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THE INDIVIDUAL AND COLLECTIVE RELATIONSHIPS OF LEVELS
OF ASPIRATION, EXPECTATION AND ACHIEVEMENT
TO THE CONSTRUCT OF SELF CONCEPT

by

Mark G. Latham

A dissertation submitted in partial fulfillment
of the requirements for the degree

of

DOCTOR OF PHILOSOPHY

in

Psychology

Approved:

UTAH STATE UNIVERSITY
Logan, Utah

1975

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Mark G. Latham

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ABSTRACT

The Individual and Collective Relationships of Levels
of Aspiration, Expectation and Achievement
to the Construct of Self Concept

by

Mark G. Latham,

Doctor of Philosophy

Utah State University, 1974

Major Professor: Dr. Michael Bertoch
Department: Psychology

A review of the literature revealed that while numerous studies exist relative to the self concept, no study was found that addressed itself specifically to the relationship and relative contribution to the self concept of aspirations, expectations and achievements. Therefore, this study was launched addressing itself to the question, "Are aspirations, expectations and achievements related to the construct of self concept?", "to what extent are they related when considered as individual variables, in combinations or as a totality?"

The FitzGibbon Rating Scale (FRS) was used as the criterion variable.

FRS scores were gathered by classroom teachers experienced with the FRS and upon whom interrator reliability data had been

gathered. Data on aspirations, expectations, and achievements were gathered via a game especially designed for this study.

Subjects (Ss) were 40 girls and 47 boys (N=87) enrolled in the Edith Bowen Teacher Education Laboratory School for the school year 1972-73 in grades 4, 5, and 6 at Utah State University.

Results:

Hypothesis 1a, the correlation between the FRS self concept scores and level of aspiration scores, was accepted in its null form.

Hypothesis 1b, the correlation between the FRS self concept scores and level of expectation scores, was accepted in its null form.

Hypothesis 1c, the correlation between the FRS self concept scores and level of achievement scores, was accepted in its null form.

Hypothesis 2b, the correlation between the FRS self concept scores and the interrelationship scores between levels of aspiration, achievement and expectation, was accepted in its null form.

Hypothesis 3, the correlation between the FRS self concept scores and the sum of the interrelationship scores among levels of aspiration, achievement and expectation, was accepted in its null form.

Hypotheses 4 and 5 having to do with percent of successes and its relationship to the FRS were rejected.

Hypotheses 2a, dealing with the aspiration-achievement interrelationship and its relationship to the FRS was rejected in its

null form. It was the only variable studied that showed a positive significant relationship to the FRS self concept.

(95 pages)

CHAPTER I

Organization and Overview

Organization

The first chapter of this study contains a statement of organization, a brief overview of the problem, a statement of the problem, a discussion of the theoretical framework on which the study is based, a statement of the purpose of the study and a section dealing with definitions of special terms used.

The second chapter offers a review of the literature the major thrust of which is a brief examination of those studies bearing a direct relationship to this one, i. e., those dealing with the concepts of levels of aspiration, expectation and achievement as they interrelate with each other and with the self concept. The final section of the chapter deals with validity and reliability data pertaining to the FitzGibbon Rating Scale (FRS) a self concept behavior rating scale to be used as the criterion measure in this study.

An explanation of the materials, population sample and procedures used in the study are given in chapter three along with a listing of the hypotheses to be tested and a statement regarding the statistical methods to be used in the analysis of the data.

In chapter four, the results of the data analysis are provided in the form of tables with brief statements of interpretation accompanying each table. A final section provides a discussion of the results of the data and its implications.

Chapter five contains the investigator's conclusions regarding the results of the data analysis, recommendations for further research and a summary of the entire study.

Overview

Basic to any scientific discipline is the development of theories which serve to explain and predict phenomena associated with its subject matter. One such theory in psychology which has provoked considerable research, especially during the last three decades, is based on perceptual or phenomenological psychology. The basic position of this theory is that human behavior can best be explained and predicted from the perspective of the person under study. "An individual's behavior in a given situation is dependent upon (1) how he perceives himself, (2) how he perceives the situation in which he is involved, and (3) the interaction of these two" (Alberti, 1970, p. 1). In other words, human behavior is a function of human perception and before one can adequately explain and/or predict a S's behavior, one must first understand how the S perceives the situation he is in and his relationship to it.

Fundamental to modern perceptual or phenomenological psychology is the self concept, a hypothetical construct, the development of which is accredited to Victor C. Raimy during the early 1940's. Raimy reasoned that if a person's self perceptions could be made known it would provide a key for the therapeutic assistance of persons with emotional problems, i. e., if the therapist could be made aware of how his client viewed himself in relationship to the world and if the therapist could then alter that perception into a more positive one, such an alteration would result in a cessation of the emotional difficulties for the S. The organization of one's past and present self observations (perceptions) was to Raimy one's "personal map" or his self concept (Raimy, 1948).

Since Raimy, many phenomenologically oriented psychologists have utilized the construct in their studies of human behavior, but in doing so have tended to use the term as if it were a unidimensional phenomenon. More recently, however, there has been a growing recognition that the self concept is not unidimensional but multidimensional and that the various dimensions need to be identified and studied separately (Arneklev, 1970). It was in keeping with this multidimensional concept that this study investigated three possible such dimensions and their relationship to the self concept.

Consistent with phenomenological psychology, is the supposition that a person will aspire to one goal instead of another because of the

way he views himself relative to the two goals. The goals that a person sets for himself, then, should reveal something about how he perceives himself in relationship to those goals and this can in turn be used to infer his self concept.

But more meaningful than aspirations (goals) alone may be the interaction of goal (aspiration) and degree of success (achievement). The more information an individual has about his environment the more accurately he should be able to assess his relationship to it. Thus feedback from one's interaction with his environment is important in assessing one's competencies and in establishing new goals. For these reasons the dimensions of aspirations and achievements were included in this investigation and are consistent with the reasoning given by both Coopersmith (1967) and FitzGibbon (1971) for including these dimensions in their respective studies.

The third dimension considered in this study is that of expectation. In their 1960 study, Diggory, Riley and Blumenfeld found that aspirations and expectations are different phenomena. When a person establishes a goal he also assesses his probability of successfully attaining the goal. Their conclusion that "probability of success (expectation). . .determines. . .the individual's. . .evaluation of himself (self concept). . ." provided the impetus for the inclusion of expectation in this study as a meaningful dimension to the self concept.

The inclusion of expectation in a study of human behavior is also given strong support by Rotter (1954) who maintains that any attempts to explain human psychology without reference to expectations is incomplete.

Statement of the Problem

The basic problem giving meaning to this study is that no clear cut data exist relative to the degree of contribution and/or interrelationships of levels of aspiration, expectation and achievement in the construct of self concept.

Purpose of the Study

Growing logically from the problem statement is the question, "Are aspirations, expectations and achievements related to the construct of self concept and if so to what extent?" That is, to what extent does each contribute individually and to what extent do all taken collectively contribute to the totality of the construct of self concept. The purpose of the study then is to investigate the manner in which aspirations, expectations and achievements individually and collectively interrelate in the construct of the self concept as measured by an appropriate instrument.

Since it has been suggested (FitzGibbon, 1971) that global approaches to measurement be abandoned in favor of specific tasks

which are designed to measure specific areas of the S's self concept, a game was devised, the purpose of which was to measure three specific dimensions (mentioned above) of the self concept as measured by a specific instrument (the FRS).

Limitations and Definitions

Limitations. The following limitation of the study could affect its generalizability: The Ss used in the study were all students at the Edith Bowen Teacher Education Laboratory School. Since they were not drawn randomly from a population they do not necessarily represent all children.

Definitions. 1. Level of aspiration is operationally defined as a stated goal (i. e., 5, 4, 3, 2, or 1).

2. Level of expectation is operationally defined as the stated probability for success (very good, good, average, not very good, or not good at all; or numerically, 5, 4, 3, 2, or 1).

