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**Self Reporting Of The Student'S Self-Concept Concerning His  
Academic And Social Interactions In The Boy'S Correctional  
Institute Of New Mexico**

Edgar Wayne Briggs

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This thesis, directed and approved by the candidate's committee, has been accepted by the Graduate Committee of The University of New Mexico in partial fulfillment of the requirements for the degree of

MASTER OF ARTS IN SPECIAL EDUCATION

SELF REPORTING OF THE STUDENT'S  
SELF CONCEPT CONCERNING HIS ACADEMIC

*Title* AND SOCIAL INTERACTIONS IN THE BOY'S  
CORRECTIONAL INSTITUTE OF NEW MEXICO

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SELF REPORTING OF THE STUDENT'S SELF-CONCEPT  
CONCERNING HIS ACADEMIC AND SOCIAL INTERACTIONS  
IN THE BOY'S CORRECTIONAL INSTITUTE OF NEW MEXICO

BY  
EDGAR WAYNE BRIGGS  
B.S., Baker University, 1974

THESIS

Submitted in Partial Fulfillment of the  
Requirements for the Degree of  
Master of Arts in Special Education  
in the Graduate School of  
The University of New Mexico  
Albuquerque, New Mexico  
May, 1977

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ABSTRACT OF THESIS

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## ABSTRACT

The purpose of this study was to investigate the relationship between academic and social self-concept by means of a self-reporting basis among a sample of teenage boys, ranging from 13 to 18 years, in the New Mexico Boys School. The population was randomly selected from boys placed in the Materials Resource Lab for those functioning in at least one or more deficit areas below the fifth grade level. The diagnostic tests relied upon for placement in the resource lab were the Stanford Achievement Test (SAT) and the Wide Range Achievement Test (WRAT). These boys came from all over the state of New Mexico from predominately Spanish surnamed homes ranging from low to middle income.

Subjects were administered the Piers-Harris Children's Self-Concept Scale and the Target Behavior kit. Data were organized to test the relationship between pre- and post-test in both the academic and social self-concept. For the purpose of simplicity, null hypothesis was stated. The final report is written in data reduction form as opposed to hypothesis testing. It was stated upon beginning this research that there would be no difference between the baseline measure and the post-test measurement.

Upon analyzing the findings it was observed that there was a significant change ( $p > .05$ ) concerning the social self-concept (Piers-Harris Children's Self-Concept Scale). After analyzing the data concerning the academic self-concept (Target Behavior kit), it was discovered that there was no significant change ( $p < .05$ ), so the null hypothesis was not rejected.

After running an item analysis on the ideal behavior from the student's view, it was discovered that the five favorite ideal goals

in the pre-test were: 1) scores high in arithmetic, 2) works until the job is finished, 3) scores high in spelling, 4) gets work done on time, and 5) scores high in reading. In the post-test analysis it was indicated that the top five choices for ideal behavior were:

1) scores high in reading, 2) scores high in arithmetic, 3) works until job is finished, 4) gets work done on time, and 5) scores high in English.

In summary, it was discovered that there was a positive shift in both the academic and social self-concept. However, only the null hypothesis was rejected concerning the social interaction self-concept. The findings did show that there was an interaction between the improvement of academic and social self-concept.



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## CHAPTER I

## INTRODUCTION

Self-concept has been observed as a major component in affecting the student's total life and personality in the past few years. However, the subject concerning the self-concept of delinquents has very seldom been discussed. In spite of all that has been written discussing the role self-concept plays in viewing others, one's self, and academic achievement, the self-concept of delinquents has been overlooked. Also very little research has been done concerning how the student's perception of academic abilities affects his overall self-concept. Even though several research projects have been performed there are many questions that need to be answered about the maladjusted or delinquent child.

