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Evaluating "Peer mobilization" Films as a Tool in Altering Self Concept

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EVALUATING "PEER MOBILIZATION" FILMS

AS A TOOL

IN ALTERING SELF CONCEPT

by

Leslie Larson
Mary Morton

A report on a practicum submitted in partial
fulfillment of the requirements for the degree of

MASTER OF SOCIAL WORK

Portland State University
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APPROVED:

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INTRODUCTION

The premise that schools in general and the social science curriculum in particular can and should be incorporated in preventive mental health programs is strongly suggested through arguments ranging from clear statements of function such as "one of the four major functions of the educative process is the development of emotional well being" (1, p. 72) to more general statements that the teaching of social science naturally lends itself to a "sensible design for a program in self understanding that would serve preventive purposes." (2, p. 572)

The potential of films in a school based program of primary prevention has been pointed out by Wylie who cites evidence that suggests "films may have had a tendency to effect self-regarding attutudes" (3, p. 164) and Long who states specifically that a preventive mental health program should include "examples taken from literature or films." (2, p. 573)

The Peer Mobilization Program is a film series which attempts to teach about human behavior and to utilize the school setting in a preventive mental health program. "This program is designed to...reduce management problems within the classroom and to enhance the mental health of children." (4) The film series consists of nine short, two to six minute sixteen millimeter color sound films. Topics of the films are Conditioning, Bully, Shy, Rules, Tattling,

Anger, Fear, Stealing, and Daydreaming. The films are accompanied by a manual intended for use by a teacher, principal, counselor, nurse, social worker or psychologist. The producer of the program anticipates the films will have impact on children at three levels. At the cognitive level it is believed that children learn "basic principles of human behavior." At the affective level the program enhances "compassion and self acceptance." The impact at the third level, called "reality" by the producer, is believed to result in increased "emotional honesty." (4)

The authors' belief that the school setting should be utilized in preventive mental health programs and that the Peer Mobilization Program provides a useful model for such efforts led to the decision to evaluate the effectiveness of the films.

Initially, it was thought that an instrument measuring behavioral change could be used in the research. Such instruments were found to be unmanageable in our circumstances because they demanded more time of teachers than was tolerable. Additionally, the authors' theoretical orientation regarding self concept lead to preference for a self concept scale. The reason for this preference is clearly stated by Wylie,

> As is well known, self concept theorists (phenomenological) believe that we cannot understand and predict human behavior without knowledge of the subject's conscious perception of his environment, and of his self as he sees it in relation to the environment. (3, p. 6)

Consequently, it was decided that a self concept scale, the Self Concept and Motivation Inventory, would be utilized.*

*Hereafter the Self Concept and Motivation Inventory will be identified as the SCAMIN.

HYPOTHESIS

The following null-hypothesis was postulated. The self concept, as measured by SCAMIN, of children who have experienced the Peer Mobilization Program is not significantly different from the self concept of children who have not experienced the program.

RESEARCH DESIGN

Selection of Research Site

Three conditions were considered as necessary in the selection of a research population.

First, it was necessary to select a school which had purchased and intended to use the Peer Mobilization Program. This condition may compromise the validity of the research in that the decision to purchase a mental health program implies a concern with and awareness of mental health problems which could result in the sample population having an atypical school experience.

Secondly, it was necessary to locate a school which was situated geographically in such a place that accessability was not unduly restricted by travel and time problems.

Third, to be considered as a possible site for the research the school administration needed to demonstrate interest in research and evaluation of its' program. This condition may also compromise the validity of the research in that willingness to participate in such research may reflect an unusual concern with mental health as well as a belief that mental health problems are being dealt

with effectively. The James Templeton Elementary School in Tigard, Oregon was selected as a site which met the elementary conditions described above.

Selection of Research Population

The decision as to which students would comprise the research population was made by the school counselor at James Templeton Elementary School. It was his responsibility to present the Peer Mobilization Program in the school and consequently the decision as to which children would be involved in the research was assigned to him.