3. Level of achievement is operationally defined as the absolute outcome of a trial (i. e., 5, 4, 3, 2, or 1).

4. Interrelationship is operationally defined in the following ways:

a. When the dimensions of aspiration and achievement only are involved, the interrelationship score is the numerical discrepancy between one dimension and the other (e. g., if level of aspiration

is equal to 4 but level of achievement is equal to 3 then the interrelationship scores for levels of aspiration and achievement are 0, 1, 2, 3, and 4.

b. When the dimension of level of expectation is involved, a weighted score is used to show its interrelationship with the other dimensions. For a complete explanation of the weighted score and its derivation, see Appendix A.

5. "Self concept" (here used interchangeably with self esteem) is defined as observed or manifest behavior as recorded by trained persons using an objective (behavioral) rating scale. For the purposes of this study, self concept is limited to the dimensions of the instrument used, viz., the FitzGibbon Rating Scale (FRS). (See LaBenne and Greene, 1969, p. 10).

Summary

In this chapter a statement of the organization of the text, an overview of the problem, statement of the problem, purpose of the study, a discussion of the theoretical framework on which the study is based, limitations of the study, and definitions of special terms were presented.

The question: "Are aspirations, expectations and achievements related to the construct of self concept and if so to what extent?" was given as the basic question to be answered by the study.

In the following chapters, pertinent literature will be reviewed, the design of the study will be given and results and conclusions of the study will be presented and discussed.

CHAPTER II

A Review of Literature

Because of the plethora of literature which exists on the self-concept, its history and development, no attempt will be made here to repeat what has already been done. For the reader who is interested in such a review Wylie's classic The Self Concept (Wylie, 1961) is highly recommended as is Coller's fine review (Coller, 1971) which he includes in his report, The Assessment of "Self-Concept" in Early Childhood Education.

The major thrust of this chapter is to review only that literature which bears a direct relationship to the basic concepts of this study, i. e., levels of aspiration, expectation and achievement as they interrelate with each other and with the self-concept.

The final section of this chapter deals with validity and reliability data relative to the self-concept measuring device utilized in this study, the FitzGibbon Rating Scale.

Aspiration

William James is reported to have advanced the idea that achievements are measured against aspirations for any given area of behavior, that a specific value is derived from cultural standards

relative to those aspirations and our self-worth is measured in terms of achieving this value (Coopersmith, 1967). Thus it can be seen that the study of aspirations and human behavior has been around for some time. Only a few, however, have sought to determine the degree of relationship existing between levels of aspiration and self-concept.

Rinehart (1968), in studying the social mobility aspiration-achievement discrepancies of the mentally ill, concluded that upward mobility in American society is important and that those whose upward mobile aspirations are blocked suffer in self-esteem and are ". . . subject to feelings of failure and self-deprecation" (Rinehart, 1968, p. 485).

LeFebvre (1971) investigated the relationship between self-concept and level of aspiration among Negro and white children and hypothesized that regardless of race, low self-concept children have a more unrealistic and more rigid level of aspiration than high self-concept children. While his hypothesis was not confirmed, he did find that Negro children showed a higher degree of maladjustment and had significantly higher educational goals (aspirations) than the whites and (for the experiment game developed for the study) expressed consistently (though not significantly so) higher levels of aspiration.

Kay (1973) investigated the relationship between self-concept and level of aspiration among third and fourth grade school children. After reviewing the literature and finding that level of aspiration

appeared to be influenced by self-concept, that they appeared to be similar phenomena and that self-concept may be a determiner of level of aspiration (which is supportive of the phenomenological, perceptual, self theory positions, see Raimy, 1948, p. 154; Gordon and Combs, 1958, p. 437; and LaBenne and Greene, 1969, p. 97), Kay hypothesized that high self-concept would correlate high and positive with realistic level of aspiration "as typified by a low positive discrepancy between performance and subsequent goals and frequent 'typical' goal shifts" (Kay, 4943-A). By typical and atypical goal shifts, Kay meant the direction of shift of goal up or down following success or failure.

He found that high self-concept males had large positive discrepancies between performance and subsequent goals. That is, they tended to make fewer "typical" goal shifts than low or middle groups make. He also found that high positive discrepancy males performed very much like high self-concept males but that high positive discrepancy females performed quite unlike high self-concept females. Kay was unable to find significant changes in level of aspiration as a function of changes in reported self-concept.

Schneider (1970) wanted to establish the nature and degree of the relationships between and among self-concept of ability, achievement, and level of occupational aspiration among ninth grade boys. He found a positive and significant relationship between self-concept of ability and level of occupational aspiration and between achievement and level of occupational aspiration.

Coopersmith wanted to determine whether persons who differ in self-esteem apply different standards in judging their performances (Coopersmith, 1967, p. 143). To obtain this information he gathered data from (1) a bean bag toss game designed to measure level of aspiration, (2) occupational preference, (3) Ideal-Self scores, and (4) Self-Ideal-Self discrepancy. From the bean bag toss and from occupational preference, he found self-esteem to be unrelated to absolute level of aspiration. But from Ideal-Self scores he found that ". . . persons with high self-esteem set higher rather than lower levels for themselves in those (self) areas that are salient and psychologically significant" (Ibid., p. 146). And further, ". . .that the gap between aspiration and fulfillment is less for persons with high self-esteem than it is for persons who conclude they are unworthy" (Ibid., p. 146-147). Coopersmith then concluded, "Thus it is the combination of higher aspirations and greater fulfillment of these aspirations that we find associated with favorable self attitudes. Persons with lower esteem not only set lesser standards, they also fall shorter of achieving them" (Ibid., p. 147).

FitzGibbon (1971) devised a game to measure one of the nine dimensions of the self-concept which she includes in her behavior rating scale, that of realistic level of aspiration. She calls her game the Self-Concept Target Game and explains that it is played by throwing or pushing a bean bag at targets of varying magnitudes displayed on a

plastic strip. The idea is to choose a target (level of aspiration) and then to throw or push the bean bag such that it comes to rest on the target chosen. The player is told that the object of the game is to score as many points as he can in X number of tosses, but E's real interest is in the Ss' revision of choices based on the feedback from the successive trials of the game. A discrepancy type scoring system is used to assess the S's level of aspiration. The score is ". . . obtained by subtracting the value of the target chosen on any one trial from the value of the target hit on the previous trial; the . . . differences are then summed, ignoring the sign of the differences. The larger the sum, the more discrepant (or unrealistic) is the child's level of aspiration . . ." (Ibid., p. 4).

FitzGibbon concludes that her game ". . . discriminated children quite well in agreement with teacher's judgement" (Ibid., summary).

Expectation

Before proceeding farther into this section, it may be well to make some explication of the difference between aspirations and expectations as used in this study. Finn (1972) appropriately makes this explanation:

"An expectancy, or expectation set, is a conscious or unconscious evaluation which . . . (a) person forms . . . of himself, which leads (him) . . . to (behave) as though the assessment were correct.

. . . it is anticipation that distinguishes expectations from hopes and desires, as well as from aspirations. While the concept aspirations implies some striving toward a desired goal, expectations incorporate an additional estimation of reality factors. That is, expectations imply the anticipation of the behavior most likely to actually occur, given the individual and circumstances. For example, I expect my seven-year-old daughter to thank her friend's parents after having been a guest in their home. Yet, when I see the friend's parents, I thank them, confident that my daughter did not. The former use of expectation conveys a hope or aspiration; the latter use, and that by which I behave, incorporates my estimation of reality, i. e. of the behavior I anticipate as most likely to occur." (Finn, 1972, p. 390)

Diggory concurs with Finn that there is a difference between expectations (which he calls probability of success, Ps) and aspirations. Statements of expectation, Diggory feels, are determined more on the basis of objective evaluation of actual performance (Diggory, 1949) while aspiration is simply the level of performance to be attempted (Diggory, Riley and Blumenfeld, 1960).

There appears to be a paucity of research which has been carried out on the expectation, self-concept interrelationship; although much seems to have been said about it.

Coopersmith, for example, appears to infer expectation from aspiration, "We propose, in short, that experiences of success lead to expectations of success and that aspirations mirror these expectations" (Coopersmith, 1967, p. 147). This would suggest that one could bypass the expectation self-concept interrelationship and deal only with the aspiration self-concept interrelationship which is what Coopersmith did, and come up with the same results. Diggory, Riley and Blumenfeld (1960) differed with Atkinson (1957) on this issue after Atkinson had used the two terms interchangeably. As reported in Chapter I their data showed clearly that level of aspiration and probability of success (here defined as level of expectation) were different phenomena.

