

1974

The effect of alternate schooling on the self-concept

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The effect of alternate schooling on the self-concept

Abstract

In teaching, traditionally the nature of the learner has had little to do with what we decided to teach him (Weinstein, 1974). Existential psychology has taken a more individual view of behavior. the existential researcher cannot see the person from outside that person's world. He makes an effort to see the person's world as that person sees it. Existential psychology has attacked the idea of interpreting individual behavior in terms of abstract general laws Each person is dealt with as a unique person. (May,, 1958)

The effect of alternate schooling
on the self-concept

by

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A Research Paper Submitted to the
Department of Educational Psychology
in Partial Fulfillment of the
Requirements for the Degree of
MASTER OF ARTS

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Cedar Falls, Iowa

1976

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Entitled: The Effect of Alternate Schooling on the Self-concept

has been approved as meeting the research paper requirement for the
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INTRODUCTION

In teaching, traditionally the nature of the learner has had little to do with what we decided to teach him (Weinstein, 1974). Existential psychology has taken a more individual view of behavior. The existential researcher cannot see the person from outside that person's world. He makes an effort to see the person's world as that person sees it. Existential psychology has attacked the idea of interpreting individual behavior in terms of abstract general laws. Each person is dealt with as a unique person. (May, 1958)

In the past, education has not taken this view of individual behavior. In the traditional school setting the student is grouped with other students of similar age ranges. Instruction has been aimed at the group of students. Each student was expected to learn in the same manner. Students who did not learn under these conditions had no alternative to dropping out of school.

The results from a survey of Iowa public schools indicated that during the 1963-64 school year 7,242 pupils in grades K-12 dropped out of school. This would mean that 15 children out of every 100 who enrolled in kindergarten would not complete the twelveth grade. (Department of Public Instruction, 1965)

Kenneth B. Clark, in his book High School 1980 has stated, "If there are not alternatives to the present system. . . then the possibilities of improvement in public education are limited." Nationally 25% of the students in public education leave school

before graduation. (Watson, 1972, p. 6)

Alternate methods of education have emerged in recent years to meet the needs of students who drop out of school. The underlying philosophy of these methods is in line with the principles of existential psychology indicated above. The instruction in these schools has usually been on an individual basis. Many claims have been made about the effectiveness of alternative programs but the absence of experimental research in this area makes these claims speculative.

Problem

There has been little empirical data to support any claims that alternate education can be a potent influence on the self-concept. (Ruedi and West, 1973) It was the intent of this researcher to provide a more accurate picture of the effects of alternate schooling relative to one major factor: the self-concept. It was the purpose of this study to investigate the effects of alternate schooling on the student's self-concept.

Hypothesis

To examine the problem, the following null hypothesis has emerged: There is no significant difference in the self-concepts, as measured by the Piers-Harris Children's Self Concept Scale, between those students in an alternate education program and those who did not experience alternate education.

Definitions

To facilitate precise communication, the following definitions are used for this study:

1. **Alternate schooling:** Refers to those educational programs that are a departure from the norm of education in the public school system. Educational methods are directed at the individual student in the program, not the group. The system functions as a separate institution. However, the system does not necessarily have to be a physically separate institution.
2. **Self-concept:** Refers to the evaluation which an individual makes and customarily maintains with regard to himself. It is a personal judgement of worthiness that is expressed in attitudes the individual has about himself. (Coopersmith, 1967) This term shall be used synonymously with the term, self-esteem. The total score on the Piers-Harris Children's Self Concept Scale shall be used as a numerical evaluation of the self-concept.
3. **Traditional education:** Refers to a school setting in which the student is grouped with other students of similar age ranges. Instructional methods are aimed at the group of students in the classroom.

Limitations

This study was limited to one alternate program developed

in the Waterloo Community School system. This program began simultaneously with the present study and therefore, the programs and the materials used in the programs were not well established. During this period, instructors had been experimenting with different materials in an attempt to find those programs that worked well in the school situation.

The tests were administered by three different instructors in the alternate school. Each teacher gave the Piers-Harris test to those students who were in his class. This researcher gave all the tests to those students in the control group.

