

**A STUDY OF THE RELATIONSHIP BETWEEN
SELF-CONCEPT AND READING ABILITY**

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SELF-CONCEPT AND READING ABILITY

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ABSTRACT

The major purposes of this study were: 1) to determine if there is a statistically significant difference between the self-concept scores of average and disabled seventh and eighth grade readers, 2) to determine if there is a statistically significant difference between the self-concept scores of the girls in the average group and the girls in the disabled group, and 3) to determine if there is a statistically significant difference between the self-concept scores of the boys in the average group and the boys in the disabled group.

Subjects for the study were twenty-five average and twenty-five disabled readers, all of whom were students at Christian County Middle School, Hopkinsville, Kentucky. Self-concept was measured by the Piers-Harris Children's Self Concept Scale, and the Mann-Whitney U Test was employed to interpret the data at the .05 level of significance.

The results of the study indicated that there was no statistically significant difference between the self-concept scores of the average and disabled readers. There was no statistically significant difference between the self-concept scores of the girls in the average group and the girls in the disabled group, and also, there was no statistically significant difference

between the self-concept scores of the boys in the average group and the boys in the disabled group.


The conclusions indicated that self-concept does not play the role many educators believe it to play in reading ability. It may be concluded from the results of this study that self-concept is neither the cause nor the result of reading ability. Also, the results indicated that there is no significant difference in self-concept scores in terms of being male or female.

To the Graduate Council:

I am submitting herewith a Thesis written by Ruth Fentress Boxley entitled "A Study of the Relationship Between Self-Concept and Reading Ability." 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 Counseling and Guidance.

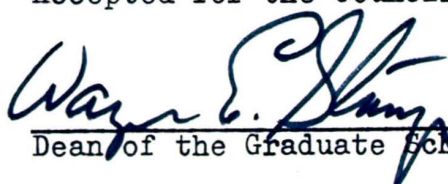

Major Professor

We have read this thesis and
recommend its acceptance:


Minor Professor


Third Committee Member

Accepted for the Council:


Dean of the Graduate School

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CHAPTER I

INTRODUCTION

Reading disability has increasingly surfaced as a problem to educators, and a variety of factors have been advanced as its causes. The inability to express emotions appropriately has been repeatedly suggested, as well as a number of other personality variables, such as, lack of responsibility and dependency on one's mother (Early, 1957). Both learning and psychoanalytic theories have tried to relate reading disability to various kinds of disrupted emotional functioning and hold that some children with reading problems are emotionally quiet and inhibited, while others are emotionally explosive and expansive (Farmer and Garfield, 1971). Self-concept is one area of personality which has received considerable attention in relation to academic achievement and reading ability.

A widely accepted theory is that self-concept is directly related to academic achievement. Among those researchers who believe that a relationship exists are some who believe that the reading disability is a result of emotional problems in connection with negative self-concepts, while others believe that the negative self-concept is a result of being unable to read. Another theory holds that there is no relationship between self-concept and academic achievement.

Numerous researchers concur that improving a poor self-concept is an important step toward improving

academic achievement and reading ability. According to Musholt (1974), teachers have consistently said the students who feel positively about themselves and their abilities are more likely to succeed academically, and those feeling negatively usually fail to make good grades. Musholt goes on to state that academic success or failure is as closely related to self-concept as it is related to mental ability. This view holds that the emotionally disturbed child has a problem before the reading difficulty ever enters the picture. A child who, for whatever reason, develops negative self-perceptions and sees himself as inadequate, may be filled with fear of failure or terrified of new and different experiences. Some of these children are seen to be restless or anxious with a limited ability to concentrate, while others may be withdrawn and quiet (Berretta, 1970). In his theoretical analysis of the dynamics of underachievement, Kowitz (1965) stated that an underachiever does not make a conscious choice in failing to use his academic abilities, but uses his energy to satisfy the more basic need of self-preservation. Kowitz believed an underachiever to be protecting himself because of his feelings of inadequacy.

