THE EFFECTS OF AN ACHIEVEMENT MOTIVATION PROGRAM ON THE SELF-CONCEPTS OF SELECTED NINTH-GRADE STUDENTS REPRESENTING THREE ETHNIC GROUPS

DISSERTATION

Presented to the Graduate Council of the North Texas State University in Partial Fulfillment of the Requirements

For the Degree of

DOCTOR OF EDUCATION

By

John G. Allen, B.A., M.Ed.
Denton, Texas
December, 1972

The problem with which this investigation was concerned was that of determining the effects that an achievement motivation program had on changing the self-concepts and academic achievement among ninth-grade students in a tri-ethnically mixed junior high school.

The subjects for this study were ninth-grade students from a large southwestern city. The experimental program was conducted in a junior high school composed of Anglo, Mexican-American, and Negro students of approximately 30 per cent, 40 per cent, and 30 per cent ratios, respectively. The comparison school was an adjoining area with approximately the same ethnic mixture.

In measuring changes in self-concept, the Piers-Harris Children's Self-Concept Scale was used. Teacher-assigned grades converted to numerical equivalents were used in measuring changes in academic achievement.

All hypotheses were tested at the .05 level of confidence by using two by three analysis of covariance. All data were entered on computer cards, using computer services of North Texas State University.
Chapter I contains the statement of the problem, purpose of the study, hypotheses, definition of terms, limitations, basic assumptions, a description of the experimental program, a description of the teachers in the program, and a summary.

Chapter II contains a review of related literature regarding self-concept and achievement.

Chapter III describes the subjects, the instrument used, procedures for collecting data, and procedures for treating the data.

Chapter IV presents the hypotheses and the analysis of the data collected.

Chapter V gives the summary, conclusions, and recommendations.

The appendix gives a summary of data used, including ranges of scores and standard deviations.

Eight hypotheses were tested. The first stated that there would be no significant difference between adjusted self-concept means when testing for the main effect of ethnic group membership. This was upheld.

One hypothesis stated that the experimental group would achieve significantly higher self-concept means than the comparison group. This was not substantiated at the .05 level, but there was a significant difference at the .10 level.

Another hypothesis stated that the increase in self-concept means would be greater at the end of the year's
program than at mid-term. This was rejected. Only the Anglo students showed greater gain.

One hypothesis stated that there would be no significant difference between adjusted mean scores when testing for the main effects of the variable of sex. This hypothesis was supported.

Another hypothesis stated that there would be no significant difference between adjusted self-concept scores when comparing one teacher's students in the program with another teacher's students in the program. This also was supported.

The final hypothesis stated that the experimental group would show significant increases in teacher-assessed grades when compared to the comparison group. This hypothesis was supported.

Conclusions were that there are no great differences among reported self-concept of Anglo, Mexican-American, and Negro students. The Anglo students only benefit from a year's program rather than one semester. While grades dropped for the second semester in both schools, the program was effective in showing a smaller drop in the experimental school than in the comparison school.

It is recommended that a program for developing self-concept be started early in a child's academic program and that a great deal of research be done in determining how such a program can be better utilized with children of minority groups and in developing instruments for measuring self-concept of children.
TABLE OF CONTENTS

LIST OF TABLES ........................................... v

Chapter

I. INTRODUCTION ........................................... 1
   Statement of the Problem
   Purpose of the Study
   Hypotheses
   Definition of Terms
   Limitations
   Basic Assumptions
   The Experimental Program
   Teachers in the Program
   Methods and Procedures
   Summary

II. REVIEW OF RELATED LITERATURE ....................... 14
   Self-Concept in Education
   Stability of the Self-Concept
   Self-Concept of Boys and Girls
   Self-Concept and Grades
   Self-Concept and Achievement
   Self-Concept in Children of Minority Groups
   Summary

III. METHODS AND PROCEDURES ............................. 51
   Description of Subjects
   Instrument
   Procedures for Collecting Data
   Procedures for Treating Data
   Summary

IV. PRESENTATION AND ANALYSIS OF DATA ................ 58
   Hypothesis I
   Hypothesis II
   Hypothesis III
   Hypothesis IV
   Hypothesis V
   Hypothesis VI
   Hypothesis VII
   Hypothesis VIII
   Summary

iii
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Analysis of Covariance Data on Self-Concept for Anglo, Mexican-American, and Negro Subjects for Both Schools</td>
<td>58</td>
</tr>
<tr>
<td>II.</td>
<td>Number of Students Participating for Both Schools</td>
<td>59</td>
</tr>
<tr>
<td>III.</td>
<td>Analysis of Covariance Data on Changes in Self-Concept for One Semester and for a Full Year for Two Teachers in the Experimental School</td>
<td>60</td>
</tr>
<tr>
<td>IV.</td>
<td>Number of Students Participating in Experimental School</td>
<td>61</td>
</tr>
<tr>
<td>V.</td>
<td>Unadjusted Mean Score Changes in Self-Concept for One Semester and for a Full Year</td>
<td>61</td>
</tr>
<tr>
<td>VI.</td>
<td>Analysis of Covariance Data on Self-Concept for Anglo, Mexican-American, and Negro Students by Sex</td>
<td>62</td>
</tr>
<tr>
<td>VII.</td>
<td>Unadjusted Mean Score Gains, as Measured by the PHCSCS, for the Year</td>
<td>64</td>
</tr>
<tr>
<td>VIII.</td>
<td>Analysis of Covariance on Teacher-Assessed Grades for Anglo, Mexican-American, and Negro Students in Both Schools</td>
<td>65</td>
</tr>
<tr>
<td>IX.</td>
<td>Unadjusted Mean Changes in Grades from Semester I to Semester II by Ethnic Groups in Experimental and Comparison Schools</td>
<td>66</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

The importance of a child's self-concept should not be overlooked by educators as learning experiences are planned for the classroom. The low self-concept of students in a culturally deprived environment causes great concern for educators who work in such areas. It is most urgent that educators seek to discover how the children from deprived areas can overcome their environmental handicaps.

Studies point out that the construct of self-concept is a vital point to consider in our study of individuals (2, 3, 6, 11, 16).

Many of the current writers feel that some of the most important things that happen to a child in school happen as his self-concept is developing. How the child is affected by his self-concept makes a great impact upon his acceptance of himself and his world around him. There are many articles and books about self-concept, self-esteem, self-discovery, and self-awareness; but very little evidence is shown concerning what is being done or can be done in the schools to insure development of a positive self-concept.

There is much concern about conditions that exist in our schools which have been described as inner-city, culturally deprived, or disadvantaged. There is no escaping
the fact that many of the students of our inner-city schools fall far below the national norms on reading scores, achievement, and general intelligence tests (4, pp. 117-125; 17, pp. 78-87). Current writers such as Kohl (12), Herndon (8), and Kozol (13) vividly portray the waste of talent among our youth today. The same kinds of things can be seen throughout educational systems in many cities over the country other than those specifically mentioned by these writers.

As important as the construct of self-concept is, much research must be undertaken. Such research could help educators better understand how self-concept forms. It could also help educators as they attempt to help the student develop his full potential.

Statement of the Problem

The problem of this study is the effects of an achievement motivation class on the self-concepts and achievement of selected ninth-grade students.

Purpose of the Study

The purposes of this study are to measure what changes in self-concept take place in ninth-grade students in a tri-ethnically mixed school after having participated in an achievement motivation class and to determine the effectiveness of this particular program in producing changes in the self-concept of the students in the class.
Hypotheses

For the purposes of this study and the hypotheses that follow, experimental group is defined as the group which utilized the achievement motivation materials. The comparison group is defined as those students who utilized the traditional classroom curriculum.

When measured by the Piers-Harris Children's Self-Concept Scale, the following will be found:

I. There will be no significant difference in the changes in adjusted self-concept means of pretest and post-test scores among the three ethnic groups.

II. The experimental group will achieve significantly higher self-concept means than will the comparison group.

III. There will be no significant interaction when testing for the interaction effects between the independent variables of ethnic membership and program exposure.

IV. The increase in self-concept mean scores will be greater at the end of the year than at midterm.

V. There will be no significant difference between adjusted self-concept mean scores when testing for the main effect of the variable of sex.

VI. There will be no significant interaction when testing for interaction effects between the independent variable of sex and program exposure.

VII. There will be no significant difference between adjusted self-concept mean scores when testing for the main
effects of participation in one teacher's achievement motivation classes versus participation in the other teacher's achievement motivation classes.

When measured by teacher-assessed grades in all subjects, the following will be found:

VIII. The experimental group will achieve a positive increase in means of grades assessed by teachers when testing for the main effects of achievement motivation versus no achievement motivation program.

Definition of Terms

The following terms are defined in the way that they are applied in this research:

Self-concept--As used in this study, self-concept is defined as a student's conscious admission of how he feels about himself. It is the self as viewed by the individual at the time of reaction.

Mexican American--As used in this study, Mexican American refers to the student whose surname is Spanish. Some students will prefer the term Chicano.

Achievement motivation--As used in this study, achievement motivation is the term applied to the experimental course of study used.

Limitations

This study was limited to a comparison of ninth-grade students in two junior high schools. This limitation was
imposed by the fact that only one junior high school in the
district was permitted to participate in such a program.
This school and the comparison school were the only two
junior high schools in the district whose students were of
the same ethnic composition and comparable backgrounds. No
conclusions are made for ninth-grade students in general.

Basic Assumptions

A basic assumption in this study is that the students
were honest in their reactions to the instrument submitted
to measure self-concept.

It is assumed that the students in the experimental
group would have acquired some skills and techniques which
the students in the control group would not have acquired.

It is also assumed that teachers in assessing report
card grades are as objective in reporting grades earned as
possible.

The Experimental Program

The experimental program used in this study is entitled
Achievement Motivation. It is a course of study designed by
the Thiokol Chemical Corporation, Economic Development
Operations, Ogden, Utah. Its primary objective is to help
students gain a better self-concept, to help them improve
their attitudes toward schools, teachers, and themselves,
and to help them arrive at socially acceptable solutions to
the problems presented.
The students were furnished with a workbook which briefly presents various topics beginning with ways of helping the student learn to operate in a group. A minimum amount of writing was required, questions presented were arranged for the purpose of stimulating group discussions, and there were no homework assignments.