The control group used in this study was selected from only one Junior High School in the Waterloo Community Schools, using random number tables to select them. It was assumed by this researcher that this school was representative of all Junior High Schools in the Waterloo system.

REVIEW OF THE LITERATURE

This study is concerned with the effects of alternate schooling on the self-concept. A preview of the related literature indicated five general topics of key importance. These topics were the theoretical base and operation of the self-concept, development of the self-concept, antecedents of the self-concept, environmentally induced changes in the self-concept and major characteristics of alternate schools. Each topic is presented separately in the review of the literature.

Theoretical base and operation

The idea of the self-concept had its origins in the late nineteenth century. The humanistic psychologist William James devoted an entire chapter to the concept of the self in his book, Principles of Psychology. (Coleman, 1972)

Perhaps the leading American proponent of the self-concept today is Carl Rogers. His model of the self is based on five general principles:

1. Each individual exists in a private world of experience of which he - the I, Me or Myself - is the center.
2. The most basic striving of the individual is toward the maintenance, enhancement and actualization of the self.
3. The individual reacts to situations in terms of his unique perceptions of himself and his world. He reacts to "reality" as he perceives it and in ways consistent with his self-concept.
4. Perceived threat to the self is followed by defense, including the narrowing and rigidification of perception and coping behavior and the introduction of self-defense mechanisms.
5. The individual's inner tendencies are toward health and wholeness, and under normal conditions he behaves in rational and constructive ways and chooses pathways toward personal growth and self-actualization.
(Coleman, 1965-66, 1972)

In two separate studies, Festinger, (1957) and Bruner and Goodman (1947) have given special attention to the third and fourth principles of Rogers. They see the individual as capable of selectively preceiving the environment. The individual measures the situations which confront him in his environment with his own personal "yardstick". If these situations threaten his perceptions of himself they cause dissonance. The individual defends himself against this dissonance either by derogating the source or by changing his self-concept to be consistent with the new environmental situations.

Development of the self-concept

As a child develops from birth he is part of a social system. Piaget has said that the child takes on the culture of the group in which he is born. The culture is proscriptive, but as he grows older the child sees fewer black and white issues and more gray ones. He must rationalize why he acts as he does and in turn build his own ethical system. (Piaget, 1954) This view was supported by Coopersmith (1967) in his experimental studies of the antecedents of self-esteem. He found that his subjects generally employed social norms as self values.

The self-concept begins to develop from the moment of birth. The most critical period in its development is the first year of life. Every other year following is of less importance to its formation. (Hamachek, 1965) By the time the individual has reached adolescence his self-image is essentially complete. Behavior after this time of completion of the self-concept is

compulsive. This view is shared by Lecky (1945) who sees the child's concepts of himself as vague and haphazard abstractions and proceeding to more sophistication through the child's personal experiences.

A somewhat less rigid view of the self-concept was presented by Long, Ziller and Henderson (1968). They see the adolescent as changing his self-concept along with changes in the social environment. Self-esteem in subjects increased with increased grade level. This view has been supported by other research. In a study of samples of fourth and sixth grade students using the q-sort technique, there was a greater congruence of self, ideal self in the sixth grade sample than in the fourth grade sample. (Perkins, 1958)

Researchers have found evidence of sex differences in the development of the self-concept. The self-concept of both girls and boys tends to increase with increasing age, until adolescence. Boys continue to increase in self-concept through adolescence to ninth grade. Contrasted to this, girls self-concepts are lowered during the Junior high school years. In high school boys tend to decrease in their self-concept while girls increase in self-concept. These results were obtained using the Self-Social Symbols Tasks instrument developed by the authors, Long, Ziller and Henderson (1968). The lowered self-concepts of girls has been attributed to the social and physical changes that occur during the transition from elementary to junior high school. (Tryon, 1939)

In answering various self-report instruments, there has been some indication that experimental subjects accept and identify

with sex stereotypes. Subjects, both male and female, tended to rate the female unfavorably. Women's real self was more sex typed than men's even though it was less favorable. This was true for subjects over age eight. (Lynn, 1959) (McKee and Sherriffs, 1959)

Antecedents of the self-concept

The first social organization that the child is born into, the family, has been identified as having a very significant effect on the child's self-concept. Rosenberg, (1965) in a study conducted in the mid-sixties, studied a population of 500 high school students. He found weak correlations of social class and ethnic group and the self-concept. The amount of parental concern for the child was significantly related to the self-concept. There was a higher correlation between the responses made by the child and the parent of the same sex cited in two separate studies, one by Sopchak (1952) and the other by Beier and Ratzeburg (1953).