Finn (1972) in his report on the environmental presses or expectancies of significant others on the behavior of children, suggests that a ". . . youngster's self-expectations are also determinants of performance and need also be considered," and further, "One might speculate that . . . a significant amount of psychological withdrawal, . . . is a function of failure expectations on the part of many elementary school pupils" (Finn, 1972, p. 393).

Such a proposal finds support in the work of Kagan and Moss (1962) who found correlations in the order of a positive .70 between chil-

expectations for failure in problem situations and withdrawal from the situation. Finn (1972) suggests that self-expectations are closely tied to the theory of cognitive dissonance. When achievement is not congruent with expectations, anxiety and tension result which are reduced only by altering self-expectations to conform more closely with achievement or vice-versa (which might include withdrawal).

Warren (1961) studied the self-concept of occupational role expectation as they related to change in college major for college students. He based his study on the proposal by Super (1951) that occupational choices are acts in the implementation of a self-concept. That is, choices are made such that, in so far as such constraints as economic necessity permit, occupational roles and self-concept become compatible. Specifically he wanted to determine whether a change in college field of specialization or college major is likely to occur when a discrepancy exists between self-concept and expected occupational role. His data did not support his hypothesis that such would be the case. He therefore speculated that other variables such as grade point averages may have masked the self-role discrepancy and change in field.

Coombs and Davies (1966) found that students possessing high scholastic records had lofty conceptions (and thus expectations) of their scholastic ability, expected and usually obtained high college grades. He also found that their social and self expectations were more often than not realized.

Achievement

The achievement self-concept interrelationship has received considerable attention by self concept investigators. With so much activity, it is perhaps not surprising that there has not developed a consensus of opinion among investigators as to the precise parameters of the relationship between these two dimensions.

Harrington (1971), for example, investigated the relationship between self concept and selected academic achievement, educational attainment and occupational speciality variables among U.S. Air Force Officers at the Maxwell Air Force Base in Alabama and found that officers with more positive self concepts did not attain greater academic achievement in performance scores, achievement scores, or overall academic achievement scores than officers with less positive self concepts.

Bakare (1970) wrote his dissertation on the theorized causal relationship between self-esteem and academic performance. He reasoned that if self esteem could be enhanced via experimental manipulation and if such enhancement could then generate a concomitant improvement in academic performance that a causal relationship between the two dimensions would then be demonstrated. He was however, unable to demonstrate such a relationship. Following experimental treatment to enhance self-esteem his subjects did not

significantly improve and what little improvement occurred was not accompanied by a corresponding improvement in academic performance.

Butcher (1968) had a similar experience when he attempted to find what relationship existed between self concept and academic achievement. Using the Coopersmith Self Esteem Inventory to measure self esteem and standardized achievement tests to measure academic achievement, Butcher found ". . .no overwhelming evidence that there is a close relationship between . . .self concept and . . .achievement" (Butcher, Dissertation Abstracts, 1968, 4845).

Other studies finding no support for the hypothesis that measure of self-concept predict academic success include Buchin (1965), Cook (1959), Mitchell (1959) and Borislow (1962).

Fink (1962) on the other hand had found a significant relationship between adequacy of self concept and level of academic performance.

Roth (1959), using freshmen male and female students from three reading improvement classes at the University of Texas, found a positive relationship between self concept and improvement in reading.

Paschal (1968) compared two groups of subjects whose scores on the Spivack Response Form led to classifications of adequate self concept or inadequate self concept. The adequate self concept group was compared to the inadequate self concept group on the basis of five response variables and five organismic variables. With the exception of achievement in mathematics, the results showed that significantly more of those

subjects classified as having adequate self concepts were defined as achievers as opposed to those who were classified as having inadequate self concepts.

Marasciullo (1969) studied the self-concept achievement interrelationship using retarded and emotionally disturbed second grade boys and found that normal, retarded and emotionally disturbed boys in the second grade did not significantly differ in self concept as measured by the U-Scale and the Self Adjustment Section of the California Test of Personality. A positive relationship was found between the measures of self concept and the measure of reading achievement (the Wide Range Achievement Test, WRAT) for retarded, emotionally disturbed and normal boys.

Lewis (1971) investigated the relationship of standardized test achievement to reported self concepts and ratings of pupil behavior by teachers. Her sample consisted of 152 Negro second and third grade children (81 boys and 71 girls). Using test 1, Word Reading and test 3, Vocabulary from the Primary Form I of the Stanford Achievement Test, The Way I Feel About Myself, as a self concept measure adapted by Willard from the Piers-Harris scale, and the AML Behavior Rating Scale as her instruments of measure, she found the following: (a) high achievers reported a significantly higher self concept than did low achievers, (b) high achievers received significantly more favorable behavior ratings from teachers than did low achievers, (c) high

achieving boys reported a significantly higher self concept than did low achieving boys, and (d) high achieving boys received significantly more favorable behavior ratings from teachers than did low achieving boys. The two following supplementary findings are also of interest: in contrast to c and d above, high achieving girls did not report a significantly higher self concept than did low achieving girls, and high achieving girls did not receive significantly more favorable behavior ratings from teachers than did low achieving girls.

Wattenberg (1964) reports a significant study wherein he attempted to determine whether reading disabilities are antecedent to poor self concepts or whether the reverse is true. Data on mental ability and self concept were obtained from children in their first semester of kindergarten in two Detroit elementary schools. Two and one-half years later, measures were obtained of their progress in reading and the self concept measures repeated. (This consisted of tape recordings of the remarks made by the children while they drew a picture of their families and responded to an incomplete sentences test devised especially for the study.)

Wattenberg found that ". . . measures of self-concept . . . taken at the kindergarten level were predictive of reading achievement two and one-half years later" and that ". . . the self-concept in kindergarten has greater influence in the development of reading skill than the reading experience has upon self-concept" (Wattenberg, 1964, pp. 465-466).

Other studies supporting the self concept, academic achievement prediction hypothesis include Irwin (1967), Denham (1966), Lum (1960), Stevens (1956) and Wyer (1965).

Discussion

As one scans the indices of the various psychological and educational research bulletins and journals in search of titles which reflect material relative to the interrelationships of aspirations, expectations, achievements and their relationship to the self concept, he is led to the conclusion that while considerable research has been devoted to the aspiration-achievement relationship a considerably lesser amount has been devoted to tying in the self concept except in an inferred sort of way.

The same is true of expectations and expectancy set. Rotter, for example, has developed an entire psychotherapeutic approach with expectation at the core (see Patterson, 1966 for an encapsulated view of Rotter's model), and his followers have been quite vigorous in researching his theory. But, as with the aspiration-achievement-self-concept interrelationship, very little has been done with the expectation-self concept interrelationship. Conspicuously missing from the research titles are any having to do with the interrelationship of the three dimensions of aspirations-expectations-achievements as they interrelate with the self concept.

CHAPTER III

Methodology

As stated in chapter one, the purpose of this study is to answer the question, "Are aspirations, expectations and achievements related to the construct of self concept and if so to what extent?" by investigating the manner in which they individually and collectively interrelate with the construct of the self concept as measured by an appropriately reliable and valid instrument. A review of the literature has been presented, the major thrust of which was to review only those studies which bear a direct relationship to the basic concepts of this study, i. e., levels of aspiration, expectation and achievement and their interrelationships to each other and to the self concept.

In this chapter an explanation of materials, samples and procedures used will be given. The hypotheses tested and the statistical methods used in the analysis of the data will also be presented.

Hypotheses

1. The correlation between the FRS self concept scores and each of three dimensions individually will equal zero.
 - a. the correlation between the FRS self concept scores and level of aspiration scores will equal zero.

- b. the correlation between the FRS self concept scores and level of expectation scores will equal zero.
 - c. the correlation between the FRS self concept scores and level of achievement scores will equal zero.
2. The correlation between the FRS self concept scores and the interrelationship scores among the dimensions will equal zero.
- a. the correlation between the FRS self concept scores and the interrelationship scores between levels of aspiration and achievement will equal zero.
 - b. the correlation between the FRS self concept scores and the interrelationship scores between levels of aspiration, achievement and expectation will equal zero.
3. The correlation between the FRS self concept scores and the sum of the interrelationship scores among levels of aspiration, achievement and expectation will equal zero.
4. Ss who set their levels of aspiration so high that they achieve their goals less than 50% (i. e., 40% or less) of the time will have lower FRS self concept scores than those Ss who are successful more than 50% (i. e., 60% or more) but less than 90% of the time.