After it was decided that the research population would consist of the entire sixth grade class the experimental and control groups were selected. To avoid the sampling bias interjected by selection of students on an individual basis and for reasons of administrative convenience it was decided that all the members of two of the four sixth grade classes would be designated experimental subjects and all the members of the two remaining classes would comprise the control group.

The selection of experimental subjects and control subjects was not done randomly. The selection process involved discussions between teachers and counselor and the major consideration was scheduling convenience.

Description of Research Population

It is the impression of the authors' that the school selected as the research site, the James Templeton Elementary School, does

differ from the average or typical school both in awareness of mental health problems and feeling of being successful in dealing with mental health problems. These differences are specifically reflected in the use of teaching methods suggested by Glasser and the attitude of the administration, counselors and teachers that the Peer Mobilization Program is an addition to an already successful program.

James Templeton Elementary School is a modern facility located in a middle class residential area. The building is divided into two wings which are connected by a covered walkway.

The four sixth grade classes are housed in a complex of four rooms separated by dividers which can be opened to create one large center for group activities. The sixth grade classrooms are furnished with chairs and tables with four to six students at each table.

It is the opinion of the school counselor that the population served by James Templeton Elementary School is "solidly middle class." This observation is supported by the following facts. In March of 1973 when 590 students were enrolled only twelve students were participating in the free lunch program. A school secretary estimated that of the 590 students all but "about a dozen families" lived in single family residences. An additional characteristic of the student population is the unusual stability suggested by an annual student turnover rate estimated to be four per cent.

The students at James Templeton Elementary School are characterized by the school counselor as being "sophisticated regarding psychological issues." For example, with the exception of new students, the children involved in this research have had four years of

experience in "group problem solving" in the classroom.

The teacher-student ratio for the entire school is 1-25 and for the sixth grade it is 1-28. These ratios do not include the reading specialist, speech therapist, counselor, librarian, music teachers, and two full time teacher aides.

Test Instrument and Administration

The decision to use the SCAMIN was made after examination of available self concept measures and after consultation with two professors of educational psychology at Oregon College of Education. Its use was suggested on the basis of their knowledge of the test and of the film series used in the research.

The SCAMIN was developed by George M. Farrah, Norman J. Melchus, and William Reitz and was copyrighted in 1968 under the incorporated name of Person-O-Metrics. Reliability of the SCAMIN is estimated by the authors as .83. A search of the literature failed to reveal evidence which would contradict this estimate.

The issue of the validity of self concept tests is considered in the review of literature included in this paper.

The SCAMIN is a self concept scale which may be administered to individuals or to groups. It requires no reading on the part of the respondent and time in administering it is not a significant factor.

The test was administered twice during the course of this research. Both times it was administered to all the research subjects, experimental and control, and both times the test items were read

by the same person. The testing was done in the four room complex which houses the sixth grade students of James Templeton Elementary School.

The SCAMIN is composed of a series of questions prefaced by "What face would you wear if..." The response sheets consist of a series of five faces, ranging from happy appearing to sad appearing, for each test question. Test respondents are instructed to mark with a pencil the nose of the face which most nearly reflects their feelings in response to each test item.*

The SCAMIN produces scores on twelve different scales. In this research the self concept scale, the academic self scale, and the peer support scale are considered.

REVIEW OF THE LITERATURE

Toward Developing a Working Definition of Self Concept

Theorists have been struggling with the construct of "self" for centuries. As early as man began recording philosophic thought there have been indications of the speculations made around the unique part of man which is separated from his physical being. Translations of pre-Socratic writings provided the concepts of "soul" and "psyche". (5, p.9) These concepts became the nucleus for other early thinkers who developed the mind-body idea and provided a basis for future efforts to understand the human being.