According to Purkey (1970), there is a new development in education which places an emphasis on the students' view of themselves and the dominant influence on success in school. This movement in psychology and education is taking a look at self-concept and viewing it as a unitary force to bring together seemingly unrelated aspects of the students' life and make sense out of it. This renewed interest in self-concept also took into consideration the individual and was primarily concerned with the students' personal life.

There have been several attempts to answer questions about self-concept and the role it plays in one's life. Brookover, Erickson and Joiner (1967) reported that some students who view themselves highly do not achieve highly in school. However, no consistent relationship was found between self-esteem and scholastic success by Schwarz (1967)

or Peters in (1968). Much of the current research is suggesting a strong relationship between academic achievement and self-esteem and suggests that self-concept can no longer be overlooked.

Haarer (1964) compared the relationship between the self-concept of ability and classroom achievement among non-delinquent public school and delinquent institutionalized males. He discovered the following facts:

- 1) non-delinquent ninth grade males have more positive self-concepts of ability than do delinquents,
- 2) self-concept of ability is significantly related to classroom achievement of delinquent and non-delinquent ninth graders when the effect of measured intelligence is controlled, and
- 3) self-concept of ability is relied on more than I.Q. as a predictor of achievement for both the non-delinquent and the delinquent males.

Balester (1956) reported about self-concept and juvenile delinquency. His conclusions were:

- 1) maladjusted individuals have some positive scores on the Q-sort but there is a greater frequency of negative scores found with them,
- 2) the self-concept of the non-delinquent is no more consistent than the delinquent self-concept when all delinquents are considered as a group, and
- 3) most incarcerated delinquents show no more significant increase in positiveness of Q-sort scores than non-delinquents over a sixty day period.

The purpose of this study is to study the change in the self-concept of students enrolled in a Special Education resource room at a state institution for delinquent boys. The observation of self-concept will encompass both the student's perception of academic abilities and interaction with others in social life.

## CHAPTER 2

## REVIEW OF THE LITERATURE

Today's education is developing an emphasis concerning the student's subjective and personal evaluation of himself which is a dominant influence on his success in school. In the past self-concept has been virtually ignored by psychology and largely overlooked by education. This renewed interest in self-concept provides teachers with a set of unifying principles which ties together those aspects of life in the classroom that seems unrelated. Also, this interest in self-concept is concerned with the individual and is primarily concerned with what takes place in the student's world (Purkey, 1970).

The findings of researchers have not been in total agreement with each other. Schwarz (1967) and Peters (1968) have not found an inevitable relationship between self-esteem and scholastic success. Brookover (1967) discovered that some students who view themselves highly do not display commensurate achievement in school.

There have been several people in the field of psychology that have emphasized the importance of the self. Combs and Snygg (1959) felt that the individual's basic drive depended on the maintenance and enhancement of the self. The importance of the self in contemporary psychology and the need of a purposeful person that could control their future through their own aspirations was emphasized by Allport (1961). Rogers (1967, 1969) used an approach called "nondirective," system of psychotherapy, which directed at the importance of the self. The self was viewed as the central aspect of the personality.

Wylie (1961) gave great insight to understanding the self. She expressed much optimism about what quality research could be done concerning self-concept. Balester (1956) divided his study of self-concept and juvenile delinquency into three major experimental areas. Those areas were: 1) the investigation of the self-concept behavior, 2) investigation of the consistency of the self-concept as it relates to non-adults and maladjusted non-adults, and 3) the investigation of the sensitivity of the Q-sort self-concept in showing changes resulting from repeated sortings and institutionalization. The findings were as follows: 1) The magnitude of the positive Q-sort score is related to the quality of adjustment. Good adjustment is associated with more positive Q-sort scores than a less effective adjustment. 2) Maladjusted individuals have positive scores but less than adjusted individuals. Also there are more negative scores among the maladjusted. 3) The non-delinquent self-concept is no more consistent than the delinquent self-concept when all the delinquents are considered as a group. 4) Most incarcerated delinquents show no more significant increase in positiveness of the Q-sort self-concept scores than non-delinquents over a sixty day period.