5. Ss who set their levels of aspiration so low as to be successful 90% of the time or more will show lower FRS self concept scores than those who set their aspirations such that they are successful 60, 70, or 80% of the time.

Sample

Eighty-seven students (40 girls and 47 boys) enrolled in the Edith Bowen Teacher Education Laboratory School for the school year 1972-73 in grades 4, 5, and 6 were utilized in the study. This included all the students in these grades except those who were excluded for hard of hearing and/or absenteeism. ("Those not tested numbered less than eight.) Ss were divided into the following groups for data analysis:

1. sex (male-female)
2. grade level (4, 5, and 6)
3. total group (composites 4, 5, and 6)

Data

The following data were gathered from each participant in the study:

1. name, school, date, teacher, grade, city, birth date, and sex
2. level of aspiration for each of 10 trials

3. level of expectation for each of 10 trials
4. level of achievement for each of 10 trials
5. FitzGibbon Rating Scale scores

(See also Appendix F. The data and scoring sheet for a complete picture of the data gathered.)

Gathering Data

The FRS scores were attained from the regular classroom teachers of the Edith Bowen School under the direction of the research director of the school, all of whom have had previous experience with the FRS. (For interrater reliability scores of these teachers see Table 2.)

Data listed under numbers 1, 2, 3, and 4 were gathered at a separate time on a record especially designed for this study (see Appendix F). Data listed under numbers 2, 3, and 4 were gathered via the use of a special game, the idea for which is a composite from similar games devised by Checketts (1965), Coopersmith (1967), and FitzGibbon (1971). The game consists of a plastic runner 120 inches by 27 inches with targets of varying degrees of difficulty and corresponding numerical magnitudes numbered from 1 to 5 on it; plus a small cloth bag of approximately 3 1/2 inches by 3 inches by 1 inch filled with rice (see Appendix D). The S is told that the object of the game is to score as many points as he can in 10 throws (or trials) of the bag and that he

can score only by (1) telling E which number on the plastic runner he is going to try for, i. e., 1, 2, 3, 4, or 5 (level of aspiration), (2) how good he feels his chances are of hitting his target, i. e., very good, pretty good, average, not very good, or not good at all (level of expectation), and (3) by tossing the rice bag in such a way that it comes to rest within the boundaries of the target number he chose (level of achievement).

While it is the dimension scores of aspiration, expectation, and achievement that E is interested in for experimental purposes, he also keeps a running game score for the benefit of the Ss.

As with the gathering of the FRS data, the data just described were gathered during the regular school hours but in a room separate from the S's regular class room. The Ss were brought to the "game room" one at a time (no other Ss were present during the playing of the game). This was done to minimize the influence of such extraneous stimuli as noise, peer pressure, etc.

Validity-reliability data for FRS

The following data were taken from the work of Arneklev and Pugmire (1972-73).

Table 1 Correlations between Scores Derived Concurrently From the Coopersmith Self-Esteem Inventory (SEI) and the FitzGibbon Rating Scale (FRS) for Measuring Children's Self-Concepts (Grades 4, 5, and 6)

Occasion	1971-1972 (n=80)	1972-1973 (n=82)
Pretest	.46**	.43**
Posttest	.45**	.39**

**p < .01 (These correlations would have occurred by chance less than one time in one hundred)

Table 2 shows interrater reliability of the FRS for the 1971-1972 and 1972-1973 school years. Note that all correlation coefficients exceed the .01 level of significance.

Table 2 Correlations Indicative of FRS Interrater Reliability (Grades 4, 5, and 6)

Occasion	1971-1972 (n=80)	1972-1973 (n=82)
Pretest	.85**	.80**
Posttest	.77**	.73**

**p < .01 (These correlations would have occurred by chance less than one time in one hundred)

For a complete treatment of the validity and reliability data collected by Arneklev and Pugmire over a three year period see Arneklev and Pugmire, Director's Annual Report, 1972-73.

Treatment of Data

Pearson product-moment correlations were run on the data to test Hypotheses 1, 2, and 3 to determine (1) the amount of variance of the FRS self concept accounted for by each of the three dimensions individually and collectively (levels of aspiration, expectation and achievement), and (2) the interrelationships among these dimensions.

Gossett's Student t test was run on the data to test Hypotheses 4 and 5 to determine whether a significant difference exists between the two means.

Summary

In this chapter, the materials, samples and procedures used in the study were presented, the hypotheses to be tested and the statistical procedures to be utilized were presented. In the following chapter the hypotheses will be individually considered and the results of the data analysis appropriate to each hypothesis will be presented.

CHAPTER IV

Results and Discussion

In the third chapter, the materials, samples and procedures used in the study were described and the hypotheses to be tested were presented. In this chapter, each hypothesis will be considered in the order in which it appeared in chapter three, and the results of the study, as indicated by the statistical analysis considered to be appropriate for that hypothesis, will be presented by grade level (i. e., grades 4, 5, or 6 individually and/or collectively as seems appropriate) and sex (i. e., male-female, individually and/or collectively when deemed appropriate).

Hypothesis 1

The correlation between the FRS self concept scores and each of the three dimensions individually will equal zero.

- a. the correlation between the FRS self concept scores and level of aspiration scores will equal zero.
- b. the correlation between the FRS self concept scores and levels of expectation scores will equal zero.
- c. the correlation between the FRS self concept scores and level of achievement scores will equal zero.

Table 3 shows the matrix of interrelationship between the FRS

and level of Aspiration for the three grades individually and collectively as well as by sex individually and collectively. As can be seen in Table 3 none of the correlations are significant at the .05 level. In fact, the composite grade 4-6, male-female correlation is exactly .00 indicating no relationship between the two variables in either direction. Hypothesis 1a is therefore accepted in its null form: the correlation between the FRS self concept scores and level of aspiration scores do not differ significantly from zero.

Table 3 Correlation Coefficient by Grade and Sex
For FRS-Aspiration Interrelationship

			Aspiration correl-coef	Percent of variance
FRS	Grade 4	male (n=14)	-.26	7%
		female (n=15)	-.45	20%
		male-female (n=29)	-.36	13%
	Grade 5	male (n=18)	.28	8%
		female (n=13)	.19	4%
		male-female (n=31)	.22	5%
	Grade 6	male (n=15)	.23	5%
		female (n=12)	-.14	2%
		male-female (n=27)	.12	1%
Grades 4, 5, 6				
	male (n=47)	.13	2%	
	female (n=40)	-.18	3%	
	male-female (n=87)	.00	0%	

Note: No FRS-Aspiration correlation significant at the .05 level.

Table 4 shows the interrelationships of the FRS and level of expectation scores. As can be seen from the table, ten of the twelve correlations are negative, two of which are significant at the .05 level. Grade 6 males (-.53) and the composite grade 6 male-female expectation scores (-.45) both show correlations significant at the .05 level but in the direction opposite of that anticipated. Only two correlations show positive correlations and neither of them are close to significant levels.

The composite male-female-grade 4-6 correlation of -.17, is not significant at the .05 level. Thus for the entire tested population, no significant correlation exists between the FRS and the level of expectation; therefore, Hypothesis 1b is accepted in its null form.

Table 4 Correlation Coefficient by Grade and Sex
For FRS-Expectation Interrelationship

			Expectation correl-coef	Percent of variance
FRS	Grade 4	male (n=14)	-.22	5%
		female (n=15)	-.05	0%
		male-female (n=29)	-.23	5%
	Grade 5	male (n=18)	-.11	1%
		female (n=13)	.25	6%
		male-female (n=31)	.20	4%
	Grade 6	male (n=15)	-.53*	28%
		female (n=12)	-.39	15%
		male-female (n=27)	-.45*	20%
Grades 4, 5, 6				
	male (n=47)	-.24	6%	
	female (n=40)	-.22	5%	
	male-female (n=87)	-.17	3%	

*Significant at the .05 level

Note: FRS-Expectation correlation show male and male-female significant at the .05 level but with negative correlation.