All students enrolled in the ninth grade are required to take physical education on alternating days except those students who are enrolled in marching band. The physical education classes attend a study hall on the days in which they are not enrolled in physical education. The students were in the achievement motivation classes on the days which would have ordinarily been spent in study halls. The students attended three days per week one semester and two days per week the other semester. In the comparison school students were in a study hall at the times when those in the experimental group were in the achievement motivation classes.

This was the first year that such a program has been in operation in any of the junior high schools in the district where the two junior high schools being compared are located.

The program was originally sold to the school district under a performance contract basis for use in selected senior high schools. For the year of this study it was decided to try it on an experimental basis in the junior high school after it was found that the program did produce
significant gains in achievement among the senior high school students.

Teachers in the Program

There were two teachers in the experimental program. One (who will be called Teacher A) was instrumental in getting the program adopted after having taught social studies for several years in the school. She felt that such a program was necessary and volunteered to teach the course. She is presently working on a master's degree in guidance and counseling. She has participated in group dynamics classes, a National Leadership Training Institute workshop, and spent two days with the Thiokol Chemical Company representative during which time she attended a workshop for teachers who planned to utilize the materials. She was selected by the principal because of her enthusiasm for the program, because of the fact that she felt competent in group dynamics and self-concept theory, and because she related well to the students. She was an Anglo near thirty years of age.

The other teacher (who will be called Teacher B) was appointed to the second class. This is his first year to teach at the school. He was chosen when it was found that additional funds would allow the hiring of a second teacher so that more students might participate in the program.

He is a Negro teacher in his mid-twenties who has taught in a school with a large percentage of minority children
for several years. He was chosen because of his interest in this project and his reported success in relating to young people. While he was not trained as extensively as Teacher A, the two teachers taught both classes in the cafeteria for the first six weeks of the semester so that he was able to benefit from her experience. They worked very closely during this period.

Methods and Procedures

A brief explanation of methods and procedures is given here, and a more detailed description is given in a later chapter. The students in the experimental program were enrolled in the achievement motivation classes for two periods per week one semester and for three periods per week the other semester. Those in the comparison group were given no classes like this and spent the equivalent time in a study hall.

In measuring changes in self-concept, the Piers-Harris Children's Self-Concept Scale was used. This scale is described in a later chapter also. In instances to follow it may be referred to as the PHCSCS. This scale was used for both the experimental group and the comparison group. The pretest and posttest were administered during the first six weeks of school and the last week of school respectively in both groups. A mid-term test was given using the same instrument in the experimental group in January.
Teacher-assessed grades were obtained from computer printouts of report cards in both schools for both mid-term and end-of-the-year grades for comparing changes in achievement in both groups.

The hypotheses were tested at the .05 level of confidence using a two by three analysis of covariance for each hypothesis tested. All scores and grade conversions were printed on computer cards and analyzed by the use of the computer services of North Texas State University.

Summary

The fact that students in areas such as those described as inner city or deprived have great difficulty in overcoming environmental handicaps makes this a significant study. The study was made to determine what changes occurred in the self-concept of each of these students. If changes did occur, it was felt that the students would achieve better scores in subjects being undertaken at the ninth-grade level.

The experimental course was begun and this study was undertaken as an attempt to see what effects this course would have upon the student's self-concept and how it would affect his achievement, as measured by teacher-assessed grades for the year.

The major purpose was to see what changes actually take place in self-concept through participation in the
achievement motivation class. It was further desired that changes in self-concept in each of three ethnic groups—Anglo, Mexican American, and Negro—could be studied. Changes in teacher-assessed grades were also compared to see what effect the program would have upon the students' achievement during the year.

It was assumed that the students would be typical of ninth-grade students in a tri-ethnically mixed school in an inner-city type setting. The students' responses to the instrument were assumed to be honest. It was further assumed that the students would become acquainted with skills and techniques which would enhance their understanding of self and enable them to achieve better scores in classrooms. These were skills and techniques which it is assumed were not ordinarily taught in the normal classroom setting.

The experimental program was designed to produce change in self-concept and enable the student to improve attitudes toward school in general.

The teachers were chosen because of interest and enthusiasm for the program, with one teacher having had more training in group dynamics procedures than the other. Their work together as a team for the first six weeks in the same room acquainted each with various techniques for working with the students and materials.
The findings and conclusions reached in the study are limited to their application to students in similar socio-economic circumstances to those in the study and no generalizations can be made to ninth-grade students at large.
CHAPTER BIBLIOGRAPHY


5. Galarza, Ernesto, Herman Gallegos, and Julian Samora, Mexican Americans of the Southwest, Santa Barbara, California, McNally and Loftin, 1969.


CHAPTER II

REVIEW OF RELATED LITERATURE

Self-Concept in Education

Much of the research which has been done in education has been concerned with defining self-concept and its implications for the classroom. Coopersmith (15), Yamamoto (64), Wylie (63), and Hamachek (30) are among those who have devoted entire books to the subject. They have done significant research in the field, and all conclude that the surface has only been touched.

Those who dealt specifically with the inner-city type of educational problems have found, as did Clark, that when standardized test scores are examined, the average ability of inner-city students is as much as two and one-half to three years behind students in the nation as a whole (12, p. 121). The problem increases as the child progresses through the grades. It is found that the attitudes toward school in general are quite negative. There are manifestations of unrest, vandalism, excessive school absences, and, in many cases, withdrawal from school.

The fact that many of these symptoms are recognized and described in the literature as manifestations of a poor self-concept would lead to a belief that concentrated
efforts are needed in dealing with the educational patterns of schools. There has been recognition of the need for adequate facilities, for material at low-ability, high-interest levels, and for the inclusion of more varied ethnic recognition in our literature and textbooks. It is felt that teachers must become more aware of the importance of self-concepts of children at the junior high school level. With this awareness must come more concerted efforts to determine when and how more positive self-concepts can be formed.

There has been widespread use of self-concept studies in counseling and psychotherapy. Lately this has been an increasing concern among educators since this appears to be a tool which can further help in the investigation of psychological factors which influence learning and development. Gardner states that "most of us have potentialities that have never been developed because the circumstances of our lives have never called them forth" (24, p. 10).

Many of the writings investigated have viewed the self-concept as a vital key to man's behavior. As a result self-concept is being applied to educational theory and practice with more frequency. Campbell (9) reviewed the findings of several independent researchers and concluded that the study of self-concept in education does make a decided difference. He lists various procedures which need to be examined and used in the classroom. He concludes that the job of education
is to continue to "redefine and refine our understanding of
the role of a person's self-picture in his behavior. It
cannot reasonably be ignored, nor can dealing with it be
left to outside 'experts'" (9, p. 513). Campbell mentions
one of the pitfalls for education. It is true that teachers
are not expert psychologists and that a specific approach
might, at times, be harmful; but it is also true that no
approach at all from anyone will probably be even more harm-
ful.

Rogers found that "the person who accepts himself will,
because of this self acceptance, have better interpersonal
relations with others" (50, p. 520). This, along with
statements by such men as Jersild (36), Snygg and Combs (58),
Wylie (63), and Yamamoto (64), make it hard to neglect try-
ing to find ways to help students in the formation of posi-
tive self-concepts. It becomes important that we learn how
school problems could be eliminated if more positive self-
concepts could be formulated in these young people.

LaBenne and Green point out that children so often
behave in the manner in which teachers perceive them--
handsome but slow, brilliant but careless, average but
mischievous, talented but lazy. And "until a student is
presented with other evidence and experiences, he will re-
main incarcerated in these pockets of self-concept" (39, p. 32). What must happen to children who are called various
names and told that they had "better learn to tap-dance,
they certainly weren't learning anything else" (34, p. 87).
Goble (28) speaks of Maslow's "experientially empty" and "experientially rich" persons. It was stated that Maslow felt that a person who is experientially rich has great self-awareness and is able to "perceive his own signals." It is felt that "it is this characteristic of experiential richness which needs to be taught and developed" (28, p. 71). Goble goes on to state that when the total educational process is functioning at its most proper level, "the student discovers more and more bits of truth about himself, other people, and the physical world and, in the process, sees increasing unity and becomes increasingly unified" (28, p. 71).

Perkins (48) made interesting discoveries as he studied teachers' perceptions regarding children's self-concepts. He found that teachers who had completed three years of child study achieve significantly greater correlation between their perceptions of children's self-concepts and these children's self-concepts than do teachers who have never participated in child study. This, as he sees it, makes it most important that teachers learn the growing importance of self-concept theories which postulate that an individual's perception of himself is the central factor influencing his behavior.

Teachers are often in a conflict with themselves in our public schools. Franco (23) made a study which dealt with the problem that these teachers face—that of being torn between teaching knowledge and skills and of helping pupils
to achieve success through improvement of their self-concepts. The study concludes that teachers must be helped to understand that a positive sense of self can be taught and that a person's notions of self-concept are a function of his experiences. Teachers need to be made aware that they are molding the concepts which children have of themselves.

Lecky (41) was one of the first to see important implications for self-concept in educational practices. Since this discovery the importance of these implications has been highly emphasized. Rosenberg makes a case for the importance of this to teaching since it is becoming increasingly more clear that "our attitudes toward ourselves are very importantly influenced by the responses of others toward us" (41, p. 13). Silberman feels that "a principal's real objective is in educating children who feel good about themselves and about their school" (54, p. 101). Deutsch (16) argues strongly that failure in school is rooted in the school as well as in the home and community environment. Borton feels that "an education without understanding of self is simply training in an irrelevant accumulation of facts and theories" (5, p. vii).

Butcher (7) and Williams (61) go so far as to state that the manner in which a pupil views himself holds such important implications for the school and for school performance that they should become a part of the standardized
testing program and be incorporated into the student's cumulative records.

There are most important implications for education if there is agreement with the findings of Fitts. His research into available findings confirms his hypothesis that the self-concept is very strikingly affected by "(1) experiences, especially interpersonal experiences which generate positive feelings and a sense of value and worth; (2) competence in areas that are valued by the individual and others; and (3) self-actualization or the realization of one's own potentialities" (21, p. i).

Gardner throws challenges to education and society by stating that the most important thing that can be done for our youth today is to encourage their self development. He feels that all obstacles to individual fulfillment must be removed which means doing away with the "gross inequalities of opportunity imposed upon some of our citizens by race prejudice and economic hardship. And it means a continuous and effective operation of 'talent salvage' to assist young people to achieve the promise that is in them" (25, p. 12). Gardner feels that failure has a part in growth but that schools must help young people to continue learning by risking failure all their lives. The child experiences failure often but "with each year that passes he will be less blithe about failure. By adolescence the willingness of young people to risk failure has diminished greatly" (24, p. 14).
There is agreement with this by Kilpatrick (38) who feels that one learns in some sense all that he consciously lives. He writes,

"It is the self-other process at work which determines the kind of personality that gets built. What the person sees, feels, and takes account of, how he reacts, especially to his own sense of failure and to what others will think in connection, and how he tries by various subterfuges to maintain a self-deceived self-respect--it is such things as these that we find when we study how maladjustment actually takes place (38, p. 147).

