

**THE SELF-CONCEPT OF MILITARY DEPENDENTS,  
OF CHILDREN FROM BROKEN HOMES, AND OF BOYS  
AS COMPARED WITH GIRLS IN THE EIGHTH GRADE**

**BY**

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IN THE EIGHTH GRADE

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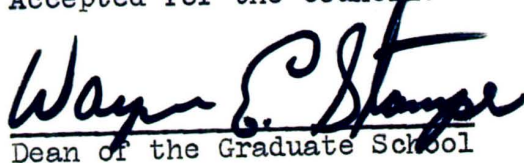
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To the Graduate Council:

I am submitting herewith a Research Paper written by Cecilia Castro entitled "The Self-Concept of Military Dependents, of Children from Broken Homes, and of Boys as compared with Girls in the Eighth Grade." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts in Education, with a major in guidance and counseling.

  
Major Professor

Accepted for the Council:

  
Dean of the Graduate School

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## Chapter I

### Introduction

The concept of "self" has been one of the most common and complex subjects of study throughout the history of humanity. Philosophers, theologians, and scientists of all cultures have attempted to understand the self, reflecting in this way man's ever present concern with himself and the universe.

In psychology, William James (1890), Titchener and Hall were among the first who gave importance to the concept of self and centered their writings around it. In William James' words, "A person's self is the total of all that he can call his" (7). During the second, third, and fourth decades of the twentieth century, the study of the concept of self did not receive much attention due to the influence of behaviorist and functionalist psychologies. For a number of years the term disappeared from psychological literature.

Recently, however, many of the theories of personality are based on the concept of self. Freud, in his later writings, assigned a great importance to ego development, and the Neo-Freudians stressed the importance of the self picture and the ego ideal (7). In the 1940's, with the influence of the Gestalt psychologists and their phenomenological methods and theories, Allport (1) revived the concept

of the self as essential to a psychology of personality. Lecky (12), Rogers (20), and Snygg and Combs (22) have given the concept of self a central position in their theories of personality. They agree that every individual has a concept of what kind of person he is; that generally, every individual tends to behave in ways consistent with his implicit or explicit concept of himself; and that the tendency toward increased self realization is a strong motivating force in human behavior. Symonds (25), Fitts (6), and Taylor (26) have pointed out the multiplicity of labels attached to an individual's concept of himself: the ego, the subjective self, the self image, the cognitive self are all terms that have been used. Mostly these terms refer to what Raimy (19) termed the Self-Concept. Although there was much attention given to the development of theories of personality during the 1940's, there was little empirical work done before 1949. Research dealing with the self-concept has proliferated enormously in recent years. Silver (21) indicated that the Psychological Abstracts list six references to the self in 1939, in 1949 nine references are cited, while the index of the 1956 Psychological Abstracts yields fifty-four articles relating to the self-concept.

It is generally accepted by psychologists and laymen that one gains one's self-concept from his family and his close associates as well as from success and failure. The



writer teaches in a school in which fifty per cent of the student body is formed of military dependents. She has observed the high incidence of mobility, which affects not only the persons who are being moved, but creates stresses upon the school and community. After talking with mothers who have the complete responsibility of the house while their husbands are overseas, and recognizing the anxiety generated in the mothers and their children by the loss of their fathers or close relatives, the writer became very concerned about the influence of all these experiences on the self-concept of the students who are military dependents. Thus, this investigation, started during the spring of 1968, is an attempt to evaluate the self-concept of military dependents in the eighth grade. Other subproblems connected with the same children were investigated and will be explained later in the paper.

#### Statement of the Problem

The problem of this study consists of two phases:

A. The first phase deals with the study of the self-concept of military and non-military children. More specifically it intends:

1. To compare the self-concept of eighth grade children whose fathers are career military with those whose fathers are non-military.

2. To compare the self-concept of military boys with that of non-military boys.

3. To compare the self-concept of military girls with that of non-military girls.

B. The second phase deals with the self-concept of the same sample in relation with selected subproblems: sex and parent-child relationship. More specifically, the subproblems could be stated as follows:

1. To compare the self-concept of eighth grade boys with the self-concept of eighth grade girls.

2. To compare the self-concept of children who live with both parents with the self-concept of children who come from broken homes. The occupation of the father is not considered in this analysis.