Although it is generally accepted that the development of the "self concept" of an individual begins with the birth of a human

*A sample copy of the SCAMIN test response sheets is included in the appendix of this paper.

being and continues throughout life (6, p. 16; 7, p. 575) there
is less agreement as to the meaning of the phrase. In order to
establish criterion for the present study it will be necessary to
consider the development of the use of the term self concept.
The interchangeable use of the terms self and self concept needs
also to be explored briefly. By considering these two topics we will
establish a working definition for this research project.

Historical Development of Self Concept Theories

It is not the intent of this paper to provide an indepth histor-
ical background of self concept theories but a brief summary will
be offered.

In the late 1800's William James, American philosopher and
psychologist, appears as the first to give consideration to the
self as being important to the development of total understanding
of the psychology of man. James believed in the separation of the
"I" from the "ME" as had been distinguished by previous thinkers.
"ME" being the self as known, the "empirical ego"... and "I"
being the self as knower, the "pure ego." (8, p. 43; 9, p.5) An
important dimension added by James' thinking was the consideration
that man "has as many different social selves as there are distinct
groups of persons about whose opinion he cares." (8, p. 46)
About the same time George Herbert Mead, a social psychologist, was
developing his theories which credit interpersonal relationships
as being basic to enculturation and the development of self. (10, p. 15)

At the turn of the century and for the next few decades,
while American psychology was entrenched in behavioristic thinking

and gave little thought to self or self concept, Freud in Europe was presenting his psychoanalytic theory.

Freud's theory proposed that the personality is made up of the id, the ego, and the super-ego. Although integral to the whole personality the three are often studied separately. The id is the source of the pleasure seeking implusive behavior of man. The ego relates to reality and serves to regulate behavior toward postponment of satisfaction of instinctual drives. The super ego is often considered synonomous with the conscience and as such strives for perfection. It is Freud's construct of "ego" that approaches the definition of self concept (11, p. 186) and it was his introduction of a "self-referrant" which enabled other thinkers to move ahead in dealing with unconscious material in relation to self. (5, p. 738)

In summarizing the effect of Freudian theory upon American psychology authors David Shakow and David Rapaport state they believe the influence was great but that true understanding of Freudian theory has been absent. Lindzey and Aronson (12, p. 290) suggest that the benefits of this influence may be in debate but the existence of the influence is no longer in question. The influence of the non-phenomenal criteria on what was previously considered and measured as conscious and thus known to the individual has increased the difficulty not only in understanding the construct of self concept but also in developing accurate measurements.

As stated above, American psychologists had been deeply entrenched in the behavioristic model which concerns itself with observable data. They were, however, beginning to see phenomenon in their

clinical work which could not be explained by their limiting theories.
Slowly American psychology acknowledged and incorporated some of the
psychoanalytic thinking proposed by Freud.

This phenomenon was illustrated by Raimey in 1948 when he
first utilized the term self concept in describing his clinical
observations. Raimey defined self concept as,

> a learned perceptual system which not only influences
> behavior but is itself altered and restructured by behavior
> and unsatisfied needs and may have little or no relation-
> ship to external reality. (13, p. VI)

The development of self concept definitions, then, began
with the division of theoretical schools upon which it is based.
As has been noted the psychoanalytic theory posites a non-phenomenal
or unconcious base and can be seen at one end of the specturm while
behavioristic theory with its phenomenal or conscious base can be
found at the opposite extreme. According to Wylie the term self
concept is most generally linked to the phenomenal self and as such
is more easily measured. (3) Although it does seem to be true that
most of the empirical studies have been done around the phenomenal
self the theorists have continued to develop ideas which include
non-phenomenal material.

Adler developed a theory generally know as Individual Psychol-
ogy. Adler saw man as always striving for perfection as reflected
through other individuals. Self-appraisal, according to Adler, was
a constant search for a style of life compatable with his perception
of himself in relation to others and to his culture. Self concept
is defined in terms of life style which is based upon an evaluation
of self and society. (14, p. 123)

A group of psychoanalyists labled "neo-Freudian" have been influencial in adding new dimensions to the consideration of self concept. Erick Fromm and Karen Horney, for example, both developed concepts incorporating the effect of social influence in establishing patterns of personality.

