parental Interest in Academic Performance 84; Participation in Mealtime Talk 85; The Sears Study 86; Other Studies 90; Maternal Deprivation 96; Absent Parents 98; Authoritarian Practices 100; Child-Rearing Practices and Prejudice 101; From Home to School 102; Summary 103; Further Reading 104</i>	
<b>5</b>	<b>Sex-Role Self-Concept</b>	<b>106</b>
	<i>Introduction 106; Biological Differences 107; Sex-Role Identification and Family Practices 109; Sex-Role Stereotypes 113; Cultural Change 117; Mass Media and Sex-Role Identity 118; The School, Sex-Role Identity and Self-Concept 120; Summary 124; Further Reading 124</i>	
<b>6</b>	<b>Adolescence and the Self-Concept</b>	<b>125</b>
	<i>Introduction 125; Two General Theories of Adolescence 126; The Psychoanalytic Perspective 126; The Social Perspective 128; Erikson's Perspective 129; Puberty, Body Image and the Self-Concept 130; Male and Female Satisfaction with Body Image 131; Menarche 135; Retarded and Deviant Physical Development 137; Adolescent Case Studies 139; Retarded Physical Development 140; Erikson and the Sense of Identity 142; Studies Exploring Quantitative Aspects of Erikson's Theory 148; Empirical Studies of Adolescent Self-Concept 149; Cognitive Development and Adolescent Self-Concept 155; Adolescent Self-Esteem and the Family 156; Summary 161; Further Reading 162</i>	
<b>7</b>	<b>Significant Others and Feedback</b>	<b>163</b>
	<i>Introduction 163; Theoretical Considerations 163; Feedback and the Young Child's Self-Concept 166; Research on the Role of Feedback 169; General Issues 169; Mirror versus Model Explanations 171; Sources of Self-Esteem in Children 175; Studies of Controlled Feedback 180; Factors Affecting Feedback 182; Audience Effect 182; Attentional Focusing 183; Feedback and Anxiety 185; Susceptibilities to Persuasion 187; Objective Appraisal and Credibility 187; Personalism 188; Group Aspirations 188; Salience of Characteristic Judged 190; Theories of Self-Esteem 191; Self-Consistency Theory 191; Self-Esteem Theory 192; Empirical Evidence 193; High Self-Esteem: is it always what it seems? 198 Summary 200</i>	
<b>8</b>	<b>Self-Concept and Academic Achievement</b>	<b>201</b>
	<i>Introduction 201; Education Involves Evaluation 202; The Academic Emphasis 203; Self-Concept and Academic Achievement 206; Global Self-Concept and Achievement 207; Specific Academic Self-Concept and Achievement 208; Self-Concept as Predictor of Achievement 215; Attributing Achievement and Failure 226; Sex Differences in the Self-Concept–Achievement Relationship 223; Direction of Influence 224; Conclusion 226; Summary 226; Further Reading 227</i>	

<b>9</b>	<b>Teachers' Expectancies</b>	<b>228</b>
	<i>Introduction 228; The Model Student 229; Teachers' Feedback 230; Research on Teacher Expectancy Effects 232; Pygmalion in the Classroom Experiment 233; Other Studies that Produce Expectancy Effects 235; Studies that Failed to Produce Expectancy Effects 239; How is the Expectancy Effect Communicated? 240; By Verbal Communication 240; By Non-Verbal Communication 242; How to Counteract the Negative Aspects of the Expectancy Effect 243; Interact Evenly with All Pupils 244; Talk with All Pupils 244; Praise Pupils Realistically 244; Set Tasks to Suit Individuals 246; Conclusion 247; Summary 248; Further Reading 249</i>	
<b>10</b>	<b>Teachers' Self-Concept</b>	<b>250</b>