#### Statement of the Hypothesis

Certain hypotheses have been formulated and will be tested by statistical analysis of the data collected.

A. The first set of hypotheses is concerned with the self-concept of military and non-military children. They are stated as follows:

1. There is no significant difference in the self-concepts of military children and those of non-military children.

2. There is no significant difference in the self-concepts of military boys and those of non-military boys.

3. There is no significant difference in the self-concepts of military girls and those of non-military girls.

B. The second set of hypotheses is concerned with the self-concept of the same sample in relation to selected subproblems



sex and parent-child relationship. They are stated as follows:

1. There is no significant difference in the self-concepts of boys and those of girls.
2. There is no significant difference in the self-concepts of children who live with both parents, and those of children who come from broken homes.

#### Basic Assumptions

For the development of the research the investigator assumes that:

1. The concept that a person has of himself is a determinant of his personality.
2. All forces acting upon the child influences his self-concept, and especially the influence and relationship with the "significant" people around him, parents or parent substitutes, teachers and peers.
3. No research studies could be found which have specifically studied the self-concept of military children in comparison with non-military. The investigator assumes, however, that there are positive and negative factors in the military home which influence the child's self-concept, and that these features may be different in the non-military home. The particular conditions which appear to be different are as follows:
  - a. The military father is employed in a position in which the power structure is likely to be more authoritarian and rigid.

- b. There is more mobility in the military home.
  - c. The military father is more often absent from home for long periods of time with the mother having to assume the family responsibility alone.
  - d. There is more anxiety in the military home during war time.
  - e. There is economic security in the military home as most military men with older children are either commissioned or non-commissioned officers with dependency allowances for children.
4. It is assumed that the instrument used in estimating the self-concept is sufficiently valid for use in this exploratory study.
5. Further, it is assumed that the pupils responded with frankness and honesty in their self-concept evaluation as there was no pressure exerted to cause them to feel it necessary to do otherwise.

#### Limitations of the Study

The limitations of the study are listed as follows:

1. Temporal limitation: It is recognized that the Self is subject to change; therefore, the self-concept of each subject reported in this study is the concept of that particular individual at the moment that he was tested.
2. Methodological limitations: This study of students' self-concept was further limited to the aspects of the self-concept which could be measured by the specific instrument



employed. Pencil and paper tests, at their best, reveal only what the individual is able and willing to communicate. The self-concept then, as it relates to this study, is simply the description which the child chose to reveal to the investigator within the limits of the instrument. Of course, the validity and reliability of the instrument employed in this investigation have been tested.

3. Sample limitations: The label "military children" in this study includes all children whose fathers are in the military services or have retired in the last four years. No consideration was given to the father's rank which might have given more information.

#### Definition of Terms

1. Self-Concept. For the purpose of this study the self-concept is defined as "a composite of thoughts and feelings which constitute a person's awareness of his individual existence, his conception of who and what he is (10, p. 9).

2. Military children: This category includes all boys and girls whose fathers are career military personnel and who were in the military service at the time the investigation was conducted or who had retired from it within the last four years.

3. Children from broken homes: This category includes all children who live with only one parent, or with one parent and a step-parent, or with someone other than the parents.

## Chapter II

### Review of Related Literature

This chapter presents an examination of empirical studies on the self-concept. Previous investigations relevant to the present project have been divided into three categories: (1) Previous research with military dependents; (2) Previous research on parent-child relationship and the child's self-concept; and (3) Sex differences and the self-concept.

#### Previous Research with Military Dependents

There is a paucity of research about military dependents. There were only three studies in two areas found in the literature (1) mobility and (2) the father's absence from home. Relative to the large bodies of research that have been done in many aspects of child psychology, mobility remains for the most part unexplored. Most of the material that is available refers to the severe problems of the children of migrant rural workers. Their situation is so unlike that of military children that these studies do not seem relevant to the present investigation.