Table 5 contains the interrelationship data between FRS and level of achievement.

Table 5. Correlation Coefficient by Grade and Sex For FRS-Achievement Interrelationship

			Achievement correl-coef	Percent of variance
FRS	Grade 4	male (n=14)	-.16	3%
		female (n=15)	-.28	8%
		male-female (n=29)	-.22	5%
	Grade 5	male (n=18)	.20	4%
		female (n=13)	.00	0%
		male-female (n=31)	.12	1%
	Grade 6	male (n=15)	-.14	2%
		female (n=12)	-.02	0%
		male-female (n=27)	-.12	1%
	Grades 4, 5, 6	male (n=47)	.36*	13%
		female (n=40)	-.14	2%
		male-female (n=87)	-.06	0%

*Significant at the .05 level

Note: Male grades 4, 5, and 6 significant at the .05 level with 13% of variance.

The data here is similar to that of the other two dimensions discussed above. Most of the correlations show a negative trend with eight of the twelve correlations shown being negative and only four showing positive correlations. The composite grade 4-6 male (n=47) does show a significant positive correlation at the .05 level. But as can be seen, no real pattern of a positive relationship is visible. If anything, the pattern is best described as slightly negative and the composite grade 4-6-male-female correlation of $-.06$ reflects this trend. It is on this basis then the Hypothesis 1c is accepted in its null form: the correlation between the FRS self concept scores and level of achievement scores does not differ significantly from zero.

Hypothesis 2

The correlation between the FRS self concept scores and the interrelationship scores among the dimensions will equal zero.

- a. the correlation between the FRS self concept scores and the interrelationship scores between levels of aspiration and achievement will equal zero.
- b. the correlation between the FRS self concept scores and the interrelationship scores between levels of aspiration, achievement and expectation will equal zero.

Table 6 contains the data relative to the FRS-levels of aspiration-achievement interrelationships.

Table 6 Correlation Coefficient by Grade and Sex for
FRS-Aspiration-Achievement Interrelationship

			Aspiration- Achievement correl-coef	Percent of variance
FRS	Grade 4	male (n=14)	.23	5%
		female (n=15)	.29	8%
		male-female (n=29)	.21	4%
	Grade 5	male (n=18)	.33	11%
		female (n=13)	.35	12%
		male-female (n=31)	.32	10%
	Grade 6	male (n=15)	.20	4%
		female (n=12)	.09	1%
		male-female (n=27)	.17	3%
Grades 4, 5, 6				
	male (n=47)	.20	4%	
	female (n=40)	.25	6%	
	male-female (n=87)	.24*	6%	

*Significant at the .05 level.

Note: FRS-Aspiration-Achievement correlation significant at the .05 level true for composite grade 4-6-male-female correlations.

While it can be seen that none of the individual grade-sex correlations are of significant proportions, it is noteworthy that this correlation matrix is the only one in this study to reveal no negative correlations and the first to show a positive significant composite grade 4-6-male-female correlation with the FRS (.24). Hypothesis 2a is therefore rejected in its null form: the correlation between the FRS self concept scores and the interrelationship scores between levels of aspiration and achievement does differ significantly from zero at the .05 level.

Table 7 contains the data relative to the FRS-aspiration-achievement-expectation interrelationship which was anticipated to reflect the highest positive correlations of all the relationships tested. But as the table shows, that anticipation was not realized.

With seven negative correlations and five positive correlations (none reaching significance at the .05 level) and with the composite grade 4-6-male-female correlation at $-.02$ Hypothesis 2b is accepted in its null form: the correlation between the FRS self concept scores and the interrelationship scores between levels of aspiration, achievement and expectation does not significantly differ from zero.

Hypothesis 3

The correlation between the FRS self concept scores and the sum of the interrelationship scores among levels of aspiration, achievement and expectation will equal zero.

Table 7 Correlation Coefficient by Grade and Sex for FRS-
Aspiration-Achievement-Expectation Interrelationship

			Aspiration Achievement Expectation correl-coef	Percent of variance
FRS	Grade 4	male (n=14)	-.06	0%
		female (n=15)	.10	1%
		male-female (n=29)	.09	1%
	Grade 5	male (n=18)	.04	0%
		female (n=13)	.31	10%
		male-female (n=31)	.15	2%
	Grade 6	male (n=15)	-.27	7%
		female (n=12)	-.28	8%
		male-female (n=27)	-.25	6%
Grades 4, 5, 6				
	male (n=47)	-.10	1%	
	female (n=40)	.08	1%	
	male-female (n=87)	-.02	0%	

Note: FRS-Aspiration-Achievement-Expectation has no correlation significant at the .05 level.

Table 8 contains the data relative to Hypothesis 3 regarding the interrelationship between the FRS and the sum of the interrelationship scores among levels of aspiration, achievement and expectation.

Table 8 Correlation Coefficient by Grade and Sex for FRS-Sum of Interrelationship Scores for Aspiration-Achievement-Expectation

			Sum of total relationship scores correl-coef	Percent of variance
FRS	Grade 4	male (n=14)	.03	0%
		female (n=15)	.17	3%
		male-female (n=29)	.00	0%
	Grade 5	male (n=18)	.20	4%
		female (n=13)	.33	11%
		male-female (n=31)	.23	5%
	Grade 6	male (n=15)	-.10	1%
		female (n=12)	-.21	4%
		male-female (n=27)	-.12	1%
Grades 4, 5, 6				
	male (n=47)	.00	0%	
	female (n=40)	.13	2%	
	male-female (n=87)	.06	0%	

Note: No FRS-Sum significant correlation at the .05 level.

Hypothesis 4

Ss who set their levels of aspiration so high that they achieve their goals less than 50% (i.e., 40% or less) of the time will have lower FRS self concept scores than those Ss who are successful more than 50% (i.e., 60% or more) but less than 90% of the time.

Hypothesis 5

Ss who set their levels of aspiration so low as to be successful 90% of the time or more will show lower FRS self concept scores than those who set their aspirations such that they are successful 60, 70, or 80% of the time.

A Student's t test was run on the data to determine the significance between the means of the two groups represented in Hypotheses 4 and 5. Group I being those Ss who set their aspirations such that they succeeded 90% of the time or more or 40% of the time or less; and group II being those Ss who set their aspirations such that they succeeded 60, 70, or 80% of the time.

Table 9 Results of t Test for Groups I and II*

		means	t
Group I	(n=49)	60.5	.88 (n. s. @ .05)
Group II	(n=21)	63.9	

*Comparisons of Group I (90 percent success or more or 40 percent success or less) with Group II (60, 70, or 80 percent success). Seventeen Ss whose percent of success fell at 50 were not included in this test.

As Table 9 shows, the test was not significant at the .05 level; therefore, because there is no significant difference between the self concepts of the two groups, Hypotheses 4 and 5 are rejected.

Supplementary Results

One of the questions for which an answer was sought in this study was "How much of the total variance of the self concept as measured by the FRS is accounted for by each of the dimensions when considered both individually and collectively?" Although not included in the study as hypotheses and therefore not appearing under the primary results just reported, the answer to the question is deemed of sufficient importance to include it here.

The total variance of the FRS self concept accounted for by level of aspiration taken individually can be determined by referring to Table 3 listed above in the preceding section. The greatest amount of

variance reported is 20% with fourth grade females but the correlation is negative. The greatest amount shown for a positive correlation is 8% for fifth grade males. When the composite grade 4-6 male-female percent-of-variance is viewed it is shown to account for 0% of the total variance of the FRS self-concept.

The total variance of the FRS self-concept accounted for by level of expectation can be seen in Table 4. Male sixth grade expectation scores accounted for a full 28% of the variance where the correlation was significant at the .05 level but in the negative direction. The greatest amount of variance for a positive correlation was for fifth grade females, the correlation of which accounted for slightly more than 6% of the total FRS variance. When the composite grade 4-6 male-female percent of variance is considered it is seen to account for less than 3% of the total variance of the FRS self-concept.

The total variance of the FRS self-concept accounted for by level of achievement was at its apex with grade 4-6 males where the positive .36 correlation was significant at the .05 level and accounted for 13% of the variance. But the composite grade 4-6 male-female correlation of -.06 accounts for less than 1% of the total variance of the FRS self-concept. (See Table 5)

When the composite grade 4-6 male-female percent of total variance of the FRS self-concept is considered relative to the aspiration-achievement-expectation interrelationship it still fails to

Table 10 Percent of Variance Accounted for by Each Independent Variable.