According to Bedwell (1972), another group of researchers hold that there is a relationship between self-concept and reading ability, and state that for whatever reason the specific learning disability exists, it usually results in emotional problems. The child with

a specific learning disability exhibits a disorder in one or more of the basic psychological processes needed to read. The problem has been called perceptual handicap, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Hunter and Johnson (1971) state that a dyslexic child has normal intelligence, has had conventional instruction, seems to possess adequate motivation, and appears to have intact psychological, neurological, sensorial, and motor systems. It is without obvious cause that the dyslexic child is unable to master reading skills. Hunter and Johnson further state that some researchers believe dyslexia to be immaturity in neurophysiological, motor, and conceptual behavior. The belief is that it is the result of a maturational or developmental lag, rather than from an actual lesion in the brain. However, others believe that an injury before, during, or after birth may be the cause of dyslexia (Bedwell, 1972). Other findings imply that basic reading instruction had already been covered and not understood by the time the necessary stage of reading readiness had been attained by the child, resulting in reading disability (Hunter and Johnson, 1971). It is believed that if a child does not experience success in school, he will become depressed, anxious, withdrawn or angry because of his continuing failure, resulting in a damaged self-image (Bedwell, 1972). Early (1957) stated that research has failed to answer the question of whether

personality difficulties are the cause or the effect of reading disabilities.

The other point of view holds that there is not a positive relationship between self-concept and academic achievement. A study at Washington State University by Fennimore (1968) found that people with more academic aptitude, regardless of a low or high self-concept achieved higher scores in reading, and those with the same academic aptitude, regardless of self-concept, achieved approximately the same. Thus, self-concept seemed to play no significant role in reading achievement. Fullerton (1973) in a study of junior high students found that a program designed to improve student self-concept was successful in improving self-concept ratings, but was not found to influence grade point average. Therefore, higher achievement was not a result of improved self-concept.

Of the recent investigations concerning self-concept and academic achievement, many have dealt primarily with samples drawn from populations without regard to sex. Only a few have tested for sex differences, and among those that did, Shaw and Alves (1963) found that female underachievers did not differ from female achievers in self-concept, while male underachievers had more negative self-concepts than the male achievers.

Another dimension of the problem to be considered is the developmental stage of the adolescents to be

studied. A widely accepted belief is that adolescence is a time of disturbance for the child's self-image. It is a period of stress, and has been characterized as a time of physical maturity and social immaturity (Davis, 1944). Rosenberg (1973) states that it is a period of extreme difficulty because of the new physical capabilities and social pressures with the inability to actually be independent. Because adolescence is considered a time of upheaval, the present study hopes to determine if among the already existing disturbances there can be detected any statistically significant difference in self-concept scores with respect to average readers as opposed to disabled readers.

The aforementioned studies clearly indicate a difference of opinion among researchers and writers regarding the existence of a positive relationship between self-concept and reading ability. Indications are that reading ability is the foundation upon which further academic development is made possible, and thus any insight into the causation of the problem is believed significant.

Purpose of the Study

The major purposes of this study were to:

1. determine whether or not there is a statistically significant difference between the self-concept scores of seventh and eighth grade average readers (Group A) and

disabled readers (Group B) as measured by the Piers-Harris Children's Self Concept Scale.

2. determine if there is a statistically significant difference between the self-concept scores of the girls in Group A and the girls in Group B.

3. determine if there is a statistically significant difference between the self-concept scores of the boys in Group A and the boys in Group B.

Hypotheses

1. There is no statistically significant difference between the self-concept scores of Group A and Group B.

2. There is no statistically significant difference between the self-concept scores of the girls in Group A and the girls in Group B.

3. There is no statistically significant difference between the self-concept scores of the boys in Group A and the boys in Group B.

Within the context of this study the hypotheses is stated in the null form. The Mann-Whitney U Test using the five per cent level of significance was employed for testing the null hypotheses.

Definition of Terms

For the purpose of this study, the following definitions were used:

1. Average Readers: Students reading at or above

grade level.

2. Disabled Readers: Students with at least a ninety I.Q., reading one or more years below grade level.
3. Group A: Average readers.
4. Group B: Disabled readers.
5. Adolescence: The transitional years between puberty and adulthood in human development; usually covers the teens (Kennedy, 1971).
6. Self-concept: The way a person sees himself.