Grace Elle Stiles (23) conducted a study in a Rhode Island elementary school system to determine the effects of frequent moves on the academic and emotional adjustment of the children of such families entering the school system

in 1958. An experimental group of 138 children of military families in grades 1-6 was selected for study. A comparable group of children from permanent homes was used as a comparison group. Projective techniques and various other rating scales were used to measure anxiety levels. Standardized achievement tests were used to measure academic achievement. Results of this study indicated no significant difference in either anxiety or academic achievement. The investigator also suggested that the adverse effects of frequent moves may be grossly exaggerated. Reports given by the teachers of the children in this study indicate that in many cases the children seem to have gained from their experiences. The investigator suggests that further research should be done in the field. She recognizes sample limitations and time limitations in her work. However, she explains the results indicating that:

When military children are grouped to take the tests or to share the same experiences, they become aware of belonging to a particular group known as "U. S. Army." This without doubt gives them a feeling of stability of sorts, in that they realize that they are in the same boat with many others of their own age, and that coming and going is a normal way of life for them.

#### Father's Absence

Frank A. Pedersen (15) conducted an experiment in which he intended to compare the extent of father-absence in the history of 27 emotionally disturbed 11-15 year old



male military dependents, and 30 comparable non-emotionally disturbed military children. The results did not yield a significant difference. Within the disturbed group, however, the extent of father-absence in the child's history is highly predictive of an independent index of emotional disturbance. No significant difference was found with the non-emotionally disturbed group. Data also reveals that the mothers of the disturbed children are themselves significantly more disturbed than the mothers of the non-emotionally disturbed. No significant difference was found for fathers in this scale. Peter Suedfeld (24) reports on paternal absence and overseas success of Peace Corps Volunteers. Paternal absence during childhood differentiated significantly between successful and unsuccessful Peace Corps volunteers. In two independent samples the proportion of individuals from fatherless homes was significantly greater among unsuccessful volunteers.

#### Parent-Child Relationship and the Child's Self-Concept

All personality theorists who are concerned with concepts involving the self accord great importance to parent-child interaction in the development of the self-concept. Ruth Wylie (27) concluded that because parents are the persons who are present earliest and most consistently in the child's life, and because of the child's dependency on

them and his affection for them, the parents have a unique opportunity to reinforce selectively the child's learning, including his learning about self. Presumably, then, the parent can influence the development of such aspects of the self-concept as the generalized level of self regard, the development of the ideal self, the realism of his view of his abilities and limitations, and the acceptance of them.

Coopersmith (4) conducted a series of research studies in which his main concern was to determine the conditions and experiences that are associated with the development of positive self attitudes. The author formulated theoretically the importance of parent-child relationship in the child's self-concept. He reviewed parent-child relationship along three dimensions: (1) acceptance; (2) permissiveness and democracy; and (3) independence training.

After much empirical work with different samples, Coopersmith arrived at several conclusions relevant to the present study.

The most general statement about the antecedents of self esteem can be given in terms of three conditions: Total or nearly total acceptance of the children by their parents, clearly defined and enforced limits, and the respect and latitude for individual action that exist within the defined limits. . . . Persons with high self esteem, reared under conditions of acceptance, clear definition of rules, and respect, appear to be personally effective, poised and competent individuals who are capable of independent and creative actions. Their prevailing level of anxiety appears to be low . . . . Persons with low self esteem, reared under conditions of rejection, uncertainty, and disrespect,

have come to believe they are powerless and without resource or recourse. They feel isolated, unlovable, incapable of expressing and defending themselves. They tend to withdraw and become overly passive and compliant while suffering the pangs of anxiety and the symptoms that accompany its chronic occurrence.

Silver (21) conducted a study with fifty-six male adolescents from seventh through twelfth grade of a rural school. The subjects completed seven self-concept rating scales from their own viewpoint and the points of view of parents and peers as well as a measure of defensiveness, and a sociometric acceptance-rejection scale. To obtain measures of parental acceptance, forty-one mothers and twenty-five fathers cooperated in rating the subjects from two points of view on scales identical to the self-concept ratings. Silver's hypothesis read "The level and consistency of sex rating is positively related to parental acceptance." The results indicate that there is a relationship between parental acceptance and the level, and consistency of self-concept ratings in the experimental group. The hypothesis was accepted at the .05 level of confidence. The study also shows that discrepancies of acceptance between parents significantly affects the stability of male adolescents' self-concept. The findings attest to the importance in boys of achieving a satisfactory relationship with their fathers for developing feelings of positive self regard. The results indicate that the level and stability of the self-concept of male adolescents is significantly associated with



parental acceptance and to a lesser degree with maternal acceptance. One of the most important findings, relevant to the present study, is that broken homes provide the child with a restricted environment in which he would lack adult models.