Reckless, Dinitz and Murray (1956) dealt with how self-concept may work as an insulator against delinquency. They concluded that the process against delinquency on the part of the boys may be viewed as an ongoing process reflecting an internalization of non-delinquent values and conforming to the expectations of significant others.

Haarer (1964) worked with ninth graders and made a systematic comparison between the delinquent and non-delinquent students relating

self-concept of ability and classroom achievement. The major results were categorized into eight major areas. First, non-delinquent ninth grade male students have more positive self-concepts of ability than delinquent. Second, self-concept of ability is significantly related to classroom achievement of delinquent and non-delinquent ninth grade male students when affect of measured intelligence is controlled. Third, self-concept of ability is weighted higher than I.Q. as a predictor of achievement for both ninth grade boys in public school and institutionalized boys. Fourth, I.Q. alone is not a reliable predictor of classroom achievement for ninth grade delinquent boys. Fifth, self-concept of ability in specific school subjects of delinquent and non-delinquent boys vary from one subject to the other and from their general self-concepts of ability. Sixth, expectations of significant others as perceived by both delinquent and non-delinquent boys are positively related with students' self-concepts as learners and with their classroom achievement. Those relationships tend to be greater for non-delinquent students. Seventh, the expectations of significant others as perceived by non-delinquent students are higher than expectations as perceived by delinquent students when parents, teachers and peers are identified as significant others. Eighth, for delinquent students, the perceived expectations are consistently higher than the actual evaluations by significant teachers, house-parents and counselors.

Staats and Butterfield (1965) performed research in the area of treatment of non-reading culturally deprived juvenile delinquents. They said that a child's failure in school may in many cases be

considered as a contributor to the child's delinquency which will pass on high expense to society. The suggestion was that proper training procedures could be performed thus causing general improvements in behavior, including misbehaviors in school. These training procedures, they referred to, would consist of the proper application of learning principles and reinforcement variables thus improving the reinforcement values of, attitudes toward, school.

Lancet Magazine (1972) published an article about schools in London which also reflected some of the problems American schools are experiencing. It mentioned that only recently attention had been directed from the child's neighborhood and home to the part that the school itself plays either in failing to check delinquency or at a more serious level in actually promoting anti-social behavior. However, the article made sure to state that no drastic policy changes should be made before thorough psychological and sociological research was done. Also it was made clear not to make the school out as a scapegoat as all causal. It was also pointed out that many times schools are only reflecting the demands of society. Also it emphasized the importance for consistent treatment in the child's life both in school and throughout the rest of his life he interacts with. They concluded by stating that until vocational and educational opportunity were equal we would continue to have juvenile frustration and consequent delinquency.

Delinquent and normal adolescents' behavior and psychodynamics of their families were observed by Offer, Marohn and Ostrov (1972). This study was performed in a closed ward in a psychiatric institute in



Illinois. Services provided were psychiatric, psychological, medical, nursing and social services, activity therapy and school and vocational counseling to hospitalized delinquents. The delinquent depicted several behaviors differing from normal adolescents. The delinquent groups smoked cigarettes and drank alcohol significantly more than the normal group, and also had a more permissive attitude towards both. Seventy-five percent of the patients were positively inclined towards marijuana. The delinquents were decidedly more negative in their feelings about school and studying. The delinquent adolescents displayed less imagination in describing their values and attitudes than did normal adolescents. It was the delinquent group that saw the world in black and white terms. The delinquent had significantly more and earlier heterosexual experience. The delinquent teenagers believed that it was more important to have friends of the opposite sex. They did not feel that relationships with either their parents or with peers of the same sex were very important.