The place for this in education depends upon one's basic definition of self-concept. While it is important to know that a person's self-concept is influenced both by conscious and unconscious factors within the self, for practical purposes in education the term phenomenal self, as used by such men as Lecky (41), Rogers (50), and Snygg and Combs (58), is the self-concept which can be dealt with at the person's conscious level. It is the conscious self-concept which teachers must handle for the most part. This is the self as the individual who is known to the student himself. Rogers thinks of the self-concept as "an organized configuration of perceptions of the self which are admissible to awareness" (50, p. 136). It would be composed of such elements as "the perceptions of one's characteristics and abilities; the percepts and concepts of the self in relation to others and to the environment; the value qualities which are perceived as associated with experiences and objects;
and goals and ideals which are perceived as having positive or negative valence" (50, p. 136).

Fitts agrees with the phenomenal self idea as expressed by Snygg and Combs (58). He defines it as a total self which is experienced by the individual. This "phenomenal self is the self as observed, experienced, and judged by the individual himself; this is the self of which he is aware. The sum of these awarenesses or perceptions is his image of himself--his self-concept" (21, p. 14). Fitts further sees this as three principal parts or subselves of the self: "self-as-object (Identity Self), self-as-doer (Behavioral Self), and self-as-observer and judge (Judging Self)" (21, p. 14).

It is important to note that there can often be a difference in the way a person sees himself and the way in which he reports these feelings. While self-concept means the way in which an individual characteristically sees himself, this would be the way he feels about himself. Most of the work in education will, of necessity, deal with the self-report. Combs describes this as "the way in which an individual describes himself when he is asked to do so" (2, p. 51). Combs goes on to state that what a person says he is and what he believes he is may be far apart.

LaBenne and Green discuss the importance of significant others in the lives of students. These significant others are "the people who most intimately administer the rewards
and punishments in a person's life" (39, p. 14). Certainly the classroom teacher would be included in this group. These men further state that since an individual's self-concept is acquired from countless experiences with these significant persons, the implications for education are tremendous. It is added that "perceptions of other people are products of learning experience" (39, p. 14). This would agree with Maslow's feelings that "a person who has adequate self-esteem is more confident and capable and, thus, more productive. However, when the self-esteem is inadequate, the individual has feelings of inferiority and helplessness which may result in discouragement and possible neurotic behavior" (27, p. 42). Rollo May sees great importance for education's dealing with self-concept. He states that the self is "the organizing function within the individual" (42, p. 78).

Coopersmith, in examining the work of previous theorists and investigators, concludes that there are four major factors which contribute to the development of self-esteem. Each of these factors must be considered in educational theory and practice. He lists them as

"First and foremost is the amount of respectful, accepting, and concerned treatment that an individual receives from the significant others in his life. . . . A second factor contributing to our self-esteem is our history of successes and the status and position we hold in the world. . . . Thus experiences are interpreted and modified in accord with the individual's values and aspirations. . . . The fourth factor is the individual's manner of responding to devaluation" (15, p. 37).
One of the great challenges to education comes from people such as Silberman (54) who make it plain that much research in this field needs to be done. Silberman writes that current literature has contributed a great deal to our understanding of why disadvantaged children fail; but "with a few exceptions, it [literature] has contributed very little to our understanding of why schools fail or how they might be changed in order to make learning successful for children from these backgrounds" (54, p. 80). Jersild takes the position that "the most important task . . . for education is to find out how the educational program from nursery school through college might help the growing person to understand and accept himself" (36, p. 3). Kerensky's (37) findings further emphasize the fact. His findings, which dealt with the inner-city children, found great disagreements between teachers' perceptions of their pupils' self-concept and the pupils' perceptions of themselves, since the teachers' perceptions are highly achievement oriented. His conclusion was that the difference between what teachers and pupils perceive as a healthy self-concept may partly explain some of the alienations that often exist between teachers and pupils in the inner-city setting.

The fact that a person might regard himself highly does not solve all school problems. It is well for the teacher to understand what might happen in either case. Coopersmith's
descriptions of high and low self-concept characteristics should be noted:

Children who are high in self-esteem are apt to manifest independence, outspokenness, exploratory behavior, and assertion of their rights; children with low self-esteem are likely to be obedient, conforming, helpful, accommodating, and relatively passive. The child with high self-esteem is likely to be a considerable source of travail and disturbance to his parents, teachers, and other persons in authority, and the child with low self-esteem is more inclined to be overtly submissive and accepting.

We should note, however, that persons who are low in self-esteem have higher levels of anxiety, more frequent psychosomatic symptoms, are rated as less effective, and are likely to be more destructive than persons who regard themselves with considerable worth.

What we do find is that persons whose behavior may be viewed by those in authority as disruptive, are likely to possess greater interpersonal skills and are generally more capable of protecting their interests and opinions than are persons who take a favorable view of themselves" (15, p. 252).

The importance of self-concept in the classroom must not be overlooked. LaBenne and Green concluded from their examination of available data that there is most assuredly "a direct relationship between the child's self-concept and his manifest behavior, perceptions, and academic performance" (39, p. iv). Although it would be recognized that there cannot possibly be control over the total environment, it cannot be denied that the school and the school personnel make a tremendous impact on a child's life. This influence will have a great deal to do with the developing self-concept.
While some studies have been made at the junior high school level, much more work needs to be done with this crucial age. Gold and Douvan (28) feel that more research is needed. Their findings at the junior high level conclude that students who experienced a drop in performance level at this age were rarely able to improve at a later point in their educational careers.

**Stability of the Self-Concept**

The hopes that the self-concept can be improved among junior high school youth through participation in an achievement motivation program are sustained by the findings of Engel (18) and Carlson (11), who did longitudinal studies of two years and six years respectively. This concern was with the stability of the self-concept during adolescence. While both found the self-concept to be rather stable, Engel found that subjects who persisted in a negative self-concept were significantly more maladjusted than those with a positive self-concept. Where changes did occur, most of the change was found among the students with a negative self-concept. Knowing that such shifting can occur makes it evident that more research is needed to help the child make this change more readily.

Neither of the studies mentioned above included children in any large measure whose backgrounds would be similar to the children studied in this program. Engel's sample was drawn from children whose fathers' occupations placed them
in the lower-middle and middle-class backgrounds. Carlson's study did not include any absentees, those with reading disabilities, or foreign language home backgrounds.

Jersild (36) found that the peak of dislike for school is the ninth grade, which would make it difficult to work with change at this age. However, Rogers (51), Hollingshead (35), Gold and Douvan (29), Snyder (57), and others have agreed that the self-concept is continually emerging. Many aspects of the adolescent's functioning "have not as yet become frozen and are highly labile. . . . He challenges us to enter more fully into this process which brings wholeness to the structure of the self" (51, p. 53).

In Hollingshead's study (35) it was found that by the time a child reaches adolescence his personality is formed. It becomes necessary that the pre-adolescent be given all the help possible since by adolescence the person has developed "means of doing what he desires even though it involves the violation of law and the mores" (35, p. 445).

Since the self-concept emerges from social situations in which the individual participates, it can be seen that this self-concept is never a fully established or fully structured product of past events. Snyder shows that "in each situation in which the individual finds himself the self-concept is being created and recreated. Implicit in this statement is that by modifying the situation, the individual's self concept can be modified" (57, p. 242). Snyder
goes on to see the self-concept as a continually emerging process.

Fox (22) found that as a child progresses through school there is a process of change in self-concept. This change is often in the wrong direction. Fox pointed out that both lower and middle-class children felt "pretty sure of themselves" but by the eleventh grade a much smaller percentage showed a similar self-confidence. He concluded that "findings regarding self-esteem suggest that the school is failing to contribute to the development of a positive self-concept" (22, p. 91).

Coopersmith (15), Lecky (41), and Hollingshead (35) point out that although the idea of the self is open to change and alteration, it must be clearly understood that the self appears to be relatively resistant to change. Coopersmith states that "once established it apparently provides a sense of personal continuity over space and time and is defended against alteration, diminution, and insult" (15, p. 21).

Lecky found that a pupil's resistance to learning certain subjects was really a "resistance to behaving in a manner which is inconsistent with his personal standards. Eagerness to learn, on the other hand, is due to the pupil's effort to maintain and support his standards" (41, p. 250). Lecky concludes that "we can influence the pupil to change his behavior in order to preserve his mental integrity, but
not in order to prepare himself to make a material success" (41, p. 255).

Hollingshead makes a similar conclusion. He feels that if an adolescent has been trained in the home, neighborhood, and school to act as an upper-class person and his clique associations have been with this type of person, the adolescent will reveal an upper-class behavior pattern in his non-social activities. He feels that this generalization will apply to any class and to each area of social behavior. If these persons are later presented with a different set of conditions "which come to have value for them in their efforts to adjust to new conditions, we may expect that there will be significant changes in their behavior" (35, p. 446).

LaBenne and Green make an interesting observation for education. They feel that it is most important for teachers to understand that "self-concepts are not unalterably fixed but rather are modified by every life experience through at least the maturing years" (39, p. 14). They feel that through the use of an interpersonal theory, self-concept can be built or achieved through accumulated social experiences and contacts.

Gold and Douvan (29) quote a number of authorities in their conclusion that the self in adolescence is highly vulnerable to the opinions and evaluations of other people. Although they agree that the self-concept does not fluctuate widely during adolescence, the child is, at adolescence,
"often for the first time able to distinguish the self as subject from the self as object, to see the self as change-able, and to determine to make it over in accord with some ideal conception" (29, p. 340).

Bloom (4) speaks of reaching "plateaus" in the curves of developments of characteristics and is somewhat pessimistic of change once those plateaus have been reached. Even though there might not be a complete alteration, he feels that through remedial and therapeutic techniques an individual might be enabled to "accept his characteristics and to have less tension, anxiety, and emotion about them" (4, p. 218). Thus he feels that it is entirely likely that "an individual may be helped to express his characteristics in more socially acceptable or even in socially approved ways" (4, p. 218).