In her extensive review of the literature on the self-concept prior to 1960, Ruth Wylie (1961) has identified some important contributions that the family has on the child's self-concept. Parents have an important influence on the child's self-regard. The standards of conduct by which the child operates and the acceptance of the self in the child are in part parentally determined. The family, in its realistic or unrealistic appraisal of the child's abilities or limitations, determines the child's realistic or unrealistic view of these characteristics. The

child's adequacy of determining his affects on others is in part family determined.

Coopersmith (1967), in his experimental study of 87 children has identified the family characteristics that are associated with children of high self-esteem. These parents are more concerned and attentive toward their children. They tend to structure the child's world around appropriate lines. Children are allowed to make many personal choices and have great freedoms within these structures. Limits to behavior are enforced with consistency. The form of punishment is not severe and is understood by the child. The child learns the limits of his world and can make sense out of them. In this manner he is able to evaluate the consequences of his actions. The child's matriculation into the real world is made easier by these parents. Children raised in this type of environment tend to be more creative and independent. They trust their own judgements in events within an environment that they can understand. Anxiety scores for this high self-esteem group were low. They had a very low rate of psychosomatic symptoms and were able to deal with anxiety well.

The personality theorists whose theories are of a social nature, i.e., Rogers, Murphy, Horney and Adler, have placed a great emphasis on the self-concept. The person with a positive view of himself has been thought to be one that has personal satisfaction and is functioning effectively within his environment. Persons who seek psychological help often see themselves as being inadequate and unworthy. They seem unable to

tolerate even small amounts of anxiety. These people see their life as one that is beyond hope and they feel very inferior. Many times they are unable to give or receive love. They fear rejection from the inadequacies in their lives. The low self-concept person suffers from guilt feelings, shame and depression. They may feel isolated and become withdrawn because of this failure to maintain a close relationship with others. (Coopersmith, 1967)

Research studies have identified several variables which indicate no relationship to the self-concept. Rosenberg (1965) found no relationship between social class to which an individual is born and the self-concept of that individual. He also found no relationship between ethnic background and the self-concept. Coopersmith (1967) has added the size of the family to the list of variables having no relationship to self-concept. He also found no relationship between self-concept and the height and physical attractiveness of the individual. Coopersmith indicates his study was conducted on a sample of male adolescents. He says a longer term study may show physical attractiveness to be significant.

The early environment of the child has an important effect on the development of the self-concept as has already been indicated. One variable that has a very important effect at this time is the mother's attitude toward the child. Coopersmith (1967) has found in his sample of 87 adolescent boys, the mothers of high self-esteem (HSE) children were more accepting of the maternal role than low self-esteem(LSE) children's mothers.

59.4% of HSE mothers accepted their role, compared to 32.3% of LSE mothers. More HSE mothers had a satisfactory relationship with their husband. 93.3% of HSE mothers had satisfactory relationships compared to 76.7% of LSE mothers. 61% of HSE mothers thought they should take a leading role in child rearing compared to 26.5% of LSE mothers. 82.4% of LSE mothers saw childbirth as quite demanding and one that required a long time to recuperate. 54.8% of HSE mothers had this belief.

The following table is a composite of data presented by Coopersmith (1967) in his experimental study of adolescent boys conducted in the 1960's. The numbers represent the percentage of the experimental sample having the characteristic indicated.