Muller and Leonetti (1974) concerned their research with the self-concepts of primary level Chicano and Anglo students. Their data showed that there existed no overall or consistent difference between Anglo and Chicano children with regard to self-concept. However, there is some indication that the effect of ethnicity on self-concept may be dependent upon grade level. They did state that the discrepancy with post research may differ because the socio-economic variable was controlled in Las Cruces and that another may have differing conditions that would affect the self-concept.

The negative self-concept of Mexican-American students was studied by Carter (1968). He found that most educators who deal with Mexican-American children are convinced that the group contains a larger than normal percentage of individuals who view themselves negatively thus causing little school success. His contacts with these subjects in California, however, did not support the belief they saw themselves as more negatively than Anglo peers. Three sets of socio-psychological instruments were administered but nothing supported the belief that Mexican-American students, in the secondary school, saw themselves more negatively. Carter also found that significant others influence the student's behavior. However, this study concerning seventh and eighth grade schools and one high school did produce obvious evidence that the teachers and administrators believed them to be inferior. The limitations of this research recognized the fact that in other situations, where percentages of Mexican-Americans were different or the socio-economic factors were different, the views of themselves may differ.

In a study of Negro students, Caplin (1966) found that children who professed more positive self-concepts tended to have higher academic achievement. It appears that the influence of the self has no racial boundaries. Students who feel ill about their abilities seldom succeed in school, regardless of their color.

The work done in the area of self-concept of ability and school achievement by Brookover, Thomas and Paterson (1964) has been observed with great interest. They state that even though the interactionist theories of self and role performance, based on work done by G. H. Mead

and C. H. Cooley, have been increasingly accepted in social psychology, these have seldom been considered relevant to learning in a school situation. The theory states that the self-concept is developed through interaction with significant others which in turn influences his behavior. The delinquents were decidedly more negative in their feelings about school and studying. The delinquent adolescents displayed less imagination in describing their values and attitudes than did normal adolescents. When applied to learning in school the student's self-concept is the person's perception of his own ability to learn the various accepted behaviors. Using seventh grade students in an urban school system, Brookover, Thomas and Patterson found there was a positive correlation between self-concept and performance in the academic role and more specifically to particular areas of academic tasks.

Shaw, Edson, Bell (1960) conducted a study to determine differences between achievers' and underachievers' perceptions of self. The conclusion reached was that male achievers feel relatively more positive about themselves than do male underachievers. A follow up study by Shaw and Alves (1963) confirmed the findings of Shaw, Edson and Bell.

Research was undertaken by Fink (1962) in order to determine whether a relationship existed between academic underachievement and concept of self. After the data was analyzed by combining three psychologists ratings it was determined there was significant differences between achievers and underachievers. Achievers were rated as being far more adequate in their self-concepts. From the information

collected, Fink concluded that there is a significant relationship between self-concept and academic underachievement.

Combs (1964) researched the area of self-concept to see if academically capable, but underachieving high school boys tend to see themselves and relationship with others different from achieving happily adjusted students. He concluded that underachieving academically capable high school boys differ significantly from achievers in their perceptions of self, perceptions of others, and in general and emotional efficiency. The self of the underachiever must have a basic reorganization before his perceptions can include success. Stress techniques, applied by teachers, to bring about desired learning and behavior can only be successful with those students having an adequate self-concept.

The self-concepts of children and their intelligence, achievement, interests and anxiety was observed by Bledsoe (1967). He gives several reasons why boys at the grade level between fourth and sixth may have low self-concepts. The elementary school in the United States tends to be a woman's world, and often the values which are stressed are neatness, conformity, docility and similar traits more generally associated with the feminine role. Boys may be less successful in measuring up to these values and therefore show less self confidence. Still another reason may be that boys have a different attitude in the test situation. Boys may be more ready and willing to admit their faults.

There are several other studies that have examined how self-concept relates to school achievement. Reeder (1955) found that

children achieve lower in terms of their potential if they have a low self-concept. Walsh (1956) reported that bright boys who were low achievers perceive themselves as defensive and limited in communication with their environment.