Limitations of the Study

1. The study was confined to students attending Christian County Middle School, Hopkinsville, Kentucky.
2. The self-concept inventory used in the study was a self-report inventory and subject to the limitations of any instrument of its kind.

Review of Related Literature

Many researchers suggest a positive relationship exists between self-concept and reading ability. Lamy (1963) has suggested a cause and effect relationship between self-concept and reading achievement. The study involved the measurements of self-perception at the kindergarten level before reading instruction, and then again in the first grade. The correlation between self-concept and reading ability was as high as between intelligence and reading ability. Wattenberg and Clifford

(1962) measured the self-concepts of one hundred and twenty-eight kindergarten students. When the subjects were in the second grade they were tested for reading achievement, and the results concluded that the measure of self-concept seemed to be more predictive of reading achievement than a measure of intelligence.

Pryor (1975) states that a child with a positive self-concept will usually learn faster than a child with a negative self-concept. This statement was based upon Pryor's years of experience as a reading consultant, and not upon a specific research project. According to Jackson (1972) the young child who is intelligent and has a good self-concept learns to read with ease, while one with equal intelligence but a poor self-concept has difficulty learning to read. She goes further to say that the slow learner with a good self-concept makes slow but continued progress.

Using elementary school children with learning problems, Black (1974) found that the children who performed poorly on achievement testing tended to have a more negative view of self than similar children who performed adequately on achievement testing. He also observed that older learning disabled children viewed themselves more negatively than did younger learning disabled children. With increasing age and grade there was a significant decrease in self-concept scores.

Zimmerman and Allebrand (1965) found there to be a

significant difference (.05 level) between the self-concept scores of the group reading on grade level and the group reading two years below grade level in two matched groups of subjects in grades four and five.

In a study conducted by Williams and Cole (1968), the Tennessee Self-Concept Scale was administered to eighty sixth-graders, along with the reading section of a standardized achievement test. A significant positive correlation (.31) was found between reading and self-concept scores. A pilot study was devised by Kokovich and Matthews (1971) to determine if sixth-grade students with poor self-concepts could improve their self-concepts by being given the opportunity to help others. The subjects were used as tutors or "student listeners" for first graders having reading problems. The study was successful in improving the subjects' self-image and their reading ability.

Toller (1968) compared self-concepts of achieving and retarded readers, and found significant differences in favor of the achievers. The achieving readers scored higher on acceptance, adequacy, personal and social self, security, number of problems, and consistency of view of self.

Among those who maintain that there is not a positive relationship between self-concept and academic achievement, Henderson et al (1965) using a self-devised test of self-concept, found no significant difference in self-concept

between reading achievers and non-achievers. In a study conducted by Carlton and Moore (1965), improvement in reading and improvement in self-concept were compared and no significant correlation between the scores was found.

Marx and Winne (1975), using the Sears Self-Concept Inventory found a negative relationship between social self-concept and achievement among a group of predominantly black, low socioeconomic fifth and sixth grade students. They hypothesized that students who are successful academically may be rejected by their peers in this particular culture and thus have a low self-concept. Also, students with a high social self-concept may reject success in school as a means of enhancing their self-esteem, whereas students with low social self-esteem may try to bolster their feelings for themselves by achieving academically. Marx and Winne found, too, that even though the girls had higher achievement scores on the verbal and quantitative subtests than the boys, the boys scored significantly higher on social self-concept than the girls.

Using the California Achievement Test to evaluate reading achievement and an adaptation of the Coopersmith Self-Esteem Inventory, Williams' (1973) results show that there is essentially no relationship between self-concept and students' first and second grade reading achievement. She found that IQ, followed by reading readiness, were the only significant predictors of reading ability in the second grade.

CHAPTER II

DESCRIPTION OF THE MEASURING INSTRUMENT, SELECTION AND CLASSIFICATION OF THE SAMPLE, AND THE EXPERIMENTAL PROCEDURE

Description of the Instrument

The Piers-Harris Children's Self Concept Scale entitled, "The Way I Feel About Myself," is a self-report instrument with a third grade reading level. It is a yes-no questionnaire consisting of eighty items that can be completed in approximately fifteen to twenty minutes. Mayer (1965) obtained a correlation of .68 when the scores of ninety-eight twelve to sixteen year old special education students were used to compare the Piers-Harris and the Lipsitt's Children's Self-Concept Scale. Cox (1966) found significant correlations between the Piers-Harris and teacher and peer ratings of socially effective behavior (.43 and .31) using sixth through ninth graders from ninety-seven families.