Table 1: Characteristic Comparison of High and Low Self-Esteem Subjects

Characteristic	HSE	LSE
First born or only child	57.6	29.7
Child walked at 15 months or younger	60.0	32.1
Above average physique	48.6	20.0
Mother rating IQ as normal or below	42.4	66.7
Mother rating IQ as above average	57.6	33.3
A, B plus G.P.A.	51.7	29.6
C, C minus, D G.P.A.	17.3	40.7
Mother appraising child as happy	90.9	66.7

The table above indicates that the HSE boys were superior in physical development. More subjects that were high in self-esteem

had been first born or only children. The mothers of these HSE children were more positive in their estimates of their child's intelligence. HSE children reported higher grade point averages than did LSE children.

Environmentally induced changes in the self-concept

In light of the number of positive characteristics that are commonly associated with a higher self-concept, there have been a number of studies indicating how the self-concept is changed. Cohen (1968) has found that when a subject is presented with information that is inconsistent with previously held beliefs the subject experiences dissonance. The subject then tries to reduce this dissonance in one of four ways. The subject may deny or distort the information. He may minimize the importance of the issue. He may add new information consistent with previous behavior patterns. He may change previously developed behavior patterns. Normally in an older subject, the self ratings were highly resistant to change. The experimental subject derogated the test when the self-concept was challenged. In these subjects the previous behaviors were strongly challenged. Test results were the least resistant element and so they changed more readily. This position has been supported by the studies of Festinger (1957) and Worchel and McCormick (1963).

Williams (1962) has reviewed studies conducted by Carl Rogers at the University of Chicago Counseling Center. Individuals who before had discrepancies in q-sorts, after counseling showed less discrepancy between self and ideal self. He also reported studies

conducted by Rosalind Dymond and another by Rudikoff that showed a better adjustment of subjects after a counseling experience.

In a study using twelve matched pairs of adolescents, the low self-concept of subjects was found to be related to under-achievement and other school problems. Fullerton (1973) used a sample of 28 problem students and another random sample from the same school equal in size. The experimental group was used in an elementary school for general assistance in tutoring, grading papers, bulletin boards, assisting with field trips and supervision of playground activities. The experimental group showed a significant increase in self-concept compared with the control group. Neither the experimental or control groups had significant changes in grade point average or attendance. The experimental group had possible changes in personal appearance, completion of work and acceptance of responsibility.

In a study conducted in England and the Arctic, an attempt was made to change the self-concept of 35 male school-leavers. It was the researcher's assumption that participation in an Arctic expedition, where the subjects acquired new skills and had to overcome demanding physical conditions, would give the subjects an increased sense of self-worth. The experimental group came to describe themselves more approvingly and also described a more realistic and attainable ideal self. The control group, which had no such experience, showed no comparable increases. (Payne, Drummond and Lunghi, 1970)

Ives (1963) conducted a study of the self-concept in a special class for retarded and maladjusted children. In the sample of eleven children, ten showed an improvement in their self-view in

relation to school work. The ten made significant academic progress in basic skills and on standardized achievement tests. Ives felt that special classes worked better when school curriculums were oriented toward individual progress. The competitive nature of the traditional school lead to stereotyping which could be detrimental to a good self-concept.

General characteristics of alternate schooling

The alternate school concept has been advanced in recent years in response to studies that indicate under different school circumstances pupils who are not succeeding in the traditional classroom can show significant progress. As the above studies indicated, the self-concept can be increased through these measures.

Watson (1972) examined 60 school districts and 200 alternate school projects. Some of these schools take the form of a mini-school where the alternate program is located within the same building as the regular school. Other alternate programs are totally separate institutions. Still others may take the form of a "school without walls". This program utilizes the existing community resources and talent for its curriculum.

Alternate schools may be oriented toward many students with special problems. Some emphasize the basic skills. Others are for acquiring vocational skills and jobs. Some are for problems the students may have such as the chronically disruptive, academic failing or the pregnant student. Others may deal with special races such as the program "Black House" in Berkeley, California that deals only with black students. (Watson, 1972)

Realizing that different students do better in different types of schools, Watson (1972) has stated that the most basic requirement for an alternate school is choice. He sees the necessity for allowing students and parents a choice in selecting their educational programs.