## CHAPTER 3

## DESCRIPTION OF INVESTIGATION

Purpose

The purpose of this study was to observe the effect of the special education resource room placement upon the self-concept, both academic and social, of institutionalized delinquents. After reading the studies concerning students and self-concept, it was discovered that there were very few directly relating to delinquents. There is a definite need for well designed studies that will provide data on this issue. Particularly the issue concerned with at this time is the interaction between the self-reporting of academic and social self-concepts in the life of a delinquent.

Subjects

Certain characteristics were shared by all forty-two in this research. The age range for the boys was from thirteen to eighteen years, average age was fourteen and one-half years. Thirty of the boys were Spanish surname and their homes are located in various parts of New Mexico. Their family incomes range from low to middle income. The population was randomly selected from boys placed in the Materials Resource Lab. The boys placed in the lab were functioning below the fifth grade level in at least one or more areas. The diagnostic tests relied upon for placement in the resource lab were the Stanford Achievement Test (SAT) and/or the Wide Range Achievement Test (WRAT).

Instrumentation

Subjects were administered the Piers-Harris Children's Self-Concept Scale and the Target Behavior kit during the week of January 12

to establish a baseline. These tests were administered individually to each student on three different occasions. The second testing was the week of March 15. The final post-test was administered the week of May 24. The data was organized to test the relationship between pre- and post-test in both the academic and social self-concept. Occasionally students had difficulty reading certain words and these were read to them by the researcher.

The Target Behavior, which was administered individually, can be used to observe several things depending on the user's interest. Scores can display the difference between the child's real and ideal sorting of classroom behavior cards. This comparison would show how much discrepancy there is between his real self and desired self. Also the scoring can show which behavior he would most like to change. The Target Behavior was used in this instance to observe if there were significant change when comparing the pre- and post-test concerning the student's view of the real and ideal self concerning academic behavior. If the score increases on this test it means that the self-concept is getting worse, and if it gets smaller it is improving.

The Piers-Harris Children's Self-Concept Scale was also administered individually. This instrument measures the overall view of the student concerning the social interaction in his life. The social interaction takes into consideration family, peers, and personal feelings. This inventory was completed by the student circling either yes or no in response to the question asked. An increase in total points on this test reflects an improved self-concept, and a

decrease in points means that the students self-concept is getting worse.

The Piers-Harris Children's Self-Concept Scale was standardized on 1,183 children in grades four through twelve of one Pennsylvania school district. There appeared to be no consistent sex or grade difference in means. The internal consistency of the scale ranges from .78 to .93 and retest reliability from .71 to .77.

#### Data Collection

This study was started on January 12 upon the student's entrance into the resource room. The tests were administered as soon as possible in order to prevent any lapse of time. As previously stated, under instrumentation, the two measuring devices used were given at one and one-half month intervals. This spacing was done to attempt to avoid learning or memorizing of past replies. Also this time lapse between testings was done in an attempt to lead to a more honest self reporting, on the part of the student, of how he currently felt. The schedule for testing was the week of January 12, for pre-test to establish a baseline, mid-test the week of March 15, and post-test the week of May 24.

The placement testing, Wide Range Achievement Test and/or the Stanford Achievement Test, to determine which students would enter the resource room had already been administered to these students as an educational and correctional requirement. Parent permission was not required for this study because these boys were currently under the responsibility of New Mexico Corrections. Also it was agreed that no names of students would be released in this research.



### Data Analysis

The Wilcoxon Matched-Pairs Signed-Ranks Test was used to test hypotheses one and two. This test was used because the relative magnitude as well as the direction of differences were considered. The Wilcoxon Matched-Pairs Signed-Ranks gives more weight to a pair of numbers which shows a small difference. The level of significance at .05 was stated to be non-directional. All correlations were tested for significance through the use of Table A, page 247, which gives the one-tailed probabilities of hypothesis under "z" (McGraw-Hill, 1956). The area of rejection for this research was  $p > .05$ .