Self-Concept of Boys and Girls

The fact that boys and girls perceive themselves in different ways will make a difference in the way in which they report their self-concepts. Of the research which has been done in this area, Carlson's (11) study is quite relevant. While he found self-esteem to be a relatively stable dimension of the self and one which is independent of the sex role, he found that social-personal orientations appear to reflect the processes of masculine and feminine character development among adolescents in our culture. He found that girls at adolescence change from a personal
orientation to a social orientation, while boys change from both social and personal orientations to a predominance of personal orientation. He found the median self-esteem scores for both boys and girls to be identical at both preadolescence and adolescence. Carlson concluded that

social orientation in adolescent girls would not connote instability of self-esteem, since a social orientation is thought to be a component of the feminine role. For the boy, however, a socially oriented self-image implies a degree of "failure" in his developmental tasks of achieving the independence and autonomy of the masculine role and thus should be associated with devalued self-esteem (11, p. 666).

It is this concern in adolescence with boys and girls wondering what kinds of persons they are which led Cole to feel that the secondary schools should contribute a good deal to this evaluation of the sex role "through the assignments given in various classes, especially in English" (13, p. 366).

Gold and Douvan speak about the differences between boys and girls in that with boys, personal achievement is of central importance and with girls it is the importance of personal attractiveness and popularity which appear repeatedly. Their findings show that "when asked what makes them feel important and useful . . . the boys refer toward work and achievement; girls more often to acceptance, popularity, and praise from others" (29, p. 342).

Among minority groups, not a great deal has been found concerning the difference among self-concept of boys and
girls. Gay (26) found that there was no significant difference between eighth-grade Negro boys and girls. The girls did, however, tend to rate themselves more highly than boys.

Rosenberg (52) made an interesting discovery in his research. He found that upper-class boys are substantially more likely to have high self-esteem than the lowest-class boys. The highest-class girls, however, are only slightly more likely to have high self-esteem than the lowest-class girls.

Self-Concept and Grades

There seems to be a disagreement concerning the relationship between self-concept and grades. Alschuler and others (1) found in their research on motivation training that where self-concept training took place, little evidence was found for increased grades in school. They found that often there was more purposeful planning and action outside of school. These investigators felt that "the ultimate purpose of schooling is to teach students knowledge, skills, values, and feelings that help them live more effective mature adult lives" (1, p. 10). With this concept in mind, grades take on a less significant position.

Coopersmith (15) found a significance between self-concept and grades or grade-point averages. He felt that perhaps one of his most notable findings was the great frequency with which persons with a low self-esteem reported a
low grade average. Those who reported medium self-esteem reported a high average. He found that "almost 78 per cent of the medium group report their average as either A or B+, but only 51.7 per cent of the high and 29.6 per cent of the low self-esteem groups make a similar report" (15, p. 128).

Among Negro students, Georgie (27) found a highly significant correlation between grade-point average and self-concept. Gold and Douvan (29) feel that academic achievement does not count for as much in school as does other activities. They report that those who are motivated to "go out" for scholarly achievement will be few since such achievement brings few social rewards. They summarize that

The high performers, those who receive good grades, will not be the boys whose ability is greatest, but will be a more mediocre few. The "intellectuals" of such a society, the best students, will not in fact be those with most intellectual ability. The latter, knowing where the social rewards lie, will be off in the directions that bring social rewards (29, p. 229).

Nails (44) found that in improving self-concept of sixth to ninth-grade students in Pontiac, Michigan, one of the greatest improvements in the students was in their numerically higher grades.

Self-Concept and Achievement

A number of theories have been presented which hold that self-concept and achievement are closely associated. What happens to children in schools is becoming a concern to many. The fact that children fail in schools is considered
an opportunity for educators to reevaluate what is happening. Silberman decries the feeling which many teachers have in their expectations from children. The present educational system, as he sees it, often reduces the students' "motivation to harm and systematically destroys the ego and sense of self of large numbers of students" (54, p. 139). He feels that teachers virtually demand failure from some children when they begin a new term with the expectation that about one third of their class will adequately learn what is to be taught. In addition, one third will do average work, while the last third will fail the course. Silberman thus feels that what schools often expect from its students is an assault to their self-esteem. Instead, the job of education should be that of educating children who feel good about themselves and about their schools.

Bledsoe's study (3) agrees that there is an important relationship between achievement and self-concepts among children. He feels that one of the basic facts of this association is the teacher who must accept each child as a unique individual, a person worthy to himself and capable of accomplishments. Bledsoe makes it clear that this is not an easy task for teachers, but one which must be accomplished.

Schmuck and others found that as students and teachers interact and relate, they give important indications of how they feel about each other. In this way the student is influenced as to how he views himself, his abilities, his
likability, and his general worth. "These feelings or evaluations of himself make up a student's self-esteem, which is clearly related to his utilization of academic potential and his future occupational and educational operations" (53, p. 17).

Lecky was one of the first to point out that academic achievement in a particular subject may be due to a child's definition of himself as a new-learner of this type of material. Lecky felt that learning could only be understood in terms of the development of the entire personality and not as a process of forming separate habits. It was explained that where academic difficulties and serial maladjustments were found, these were to be conceived as symptoms of resistance which arise from the student's conception of himself. Thus if the student "conceives himself as a poor speller, the misspelling of a certain proportion of the words which he uses becomes for him a moral issue. . . . That is, he must endeavor to behave in a manner consistent with his conception of himself" (41, p. 179). With this in mind, Lecky feels that if the teacher were able to change the student's self-concept which underlies the viewpoint that it would be inconsistent for him to learn a set of materials, his attitude toward the material would change accordingly. This conclusion was that "the changed conception of who they are, and the necessity of making good in the new role they have accepted, furnishes them with a new
standard to which their behavior must now conform" (41, p. 249).

Silberman defines a student's achievement in education as "what he does--and what he is--after the lessons have all ended" (54, p. 202). This would agree with Smith's assumption that "self-concept is a relevant personality factor which interacts with motives in determining performance in achievement situations" (55, p. 111). It is pointed out, however, that there may be a discrepancy between the student's actual self-concept and his ideal self-concept. Combs and others conclude that a student who has been unsuccessful at school-oriented tasks or who has been condemned for mistakes may develop many defenses for his "tender inner core--the self." There is the feeling that it becomes much easier for the student to take the punishment imposed for not trying than it is to be ridiculed for being wrong. It is easier to appear not to care than it is to allow others to know that they have scored a hit when he has not performed as demanded of him (2, p. 89).

Yamamoto (64) and Coopersmith (15), among others, stress the importance which the American society places upon a general orientation toward achievement. It is felt that there is "good reason to believe that success or failure within that setting (the school) will have marked consequences upon self-esteem. . . . Academic achievement becomes a testing ground for future success and is the object of
considerable emotional investment" (15, p. 123). It is worth noting that even though research indicates a marked significance between academic achievement and self-concept, "we cannot say that these conditions are the major and overwhelming influences in developing self-esteem" (15, p. 123).

Alschuler and others (1) made a study of the relationship between achievement motivation and self-confidence. Their description of those who have strong achievement motivation shows that these persons are generally self-confident individuals. These persons are described as

Individuals who are at their best taking personal responsibility in situations where they can control what happens to them. They set challenging goals demanding maximum effort but goals which are possible to obtain; they are not satisfied with automatic success that comes from easy goals, nor do they try to do the impossible. Time rushes by them and causes mild anxiety that there won't be enough hours to get things done. As a result they make more accurate long-range plans than people with less achievement motivation. They like to get regular, concrete feedback on how well they are doing so that their plans can be modified accordingly. They take pride in their accomplishments and get pleasure from striving for the challenging goals of excellence they set (1, p. 6).

Fox (22) and Alschuler (1) both point out that pupils whose school self-esteem is low and whose achievement is low are on the road to becoming dropouts unless corrective action is taken. Fox states that where the school-self appears to be more negative, a sense of personal failure has been communicated to such pupils. "In general, the longer we have
them, the less favorable things seem to be. Findings like these, when viewed in terms of mental health and school dropouts, point to an unfortunate trend, for these are the pupils who have not dropped out of school" (22, p. 92).

Among the programs which have been directly related to the relationship of self-concept to academic achievement, the general findings are that there is a positive, significant correlation. Combs' study (2) found that where classrooms were taught by teachers whose words and actions were "enhancing to students," there was a great deal more learning occurring. Brookover's research (6) points out that when I.Q. is statistically controlled, there is a positive correlation between self-concept and academic performance.

A number of experiments have been made with elementary school children which support the same findings. Parks (47) found that achievement motivation could be taught to junior high school students by helping them to increase their self-awareness. His findings were with seventh and eighth-grade students. He found that the course as presented was more beneficial with seventh-grade students in stimulating them to put forth greater efforts in pursuit of academic achievement than it was with eighth-grade students.

In a similar program Torrisi (60) found like results. She found that pupils in general demonstrated significantly greater achievement in reading, mathematics, social studies, and science than the control groups. Boys in general
demonstrated a significantly greater self-concept of general ability than the boys in the control group.

In a study of an all-Negro junior high school in Pontiac, Michigan, Nails (44) reports that all classes which were represented in the study showed improvement in self-concept after being subjected to school-sponsored programs which were deliberately designed to improve self-concept. Important changes in teacher-perceived self-concept as well as in the development of teacher expectations were reported. Results showed improved academic achievement in all grades with the greatest improvement being in numerically higher grades. Nails concluded that one could only speculate as to the degree that the improvement in self-concept was responsible for the academic increase in test scores. The extreme suggestiveness of an important relationship cannot be overlooked as he sees it.

Palkovitz (46), in approaching the problem from a negative viewpoint, found that a significant relationship exists between non-achievement and a negative self-concept.

Ranson (49), in dealing with ninth-grade inner-city students, investigated the effects of teachers using teaching strategies based upon seventeen human relationship principles on modification of self-image and achievement in their students. Her findings revealed that student changes in self-concept and achievement were not highly significant but
slight trends in improved self-concept and reading and language achievement were apparent.

Several studies at the elementary level support these findings. Smith (56), Padelford (45), Williams and Spurgeon (61), Bledsoe (3), Kerensky (37), Caplin (10), Gay (26), and Lang (40) all found significant relationships between achievement in one or more areas and the student's self-concept. These range from slight correlation to the highly significant correlation found by Kerensky. He found that following one year of Flint, Michigan's compensatory education program, pupil-measured achievement increased in all subject areas with a mean increase of five percentile points. He further found that the relationship between pupil self-concept and achievement showed a marked increase during the first year of the program.