	Grade 4			Grade 5			Grade 6			Grades 4, 5, 6		
	m (n=14)	f (n=15)	m-f (n=29)	m (n=18)	f (n=13)	m-f (n=31)	m (n=15)	f (n=12)	m-f (n=27)	m (n=47)	f (n=40)	m-f (n=87)
Aspiration	7*	20*	13*	8	4	5	5	2*	1	2	3*	0
Expectation	5*	0	5*	1*	6	4	28***	15*	20***	6*	5*	3*
Achievement	3*	8*	5*	4	0	1	2*	0	1*	13**	2*	0
Asp-Ach	5	8	4	11	12	10	4	1	3	4	6	6**
Asp-Ach-Exp	0	1	1*	0	10	2	7*	8*	6*	1*	1	0
Score	1	4	2	12	8	11	10	0	4	6	2	5**
Percent	4	16	5	5*	7	0	0	0	0	0	7	1
Sum	0	3	0	4	11	5	1*	4*	1*	0	2	0

* Negative correlations

**Significant correlations ($p < .05$)

*** Significant negative correlations ($p < .05$)

account for even 1% of the variance. (See Table 7) The sum of the total interrelationship scores is no better--still less than 1% of the total variance of the FRS self-concept using the composite grade 4-6 male-female figure as criterion. (See Table 8)

The only dimensions to show a positive significant correlation with the FRS was, as reported above, the aspiration-achievement interrelationship score which showed a positive .24 correlation (n=87) for the composite grade 4-6 male-female group. This correlation accounted for 6% of the total variance which means that none of the three dimensions which were the focus of this study when considered either individually or collectively accounted for more than 6% of the total variance of the criterion measure.

It may also be of some interest to report that the game raw score, which was originally kept for the benefit of the S only and was not considered to be an integral part of the study but was added to the study was an available independent variable, correlated with the FRS self-concept at .23 which was significant at the .05 level and accounted for a full 5% of the total variance. (See Table 10 for percent of variance accounted for by each of the independent variables.) This is a greater amount than that accounted for by any of the other primary variables with the exception of the already mentioned aspiration-achievement interrelationship variable.

Interrelationship Among Dimensions

Tables 11, 12, and 13 show the correlations among the three dimensions (i. e., between aspiration and achievement; between aspiration and expectation; and between expectation and achievement.

Table 11. Correlation Coefficient by Grade and Sex for Aspiration-Achievement Interrelationship.

				Achievement
Aspiration	Grade 4	male	(n=14)	.89**
		female	(n=15)	.79**
		male-female	(n=29)	.84**
	Grade 5	male	(n=18)	.81**
		female	(n=13)	.71**
		male-female	(n=31)	.76**
	Grade 6	male	(n=15)	.79**
		female	(n=12)	.87**
		male-female	(n=27)	.78**
	Grades 4, 5, 6	male	(n=47)	.83**
		female	(n=40)	.74**
		male-female	(n=87)	.80**

**Significant at the .01 level where $p < .01$

As can be seen in Table 11 the correlations between aspiration and achievement are all high, positive and significant at the .01 level. Of particular importance is the .80 positive correlation of the composite grade 4-6-male-female group which included the total number of Ss used in the study.

Table 12 shows the correlations between aspiration and expectation and is consistent with that which was anticipated. There is no significant correlation either positive or negative even though the composite grade 4-6 male-female scores show a slightly negative correlation as do ten of the twelve groups.

Table 12 Correlation Coefficient by Grade and Sex
for Aspiration-Expectation Interrelationship.

				Expectation
Aspiration	Grade 4	male	(n=14)	-.24
		female	(n=15)	-.28
		male-female	(n=29)	-.22
	Grade 5	male	(n=18)	.23
		female	(n=13)	-.24
		male-female	(n=31)	.08
	Grade 6	male	(n=15)	-.23
		female	(n=12)	-.26
		male-female	(n=27)	-.23
	Grades 4, 5, 6	male	(n=47)	-.04
		female	(n=40)	-.13
		male-female	(n=87)	-.07

The data shown in Table 13 came as something of a surprise to this investigator. It was anticipated that the correlations between expectations and achievements would be relatively high and positive. Instead they are mostly negative with the composite grade 4-6-male-female group correlation being $-.11$.

Table 13 Correlation Coefficient by Grade and Sex for Expectation-Achievement Interrelationship.

				Achievement
Expectation	Grade 4	male	(n=14)	$-.02$
		female	(n=15)	$-.24$
		male-female	(n=29)	$-.11$
	Grade 5	male	(n=18)	$.45$
		female	(n=13)	$-.54$
		male-female	(n=31)	$-.03$
	Grade 6	male	(n=14)	$-.10$
		female	(n=13)	$-.48$
		male-female	(n=27)	$-.25$
Grades 4, 5, 6,	male	(n=47)	$.13$	
	female	(n=40)	$-.39$	
	male-female	(n=87)	$-.11$	

Discussion of Results

The premise upon which this study was based was that a person, when forced to make a choice between or among responses, will choose one response over another because of how he evaluates himself relative to the situation. This evaluation of oneself relative to the demands of the world has been referred to as one's self concept. Since it was the purpose of this study to determine whether levels of aspiration, expectation and achievement are positively related to self concept and if so the extent of their relationship, a game was devised to act as a situation requiring the S to reveal his aspirations, expectations and achievements. A review of literature generated the anticipation that each of the three dimensions would correlate positively both individually and collectively with self concept as measured by the FRS, the instrument chosen to be the criterion measure; that level of expectation would show the highest positive correlation of the three, while level of aspiration would show the lowest.

That the aspiration-achievement interrelationship score was the only score among the dimensions when considered either individually or in combination to correlate positively and significantly with the FRS is important and supportive of the findings of both Coopersmith (1967) and FitzGibbon (1971). The phenomenon of low or even negative correlation between aspirations and expectations is consistent with the findings of

Diggory, Riley and Blumenfeld (1960) as reported in chapter 2 to the effect that these two dimensions do in fact provide different information. But the failure of level of expectation to make any significant contribution to the total variance of the FRS self concept came as a surprise. The failure of either of the two other dimensions individually to contribute any significant amount to the criterion variable was predicted and is consistent with the theory.

When speculating as to the possible reasons for the results being different from that anticipated, the temptation to ascribe cause to anything but the theory is great indeed and may not be completely out of order. Thus, while it is possible that the theory on which this study is based is at fault for the unanticipated results, it seems at least equally probable that the problem might lie somewhere in its design.

It may be, for example, that a situation in which the consequences of a behavior are not sufficiently meaningful to the S involved in either a positive or negative sense, will produce behaviors very different from those in which the stakes are higher. This appears consistent with the feelings of Coopersmith (1967) who concluded that a game may not generate sufficient concern about outcomes to adequately tap self concept. The S can afford the luxury, in other words, of being a little flippant about his decisions.

It seems reasonable, therefore, to speculate that the low individual correlations are the result of an insufficiently meaningful test situation rather than faulty theory.

As to an explanation for the failure of level of expectation to produce as anticipated, it seems appropriate to question whether the Ss' true expectations were in fact tapped. It will be remembered that the design of the study called for a S to select a goal (level of aspiration), state his chances for attaining his goal (level of expectation), and then to try to achieve it (level of achievement). The consequence for choosing a goal too difficult to achieve resulted in failure to score any points. A disappointing condition for a S who is motivated to score all the points he can. However, the design failed to provide commensurate consequences for failure to verbalize accurate expectation levels. Thus a S was neither penalized nor rewarded irrespective of his stated level of expectation; a condition which did not exist for either of the other two dimensions.

Arneklev (1970) suggests another possible problem in extracting subjective information, that of defensiveness. Thus an individual fails to reveal his true feelings for fear of aversive consequences.

It seems appropriate to suggest that investigators involved in future studies of this sort control for these conditions.

The very high correlations shown between levels of aspiration and achievement with the grade 4-6 male-female group ($n=87$) coefficient being .80 was significant at the .01 level and suggests that for the limits of this study those Ss involved were quite realistic in their goal setting.