The following null hypotheses were tested in order to meet the purpose of this study and to statistically analyze the data that was obtained:

1. There will be no significant difference between the self-reported pre- and post-test scores of the Target Behavior kit (academic behavior).
2. There will be no significant difference between the self-reported pre- and post-test scores of the Piers-Harris Children's Self-Concept scale (social interaction).

## CHAPTER 4

## RESULTS AND DISCUSSION

The purpose of this study was to observe the effect of the special education resource room upon the self-concept, both academic and social, of institutionalized delinquents. The results obtained were reported in respect to the null hypothesis.

Hypothesis 1: There will be no significant difference between the self-reported pre- and post-test scores of the Target Behavior kit (academic behavior).

The results of the Wilcoxon Matched-Pairs Signed-Ranks Test are reported in Table 1. Upon comparing the pre- and post-test concerning academic behavior self-concept, it was discovered that there was not a significant change ( $p < .05$ ). As a result of this lack of significant change, the null hypothesis was not rejected.

Hypothesis 2: There will be no significant difference between the self-reported pre- and post-test scores of the Piers-Harris Children's Self-Concept Scale (social interaction and perception of self).

The results of the Wilcoxon Matched-Pairs Signed-Ranks Test are reported in Table 2. After analyzing the data collected concerning social interaction self-concept, it was discovered that there was a significant change ( $p > .05$ ). As a result of these findings, the null hypothesis was rejected.

The results of this study did not support both of the null hypotheses. Even though Hypothesis 1 was accepted and Hypothesis 2 was rejected, there was an interesting interaction. The students' overall social interaction and perception of themselves improved past the point of significance, and the students' self-concept of their academic behavior

improved and approached significance.

An item analysis of the Target Behavior indicated that the five most prominent ideal behaviors on the pre-test were: 1) scores high on arithmetic, 2) works until the job is finished, 3) scores high in spelling, 4) gets work done on time, and 5) scores high in reading; Table 3. The five least favorite behaviors or accomplishments chosen were: 1) disturbs neighbors by making noises, 2) pokes or hits classmates, 3) throws objects in class, 4) often taps foot, fingers or pencil, and 5) talks without permission. The five characteristics that were designated as being most important on the post-test were: 1) scores high in reading, 2) scores high in arithmetic, 3) works until job is finished, 4) gets work done on time, and 5) scores high in English. The five characteristics to be chosen least often were: 1) tips chair often, 2) plays with objects while working, 3) disturbs neighbors by making noises, 4) throws objects in class, and 5) talks without permission and walks around room during study time.

The academic skills of the students did improve as the self-concept of academic behavior and overall perception of social interaction and self improved. The evidence of improved academic skills was observed by work performance on some students and by both improved work and an increase in Wide Range Achievement scores on other students.

The discrepancy of scores, displayed in Tables 1 and 2, is sometimes good in the delinquent type population. This discrepancy may mean that these students have suddenly realized that being deficit in a certain area is not good and they want to change. This discrepancy then would mean that change is appropriate and growth is occurring, which indicates that the students are improving.

TABLE 1

Target Behavior  
 Number of Subjects = 42  
 Wilcoxon Matched-Pairs Signed-Ranks Test

Student Number	Pre-Test Scores	Post-Test Scores	Difference	Rank of Difference	Rank with less frequent sign
1	121	136	- 15	- 4	4
2	154	56	98	36.5	
3	186	150	36	18	
4	48	30	18	9	
5	174	207	- 33	-17	17
6	198	146	52	22	
7	116	168	- 52	-22	22
8	246	21	225	41	
9	145	84	61	25	
10	136	54	82	30	
11	80	108	- 28	-14	14
12	228	138	90	34.5	
13	80	76	4	1	
14	142	158	- 16	- 5.5	5.5
15	102	102	0		
16	262	172	90	34.5	
17	168	150	18	9	
18	234	150	84	31	
19	118	136	- 18	- 9	9
20	180	82	98	36.5	
21	155	138	17	7	
22	64	149	- 85	-32	32
23	140	206	- 66	-26	26
24	206	166	40	20	
25	34	156	-122	-40	40