Self-Concept in Children of Minority Groups

The research dealing with ninth-grade children in this area is limited. Most of the studies which have been done in this area again are related to elementary children and with Negro children at this level.

As with the general area of self-concept in education, a number of writers have dealt with minority children in education and their problems, but little actual research has been done to discover corrective measures which can be taken. Taba states the importance of developing an adequate self-image as an important ingredient in developing "autonomy in
learning" or a "set to learn" in all children. She feels that "in the case of the culturally disadvantaged this involves the additional task of helping them disassociate their selves from this crippling, inferior social role into which the social environment has cast them" (59, p. 15). Gardner states that "being born a Negro, for example, involves obvious limitations on the educational opportunity in some parts of the country and has obvious limitations in all parts of the country" (24, p. 37).

Research is still trying to find answers concerning the minority groups. There are still strong misconceptions as Wren suggests: "Television pictures the Negro, the Mexican-American as one person. Who knows what he is?" (62, p. 2).

This would suggest that a great amount of research still needs to be done in simply learning more about minority groups. Snyder has felt that all sources must be utilized in researching the problem. Instead, for example, of blaming families for childrens' behavior, the family should be "co-operatively utilized in creating a favorable self-concept for school adjustment" (57, p. 245). It is further suggested that "the proper selection of reading material may be useful in developing a self-concept that is compatible with desired educational aims" (57, p. 245).

The fact that adolescence is such a critical period for the youngster makes self-concept among minorities of great importance. Douvan and Adelson point out that during this
period the youngster must synthesize all of his earlier identifications with personal qualities and relate them to his social opportunities and social ideals. Who this child will be and what he is to become will be influenced "(and in some cases determined) by what the environment permits and encourages: identity possibilities for the lower class Negro adolescent (of whatever capacity) are different for those for white upper-middle class Protestant youngsters" (17, p. 14).

Rosenberg (52) and Coopersmith (15) both found results which suggest, however, that children in different social classes do not experience as much difference in prestige and success as might be imagined. While Coopersmith did not specifically mention ethnic group membership, one might imply corresponding relationships from his findings between self-esteem and social class. His findings showed a weak and nonsignificant relationship. The trends found were interesting and suggestive: "Children in the upper middle class are more likely to have high esteem and those in the lower middle class low or medium esteem, but the effects of differing social position are not striking" (15, p. 83).

Rosenberg found that in a sampling of New York eleventh and twelfth grades, "Negroes, who are exposed to the most intense, humiliating, and crippling forms of discrimination in virtually every institutional area do not have particularly low self-esteem. They are, indeed, below average, but not by a conspicuous margin (only 6%)" (52, p. 56).
Caliguri (8) found that among Negro children in the middle grades there was generally no reference to ethnic groups although he felt that he received only a partial expression of these childrens' self-concept.

Meyers (43), in her study of Negro boys in grades four, five, and six in a disadvantaged area, found no great measures of negative self-concept. Of those who reported positive self-concepts there was a significant correlation with positive self-concept and achievement. Both groups of boys showed respect for school and a desire for achievement.

Healey (31) made a study of self-concept among Negro, Anglo, and Mexican-American ninth-graders in New Mexico and found no significant difference to exist among the three ethnic categories. He found that the Negro and Mexican-American subjects were considerably more defensive in their descriptions of themselves than the Anglo subjects. They were more prone to distort their self-description in a positive direction and were less willing to relate derogatory information about themselves.

Hepner (33), Heller (32), and Firme (20) found in their studies of the Mexican-American child that there was no significant negative self-esteem among underachievers but that the most significant problem lay in the language problem. So many of these youngsters enter school knowing little or no English, with teachers who know little or no Spanish. Heller feels that the specific problem lies in the fact that
"Mexican-American children are not prepared at home for the experiences which await them at school and the schools are not prepared or equipped to receive and hold these children" (32, p. 52).

Summary

In general the studies reviewed in this section reveal that the self-concept is a most important construct to be considered in the educational system. Because studies of inner-city schools show manifestations of poor self-concept, concerted efforts are needed to determine what steps can be taken to correct the situation.

While it is accepted that the ninth grade is the age during which most dislike for school is shown, the child at this age has not become frozen in his concepts and there must be great efforts at this time to bring a wholeness to the student's structure of the self.

The major difference found between self-concept among boys and girls seems to be in the importance of social or personal achievement. With girls the primary concern is one of social orientation, while with boys the reference is toward a personal orientation.

While there is some disagreement concerning the correlation of self-concept and grades, there is a predominance of feeling that there is a correlation between the two.
There is little disagreement with the findings by researchers who stated a definite correlation between self-concept and achievement. There is, in general, agreement that the child will endeavor to behave or achieve in a manner which is consistent with his self-concept.

There has been little difference shown to exist among the ethnic categories of Anglo, Negro, and Mexican-American, but where a difference is found, the Negro self-concepts are slightly below average.
CHAPTER BIBLIOGRAPHY


CHAPTER III

METHODS AND PROCEDURES

The purposes of this study were to measure what changes in self-concept took place in ninth-grade students in a tri-ethnically mixed school after they participated in an achievement motivation class, to determine the effectiveness of this program in producing changes in the self-concept of the students in the classes, and to measure what changes in self-concept of the students were brought about in each ethnic group by having participated in the achievement motivation class. It was further desired that some measure of scholastic achievement might be obtained in determining the effectiveness of this program in obtaining higher scholastic achievement.

Description of Subjects

The subjects for this study consisted of students in the ninth grade of two junior high schools in a large southwestern city. The schools were selected because of their comparable ethnic mixture of students and because they were of comparable socioeconomic composition. The comparison group consisted of ninth-grade students in an inner-city school which was populated in approximately the following way: Anglo--25 per cent, Mexican American--35 per cent, and
Negro--40 per cent. The experimental group was composed of ninth-grade students in an adjoining area of the same city which was populated in approximately the following ethnic composition: Anglo--30 per cent, Mexican American--40 per cent, and Negro--30 per cent. Both of these school areas are classified as highly industrial and both have much turnover in student populations each year. They were the most nearly matched student bodies within the district in regard to ethnic composition and socioeconomic backgrounds.

Instruments

The instrument used for measuring self-concept was the Piers-Harris Children's Self-Concept Scale. This test is subtitled "The Way I Feel about Myself." It is a quickly completed (fifteen-twenty minutes) self-report instrument designed for children over a wide age range. The scale was designed primarily to measure the development of children's self attitudes. Norms for the test were established from 1,183 public school children in grades four through twelve.

The internal consistency was determined by use of the Kuder-Richardson Formula 21, with resulting coefficients ranging from .78 to .93. When the Spearman-Brown odd-even formula was applied for half of the grade six and grade ten sample, the resulting coefficients were .90 and .87, respectively.
A retest after four months on one half of the standardized sample resulted in stability coefficients of .72, .71, and .72. The content validity was based upon Jersild's report made in 1952 concerning what children like and dislike about themselves.

The concurrent validity was checked by using Pearson's \( r \) against Lipsitt's Children's Self-Concept Scale, Big Problems on SRA Junior Inventory, teacher ratings, peer ratings, Children's Social Desirability Scale, Children's Manifest Anxiety Scales, California Test of Mental Maturity, and California Achievement Test.

The test is an eighty-item questionnaire which is scored on the basis of simple weighting of zero to eighty. The items are checked simply "yes" or "no." Sample items from the test are:

I cause trouble to my family.
I am often sad.
I am smart.
I am an important member of my class.
I am good looking.
My classmates in school think I have good ideas.
I worry a lot.
I feel left out of things.
It is hard for me to make friends.
I am different from other people.
I am unhappy.
My parents expect too much of me.

In measuring achievement, teacher-assessed grades in all major subjects were used. Letter grades were converted to numbers, using the following conversion scale: \( A = 4 \) points, \( B = 3 \) points, \( C = 2 \) points, \( D = 1 \) point, and \( F = 0 \)
points. Grades in physical education, band, chorus, and orchestra were not considered.

Procedures for Collecting Data

The Piers-Harris Children's Self-Concept Scale was used as a pretest and as a posttest. It was administered as a mid-term test, also, with the experimental group. It was given to all ninth-grade students in the comparison group and to all ninth-grade students enrolled in the achievement motivation classes in the experimental school. The pretest was given near the end of the first six weeks of school since it was found that the enrollment in both schools reaches its maximum for the year at this time, and the enrollment becomes somewhat stabilized. The mid-term test was administered in late January, and the posttest was given during the last week of May.

In the experimental school all tests were administered by the two teachers of the achievement motivation classes, with the posttest being given only to those students who were administered both the pretest and the mid-term test. There were forty-three Anglo males, twenty-three Negro males, forty-three Mexican-American males, forty-five Anglo females, fifty-two Mexican-American females, and forty-eight Negro females.

In the comparison school the tests were administered in English classes by English teachers, since all ninth-grade
students are required to take this course. These teachers were assisted by the school's guidance counselor. Again the posttest was administered only to those students still enrolled who took the pretest. There were thirty-two Anglo males, thirty-four Mexican-American males, forty-three Negro males, twenty-two Anglo females, thirty-four Mexican-American females, and forty-four Negro females.

Report card grades were obtained from the report cards of each student on file in the respective guidance counselor's office. In both schools report cards are computer printouts showing grades for both semesters.

Procedures for Treating Data

In analyzing the data, the .05 level of significance was chosen as the level of confidence for acceptance or rejection of hypotheses. It was decided that there would be no comparisons made if any of the cells for comparison fell below twenty subjects.

All scores and grade equivalents were entered on computer cards and these data were analyzed by the use of two by three analysis of covariance for each hypothesis tested, using the computers in the Research Department of North Texas State University.

Summary

The purposes of this study were to measure what changes in self-concept took place in a tri-ethnically mixed student
body participating in an achievement motivation class and to determine what changes this program brought about in scholastic achievement.

Subjects for this study were selected from ninth-grade students in two tri-ethnically mixed junior high schools in a large southwestern city.

These students were administered the Piers-Harris Children's Self-Concept Scale as pretest, mid-term test, and posttest. Achievement scores were obtained from teacher-assessed grades on report cards.