Murphy (14) expresses the importance of parent-child relationship when he states, "the tendency to value rather than devalue the self is correlated with parental approval . . . ."

Carlson (3) conducted some research on children's self-concept and parental attitudes. The findings confirm that two aspects of the child's self-concept, self acceptance and social orientation, are related to each other and to the child's social status. The results do not substantiate expected relationships between the parental attitude variables, parental acceptance, accuracy and consistency, and the child's self acceptance, social orientation and peer status.

#### Sex Differences and the Self-Concept

According to Ruth Wylie's (26) study the available investigations of sex differences in self-concept have been directed mainly toward two questions: (1) To what degree have males and females accepted particular sex role stereotypes as applicable to men or women in general? (2) To what degree have males and females accepted particular sex role stereotypes as applicable to their own actual or ideal self-concepts in particular?

The interest of the investigator in the present study is limited to the hypothesis B, stated in Chapter I, which reads as follows: There is no significant difference in the self-concepts of boys and those of girls in the eighth grade.

Hawk (8) investigated the relationship of family experiences and sex role to the self-concepts of adolescents. Family experiences were indexed by an Index of Value Orientation for the family of each subject. The indices were computed by assigning appropriate weights to various levels of educational attainment, occupation, source of income and religious affiliation.

The findings yield no significant differences in the self-concept of each life style independently from the other variables. A significant result was obtained only when life style was linked with both sex role and peer affiliation. The author concluded that one's concept of self depended upon whether one was a boy or a girl, but also whether he or she came from a lower class or middle class family as well as being accepted or avoided by age-mates. Throughout the analyses of self representations of adolescent boys and girls certain sex-typed differences were consistent. Consistently, boys expressed greater relative independence and certainty as compared with girls. On the other hand, girls characteristically expressed a greater dependence upon those in authority. Boys and girls not only acquire different

sex roles, but also learn to view and represent themselves in characteristically different ways.

The author explains the importance of identification with parents as a major process in the development of a self-concept.

At the same time a boy or girl identifies with the same sex parent, he or she also learns a concept of self through that identification. Apparently, those differences in the self representations of boys and girls reflect continuing differences in cultural expectations that vary from one sex role to another.

Since the military father is away from home for longer periods of time, the possibility of difficulty in sex identification could become a problem.

Engel's study (5) yields data on the positiveness of the self-concepts of adolescents that she made, the girls had the more positive self-concepts. Piers and Harris (17) did not find any consistent sex differences in the self-concept of students in grades three, six, and ten.



### Chapter III

#### Description of Pupil Samples, Instruments and Procedures

##### Pupil Population and Sample

The population sample chosen for this investigation was 296 eighth grade students at New Providence Junior High School. The school is located in Clarksville, Tennessee, four miles from Fort Campbell, Kentucky. The school enrolls a large number of students whose fathers are in the military service. Since housing is available to most military men in the upper enlisted ranks and above, the fathers are either stationed overseas or have chosen to live in the city rather than on the military base. In April, 1968, the students were given a questionnaire asking for personal information which allowed the investigator to separate the military children from the non-military and to form the groups for the different problems of this study. The number and percentage of students in each group are indicated in Table I.

##### Description of Instrument

The instrument used to measure the students' self-concept was a scale designed by A. V. Piers and D. B. Harris and revised by Wing (18), entitled "The Way I Feel About Myself." Although yet unpublished, and restricted to research use, it has been employed in many studies throughout the country.