TABLE 1 CONTINUED

Student Number	Pre-Test Scores	Post-Test Scores	Difference	Rank of Difference	Rank with less frequent sign
26	236	316	- 80	-28.5	28.5
27	264	258	6	2	
28	208	148	60	24	
29	46	84	- 38	-19	19
30	238	126	112	39	
31	190	278	- 88	-33	33
32	224	214	10	3	
33	58	110	- 52	-22	22
34	80	102	- 22	12	
35	100	20	80	28.5	
36	126	194	- 68	-27	27
37	129	156	- 27	-13	13
38	172	202	- 30	-15.5	15.5
39	72	88	- 16	- 5.5	5.5
40	156	266	-110	-38	38
41	178	198	- 20	-11	11
42	50	80	- 30	-15.5	15.5

Less frequent number of sign = 21

T = 397.5

If the score increases on this test it means that the self-concept is getting worse, and if it gets smaller it is improving.

TABLE 2

Piers-Harris Children's Self-Concept Scale  
 Number of Subjects = 42

Student Number	Wilcoxon Matched-Pairs Signed-Ranks Test		Rank of Difference	Rank with less Frequent Sign
	Pre-Test Scores	Post-Test Scores		
1	52	55	- 3	-11.5
2	56	57	- 1	- 2.5
3	50	52	- 2	- 7
4	59	66	- 7	-23
5	45	50	- 5	-17
6	55	60	- 5	-17
7	56	56	0	
8	57	64	- 7	-23
9	45	59	-14	-37.5
10	44	51	- 7	-23
11	48	54	- 6	-20
12	26	29	- 3	-11.5
13	41	42	- 1	- 2.5
14	44	46	- 2	- 7
15	55	56	0	
16	38	46	- 8	-25.5
17	49	58	- 9	-28
18	35	44	- 9	-28
19	51	40	11	33.5
20	34	53	-19	-40
21	51	61	-10	-31
22	52	53	- 1	- 2.5
23	52	54	- 2	- 7
24	27	37	-10	-31
25	31	40	- 9	-28

33.5

TABLE 2 CONTINUED

Student Number	Pre-Test Scores	Post-Test Scores	Difference	Rank of Difference	Rank with less Frequent Sign
26	50	46	4	14.5	14.5
27	43	45	-2	-7	
28	42	46	-4	-14.5	
29	47	59	-12	-35.5	
30	37	47	-10	-31	
31	51	43	8	25.5	25.5
32	41	53	-12	-35.5	
33	53	52	-1	-2.5	
34	61	67	-6	-20	
35	62	67	-5	-17	
36	22	25	-3	-11.5	
37	29	32	-3	-11.5	
38	46	52	-6	-20	
39	55	69	-14	-37.5	
40	48	59	-11	-33.5	
41	27	42	-15	-39	
42	50	52	-2	-7	

Less frequent number of sign = 37

T = 73.5

If the score increases on this scale it means that the self-concept is improving, and if it gets smaller it is getting worse.

TABLE 3

## Item Analysis of the Target Behavior

Ideal Behavior	Pre-Test		Post-Test	
	Mean Score	Rank Score	Mean Score	Rank Score
1. Gets work done on time	3.41	4	3.60	6
2. Pokes or hits classmates	6.71	24	4.26	13
3. Out of seat without permission	6.36	20	6.07	18
4. Scores high in spelling	3.26	3	3.36	4
5. Plays with objects while working	6.19	18	6.36	24
6. Scores high in reading	3.48	5	2.67	1
7. Disturbs neighbors by making noises	6.80	25	6.33	23
8. Is quiet during classtime	4.64	13	4.52	14
9. Tips chair often	5.69	16	6.38	25
10. Follows directions	3.64	6	4.00	10
11. Smiles frequently	4.33	12	3.83	9
12. Often taps foot, fingers or pencil	6.43	22	5.98	17