The data were treated by the use of the analysis of covariance to test each hypothesis, with the .05 level of confidence being chosen in providing an empirical basis for interpreting the data.
CHAPTER BIBLIOGRAPHY


CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

In analyzing the data of this study, each hypothesis was examined from a printout furnished by the computer services of North Texas State University. In each instance the analysis of covariance was used in testing hypotheses.

Hypothesis I

Hypothesis I stated that, when measured by the Piers-Harris Children's Self-Concept Scale, there would be no significant difference between adjusted self-concept means when testing for the main effects of ethnic group membership. Table I presents the analysis of covariance data for students of Anglo, Mexican-American, and Negro ethnic origins.

TABLE I

ANALYSIS OF COVARIANCE DATA ON SELF-CONCEPT FOR ANGLO, MEXICAN-AMERICAN, AND NEGRO SUBJECTS FOR BOTH SCHOOLS

<table>
<thead>
<tr>
<th>Source</th>
<th>d.f.</th>
<th>S.S.</th>
<th>M.S.</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rows</td>
<td>2</td>
<td>3.98</td>
<td>1.94</td>
<td>.63</td>
<td>.97</td>
</tr>
<tr>
<td>Columns</td>
<td>1</td>
<td>163.49</td>
<td>163.49</td>
<td>2.67</td>
<td>.10</td>
</tr>
<tr>
<td>Interaction</td>
<td>2</td>
<td>218.85</td>
<td>109.43</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Within</td>
<td>456</td>
<td>27873.39</td>
<td>61.13</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Interaction was not significant at the .05 level.
Table II shows, by ethnic group, the number of student participants from each of the two schools used in the study.

TABLE II

NUMBER OF STUDENTS PARTICIPATING FOR BOTH SCHOOLS

<table>
<thead>
<tr>
<th>Group</th>
<th>Anglo</th>
<th>Mexican American</th>
<th>Negro</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>88</td>
<td>95</td>
<td>71</td>
<td>254</td>
</tr>
<tr>
<td>Comparison</td>
<td>54</td>
<td>68</td>
<td>87</td>
<td>209</td>
</tr>
<tr>
<td>Total</td>
<td>142</td>
<td>163</td>
<td>158</td>
<td>463</td>
</tr>
</tbody>
</table>

From the data presented, an F ratio was not sufficient for the .05 level of confidence. There was no significant difference between the ethnic groups in their measured self-concepts. Therefore, the null hypothesis as stated was retained.

Hypothesis II

Hypothesis II stated that the experimental group would achieve significantly higher self-concept means than the comparison group. Examination of Table I shows that the F ratio was not sufficient for the .05 level of confidence. The hypothesis as stated is rejected. The program did not produce sufficient gains to be significant for self-concepts. It can be noted that there was a probability of .10. An examination of mean scores (unadjusted) in Table V shows
a mean gain of 1.25 in the experimental school, with a mean gain score of .13 in the comparison school.

Hypothesis

Hypothesis III stated that there would be no significant interaction when testing for interaction effects between the independent variable of ethnic membership and program exposure. The F ratio for interaction in Table I was 1.79, which was significant at the .17 level. The null hypothesis as stated was retained, since there was no significant interaction at the .05 level.

Hypothesis IV

Hypothesis IV stated that the increase in self-concept mean scores would be greater at the end of the year than at mid-term. Table III presents the analysis of covariance data used for analyzing the changes in self-concept for one semester and for the entire year in each of the two teachers' achievement motivation classes, as measured by the PHCSCS.

**TABLE III**

ANALYSIS OF COVARIANCE DATA ON CHANGES IN SELF-CONCEPT FOR ONE SEMESTER AND FOR A FULL YEAR FOR TWO TEACHERS IN THE EXPERIMENTAL SCHOOL

<table>
<thead>
<tr>
<th>Source</th>
<th>D.F.</th>
<th>S.S.</th>
<th>M.S.</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rows</td>
<td>2</td>
<td>180.50</td>
<td>90.25</td>
<td>1.55</td>
<td>.21</td>
</tr>
<tr>
<td>Columns</td>
<td>1</td>
<td>7.57</td>
<td>7.57</td>
<td>.13</td>
<td>.72</td>
</tr>
<tr>
<td>Interaction</td>
<td>2</td>
<td>496.61</td>
<td>248.30</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Within</td>
<td>247</td>
<td>14391.23</td>
<td>58.26</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Interaction F ratio of 4.26 was significant at the .02 level.
Table IV shows the number of students participating in the experimental school, by ethnic group.

### TABLE IV

**NUMBER OF STUDENTS PARTICIPATING IN EXPERIMENTAL SCHOOL**

<table>
<thead>
<tr>
<th>Group</th>
<th>Teacher A</th>
<th>Teacher B</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anglo</td>
<td>46</td>
<td>42</td>
<td>88</td>
</tr>
<tr>
<td>Mexican American</td>
<td>49</td>
<td>46</td>
<td>95</td>
</tr>
<tr>
<td>Negro</td>
<td>38</td>
<td>33</td>
<td>71</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>133</td>
<td>121</td>
<td>254</td>
</tr>
</tbody>
</table>

The F ratio of 1.55 showed a probability of .21, which causes rejection of the research hypothesis. There was no significant gain over a full year in comparison to one semester. The significant interaction ratio shows quite a variance in unadjusted mean scores. Table V shows the gains by ethnic groups for one semester and for the year.

### TABLE V

**UNADJUSTED MEAN SCORE CHANGES IN SELF-CONCEPT FOR ONE SEMESTER AND FOR A FULL YEAR**

<table>
<thead>
<tr>
<th>Group</th>
<th>Number</th>
<th>Changes First Semester</th>
<th>Changes for Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anglo</td>
<td>88</td>
<td>1.32</td>
<td>2.56</td>
</tr>
<tr>
<td>Mexican American</td>
<td>85</td>
<td>1.69</td>
<td>.71</td>
</tr>
<tr>
<td>Negro</td>
<td>71</td>
<td>.96</td>
<td>.44</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>254</td>
<td>1.36</td>
<td>1.25</td>
</tr>
</tbody>
</table>
From observation of Table V, it is seen that only Anglo students benefited more in self-concept gains from a full year's program. In both the Mexican-American and Negro populations, there was a gain for the full year's participation, but there was a decrease from the original gain of one semester, with Negro students showing the least gain for both the year's participation and for one semester.

Hypothesis V

Hypothesis V stated that there would be no significant difference between adjusted self-concept mean scores when testing for the main effect of the variable of sex. Table VI shows the analysis of covariance data for boys and girls in each ethnic group, as tested by the PHCSCS.

#### TABLE VI

ANALYSIS OF COVARIANCE DATA ON SELF-CONCEPT FOR ANGLO, MEXICAN-AMERICAN, AND NEGRO STUDENTS BY SEX

<table>
<thead>
<tr>
<th>Source</th>
<th>D.F.</th>
<th>S.S.</th>
<th>M.S.</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rows</td>
<td>2</td>
<td>34.97</td>
<td>17.50</td>
<td>.28</td>
<td>.75</td>
</tr>
<tr>
<td>Columns</td>
<td>1</td>
<td>2.35</td>
<td>2.35</td>
<td>.04</td>
<td>.85</td>
</tr>
<tr>
<td>Interaction</td>
<td>2</td>
<td>92.97</td>
<td>46.48</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Within</td>
<td>456</td>
<td>28127.33</td>
<td>61.68</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The interaction F ratio was not significant at the .05 level.

Examination of this table shows that there was no significant difference at the .05 level of confidence. The null hypothesis as stated is retained since there is no
significant difference between the adjusted mean scores for boys and girls.

Hypothesis VI

Hypothesis VI stated that there would be no significant interaction when testing for interaction effects between the independent variables of sex and program exposure. Table VI shows that the F ratio for interaction was .75, which has a probability of .47. The null hypothesis as stated is retained, and there is no interaction effect.

Hypothesis VII

Hypothesis VII stated that there would be no significant difference between adjusted self-concept mean scores when testing for the main effects of participation in one teacher's achievement motivation classes versus participation in the other teacher's achievement motivation classes.

The analysis of covariance for this comparison can be taken from Table III. In the comparison of teachers, the F ratio was .13, which is significant at the .72 level. The null hypothesis is accepted as stated because no significant differences were shown in adjusted mean self-concept scores between the two teachers. It is observed that there were differences in ethnic groups among teachers. There was a significant interaction F ratio of 4.26, which was significant at the .02 level. Table VII shows the unadjusted mean
scores for the whole year for each teacher in each ethnic
group, as measured by the PHCSCS.

TABLE VII
UNADJUSTED MEAN SCORE GAINS, AS MEASURED BY THE
PHCSCS, FOR THE YEAR

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Teacher A</th>
<th>Teacher B</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unadjusted Mean Score Gains</td>
<td>Unadjusted Mean Score Gains</td>
<td>Unadjusted Mean Score Gains</td>
</tr>
<tr>
<td>Anglo</td>
<td>46</td>
<td>4.78</td>
<td>42</td>
</tr>
<tr>
<td>Mexican-American</td>
<td>49</td>
<td>.96</td>
<td>46</td>
</tr>
<tr>
<td>Negro</td>
<td>38</td>
<td>-1.26</td>
<td>33</td>
</tr>
<tr>
<td>Total</td>
<td>133</td>
<td>1.65</td>
<td>121</td>
</tr>
</tbody>
</table>

While it can be seen that there was an overall gain in
mean scores, the F ratio for the interaction effect was sig-
nificant at the .02 level. Examination of Table VII shows
the effectiveness of each teacher in dealing with each
group. The Anglo and Mexican-American students showed gains
with Teacher A, while the Negro students showed a loss in
mean scores. Teacher B showed no change with Anglo students,
while there were positive changes in mean scores for the
Mexican-American and Negro students.

Hypothesis VIII
Hypothesis VIII stated that, when measured by teacher-
assessed grades, the experimental group would achieve a
positive increase in means of grades when testing for the main effects of achievement motivation participation versus no achievement motivation participation. Table VIII shows the analysis of covariance data for grades assessed by teachers according to ethnic groups in both schools.

**TABLE VIII**

ANALYSIS OF COVARIANCE ON TEACHER-ASSESSED GRADES FOR ANGLO, MEXICAN-AMERICAN, AND NEGRO STUDENTS IN BOTH SCHOOLS

<table>
<thead>
<tr>
<th>Source</th>
<th>D.F.</th>
<th>S.S.</th>
<th>M.S.</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rows</td>
<td>2</td>
<td>62.94</td>
<td>31.47</td>
<td>10.27</td>
<td>.00</td>
</tr>
<tr>
<td>Columns</td>
<td>1</td>
<td>14.83</td>
<td>14.83</td>
<td>4.84</td>
<td>.03</td>
</tr>
<tr>
<td>Interaction</td>
<td>2</td>
<td>6.97</td>
<td>3.49</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Within</td>
<td>456</td>
<td>1397.20</td>
<td>3.06</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Interaction F ratio is not significant at the .05 level.