Also significant was the finding that level of expectation showed no correlation with either aspiration (a finding consistent with that reported by Diggory et al., 1960) or achievement. It is thus clear, in so far as this study is concerned, that levels of aspiration and expectation are different phenomena.

Summary

In this chapter the findings relative to each of the hypotheses along with supplementary findings of significance were reported and a discussion of the findings were presented.

In the final chapter conclusions and recommendations for further research will be given along with a summary of the complete study.

CHAPTER V

Conclusions, Recommendations and Summary

In chapter four, each hypothesis was considered in the order in which it appeared in chapter three, and the results of the study, as indicated by the statistical analysis considered to be appropriate for that hypothesis were presented along with supplementary findings which were felt to be apropos.

In this final chapter, conclusions drawn by the investigator from the results of the study are presented along with recommendations for further research and a summary of the entire study.

Conclusions

Based upon the findings of this study, this investigator drew the following conclusions:

Hypotheses

- 1a. Level of aspiration is not a significant contributor to the total variance of the self-concept as measured by the FRS.
- 1b. Level of expectation is not a significant contributor to the total variance of the self-concept as measured by the FRS.
- 1c. Level of achievement is not a significant contributor to the total variance of the self-concept as measured by the FRS.

2a. When considered as a single variable, the interrelationship between levels of aspiration and achievement is a positive and significant contributor to the total variance of the self-concept as measured by the FRS.

2b. When considered as a single variable, the interrelationship score among levels of aspiration, expectation and achievement is not a significant contributor to the total variance of the self-concept as measured by the FRS.

3. The sum of the interrelationship scores is not a significant contributor to the total variance of the self-concept as measured by the FRS.

4 and 5. There is no significant difference in FRS self-concepts between those who set their goals such that they succeed 40% of the time or less, or 90% of the time or more and those who set their goals such that they succeed 60, 70 or 80% of the time.

Supplementary Results

Levels of aspiration and achievement when considered alone or in concert have a high positive relationship while level of expectation is not related to either.

Recommendations for Further Research

Based upon his experience with this study, the investigator recommends the following for further research:

1. Undertake a direct replication of the present study but utilizing different population samples.
2. Undertake systemic replication of the present study with the following possible changes:
 - a. Change the task with which the S is faced. Instead of a game, the S's occupational or social aspirations, expectations and achievements could be used.
 - b. Change the game such that the consequences for failure-success are more aversive or positive.
3. Add to the present study an evaluation of the Ss' levels of anxiety and defensiveness as they operate in the establishing of levels of aspiration and expectation in the target game.
4. Devise a new approach to assess level of expectation.
5. Devise an approach for assessing level of expectation such that the consequences (positive and/or negative) are greater.

Summary

The theoretical foundation upon which this study was built is that of the phenomenological or perceptual school of psychology. The basic position of the theory is that the behavior of human beings is the result

of the interaction between an environmental situation and the manner in which a person views himself in relationship to that situation (Alberti, 1970). Thus if one can determine how a S views himself relative to the world in which he lives (his self concept), one should be able to predict his behavior.

A review of the literature revealed that the self concept is a multidimensional phenomena and that past efforts to measure it in global terms have largely proven inconclusive or nonproductive. It was therefore determined that a more productive approach might be an inductive one whereby possible contributors are identified and their relative contributions made explicit. This would allow, in time, for the total variance of the self concept to be accounted for in terms of its specific contributors.

The literature was searched for such potential contributors, which were then referred to as dimensions, and three were chosen. They are levels of aspiration, expectation and achievement. Since the review of literature failed to reveal any previous studies undertaking precisely this approach, a research design whereby these three dimensions and their relationship (both individually and collectively) to the construct of the self concept could be ascertained was constructed and this study was launched.

The problem of creating a situation for each S to face in which he would be required to reveal a goal (level of aspiration), his chances

for attaining the goal (level of expectation), and the outcome of his efforts to attain the goal (level of achievement) was solved with the decision to utilize a game the basic design of which is a composite of similar games created by Checketts (1965), Coopersmith (1967) and FitzGibbon (1971).

It was then necessary to choose an appropriately valid and reliable self concept measure as the criterion variable against which to test the dimensions and thus to ascertain their relationship to the self concept. The FitzGibbon Rating Scale (an objective behavior rating scale) was chosen.

Hypotheses were then formulated to guide the study, a population sample was identified (n=87: 47 boys, 40 girls, grades 4, 5, and 6), and appropriate statistical models were chosen to analyze the results. Correlation coefficients were determined to test hypotheses 1, 2, and 3 and a t test was run to determine the relationship between the two means represented by hypotheses 4 and 5.

Hypotheses 1a, 1b and 1c having to do with the individual relationships of the dimensions to the FRS were all accepted in their null form, i. e., the correlations among the individual dimensions and the FRS did not differ significantly from zero.

Hypothesis 2a was the one hypothesis for which a positive significant correlation was found and was therefore rejected in its null form. This hypothesis dealt with the aspiration-achievement interaction and its relationship with the FRS.

Hypothesis 2b, in which level of expectation was added to the aspiration-achievement interaction and hypothesis 3 having to do with the sum of the interrelationship scores among the three dimensions were accepted in their null forms. Hypotheses 4 and 5 having to do with percent of successes and its relationship to the FRS were found to be not significant at the .05 level. A brief discussion was then presented regarding the results of the data analysis.

Conclusions and recommendations regarding further investigation of the basic concepts reported concluded the study.

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APPENDIXES

Appendix A

Calculation of AAE Interrelationship Score

To calculate a S's aspiration-achievement-expectation (AAE) score for each trial, enter along the top horizontal line (aspiration-achievement difference score) the numerical difference between stated aspiration and level of achievement. Then move vertically down the left hand column (level of expectation) until the S's stated level of expectation is found (5 = very sure, 4 = pretty sure, 3 = average, 2 = not very sure and 1 = not sure at all). The point of intersection of these two scores is the S's AAE score.

For example: Suppose a S chose target 4 as his aspiration level and said he was pretty sure of hitting his target but landed instead on number 2. His A-A difference score would be 2 and his expectation level 4. His AAE score is then 6.

AAE Interrelationship Matrix.

		Aspiration-Achievement difference score								
		0	1	2	3	4	5	6	7	8
Level of Expectation	5	9	8	7	6	5	4	3	2	1
	4	8	7	6	5	4	3	2	1	1
	3	7	6	5	4	3	2	1	1	1
	2	6	5	4	3	2	1	1	1	1
	1	5	4	3	2	1	1	1	1	1

Appendix B

Policies and Procedures for Pupil Admittance to
Edith Bowen Teacher Education Laboratory School

Students attending the Edith Bowen Teacher Education Laboratory School are drawn from within the county in which the school is located. There are two main school districts within this county: (1) the Cache County School District, and (2) the Logan City School District. Parents who desire their children to attend Edith Bowen School must make written application to the school director.

No restriction is placed upon thirty-three applicants from the Cache County School District but after that number applicants must be cleared by the district before they may attend Edith Bowen. The only exception to this pertains to those children who are diagnosed as hard-of-hearing students in both school districts. It should also be added that those children who have been diagnosed as emotionally disturbed are not counted against the number (33) allowed from the county without restriction.

All children living within the Logan City School District whose parents desire them to attend Edith Bowen School must (1) be cleared by their respective school principal, and (2) be cleared by the Pupil Personnel Director of the Logan City School District. This, again with the exception of those children who have been diagnosed as hard-of-hearing.

Children of both school districts who have been diagnosed as emotionally disturbed must be cleared by the Admissions Committee for Learning Adjustment of which the Director of the Edith Bowen School is chairman.

Appendix CInstructions to Participants in Self Concept Game

The following instructions were read to each S participating in the self concept game:

This is a game. The object of the game is to score as many points as you can in ten (10) tosses of this rice bag. You will notice that this plastic runner is divided into five sections or target areas with each target area having a number. The smallest number (1) is nearest you and the largest number (5) is farthest from you. You will also notice that the target areas get smaller the farther they are from you, so that target number 1 is very easy to hit not only because it is closest to you but also because its target area is the largest. Target number 5 is the hardest to hit not only because it is the farthest from you but also because its target area is the smallest.