To evaluate the homogeneity of the Piers-Harris, the Kuder-Richardson Formula 21 was used and coefficients ranging from .78 to .93 were obtained. As an added measure, the Spearman-Brown odd-even formula was applied for half the Grade six and Grade ten sample. Coefficients of .90 for the sixth grade and .87 for the tenth grade were obtained.

Selection of Subjects

Permission was obtained from the principal of Christian County Middle School, Hopkinsville, Kentucky to administer the Piers-Harris Children's Self Concept Scale to a Level I (above average students) and Level II (average students) English and Social Studies block, and to the Remedial Reading classes. With the cooperation of the English and History block teachers and the Remedial Reading teacher, a random sample of twenty-five subjects was drawn from each group making a total of fifty subjects involved in the study.

A random sample of twenty-five subjects were selected from the English and Social Studies block and designated as the average readers based upon their average and above status as members of Level I and Level II classes, and upon their ability to read on or above grade level.

Students in the Remedial Reading program at the school are selected on the basis of having at least a ninety IQ and reading at least one year below grade level. In order to obtain a random sample of twenty-five disabled readers all but one class of the entire school's membership of remedial reading students, approximately fifty to sixty students, were given the Piers-Harris, and from that number the twenty-five were randomly drawn.

Experimental Procedure for Group A

The twenty-five subjects in Group A were called from their classes and taken to an unoccupied classroom where they were separated as much as possible. Each subject was given a copy of the Piers-Harris Children's Self Concept Scale and an answer sheet. A brief explanation was made, along with a few simple instructions, then the subjects were asked to identify themselves on the answer sheet as male or female. The administration time was approximately twenty minutes, after which the subjects were returned to their respective classes.

Experimental Procedure for Group B

In order to obtain enough subjects from which to draw a random sample five out of the total six Remedial Reading classes were given the Piers-Harris Children's Self Concept Scale. In order to utilize the small classes and still maintain the desired anonymity, all the students took the scale and a random sample was taken from the completed scales as it was impossible to have the total random sample take the Piers-Harris as a group.

During each class period the students were given a copy of the Piers-Harris and an answer sheet, and asked to identify themselves on the answer sheet as being either male or female. After an explanation and instructions were given, the students completed the

scale in approximately twenty to twenty-five minutes. The Piers-Harris is written on a third grade reading level, thus no problem was foreseen in terms of reading difficulty.

CHAPTER III

PRESENTATION AND INTERPRETATION OF DATA

This chapter will deal with the presentation and interpretation of the self-concept scores of Group A and Group B as determined by the Piers-Harris Children's Self Concept Scale. The Mann-Whitney U Test was employed to determine if a statistically significant difference could be found between the self-concept scores of Group A and Group B, between the girls in Group A and Group B, and between the boys in Group A and Group B. The data were evaluated at the .05 level of significance.

There were twenty-five subjects in Group A and twenty-five in Group B, making a total of fifty subjects in the study. In Group A there were nine girls and sixteen boys, and in Group B there were ten girls and fifteen boys.

The Mann-Whitney U Test for large samples was used to determine if there exists a statistically significant difference between the self-concept scores of Group A and Group B. The null hypothesis was accepted at the .05 level of significance since $Z = -.55$ and was less than 1.96. Table 1 shows the raw scores for Group A and Group B.