This table shows an F ratio of 4.84, which is significant at the .03 level for grades in the two schools. The research hypothesis as stated is accepted, and there is a change in teacher-assessed grades in the experimental program which is significant. The unadjusted mean scores show that in both schools grades dropped for the second semester, but the drop was significantly less in the experimental school than in the comparison school. Table IX shows the unadjusted mean changes in grades from the first semester to the second semester in both schools.

Table IX shows that the Negro students made gains in teacher-assessed grades in both programs, with slightly more
TABLE IX

UNADJUSTED MEAN CHANGES IN GRADES FROM SEMESTER I TO SEMESTER II BY ETHNIC GROUPS IN EXPERIMENTAL AND COMPARISON SCHOOLS

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Experimental</th>
<th>Comparison</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anglo</td>
<td>-.18</td>
<td>-1.13</td>
<td>-.73</td>
</tr>
<tr>
<td>Mexican American</td>
<td>-.40</td>
<td>-.72</td>
<td>-.53</td>
</tr>
<tr>
<td>Negro</td>
<td>+.17</td>
<td>+.19</td>
<td>+.18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>-.27</strong></td>
<td><strong>-.45</strong></td>
<td><strong>-.35</strong></td>
</tr>
</tbody>
</table>

gain in the comparison group than in the experimental group. The Anglo and Mexican-American students showed losses in grades in both programs; but, as stated earlier, the losses were significantly smaller in the experimental program than in the comparison program.

Summary

This chapter revealed the analysis of the effects of participation in an achievement motivation program on changes in self-concept and teacher-assessed grades in three ethnically mixed groups of ninth-grade junior high school students in two different schools. The students were from Anglo, Mexican-American and Negro ethnic groups.

The results indicated that there was no significant difference in self-concepts of Anglo, Mexican-American, and Negro students who participated in the program.
It was found that there were significantly higher self-concept scores in the experimental group than in the comparison group at the .10 level, but there was no significant difference at the .05 level of confidence.

It was found that participation in the program for a full year did not produce more significant gains than participation for one semester only. Only Anglo students showed positive gains for a whole year in comparison to one semester. Mexican-American and Negro students showed gains for the entire year, but the gains for the year were less than the gains for one semester, with mean scores being higher after one semester than after one year.

No significant difference in self-concept scores were found between boys and girls.

No significant difference was found between participation in one teacher's achievement motivation classes versus the other teacher's achievement motivation classes. One teacher did, however, produce higher mean gain scores in the Anglo and Mexican-American students, with the Negro students showing a mean loss. The other teacher produced no changes in mean gain scores among Anglo students and produced positive gain scores among Mexican-American and Negro students.

While there was a drop in teacher-assessed grades in both schools for the second semester, there was a significantly smaller drop in mean grades in the experimental
program than in the comparison school. Negro students showed gains in both programs, with slightly larger gains in the comparison school than in the experimental school.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The problem of this study was the effects that an achievement motivation program with ninth-grade students in a tri-ethnic mixture had on changing self-concepts and increasing academic achievement. The program was designed with the expectation that by increasing a student's self-concept, his academic achievement would also improve.

The subjects for this study were ninth-grade students from a large southwestern city. The experimental program was initiated in a junior high school which is composed of Anglo, Mexican-American, and Negro students of approximately 30 per cent, 40 per cent, and 30 per cent ratios, respectively. The comparison school was the adjoining school area, with a 25 per cent Anglo, 35 per cent Mexican-American, and 40 per cent Negro population. While the comparison school was considered "inner-city," the experimental school was of a comparable socioeconomic level. Both schools have large turnovers in student populations, with the ninth grade being the most stable of the three grades (seven, eight, and nine).

In measuring changes in self-concept, the students were administered the Piers-Harris Children's Self-Concept Scale.
as a pretest and as a posttest. In the experimental program this test was given at mid-year also.

In measuring changes in academic achievement, teacher-assessed grades for semester one and semester two were used. These were converted to grade points and taken from computer printouts of report cards in both schools.

All hypotheses were tested by the use of two by three analysis of covariance, and the data were processed by computer in the computer center at North Texas State University. The .05 level of confidence was chosen as an empirical basis for interpreting the data.

Hypothesis I stated that, when measured by the Piers-Harris Children's Self-Concept Scale, there would be no significant difference between adjusted self-concept means when testing for the main effect of ethnic group membership. No significant differences were found in self-concepts in each ethnic group.

Hypothesis II stated that the experimental group would achieve significantly higher self-concept means than the comparison group. It was concluded that there was no significant difference since the .05 level of confidence was not reached. There was a significant difference at the .10 level.

Hypothesis III stated that there would be no significant interaction effects between the independent variable of
ethnic membership and program exposure. No significant interaction effect was found.

Hypothesis IV stated that the increase in self-concept mean scores would be greater at the end of the year than at mid-term. This was rejected since only the Anglo students showed greater mean gains for one year than for one semester. Both Mexican-American and Negro students showed mean gains for the full year, but these mean gains were smaller than those measured for one semester.

Hypothesis V stated that there would be no significant difference between adjusted mean scores when testing for the main effect of the variable of sex. This was supported with no significant difference being found between mean changes for boys and girls.

Hypothesis VI stated that there would be no significant interaction when testing for interaction effects between sex and program exposure. No significant interaction effects were found.

Hypothesis VII stated that there would be no significant differences between adjusted self-concept mean scores when testing for the main effects of participation in one teacher's achievement motivation classes versus participation in the other teacher's achievement motivation classes. This was supported, since no significant difference was found. There was an interaction effect here and examination of unadjusted mean scores showed that Teacher A was effective
in producing changes in Anglo and Mexican-American students, while Negro students showed a loss in mean gain scores. Teacher B produced no change in Anglo students, but his Mexican-American and Negro students did show mean gain scores.

Hypothesis VIII stated that, when measured by teacher-assessed grades, the experimental group would achieve a positive increase in mean grades when testing for the main effects of achievement motivation participation versus no achievement motivation participation. This was supported, and there was a significant difference between grades in the two schools. It should be noted that grades in both schools dropped for the second semester. The mean grades in the experimental program were significantly higher than in the comparison school.

Conclusions

From the data found in this study and in the related research, the following conclusions were drawn:

1. Tests appear to reveal that there are no great differences among reported self-concept of Mexican-American, Anglo, and Negro ninth-grade students. This is in agreement with other research findings.

2. The program can show gains in self-concept when offered for a full year to Anglo students only. The
Mexican-American and Negro students gain more by participation for one semester only.

3. The program does not produce any significant difference between boys and girls in self-concept scores. The fact that there is no reported difference between the two is in agreement with other research findings.

4. One teacher can be just as effective in producing change in self-concept among students as the other. The Anglo teacher showed evidence of being more effective with Anglo students, while producing negative results with Negro students. The Negro teacher showed evidence of being more effective with Negro students.

5. The program can be effective in diminishing the drop in teacher-assessed grades for the second semester. Other findings have shown that an achievement motivation program could produce changes in achievement.

Recommendations

Based on a survey of research findings and the data presented in this study, the following recommendations are made:

1. The teachers must be helped in improving their understanding of cultures, which should provide a shield against negative generalizations and assist them in making more meaningful approaches to the self-actualization of all children.
2. A program for developing positive self-concepts should begin early. The fact that an achievement deficit among children is quite often cumulative and increases over time makes it essential that weaknesses be recognized early and programs of correction be started at that time. It appears from the research that it is easier to overcome deficits in earlier school years than trying to begin a program of correction later.

3. Another recommendation would be that the curriculum offering be examined carefully. Much of current literature sees the curriculum as impersonal, irrelevant, trivial, etc. It is to be recognized that what the curriculum can do and should do is determined by the status and ambitions of the families being served. The educational experiences of youth should fit their subsequent employment. Few of the students at the junior high level have clear vocational goals, of course; but career education would stress reality in the classroom. There can be a blending of occupational awareness and training with the broad philosophical and liberal preparation necessary for all individuals to understand.

4. Since it is recognized that the greatest difference between the Mexican-American and Anglo groups are observed as a difference in reading ability and comprehension, serious consideration should be given bilingual educational opportunities for students where such large concentrations of Mexican-American populations exist.
5. Further study is especially needed to determine how teachers might work more effectively with minority children in changing self-concepts.

6. The program which was utilized in this study should be continued with more careful study regarding what can be changed or altered to make it more effective in meeting the needs of the Negro and Mexican-American youngster.

7. It is recommended that the program be offered to ninth-grade students for one semester only and that eighth-grade students be given an opportunity to participate for one semester.

8. Much continued research should be carried on so that more adequate instruments for measuring self-concept are readily available.

9. There should be at least one person in each building expert enough in the field to counsel with children and instruct and work with teachers in better understandings of how self-concept is formed and what changes can be effected in the classroom.