Harry Stack Sullivan, an American psychoanalyist, talks of the personified self as that part of the self-system which is reflected in statements pertaining to the subject, "I", and as such it is a source of communicated information, as contrasted with other information about the person's self-system which must necessarily be inferred. What the informant can tell about his self-system is the content of the personified self. (15, p. 178) The self concept, according to Sullivan, is developed from reflected appraisals of significant others in the child's life. (11, p. 188)

Carl Rogers, an American who has developed a client oriented philosophy of psychotherapy, has a holistic approach. He sees the self or self concept (Rogers uses the terms synonomymously) as referring to the "organized, consistent, conceptual gestalt composed of perceptions of the characteristics of the "I" or "me" and the perceptions of the relationship of the "I" or "me" to others and the various aspects of life, together with the values attached to these perceptions." (16, p. 245)

Another who has given much consideration to self and/or self concept is Erick Erickson who talks about an integrated set of themes which establish "ego identity." To Erickson "ego identity" is developed through a process in which

his sense of identity is confirmed to some degree by the perceptions and treatments of him by other people, congruent with and based partly upon the role structure that exists in society. (17, p. 105)

A search of the literature has revealed almost as many theories of self and/or self concept as there are theorists. True differences in the meaning of the terms self and self concept are obfuscated by the interchange of use made by authors and theorists. Following a comprehensive review done in 1961 Ruth Wylie states

When one reads the empirical literature pertaining to self concept theories one finds that a bewildering array of hypothesis, measuring instruments, and research designs has been used (and) the theories are in many ways ambiguous, imcomplete, and overlapping and no one theory has received a large amount of empirical exploration. (3, p. 3)

Additional work done by Coller in 1971 brings him to much the same conclusion. Coller states,

That the self literature is not only vast but confusing was demonstrated in the first part of this paper, which examined highlights of self theory. (9, p. 64)

We will leave it to other authors to continue a search for a definitive explanation of self concept. It is important for our purposes to understand there are many ways to approach the concept depending upon the theoretical beginnings as well as the focus of the research.

Don C. Charles, an educator exploring personality and development, proposes a basis for self concept theory which is acceptable for use in this research

While the self concept is unique and personal, it derives from social experience. A person sees himself as a success or a failure only in relation to his experience with others, or in the way those experiences have been interpreted for him. (18, p. 71)

Peer and Significant Other Influence in the Development of Self Concept

Arthur Combs, a proponent of a humanistic approach which incorp-
orates some concepts from non-phenominal theory as well as behavioristic
theory, in an article entitled "Humanizing Education: The Person
in the Process," summarizes the importance of interaction within
a school setting.

> Students do not park their self concepts at the door, they
> bring them right on into class with them. What we do with
> these students, even when we are teaching math, or science,
> geography, music or physical education is also teaching them
> who they are and what they are, for it is people we teach,
> not just subject matter. We are affecting people's concepts
> of themselves positively or negatively or not at all in
> every contact we have with them. Whats more this happens
> whether we know it or not. (19 pp. 80-81)

In discussing the classroom as a logical place for preventive

mental health, Charles states,

> Even children in the lower grades can grasp the ideas
> of why people feel as they do, and why certain behaviors
> can be expected in fear, anger, frustration, and the like.
> They can learn in class about healthy and unhealthy ways
> of expressing emotion, and can even help and support one
> another in learning to understand, control, and channel
> their emotions. (18, p. 85)

Sears and Sherman argue that children of ages five to twelve
or thirteen spend a large proportion of their waking hours in
school, and there develop under guidance their reasoning and
inquiry skills, find their place and their influence in a group
of children their own age, and develop their own senses of
competence in relation to real work. (20, p. 2) Charles stesses
the importance of peer support...