Watson (1972) has outlined the problems and requirements that an alternate school faces when it is being founded. Listed below are a set of guidelines for those interested in setting up and operating an alternate school.

1. Be certain its students are acquiring the hard, basic skills.
2. Provide efficient direction within a democratic community.
3. Hire administrators and teachers who realize they will serve somewhat different functions than they did in traditional schools.
4. Keep from being dependent on a few people--a danger in small, new schools.
5. Know what other alternative schools are doing.
6. Provide assurances that graduates seeking admission to college won't be penalized for being part of an unconventional program.
7. Overcome administrative obstacles to innovating.
8. Protect the school from attacks, particularly from other educators.
9. Tell the school's story honestly.
10. Remain true to public education's democratic, non-discriminatory tradition.
11. Avoid an inflated ego.

(Watson, 1972 p. 44)

As a word of advice to educators, Watson (1972, p.44) has said, "Alternative schools provide no guarantee of educational excellence. Like traditional schools, they are only as good as the people in them. They are subject to more potential problems than the typical school, many of whose faults may go generally unnoticed because they have been present so long."

In a dissenting view of the advantages of an alternate school program, Ruedi and West (1973) indicate that there has been little

empirical data to support the consensus that alternate schools influence the self-concept. They see this dichotomy of rhetoric as being unfounded. In their experimental study the authors found the alternative schooling capable of influencing only teacher-school related items and not the total self-concept.

METHODS OF PROCEDURE

The procedure used in this study is divided into the following headings to aid the reader in interpretation: Design, Experimental Group, Control Group, Treatment, and Instrumentation.

Design

The study used experimental and control groups. Through the use of random number tables, the control group was selected from the ninth grade at Logan Junior High School. The experimental group was the entire entering population of an alternate program established by the Waterloo Schools for junior high school dropouts.

Both the experimental and control groups were pre and post tested using the Piers-Harris Children's Self Concept Scale. The experimental group participated in alternate education for a nine week period while the control group remained in the traditional education program.

Experimental Group

The Waterloo Community School District and the Hawkeye Institute of Technology opened the alternate school program for junior high students in February, 1976. The program accepted only those students who had been out of the school system for 30 days or more. The students could be no more than 16 years of age and in grades seven through nine. No students classified as mentally retarded were accepted in the program.

The alternate school program was established as a separate facility. No students attending the alternate program had any type of academic contact with students in the regular public schools. The emphasis in the program was on individual instruction and individual progress. The learning contract concept was used in the school. Under this system the student and instructor set forth the contract goal for the week of instruction. The student was encouraged to list attainable goals and take some responsibility for his own education. A sample of this learning contract format is included in the appendix.

Students in the alternate program covered materials that emphasized the basic skills. All materials were designed for the individual student. Students choose the time they spent on each of the subjects and took responsibility for budgeting time. The instructor acted as a resource person and took the time necessary with each student to take care of any problems. Rigid behavior rules were not enforced. The student was expected to act in a responsible manner.

The school operated on a five day per week basis. Monday was reserved for staff preparation and planning. The students attended either during a morning or afternoon session, four days per week. Pupil to staff ratio was approximately 7:1 during each session.

The original experimental group consisted of 24 students. There were 12 females and 12 males in this group. Upon retest this sample consisted of 16 students. There were equal numbers of male and female students in this sample. Eight students were either

out of the alternate program or could not be reached for post-testing.

During the first week of operation the students in the experimental group were tested to determine the proper level of instruction to be used for the individual student. The Piers-Harris Children's Self-Concept Scale was given during this time as part of the regular testing program.

Control Group

The control group consisted of 46 students. Using random number tables, the group was selected from the ninth grade of Logan Junior High School. There were 23 males and 23 females in the group. This group was given the Piers-Harris Children's Self-Concept Scale in groups of two or three students by this researcher.

The group was retested after nine weeks using the Piers-Harris Children's Self-Concept Scale. The control group contained 40 students on the retest. The 40 students tested were those first selected using the random number tables. There were equal numbers of males and females in this group.