Before you can play the game you must indicate (1) which target you are going to try for: 1, 2, 3, 4, or 5, (2) how good you feel your chances are of hitting the target you have chosen: very good, pretty good, about average, not very good, not good at all. Then you may begin to play. You score by throwing the rice bag so that it stops in the target area you have chosen. If you miss your target you score no points. If the bag stops on a

line, the referee will decide whether you score or not. If there is doubt, that attempt will not count.

Remember, the object of the game is to score all the points you can in 10 tosses of the bag, but you must hit your target or you score no points at all. Do you have any questions?

Appendix DSelf Concept Game

1
2
3
4
5
4
3
2
1

Note: Not drawn to scale.

Appendix E

A Rating Scale for Measuring
A Child's Self Concept
(FRS)

Ann FitzGibbon
 Far West Regional Lab

Child's Name _____ Age ____ School _____ Date _____

Teacher's Name _____ Grade _____

Directions: Read carefully the attached behavioral descriptions of the nine areas to be rated below. Then make a mark on each line to describe where this child stands in relation to his/her age group in that behavior. For instance, if you feel he/she is a little above average in Self Awareness, make a mark ✓ on the line following that concept somewhere between "3" and "5". If you feel he/she is quite low in Appropriate Emotional affect, make a mark ✓ on the line following that concept over the "1".

	LOW	AVERAGE (or don't know)	HIGH		
1. Self Awareness	_____	_____	_____	_____	_____
	1	2	3	4	5
2. Appropriate Emotional Affect	_____	_____	_____	_____	_____
	1	2	3	4	5
3. Good Relationship with Family	_____	_____	_____	_____	_____
	1	2	3	4	5
4. Good Relationship with Peers	_____	_____	_____	_____	_____
	1	2	3	4	5

	LOW	AVERAGE (or don't know)			HIGH
5. Efficient Verbal Participation	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
6. Positive Approach to Learning	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
7. Realistic Reaction to Success/ Failure	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
8. Self Satisfaction	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
9. Realistic Level of Aspiration	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

The 9 Psycho Social Factors in the Responsive Self Concept Test

Ann FitzGibbon
Far West Regional Lab

1. Self Awareness. The child assumes responsibility for his own actions. That is, when a toy is broken or a book torn accidentally, he does not blame it on another. Further, he does not appear overly apprehensive about punishment for the accident. On other occasions he can respond freely to questions about what he is thinking, or feeling. Sometimes the child offers comments such as "I think" or "I want" or "I am afraid of." If there is another in the classroom who appears to especially like or dislike this child, he is not unduly upset by this. He sometimes does things which please another without receiving material gain.
2. Appropriate Emotional Affect. The child is usually cheerful. While he may occasionally cry, he has no extreme shifts in mood. He is usually even tempered but is able to show justifiable anger. He can express the appropriate emotion in a situation. He acts pleased, surprised, disappointed; in short, he has a wide range of emotional expressions which he calls on when necessary. He is not overly dependent on the teacher.
3. Good Relationship with family. The child talks freely about his family: mother, father, brothers, and sisters. When he is asked questions about his home, he responds without embarrassment or

negative affect. He expresses a desire to take things from school home with him. He talks about what he does at home, and about activities which he shares with his parents. He relates to other children what his parents say or do. Sometimes he brings something from home which he shows with pride.

4. Good Peer Relationships. The child generally gets along well with his peers. He is neither apprehensive nor withdrawn. He does not pout, whine or attempt to dominate. He does not bully others, nor tattle on them. He appears to be at ease with the other children. He is welcomed by others into play groups; sometimes he is sought out by them for advice or reassurance. There is no one child with whom he consistently has problems.

5. Efficient Verbal Participation. The child does not have difficulty in expressing himself clearly (unless due to a physical impediment or language handicap). He is not "tongue-tied" or reluctant to respond to questions. He has a normal-to-high frequency of verbal interaction with teacher and with peers, although he is not a "chatter-box." Other children seem to have no difficulty in understanding him. He volunteers information easily. He appears to understand what others say to him. He does not withdraw from verbal participation and can give more than one word answers. (If the child has a language handicap, indicate the adequacy of his ability to cope with it.)

6. A Positive Approach to Learning. The child is willing or even eager to try out new tasks. He does not appear to have difficulty in settling

down to work. He seems to enjoy testing his ability. He does not always need direction, and can take part in an activity (without getting out of hand) which lacks complete structure. If perplexed, he asks questions instead of waiting for directions. He sometimes persists at difficult tasks.

7. Realistic Reaction to Success/Failure. The child can be corrected without being unduly upset. If he is praised, he does not become embarrassed. He is realistically proud of the work he does, as evidenced by pointing it out to others. He can continue to work even after experiencing failure. If a new direction is indicated, he can channel his efforts without argument, or without being unhappy.

8. Self-Satisfaction. The child is not overly concerned about what others think of him. He does not "show-off" if a stranger is in the classroom. He does not constantly seek reassurance from others. He is not boastful about his own belongings, products or himself, nor is he critical of other children. He does not try to be the center of attention. He is not ashamed of himself or his belongings or hesitate to display his work when asked to do so. He does not 'hang on' the teacher.

9. Realistic Level of Aspiration. The child sets realistic goals for himself. If given a choice of things to do or objects with which to play, he chooses where there is an even chance of mastery. He does not

consistently choose to work at tasks which are so difficult that failure is assured. He does not always choose the easiest task, where success is certain. The level of problem solving at which he chooses to work is commensurate with his abilities.

Appendix F

Self Concept Game Score Sheet

Name _____ School _____ Date _____

Teacher _____ Grade _____ Birth Date _____

Sex M _____ F _____ Classification ED _____ N _____ City _____ Age _____

Trial	Dimension	Level (5-4-3-2-1)		(0-1-2-3-4)	Subject's Game Score
1.	Asp Exp Ach		Asp-Ach Exp AAE		
2.	Asp Exp Ach		Asp-Ach Exp AAE		
3.	Asp Exp Ach		Asp-Ach Exp AAE		
4.	Asp Exp Ach		Asp-Ach Exp AAE		
5.	Asp Exp Ach		Asp-Ach Exp AAE		
6.	Asp Exp Ach		Asp-Ach Exp AAE		
7.	Asp Exp Ach		Asp-Ach Exp AAE		
8.	Asp Exp Ach		Asp-Ach Exp AAE		
9.	Asp Exp Ach		Asp-Ach Exp AAE		

APPENDIX F Continued

10.	Asp Exp Ach				Asp-Ach Exp AAE		
	T	A	C	Percent of Successes	Total Difference Scores		Total Game Score
	1.						
	2.						
	3.						
FRS	4.				Asp-Ach Exp		
	5.				AAE		
	6.						
	7.				Sum of		
	8.				Total		
	9.				Difference Scores		
Total				SEI _____			

VITA

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Biographical Information:

Personal Data: Born at Esbon, Jewell County, Kansas, December 14, 1934; married Carroll Goldie Porter March 15, 1957; am the father of three children.

Education: Grades 1-4, Esbon Elementary School, Esbon, Kansas; Grades 5-9, 11-12, Amphitheater Public Schools, Tucson, Arizona; Grade 10, North Phoenix High School, Phoenix, Arizona; Higher education includes attendance at Brigham Young University, Provo, Utah, one quarter; Eastern Arizona Junior College, Thatcher, Arizona, one year; Northern Arizona University, Flagstaff, Arizona, five years where earned B.S. in Education and M.A. in Teaching of English; University of Arizona, Tucson, Arizona, two years where earned M. Ed. in Counseling and Guidance; Utah State University, Logan, Utah, five years where completed requirements for Doctor of Philosophy in Psychology degree.

Professional Experience: Taught high school English one year at Flagstaff High School, Flagstaff, Arizona; and six years at Flowing Wells High School, Tucson, Arizona; served as school counselor at Edith Bowen Teacher Education Laboratory School, Utah State University, Logan, Utah, two years; psychologist for Eastern Idaho Community

Mental Health Center, Idaho Falls, Idaho, one year;
psychologist for Weber County Comprehensive Mental
Health Center, Ogden, Utah, one year. Presently
employed as school psychologist, Flowing Wells
School District, Tucson, Arizona.