Table I  
Number and Sex of Military  
and Non-Military Children  
in the Eighth Grade

	Military	Non-Military	Total
Boys	70 (23.7%)	85 (28.7%)	155 (52.4%)
Girls	70 (23.7%)	71 (23.9%)	141 (47.6%)
Total	140 (47.4%)	156 (52.6%)	296

The scale has eighty items with a high score indicating a more positive self-concept. Means have ranged on different samples from 48 to 60, with a mean of means of 54. Standard deviations have ranged from ten to fifteen with a mean of standard deviations of about thirteen. Most of the reliability data comes from the original standardization study which contained ninety-five items. On the revised eighty item scale, Wing found for a two-month and four-month test-retest on fifth graders a coefficient of .77, which indicates a good degree of stability for a personality instrument of this type (18).

The validity of the instrument was determined by comparing the Piers-Harris with another self-concept scale. Mayer found a correlation of .68 with Lipsitts' children's self-concept scale. This concurrent validity is the only evidence given for the validity of the instrument.

Cox found a correlation of  $-.64$  between the Piers-Harris and the number of big problems reported by children on the SRA Junior Inventory. This study proves that the higher the self-concept the lesser the number of problems checked in the SRA Inventory. This study also supports the validity of the instrument "The Way I Feel About Myself." No consistent sex difference in means of total score were found in other studies listed in the Piers-Harris Manual (18).

The instrument was developed for use with children but it has been used with adolescents and adults. Standard deviation declines with age.

The scale consists of 80 items or sentences such as "I get nervous when the teacher calls on me." and "I am an important member of my family." The subjects were instructed to respond to each item by checking "Yes" or "No" depending upon whether or not they consider the term descriptive of them. The higher score the better the self-concept. A copy of the instrument is included in Appendix A.

#### Research Procedures

The test was administered to all students by the investigator in their regular classrooms. The teachers of the group remained in the classroom during the administration of the test. The test was read aloud by the investigator, and pupils read the test silently and supplied answers to the different items. Sufficient time was allowed



for the students to complete each item of the test before going to the next item.

The students were asked to complete a personal data sheet in order to categorize them into the different groups. Several of the items of the questionnaire were not used in this study serving only to gain more information about the student. A copy of the data sheet is included in Appendix B. The total number of students in the eighth grade was 315. The sample used was of 296 students. The students who were absent or did not sign the papers were omitted from the study.

## Chapter IV

### Results of Study

This chapter is devoted to the description and analysis of data and results of the statistical computations. The findings in this chapter are reported in the form of tables and the discussion which accompanies them is arranged in an order corresponding to the hypotheses listed in Chapter I.

Hypotheses A 1, 2, 3. The hypotheses were stated as follows:

1. There is no significant difference in the self-concepts of military children and those of non-military children.
2. There is no significant difference in the self-concepts of military boys and those of non-military boys.
3. There is no significant difference in the self-concepts of military girls and those of non-military girls.

Table II shows the computations of the self-concept scores of military boys and girls compared with non-military boys and girls. It also shows the different scores of military boys as compared with non-military boys as well as the scores of military girls and non-military girls.

The table shows the number of subjects in each group, the mean and standard deviation of the self-concept score

Table II  
Differences in Mean Self-Concept Scores  
of Military and Non-Military Students

Group	Number	Mean Score	Standard Deviation	Standard Error	T-Scores
Military (Both Sexes)	140	54.21	11.5829	0.9825	
Non-Military (Both Sexes)	156	53.01	11.7768	0.9459	0.8799
Military (Boys)	70	55.07	11.1795	1.3459	
Non-Military (Boys)	85	53.73	11.8405	1.2919	0.7183
Military (Girls)	70	53.34	11.9102	1.4338	
Non-Military (Girls)	71	52.15	11.6421	1.3915	0.5956



in each group, the standard error and the T-scores. The mean score of military boys and girls was 54.21 with a standard deviation of 11.5829. The mean of non-military boys and girls was 53.01 with a standard deviation of 11.1795. Non-military boys had a mean of 53.73 and standard deviation of 11.8405. Military girls had a mean of 53.34 and standard deviation of 11.9102. Non-military girls had a mean of 52.15 and standard deviation of 11.6421. The null hypotheses were tested by the formula of the significance of the difference between means. The analysis of these scores is shown in Table II. T-scores obtained for the respective hypotheses were .8799 for hypothesis (1), .7183 for hypothesis (2), and .5956 for hypothesis (3). Since a T-score of 1.96 or greater is necessary for a significant difference to exist at the .05 level of confidence, the null hypotheses, stated before, of no difference in the self-concept of military children and non-military children were accepted.