	<i>Introduction 250; Characteristics of Effective and Ineffective Teachers 251; Effective Teachers Have Positive Self-Concepts 253; Acceptance of Self and Others 255; Effective Teachers from the Pupils' Perspective 257; Credibility 257; Personalism 257; Counselling for Teachers 258; Phenomenological Psychology and Humanistic Education 263; Examples of Practical Methods 266; Summary 268; Further Reading 268</i>	
<b>11</b>	<b>Teacher Education</b>	<b>270</b>
	<i>Introduction 270; Student Teacher Self-Concept 271; Teacher Training and its Effect on Self-Concept 273; Teaching Practice as a Marginal Situation 276; Organization of Teaching Practice to Improve Self-Concept 279; Summary 284</i>	
<b>12</b>	<b>School Organization and Teaching Approaches</b>	<b>285</b>
	<i>Traditional versus Child-Centred Approaches 285; Streaming 288; Self-Concept and School Size 290; Teachers' Preferred Teaching Methods 291; Summary 297</i>	
<b>13</b>	<b>Special School or Mainstreaming</b>	<b>299</b>
	<i>Handicap 299; Case Study One 300; Case Study Two 301; Introduction 305; Special Placement (Special Class or School) 305; The Mainstreaming Approach 307; Research on Mainstreaming 308; Influence of Reference Groups 309; Integrating Handicapped Pupils 312; Training Programme for Teachers 314; Summary 317; Further Reading 318</i>	
<b>14</b>	<b>Self-Concept of Coloured Children and Prejudice</b>	<b>319</b>
	<i>Introduction: the Classical Position 319; The Present Position 321; Explanations of the Present Position 322; Methodological Explanations 322; Competing Hypotheses 325; System Blame Hypothesis 327; Significant Others or Insulation Hypothesis 328; Social Class Hypothesis 331; Desegregation of Education 332; Saliency of Ethnic Attributes 335; Ethnic-Minority Children and Self-Esteem in Britain 337; Self-Esteem and Prejudice 344; Clinical Beliefs 344; Non-Clinical Studies 345; Effect of Counselling of Self-Esteem on Ethnic Attitudes 348; Summary 349; Further Reading 350</i>	
<b>15</b>	<b>Self-Concept and Delinquency</b>	<b>351</b>
	<i>Introduction 351; Research on the Relationship Between Delinquency and Self-Concept 352; The Role of Identification and Commitment 355; Criticisms of Research 357; Self-Concept and Rehabilitation 358; Summary 361</i>	

<b>16</b>	<b>Enhancing Pupil Self-Concept</b>	<b>363</b>
	<i>Introduction 363; Client-Centred Counselling 366; Theoretical Background 366; Empathy 366; Unconditional Positive Regard 367; Genuineness 368; Research Studies 368; Self-Concept Enhancement and Reading 373; Counselling and Disadvantaged Pupils 376; Behavioural Approaches 378; Video Playback Research 383; Physical Challenge and Health Promotion 386; Encouraging Self-Concept Disclosure 389; Student Self-Disclosure 389; Teacher Self-Disclosure 390; Observations 391; Conditions for Effective Teacher Interaction with Pupil 393; Make Pupils Feel Supported by the Teacher 393; Make Pupils Feel Responsible Beings 394; Make Pupils Feel Competent 395; Teach Pupils to Set Realistic Goals 395; Help Pupils Evaluate Themselves Realistically 396; Encourage Realistic Self-Praise 397; Practical Exercises for Use with All Pupils to Enhance their Self-Esteem 398; Acquaintanceship Exercises 398; Positive Thinking Exercise 398; Self-Image Projection 399; Weekly Report Sheets 399; Friendship 400; Words that Describe 'Me' 401; Success Visualization 401; Use of Quotations 401; A Classroom Newspaper 402; Learning to Accept Negative Feelings 402; Creating a Caring Environment in which Pupils Accept Themselves 403; Summary 403; Further Reading 404</i>	
	<b>BIBLIOGRAPHY</b>	<b>405</b>
	<b>NAME INDEX</b>	<b>435</b>
	<b>SUBJECT INDEX</b>	<b>440</b>