> by late childhood most of the rules by which children
> live are formulated by peers with little reference to

parents and teachers...children are intensly concerned with having the "right" perceptions--right being that of the peer group. (18, p. 66)

Thus, we see the importance of being aware of the needs of children, the effect of peer and significant other influence, and the utilization of the school setting as a natural place for the enhancement of self concept.

Altering Self Concept

It becomes clear that in the current period of psychological history almost every statement about self or self concept includes some mention of interaction, whether it be individual, eg, peer, or social, eg, family, as being important to the development of and essential to change in a person's perception of himself. Statements such as,

Any discussion of self-development returns to a discussion of the growth of personality within the home and in the educational framework. A child's confidence, imagination, and sense of well-being develops slowly and gradually every day that he lives. If he is approved of he gains confidence., (7, p.575)

and from Jersild the following,

Each person's self is something individual, yet it has a social origin. This fact has important meanings for education because many of the strongest social influences are brought to bear upon the child by way of his experiences at school., (6, p. 11)

emphasize the importance of interpersonal transactions in the development of self concept.

Jersild goes on to discuss changing self concept by saying,

The self is acquired. It is not readily made. It develops as a person, with all his inborn abilities and tendencies

and all that is inherent in his make-up, meets up with the experiences of life. (6, p. 16) The self is both constant and changeable. (6, p. 9) Thus, while the self is a continuously growing and changing phenomenon, it is also, paradoxically strongly geared to prevent growth and change. A person seeks to preserve his selfhood even though it is based on false premises. (6, p. 19)

Other authors develop the idea thus,

A person needs to think well of himself and be in fairly continuous rewarding relationship with life and people in order to avoid the stress of lowered self-esteem., (7, p. 574)

and

The small child looses self-esteem when he loses love and attains it when he regains love. That is what makes children educable. Every feeling of guilt lowers self-esteem; every fulfillment of ideals raises it. (21, p. 41)

For phenomenologists the problem of changing behavior is really one of assisting the child to perceive things differently, of enabling him to see the possibility of more effective relationships. (11, p.188) Rogers utilizes this concept and observes that during psychotherapy a client's self concept generally changes, the way he perceives himself becomes different. (16, p. 245)

Wylie summarizes effects of fifteen experiments where success or failure was a controlled variable stating

under certain circumstances the subjects will change their self-evaluations after experimentally induced success or failure. There is some evidence that changes in self-rating upward after success are more frequent than are changes downward after failure. (3, p. 198)

Research such as this produces results valuable to those who work with children and such results have particular significance for this research. Of greater significance for this research is Wylie's statement that "A person's presented level of self-respect

is of great importance in predicting his behavior." (3, p. 184)
There is relevance then in measuring self concept while the subjects
are involved in a therapeutic experience such as established for
this study.

Methods of Measuring Self Concept

Despite the continued emphasis in the literature on
the self concept as an important factor in the study of
human behavior and experience, there has been astonishingly
little experimental work reported. A probable reason for
the dearth of studies is the difficulty in developing
effective measurement techniques that can give rich and
objective information about the individual's self concept.
(14, p. 491)

As with the development of the definition of self concept
the frames of reference of measuring self concept range from the
objective or mechanistic point of view to the subjective or
perceptual point of view. Dinkmeyer examines the differences,

When we use the objective approach sometimes also
referred to as stimulus-response psychology, we attempt
to explain behavior in terms of set stimuli to which the
individual appears to be reacting. This has been a
fairly useful means of obtaining information about "average"
or "normal" behavior and many significant statistical
studies have been built upon this approach. The subjective
approach starts with the assumption that behavior is
purposeful and caused and that people behave as they do
because of the way things seem to them, and not soley because
of set external stimuli. (11, p. 181)

Testing of self concept continues to be complicated by the
different approaches taken by theorists. Ruth Wylie suggests,