10. There should be more research to determine why Anglo and Mexican-American students show a decline in grades for the second semester, while Negro students show an increase in grades.
APPENDIX

UNADJUSTED MEAN SCORES ON SELF-CONCEPT, AS MEASURED BY THE PIERS-HARRIS CHILDREN'S SELF-CONCEPT SCALE

<table>
<thead>
<tr>
<th>Group</th>
<th>Pretest Male</th>
<th>Pretest Female</th>
<th>Mid-term Male</th>
<th>Mid-term Female</th>
<th>Posttest Male</th>
<th>Posttest Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anglo</td>
<td>49.60</td>
<td>50.40</td>
<td>51.02</td>
<td>51.82</td>
<td>52.07</td>
<td>53.13</td>
</tr>
<tr>
<td>Mexican American</td>
<td>52.26</td>
<td>47.58</td>
<td>55.74</td>
<td>48.52</td>
<td>50.56</td>
<td>50.27</td>
</tr>
<tr>
<td>Negro</td>
<td>55.65</td>
<td>57.89</td>
<td>58.56</td>
<td>57.92</td>
<td>57.26</td>
<td>57.73</td>
</tr>
<tr>
<td>Comparison Group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anglo</td>
<td>48.31</td>
<td>50.68</td>
<td></td>
<td>48.93</td>
<td>49.04</td>
<td></td>
</tr>
<tr>
<td>Mexican American</td>
<td>50.58</td>
<td>48.41</td>
<td></td>
<td>52.76</td>
<td>44.00</td>
<td></td>
</tr>
<tr>
<td>Negro</td>
<td>54.46</td>
<td>53.57</td>
<td></td>
<td>55.58</td>
<td>53.00</td>
<td></td>
</tr>
</tbody>
</table>

UNADJUSTED MEAN GRADES, AS ASSESSED BY TEACHERS

<table>
<thead>
<tr>
<th>Group</th>
<th>Mid-term Experimental</th>
<th>Mid-term Comparison</th>
<th>End-of-Year Experimental</th>
<th>End-of-Year Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anglo</td>
<td>10.13</td>
<td>9.63</td>
<td>9.65</td>
<td>8.50</td>
</tr>
<tr>
<td>Mexican American</td>
<td>9.54</td>
<td>9.04</td>
<td>9.14</td>
<td>8.32</td>
</tr>
<tr>
<td>Negro</td>
<td>9.18</td>
<td>7.80</td>
<td>9.35</td>
<td>7.98</td>
</tr>
</tbody>
</table>
### STANDARD DEVIATIONS ON SCORES ON THE PIERS-HARRIS CHILDREN'S SELF-CONCEPT SCALE

<table>
<thead>
<tr>
<th>Group</th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Experimental</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anglo</td>
<td>11.97</td>
<td>14.16</td>
</tr>
<tr>
<td>Mexican American</td>
<td>11.75</td>
<td>13.57</td>
</tr>
<tr>
<td>Negro</td>
<td>11.12</td>
<td>10.86</td>
</tr>
<tr>
<td><strong>Comparison</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anglo</td>
<td>11.09</td>
<td>12.80</td>
</tr>
<tr>
<td>Mexican American</td>
<td>12.22</td>
<td>12.60</td>
</tr>
<tr>
<td>Negro</td>
<td>10.52</td>
<td>10.74</td>
</tr>
</tbody>
</table>

### STANDARD DEVIATIONS ON GRADES

<table>
<thead>
<tr>
<th>Group</th>
<th>Mid-term</th>
<th>End of Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Experimental</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anglo</td>
<td>3.08</td>
<td>3.78</td>
</tr>
<tr>
<td>Mexican American</td>
<td>2.55</td>
<td>2.58</td>
</tr>
<tr>
<td>Negro</td>
<td>2.46</td>
<td>2.87</td>
</tr>
<tr>
<td><strong>Comparison</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anglo</td>
<td>3.58</td>
<td>3.83</td>
</tr>
<tr>
<td>Mexican American</td>
<td>2.92</td>
<td>2.95</td>
</tr>
<tr>
<td>Negro</td>
<td>2.86</td>
<td>3.19</td>
</tr>
</tbody>
</table>
RANGE OF SCORES OF THE PIERSES-HARRIS CHILDREN'S SELF-CONCEPT SCALE

<table>
<thead>
<tr>
<th></th>
<th>Pretest</th>
<th></th>
<th>Mid-term</th>
<th></th>
<th>Posttest</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Experimental</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anglo:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girl, Teacher 1</td>
<td>72</td>
<td>30</td>
<td>73</td>
<td>32</td>
<td>77</td>
<td>41</td>
</tr>
<tr>
<td>Teacher 2</td>
<td>72</td>
<td>32</td>
<td>71</td>
<td>26</td>
<td>71</td>
<td>18</td>
</tr>
<tr>
<td>Boy, Teacher 1</td>
<td>65</td>
<td>26</td>
<td>67</td>
<td>28</td>
<td>69</td>
<td>22</td>
</tr>
<tr>
<td>Teacher 2</td>
<td>73</td>
<td>16</td>
<td>73</td>
<td>14</td>
<td>77</td>
<td>16</td>
</tr>
<tr>
<td>Mexican American:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girl, Teacher 1</td>
<td>72</td>
<td>15</td>
<td>75</td>
<td>21</td>
<td>75</td>
<td>19</td>
</tr>
<tr>
<td>Teacher 2</td>
<td>67</td>
<td>26</td>
<td>70</td>
<td>3</td>
<td>74</td>
<td>25</td>
</tr>
<tr>
<td>Boy, Teacher 1</td>
<td>70</td>
<td>38</td>
<td>69</td>
<td>41</td>
<td>73</td>
<td>35</td>
</tr>
<tr>
<td>Teacher 2</td>
<td>69</td>
<td>34</td>
<td>75</td>
<td>35</td>
<td>79</td>
<td>23</td>
</tr>
<tr>
<td>Negro:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girl, Teacher 1</td>
<td>70</td>
<td>34</td>
<td>69</td>
<td>39</td>
<td>69</td>
<td>23</td>
</tr>
<tr>
<td>Teacher 2</td>
<td>76</td>
<td>29</td>
<td>74</td>
<td>31</td>
<td>76</td>
<td>42</td>
</tr>
<tr>
<td>Boy, Teacher 1</td>
<td>74</td>
<td>38</td>
<td>78</td>
<td>44</td>
<td>78</td>
<td>41</td>
</tr>
<tr>
<td>Teacher 2</td>
<td>77</td>
<td>27</td>
<td>76</td>
<td>31</td>
<td>77</td>
<td>31</td>
</tr>
<tr>
<td>Comparison</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anglo:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girl</td>
<td>68</td>
<td>26</td>
<td></td>
<td></td>
<td>67</td>
<td>15</td>
</tr>
<tr>
<td>Boy</td>
<td>62</td>
<td>11</td>
<td></td>
<td></td>
<td>69</td>
<td>15</td>
</tr>
<tr>
<td>Mexican American:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girl</td>
<td>66</td>
<td>26</td>
<td></td>
<td></td>
<td>64</td>
<td>32</td>
</tr>
<tr>
<td>Boy</td>
<td>75</td>
<td>20</td>
<td></td>
<td></td>
<td>77</td>
<td>22</td>
</tr>
<tr>
<td>Negro:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girl</td>
<td>73</td>
<td>25</td>
<td></td>
<td></td>
<td>74</td>
<td>28</td>
</tr>
<tr>
<td>Boy</td>
<td>72</td>
<td>7</td>
<td></td>
<td></td>
<td>72</td>
<td>37</td>
</tr>
</tbody>
</table>
## RANGE OF GRADES

<table>
<thead>
<tr>
<th></th>
<th>Mid-term</th>
<th></th>
<th>End of Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>12</td>
<td>11</td>
<td>12</td>
</tr>
</tbody>
</table>

### Experimental

<table>
<thead>
<tr>
<th>Group</th>
<th>Score 1</th>
<th>Score 2</th>
<th>Score 3</th>
<th>Score 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girl, Teacher 1</td>
<td>15</td>
<td>6</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td>Teacher 2</td>
<td>16</td>
<td>3</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>Boy, Teacher 1</td>
<td>15</td>
<td>5</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>Teacher 2</td>
<td>14</td>
<td>2</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>Mexican American:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girl, Teacher 1</td>
<td>14</td>
<td>5</td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td>Teacher 2</td>
<td>15</td>
<td>4</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>Boy, Teacher 1</td>
<td>14</td>
<td>5</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>Teacher 2</td>
<td>14</td>
<td>4</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>Negro:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girl, Teacher 1</td>
<td>15</td>
<td>8</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Teacher 2</td>
<td>14</td>
<td>5</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>Boy, Teacher 1</td>
<td>11</td>
<td>5</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Teacher 2</td>
<td>12</td>
<td>5</td>
<td>14</td>
<td>4</td>
</tr>
</tbody>
</table>

### Comparison

<table>
<thead>
<tr>
<th>Group</th>
<th>Score 1</th>
<th>Score 2</th>
<th>Score 3</th>
<th>Score 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anglo:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girl</td>
<td>16</td>
<td>3</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td>Boy</td>
<td>15</td>
<td>3</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>Mexican American:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girl</td>
<td>13</td>
<td>5</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td>Boy</td>
<td>15</td>
<td>5</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>Negro:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girl</td>
<td>14</td>
<td>4</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>Boy</td>
<td>14</td>
<td>2</td>
<td>13</td>
<td>2</td>
</tr>
</tbody>
</table>
BIBLIOGRAPHY

Books


Galarza, Ernesto, Herman Gallegos, and Julian Samora, Mexican Americans of the Southwest, Santa Barbara, California, McNally and Loftin, 1969.


Sanchez, George, *Concerning Segregation of Spanish Speaking Children in the Public Schools*, Austin, Texas, The University of Texas, 1951.


**Articles**


Kunkle, John T., "Now that FLES is Dead, What Next?" *Educational Leadership*, XXIX (February, 1972), 417-419.


Reports


Publications of Learned Organizations


Unpublished Material


Georgie, Norman J., "The Relationship of Self-Concept in High School Negro Students in Muncie, Indiana, to Intelligence, Achievement, and Grade Point Average," unpublished doctoral dissertation, Ball State University, Muncie, Indiana, 1971.


Lang, Harold, "Relationship of the Self Concept of Fifth Grade Negro Students with their General Knowledge of the Negro," unpublished doctoral dissertation, North Texas State University, Denton, Texas, 1970.


Padelford, William B., "The Influence of Socioeconomic Level, Sex, and Ethnic Backgrounds upon the Relationship between Reading Achievement and Self-Concept," unpublished doctoral dissertation, University of California at Los Angeles, Los Angeles, California, 1969.


Ranson, Julia M., "The Effects of Teaching Strategies--Based
on Human-Relations Principles--on the Self-Image and
Achievement of Inner-City High School Students," unpub-
lished doctoral dissertation, St. Louis University, St.
Louis, Missouri, 1969.

Smith, Merle E., "The Effects of an Experimental Program to
Improve Self-Concept Attitudes toward School and Achieve-
ment of Negro Fourth, Fifth, and Sixth Grade Students," unpub-
lished doctoral dissertation, The University of
Michigan, Ann Arbor, Michigan, 1970.

Thomas, Shailer, "An Experiment to Enhance Self-Concept of
Ability and Force School Achievement among Low-Achieving

Torrisi, Angelo F., "Effect of the Mt. Vernon, New York,
Project Able for Selective Junior High School Students
upon Academic Achievement, School Attendance, and Self-
Concept," unpublished doctoral dissertation, Fordham
University, New York, New York, 1967.