TABLE 1

Raw Scores on the Piers-Harris Children's Self
Concept Scale For Average Readers (Group A)
and Disabled Readers (Group B)

Scores	Group	Rank	Scores	Group	Rank
19	B	1	57	B	25
31	B	2	59	A	27
36	A	3	60	B	28.5
39	A	4	60	B	28.5
42	A	5.5	61	A	31.5
42	B	5.5	61	B	31.5
43	B	7.5	61	B	31.5
43	B	7.5	61	B	31.5
44	A	10	62	A	34.5
44	A	10	62	B	34.5
44	B	10	63	A	37
46	B	12.5	63	A	37
46	B	12.5	63	B	37
47	A	14	65	A	39.5
48	A	15	65	B	39.5
49	B	16	66	A	41
50	B	17	68	A	42
51	A	18	69	A	44
53	A	19	69	B	44
54	B	20	69	B	44
55	A	21.5	71	A	47
55	A	21.5	71	A	47
56	A	23	71	B	47
57	A	25	73	A	49
57	B	25	75	B	50

Using the procedure for small samples of the Mann-Whitney U Test, the $U_{obs} = 35$ and the $U'_{obs} = 55$ were calculated from the raw scores of the girls in Group A and the girls in Group B, and $U_{obs} = 35$ was used because it is the smaller of the two. The null hypothesis was accepted at the .05 level of significance since $U_{obs} = 35$ is larger than the tabled value of $U = 20$. Table 2 shows the raw scores for the girls in Group A and Group B.

TABLE 2

Raw Scores on the Piers-Harris Children's Self Concept Scale for the Girls in the Average Reading Group (Group A) and the Girls in the Disabled Reading Group (Group B)

Scores	Group	Rank
19	B	1
31	B	2
39	A	3
42	A	4
44	A	5.5
44	B	5.5
46	B	7
54	B	8
56	A	9
57	B	10
59	A	11
60	B	12
61	A	14
61	B	14
61	B	14
63	A	16.5
63	B	16.5
69	A	18
73	A	19

Again using the procedure for small samples of the Mann-Whitney U Test, $U_{obs} = 119.5$ and $U'_{obs} = 120.5$ were calculated from the raw scores of the boys in Group A and the boys in Group B. The smallest U, $U_{obs} = 119.5$, was used, thus the null hypothesis was accepted at the .05 level of significance since $U_{obs} = 119.5$ is larger than the tabled value of $U = 70$.

TABLE 3

Raw Scores on the Piers-Harris Children's Self
Concept Scale for the Boys in the Average
Reading Group (Group A) and the Boys in
the Disabled Reading Group (Group B)

<u>Scores</u>	<u>Group</u>	<u>Rank</u>	<u>Scores</u>	<u>Group</u>	<u>Rank</u>
36	A	1	57	B	15.5
42	B	2	60	B	17
43	B	3.5	61	B	18
43	B	3.5	62	A	19.5
44	A	5	62	B	19.5
46	B	6	63	A	21
47	A	7	65	A	22.5
48	A	8	65	B	22.5
49	B	9	66	A	24
50	B	10	68	A	25
51	A	11	69	B	26.5
53	A	12	69	B	26.5
55	A	13.5	71	A	29
55	A	13.5	71	A	29
57	A	15.5	71	B	29
			75	B	31

Interpretation of Data

The results of the analysis of the data indicate that there is no statistically significant difference between the self-concept scores of Group A and Group B. With a $Z = -.55$, the null hypothesis was accepted at the .05 level of significance. The average and disabled seventh and eighth grade readers in the study appear to have no significant difference in self-concept scores.

The results also indicated that there is no statistically significant difference between the self-concept scores of the girls in Group A and the girls in Group B. With a $U_{obs} = 35$, the null hypothesis was accepted at the .05 level of significance. Further, it was indicated that there is no statistically significant difference between the self-concept scores of the boys in Group A and the boys in Group B. The null hypothesis was accepted at the .05 level of significance, with a $U_{obs} = 119.5$. The conclusion that may be drawn is that sex appears to play no significant role in the self-concept scores of the average and disabled seventh and eighth grade readers in the study.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The ability to read is crucial to further academic achievement, thus those reading below grade level are in the position of being hindered in all other academic areas. Among the factors believed to be connected with reading disability, self-concept has assumed an important position with many educators believing it to be of major significance. However, there are those who disagree and believe that other factors are more directly related.