We would like to assume that the subject's self-report
responses are determined by his phenomenal field. However,
we know that it would be naive to take this for granted,
since it is obvious that such responses may also be
influenced by (a) subjects intent to select what he wishes
to reveal to the experimenter; (b) subjects intent to say
that he has attitudes or perceptions which he does not have;

(c) subjects response habits, particularly those involving
introspection and the use of language; (d) a host of
situational and methodological factors which may not only
induce variations in (a), (b), and (c), but may exert other
more superficial influences in the responses obtained.
(3, p. 24)

Liebert and Spiegler resolve the dilemma thus, "Direct self-
reports are useful in many circumstances both conceptually and as
real predictors of behavior.", and Dement as quoted by them

We accept...these concepts without qualification because
long experience has shown over and over that they do
correlate with observable events in the real world...
rigorous proof appears hardly necessary in view of the
obvious utility of assuming that his feelings are real.
(16, p. 37)

In view of the problems inherent in any effort to measure
self concept and change in self concept the author's believe that
the SCAMIN offers a self concept scale which is as valid as any
presently available.

DISCUSSION OF DATA

Test Scales

This study was conducted to evaluate the effectiveness of the
Peer Mobilization film series as a preventive mental health tool
when used with elementary school children at the sixth grade level.
A test which generates a self concept scale, the SCAMIN, was
employed to measure the effects of the Peer Mobilization film series.
In addition to self concept two other scales generated by the SCAMIN
were considered. These are "Peers and siblings as source of support
climate" and the "Academic self" scales.

The manual for interpretation of the SCAMIN defines these scales thus:

SELF CONCEPT is made up of "role expectations"—the positive acceptance of the aspirations and demands that the student thinks others—significant others—expect of him, and self adequacy—the positive regard with which a student views his present and future probabilities of success.

PEERS AND SIBLINGS AS SOURCE OF SUPPORT CLIMATE —Peers and siblings are included in the author's definition of significant others as—parents, siblings, peers, teachers, and sometimes, neighbors, adult relatives and friends of the family which have an impact on the child's life. The student views his significant others as models for his behavior. They confer the approval and disapproval that seems to matter. Significant others tell the student in many ways what he is and how he is expected to act. They establish a climate which threatens or supports.

THE ACADEMIC SELF implies the standard of an ideal self which is included with significant others. Some expectations, standards, needs, and fears become internalized so that their source of support seems to be part of the conscience, super-ego, or self.

The authors of this paper assume that the occurrence of significant change in these scales among students who experienced the Peer Mobilization film series would provide reason for rejecting the null-hypothesis stated earlier in this paper.

Subjects

The subjects of this research consisted of an experimental and control group of sixth grade students. The total population of the four classrooms involved in the research was one hundred six students. Forty-seven of the experimental subjects were administered the pretest and forty-one of them were administered the post-test. Fifty members of the control group were administered the pre-test and forty-one were present when the post-test was administered. The loss

of subjects is not believed to compromise the findings. Subjects were lost because of absence from school due to illness and because of school activities which removed them from the classroom at the time of the testing. Students were not aware of the time of testing until after their arrival at school on the day testing was scheduled.

Scoring

The subject's test response sheets were scored manually. Random rechecking of ten per cent of the response sheets revealed no errors in scoring. A computer program generating a t test of the significance of the differences between means was used in evaluating the data.

Results

Differences between means were established by subtracting post-film test score means from pre-film test score means. The t scores were computed for the differences between the control group and the experimental group means. A t score of 1.99, 80df, $p<.05$ was determined.

Within these parameters no significant differences were found. However, two t scores, that of the Self Concept scale and the Peers and Siblings as Source of Support Climate scale, approached the .05 level of significance. The t score for the Self Concept scale was 1.814 and the t score for the Peers and Siblings as Source of Support Climate scale was 1.945.

The author's wish to note that t tests for two of the SCAMIN scales did reflect a statistically significant change. These

scales were Academic Motivation, $t = 1.988$, and Achievement Investment, $t = 2.085$. The t values for all of the SCAMIN scales are reported in the summary of statistics included in the appendix of this paper.