Treatment

The treatment consisted of the total alternate school experience. The experimental group participated in individualized instruction in the basic skills. They worked on a close basis with the instructor in groups of no more than seven students. Students paced themselves in their work using the contract method.

Instrumentation

The Piers-Harris Children's Self Concept Scale was selected as a numerical measure of the self-concept. Both the experimental and control groups were pre and post tested using this instrument. The Piers-Harris has been recommended for use in research involving change in the self-concept. (Buros, 1972)

The Piers-Harris Children's Self Concept Scale has an internal consistency of .78 - .93. Test-retest reliability values range from .71 - .77. The scale does not correlate unduly with social desirability. In studies using the test-retest research design, the use of a control group is recommended. (Buros, 1972)

The Piers-Harris yields a single score for the self-concept. This composite measure of the self-concept is particularly useful for the present study.

FINDINGS

A t-test analysis of the students dropping out of the alternate program before they could be retested supported the null hypothesis. ($p < .05$) There was no significant differences between this group and those in the experimental group on the pre-test.

A t-test analysis of the experimental and control pre-test scores indicated a significant difference ($p < .05$) existed initially between the two groups. The experimental group had a mean score of 49.125 and a standard deviation of 13.028 on the pre-test. The control group mean was 55.64 with a standard deviation of 10.697 on the pre-test.

Both the experimental group and the control group were post-tested after nine weeks. A t-test was performed on the post-test scores that supported the null hypothesis ($p < .05$) The post-test mean for the experimental group was 54.125 with a standard deviation of 13.56. The post-test mean for the control group was 57.60 with a standard deviation of 11.49.

Analysis of the pre-test and post-test scores for the experimental group using a sign test method showed a significant increase ($p < .05$) in the self-concept score. A similar test was used for the control group and supported the null hypothesis.

The girls scores in the experimental group on the pre-test had a mean of 43.375. Girls scores in the control group on the pre-test had a mean of 55.35. A t-test analysis of these data showed a significant difference between these groups ($p < .05$).

The mean score for the girls in the control group on the

post-test was 59.20. The mean score for the girls in the experimental group was 47.625 on the post-test. A t-test of these data indicated a significant difference remained between these groups.

The boys in the experimental group had a mean on the pre-test of 54.875. The boys in the control group had a mean on the pre-test of 55.95. A t-test of these data supported the null hypothesis.

The boys in the experimental group had a mean score of 60.60 on the post-test. The boys in the control group had a mean of 56.00 on the post-test. A t-test of these data supported the null hypothesis.

DISCUSSION

The data shows that there was a significant difference in the self-concept of the experimental group compared to the control group, on the pre-test. After the nine week experience in the alternate school the difference between the two groups was not present. It must be presumed that the alternate school experience was the cause of the increase in the experimental group's self-concept.

It can be seen that the girls in the experimental group had a low mean score on the pre-test. They maintained this low score on the post-test. The alternate schooling experience did not have a significant effect on these subject's self-concepts.

Boys in the experimental group showed no significant differences in the self-concept either before or after the alternate schooling, when compared to the control group. The boys in the experimental group actually increased their mean score to surpass that of the control group in the post-test situation after having been one point lower in the pre-test.

The girls in the experimental group scored significantly lower in both the pre-test and post-tests than the boys in the experimental group. The control group girls and boys showed no such differences.

CONCLUSION

The fact that the experimental group differed from the control group initially in their self-concepts is probably due to the fact that all of the experimental group had been either voluntarily or involuntarily withdrawn from school. They met with little success in the regular school situation. This lack of success contributed to a lowered estimation of themselves in relation to others.

The lower self-concept of the girls in the experimental group support the studies of Long, Ziller and Henderson (1968) and those from an earlier study by Tryon (1939). Both of these studies indicated a lower self-concept for girls in the adolescent years as a result of social and physical changes in the adolescent girl's environment. The present study indicates that this lower self-concept is resistant to the effects of alternate schooling.

The self-concept of the boys in the experimental group was not significantly different from the control group. Success in school has less importance to the formation of the self-concept in these subjects.