The purposes of this study were to determine (1) whether or not there is a statistically significant difference between the self-concept scores of seventh and eighth grade average readers (Group A) and disabled readers (Group B), and (2) if there is a statistically significant difference between the self-concept scores of the girls in Group A and the girls in Group B, and also, (3) if there is a statistically significant difference between the self-concept scores of the boys in Group A and the boys in Group B.

The Piers-Harris Children's Self Concept Scale was used to measure the self-concept of a random sample of twenty-five average readers and twenty-five disabled readers. The subjects used in the study were seventh and eighth grade students drawn from an average and above English and Social Studies block, and the school's Remedial Reading classes. The Piers-Harris was

administered in group form, and the Mann-Whitney U Test was the measure used to determine if there was a statistically significant difference between the groups.

The hypotheses tested by the study were:

1. There is no statistically significant difference between the self-concept scores of Group A and Group B.
2. There is no statistically significant difference between the self-concept scores of the girls in Group A and the girls in Group B.
3. There is no statistically significant difference between the self-concept scores of the boys in Group A and the boys in Group B.

Using the Mann-Whitney U Test, a statistical analysis of the data indicated the following conclusions could be drawn:

1. There is no statistically significant difference between the self-concept scores of Group A and Group B.
2. There is no statistically significant difference between the self-concept scores of the girls in Group A and the girls in Group B.
3. There is no statistically significant difference between the self-concept scores of the boys in Group A and the boys in Group B.

The null hypotheses was accepted at the .05 level of significance.

The results appear to agree with Fennimore (1968) who also concluded that self-concept seemed to play no

significant role in reading achievement, and Fullerton (1973) who found in a study of junior high students that higher achievement was not a result of improved self-concept. Another researcher who has come to the same conclusion is Henderson et al (1965) who found no significant difference in self-concept between reading achievers and non-achievers. Carlton and Moore (1965) when comparing improvement in reading with improvement in self-concept, found no significant correlation between the two scores, and Williams (1973) using an adaptation of the Coopersmith Self-Esteem Inventory concluded that there is essentially no relationship between self-concept and students' first and second grade reading achievement.

There was no related research found to confirm the results of the data obtained from the scores of the girls in Groups A and B, and the boys in Groups A and B. Shaw and Alves (1963) found that female underachievers did not differ from female achievers in self-concept, while male underachievers had more negative self-concepts than the male achievers. Marx and Winne (1975), in a study of predominantly black, low socioeconomic fifth and sixth grade students, observed that even though the girls had higher achievement scores on the verbal and quantitative subtests than the boys, the boys scored significantly higher on social self-concept than the girls. The results of the present study seem to indicate that

there is no statistically significant difference in self-concept between either the females or the males.

The conclusions that may be drawn from this study, and those studies indicating the same results, could possibly have a great deal to say to educators. The present researcher is familiar with remedial reading programs based upon the assumption that in order to improve reading ability self-concept must be improved also. If there is no statistically significant difference between the self-concept scores of average readers and disabled readers, as proposed by the results of the present study, then perhaps it would be wise to take some of the emphasis from improving self-concept and place more upon other areas of need, such as the development of specific reading skills or perhaps the detection and improvement of physical problems. While no one would discourage a teacher from bolstering his students' self-concept, an overemphasis to the neglect of basic reading skills could be detrimental.

It may further be reasoned that in order to function satisfactorily in life one must, to some degree, feel good about oneself. If there is not a significant difference between the self-concept scores of average and disabled readers, then the logic follows that the disabled readers feel as good about themselves as do the average readers. Academic success may not be the criterion upon which they base feelings about themselves.

Recommendations for Further Study

Much remains to be studied in the area of the complex relationship between self-concept and reading ability.

Some suggested topics for further study are as follows:

1. The investigation of the function of age and grade level as it relates to self-concept and reading disability.
2. More investigation into the causes of positive and negative self-concepts during adolescence.
3. Further investigation dealing specifically with self-concept and reading ability.

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APPENDIX A

THE PIERS-HARRIS
CHILDREN'S SELF CONCEPT SCALE
(The Way I Feel About Myself)

by

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THE WAY I FEEL ABOUT MYSELF

NAME

AGE GIRL OR BOY

GRADE SCHOOL

DATE

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

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

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

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

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

Score: _____

13

87

3780