Hypotheses B 1, 2. The second set of hypotheses tested were stated as follows:

1. There is no significant difference in the self-concepts of boys and those of girls.
2. There is no significant difference in the self-concepts of children who live with both parents and those of children who come from broken homes.

Relevant data to hypothesis 1 is presented in Table III. The T-scores of 1.17 obtained as a result of comparing the self-concept of boys with that one of girls in the eighth grade shows that the difference of the means 54.34 for boys and 52.74 for girls is not significant. Therefore, the null hypothesis B 1 is accepted.

Table III

Differences in the Mean Self-Concept Scores  
of Boys and Girls in the Eighth Grade

Groups	Number	Mean Score	Standard Deviation	Standard Error	T-score
Boys	155	54.34	11.5660	0.9320	
Girls	141	52.74	11.7910	0.9965	1.1727

Table IV indicates the results of the compilations of scores of the self-concept of children who live with both parents and children who come from broken homes. Since the T-score obtained was 2.539, the difference of the means 54.31 for the first group and 50.30 for the second group is significant at the .05 level of confidence. The null hypothesis is rejected. Thus, according to this study, it was found that children who live with both parents have a higher self-concept than children who come from broken homes.

Table IV  
 Difference in the Mean Self-Concept Scores  
 of Children Who Live with Both Parents  
 and Children from Broken Homes

Groups	Number	Mean Score	Standard Deviation	Standard Error	T-Score
Children with both parents	242	54.31	11.9163	0.7676	
Children from broken homes	54	50.30	10.0455	1.3799	2.5395



## Chapter V

### Summary, Conclusions, and Recommendations

This research project was concerned with the self-concepts of eighth grade pupils in relation to their home background, involving the military or non-military occupation of their fathers. It was also concerned with the self-concepts of the subjects of the same sample in relation to sex and whether living with both parents.

Two sets of hypotheses were formulated, three of them related to the main problem of the self-concept of military dependents and non-military dependents. The other group of hypotheses was related to the subproblems of the project, the self concept as related to sex and parent-child living arrangement. The study presented several limitations which were classified as:

1. Temporal limitations: The self is subject to change; therefore, the reported self-concept could be affected by temporal changes in the life of the individual.
2. Methodological limitations: Pencil and paper tests are limited in themselves.
3. Sample limitations: No consideration was given to rank of the army personnel, nor to social class of civilians.

Although many studies have been conducted on the self-concept, very few are directly relevant to this project. It is difficult to summarize the investigations because of the difference of opinions and results; differences in samples; and differences in methods and procedures used to measure the self-concept.

The instrument used to measure the self-concept of subjects was the scale entitled "The Way I Feel About Myself" designed by Ellen V. Piers and Dale B. Harris. The scale has eighty items, with a high score indicating a more positive self-concept.

The sample for the study was composed of 296 eighth grade students at New Providence Junior High School, Clarksville, Tennessee. The school is located four miles from Fort Campbell, Kentucky, which explains the high enrollment of military dependents.

The hypotheses were tested statistically by comparison of means using the "T-test" of difference of means.

#### Conclusions

According to the findings of this study, one can conclude that:

1. Military and non-military children come from a common population in which neither the father's occupation nor stereotype features attributed to military homes have any significant bearing on the self-concept of the children.

This conclusion corroborates previous studies conducted with military dependents, mentioned in Chapter II.

Grace Ellin Stiles (23) concluded that mobility as a feature of military homes does not have any negative effect in the children's level of anxiety or achievement.

Frank A. Padersen (15) did not find any significant difference in two group of military dependents, one of normal individuals and the other of emotionally disturbed children and the extent of father's absence from home.

2. There is no significant difference in the self-concept of boys and girls, as measured by the instrument used in this study. Further research is suggested in order to test for differences in the answers to particular items in the self-concept scale, following the item analysis suggested by the authors of the scale.