The present study indicates that alternate schooling does have a significant effect on the self-concept of Junior High School age students. The students entering the alternate program had lower estimates of their self-worth than did those students in the regular school situation. A change from the traditional education programs and practices during the nine week period raised the self-concepts of the students in the alternate school to an equal level with the students in the traditional education

program. Alternate education had a significant positive effect on these student's self-concepts.

Further research is needed to determine the effects of alternate education on the self-concept during a longer term. Also, the effects of alternate schooling on the average student in the traditional education system needs further research.

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APPENDIX A : STUDENT LEARNING CONTRACT FORMAT

NAME: _____

WEEK OF: _____

GOALS:

MATH _____

ENG _____

SCIENCE _____

OTHER _____

	MATH	ENG	SCIENCE	OTHER
TUES				
WED				
THUR				
FRI				

TOTAL

APPENDIX B: PIERS-HARRIS CHILDREN'S SELF CONCEPT SCALE

Here are a set of statements. Some of them are true of you and so you will circle the yes. Some are not true of you and so you will circle the no. Answer every question even if some are hard to decide, but do not circle both yes and no. Remember, circle the yes if the statement is generally like you, or circle the no if the statement is generally not like you. There are no right or wrong answers. Only you can tell us how you feel about yourself, so we hope you will mark the way you really feel inside.

1. My classmates make fun of me yes no
2. I am a happy person yes no
3. It is hard for me to make friends yes no
4. I am often sad yes no
5. I am smart yes no
6. I am shy yes no
7. I get nervous when the teacher calls on me yes no
8. My looks bother me yes no
9. When I grow up, I will be an important person yes no
10. I get worried when we have tests in school. yes no
11. I am unpopular yes no
12. I am well behaved in school yes no
13. It is usually my fault when something goes wrong yes no
14. I cause trouble to my family yes no
15. I am strong yes no
16. I have good ideas yes no
17. I am an important member of my family yes no
18. I usually want my own way yes no
19. I am good at making things with my hands yes no
20. I give up easily yes no

21. I am good in my school work yes no
22. I do many bad things yes no
23. I can draw well yes no
24. I am good in music yes no
25. I behave badly at home yes no
26. I am slow in finishing my school work yes no
27. I am an important member of my class yes no
28. I am nervous yes no
29. I have pretty eyes yes no
30. I can give a good report in front of the class. yes no
31. In school I am a dreamer yes no
32. I pick on my brother(s) and sister(s) yes no
33. My friends like my ideas yes no
34. I often get into trouble yes no
35. I am obedient at home yes no
36. I am lucky yes no
37. I worry a lot yes no
38. My parents expect too much of me yes no
39. I like being the way I am yes no
40. I feel left out of things yes no

41. I have nice hair yes no
42. I often volunteer in school yes no
43. I wish I were different yes no
44. I sleep well at night yes no
45. I hate school yes no
46. I am among the last to be chosen for games yes no
47. I am sick a lot yes no
48. I am often mean to other people yes no
49. My classmates in school think I have good ideas yes no
50. I am unhappy yes no
51. I have many friends yes no
52. I am cheerful yes no
53. I am dumb about most things yes no
54. I am good looking yes no
55. I have lots of pep yes no
56. I get into a lot of fights yes no
57. I am popular with boys yes no
58. People pick on me yes no
59. My family is disappointed in me yes no
60. I have a pleasant face yes no

61. When I try to make something, everything seems to go wrong yes no
62. I am picked on at home yes no
63. I am a leader in games and sports yes no
64. I am clumsy yes no
65. In games and sports, I watch instead of play yes no
66. I forget what I learn yes no
67. I am easy to get along with yes no
68. I lose my temper easily yes no
69. I am popular with girls yes no
70. I am a good reader yes no
71. I would rather work alone than with a group yes no
72. I like my brother (sister) yes no
73. I have a good figure yes no
74. I am often afraid yes no
75. I am always dropping or breaking things yes no
76. I can be trusted yes no
77. I am different from other people yes no
78. I think bad thoughts yes no
79. I cry easily yes no
80. I am a good person yes no

Score: _____