TABLE 3 CONTINUED

	Pre-Test Mean Score	Pre-Test Rank Score	Post-Test Mean Score	Post-Test Rank Score
13. Pays attention to work	3.80	8	3.74	8
14. Works slowly	5.62	15	6.19	19
15. Throws objects in class	6.48	23	6.26	22
16. Reads well orally	4.10	11	3.69	7
17. Talks to classmates often	5.33	14	5.45	15
18. Scores high in English	3.69	7	3.57	5
19. Talks without permission	6.40	21	6.24	20.5
20. Rocks in chair	6.17	17	5.95	16
21. Scores high in arithmetic	2.79	1	3.02	2
22. Asks teacher questions	4.00	9	4.14	12
23. Uses free time to read or study	4.05	10	4.07	11
24. Works until the job is finished	3.17	2	3.17	3
25. Walks around room during study time	6.29	19	6.24	20.5

## CHAPTER 5

## SUMMARY AND IMPLICATION

The purpose of this study was to study the effect of the resource room placement upon the self-concept, both academic and social, of institutionalized delinquents. After reading the studies concerning students and self-concept, it was discovered that there were very few directly relating to delinquents. There is a definite need for well designed studies that will provide data on this issue. Particularly the issue concerned with at this time is the interaction between the self reporting of academic and social self-concepts in the life of a delinquent.

Subjects were placed in the resource room if, after being administered the Wide Range Achievement Test (WRAT) and/or the Standard Achievement Test (SAT), they scored below the fifth grade level in one or more areas. Upon entering the resource room they were individually administered the Target Behavior kit (academic behavior) and the Piers-Harris Children's Self Concept Scale (social interaction and perception of self). These two instruments of measurement were used to establish a baseline immediately in order to observe if there were any change over the five month period.

After the data had been collected the Wilcoxon Matched-Pairs Signed-Ranks Test was used to test the following null hypotheses:

1. There will be no significant difference between the self-reported pre- and post-test scores of the Target Behavior kit (academic behavior).
2. There will be no significant difference between the self-reported pre- and post-test scores of the

Piers-Harris Children's Self-Concept Scale (perception of social interaction and self).

The Wilcoxon Matched-Pairs Signed-Ranks Test revealed that there was significant change in the Piers-Harris Children's Self-Concept Scale scores. As a result, Hypothesis 2 was rejected. However, Hypothesis 1 was upheld by the results on the Wilcoxon Matched-Pairs Signed-Ranks Test, which did not reveal enough change to result in a significant change over the five month period.

There was a positive shift of improvement in the scores concerning the Target Behavior kit even though it did not reach the point of significance. Both the Target Behavior and the Piers-Harris Children's Self-Concept Scale scores indicated signs of growth and improvement even though Target Behavior scores did not improve past the ( $p > .05$ ).

Because the area of research concerning delinquents and self-concept is so new, there are several areas that could be researched. However, one thing that should be done first is norm the tests, like the ones used and many others, to delinquent populations as well as the so called "normal" population. This would allow for a cross-comparison of the two different populations. These tests should be correlated also by making a differentiation between sexes. Secondly, I would like to try to establish a control and non-control group and use either a reporting system to home, or more likely, arrange with lodge staff to make positive comments concerning the student's efforts at school. Also I would like to consider the views of teachers in correction in comparison to the self-reporting views of students with testing to observe the student's improvement in academic performance.

As proven in this research, delinquents self-concept can be improved in both the overall self-concept and academic self-concept, even though both did not reach significance. Much research and work should be done to see what possibilities do exist in this area.

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APPENDIX A

Q-Sort Test and Analysis Sheet