Conclusions

The results of this research do not reject the null-hypotheses previously stated in this paper. No significant change occurred in the self concept of the children who experienced the Peer Mobilization film series.

In addition to the conditions previously identified as restricting the validity of the results the authors feel there are additional factors which must be considered.

First, the post-test was administered one week after the completion of the film series and the entire film series was presented in a four month period. Since self concept develops and changes progressively a longer time frame for presenting the films and a longer period between completion of the series and post-testing might have resulted in different findings.

An additional fact which must be considered is that children in the sixth grade are at the upper age limit of students for which the films are designed. This fact may account for the lack of enthusiasm which was reported by the school counselor as characteristic of student response to the films.

It is believed by the authors that a definitive statement about the effectiveness of the Peer Mobilization film series cannot be made until similar research is conducted with subjects who are of

varying ages and of diverse socio-economic levels. Additionally,
it seems advisable to conduct this research in a school that has
not previously emphasized preventive mental health programs because
the school experience of the subjects of this research has been
designed to enhance their emotional as well as cognitive capacities.
It seems possible that these students have approached the upper limit
of their ability to benefit from school based preventive mental
health efforts.

The factors discussed above lead the authors to make two
recommendations for the future use of the Peer Mobilization program
at the James Templeton Elementary School. The first is that the
program be used with students at grade levels three, four, and five.
The second is that the films be presented at regular time intervals
during the course of an entire academic year. It is believed that
implimentation of these recommendations would maximize the effect-
iveness of the Peer Mobilization program.

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APPENDIX

Summary of Statistics

Column A: Mean differences of control subject's SCAMIN, Pre-film minus post film

Column B: Mean differences of experimental subject's SCAMIN scores

Column C: Standard deviations

Column D: t values for SCAMIN scales

	A	B	C	D
*1	0.853	2.390	5.1923	-1.339
2	-0.975	1.780	5.9833	-2.085
3	-1.780	0.682	6.1986	-1.799
4	-0.585	0.951	4.7590	-1.461
5	0.195	4.195	9.1069	-1.988
6	-2.243	1.609	9.6185	-1.814
7	-0.390	0.195	2.9962	-0.884
8	0.219	0.146	2.4498	0.135
9	-0.024	1.073	2.5538	-1.945
10	0.731	-1.170	7.4244	1.160
11	-0.536	0.000	2.8639	-0.848
12	0.365	0.658	3.1794	-0.416

*This key identifies the SCAMIN scales for which data is presented above.

Row 1. Achievement Needs
Row 2. Achievement Investment
Row 3. Role Expectations
Row 4. Self Adequacy
Row 5. Motivation
Row 6. Self Concept
Row 7. Parents as Source of Support Climate
Row 8. Teachers as Source of Support Climate
Row 9. Peers and Siblings as Source of Support Climate
Row 10. Academic Self
Row 11. Academic Activity Climate
Row 12. School Support Climate

Print name: _____   Date: ___ ___

School: _____ Teacher: _____ Grade: ____

What Face Would You Wear?

Sample:

DARKEN A NOSE
ON THE FACE YOU CHOOSE.

PENCIL ONLY.

13
14
15
16
17
18
19
20
21
22
23
24

G/A.N.

UTILITY FORM 3433

OVER

G/A.N.
+F.A.
MOT.
F.A.

SEMESTER		F.	Sp.	Su.	
SEX		B.	G.		
GRADE		1	2	3	4	5	6	7	S
6		0	1	2	3	4	5	6	7	8	9
5		0	1	2	3	4	5	6	7	8	9
4		0	1	2	3	4	5	6	7	8	9
3		0	1	2	3	4	5	6	7	8	9
2		0	1	2	3	4	5	6	7	8	9
1		0	1	2	3	4	5	6	7	8	9

STUDENT NUMBER

25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48

R. E.

R. E.
+ S.A.
S.A.