3. Children who live with both parents have a higher score on the self-concept scale than children who are not living with both parents. Previous research in this field indicated the importance of parent-child interaction in the development of the child's self-concept. The present study tends to substantiate the results of Silver (21) who concluded that "the level and consistency of self rating is positively related to parental acceptance . . . broken homes provide the child with a restricted environment in which he would lack adult models." Murphy's conclusion (14) of his



investigations reads: "the tendency to value rather than disvalue the self-concept is correlated with parental approval." Hawks (8) assigned a great deal of importance to the identification process in the development of the self-concept. "At the same time a boy or girl identifies with the same sex parent, he or she also learns a concept of self through that identification."

4. The mean of means in the study is 52.32 and it is very close to the mean of means reported by the authors of the scale, obtained in previous studies, which is 54. The standard deviation reported by the authors was from ten to fifteen and the range in the groups tested by the investigator was from 10.04 to 13.88.

#### Implication of the Study

1. It is suggested that an effort be made by guidance counselors and classroom teachers to secure as much information as possible about the students' background, home conditions, parent living arrangement to meet the needs of the students, provide understanding and to be fair with each student. Special consideration may need to be given to children from broken homes as this study further substantiates the lower self-concept of such children.

2. It is recommended that teachers and administrators who consider the military child as "a problem child" be presented with the results of this and related studies. Perhaps the

child has been a problem in the teacher's perception because he was different in his living experiences and this problem may be just a product of the teacher's perception as this study shows no difference in the self-concept of military and non-military children.

3. Further research is recommended to study the self-concept of military and non-military dependents including other important variables such as rank in the military service and social class of civilians.

4. Further research should be conducted on academic achievement of military children as compared with the non-military children. According to this study, there is no difference in the self-concept of the two groups; however, since the experiences and circumstances of the two groups differ, it would be of great educational interest to determine the academic performance of the two groups.

5. Research on the self-concept of those military children who live on post as compared to other military children who live off post would provide additional information concerning the influence of the military environment.

6. Further research is suggested to determine if the length of time the military father has been absent from home would affect the child's self-concept.

7. Further research is suggested concerning the self-concept and the sexes since researchers have disagreed in

their results. These findings would be of much educational significance especially in coeducational systems where boys are competing with girls.



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## Appendix A

### The Way I Feel About Myself

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. 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		35
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 like being the way I am	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 schoolwork	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 schoolwork.	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 disobedient at home	YES	NO
36.	I am unlucky	YES	NO
37.	I worry a lot	YES	NO
38.	My parents expect too much of me	YES	NO
39.	I usually want my own way	YES	NO
40.	I feel left out of things	YES	NO

41.	I have nice hair		36
42.	I often volunteer in school	YES	NO
43.	I have a pleasant face	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 goodlooking	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 wish I were different	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		37
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 dislike my brother (sister)	YES	NO
73.	I have a bad figure	YES	NO
74.	I am often afraid	YES	NO
75.	I am always dropping or breaking things	YES	NO
76.	I cry easily	YES	NO
77.	I am different from other people	YES	NO
78.	I think bad thoughts	YES	NO
79.	I can be trusted	YES	NO
80.	I am a good person	YES	NO

Appendix B

Personal Data Sheet

1. Name Boy                  Girl
2. Birthdate Age (years    months)
3. Place of birth
4. Religious Preference
5. Father's Place of Birth
6. Father's Occupation
7. If father is not living, what was his occupation?
8. If father has a military career, how many states have  
you been in?                  In how many foreign countries?
9. If father has a military career, where is he now  
stationed?
10. Mother's Place of Birth
11. Mother's Occupation
12. Do you live with both parents?    Yes          No
13. If not, with whom do you live?    Mother          Father  
grandparents          mother and stepfather          father and  
stepmother          Other
14. How many people live in your house?    Adults          Children
15. How many brothers do you have?          Ages
16. How many sisters do you have?          Ages
17. What are your hobbies?
18. What are the things that you dislike the most?

19. What do you plan to be when you reach adulthood?
20. If you had three wishes and could wish anything you want and it would come true, what would you wish?