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SELF CONCEPT OF APPEARANCE AND
MOVEMENT IN SPACE,
AN INDEX FOR FIFTH GRADE CHILDREN

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ABSTRACT

SELF CONCEPT OF APPEARANCE AND MOVEMENT IN SPACE: AN INDEX FOR FIFTH GRADE CHILDREN

by Ione Genevieve Shaddock

Statement of the problem.--It was the purpose of this study to develop an instrument to measure conception of self as related to appearance and movement in space. Two pilot studies were conducted to aid in the identification of determinants for fifth grade girls and boys.

On the basis of student response and the opinion of judges, determinants were selected. The organization of the items was the result of a comprehensive review of the literature. The SCPC INVENTORY, a paper and pencil tool, was developed.

One-hundred and five fifth grade girls and boys were selected to take the INVENTORY.

The results were analyzed by scalogram analysis, according to Waisanen. The coefficient of reproducibility was computed. Split-half reliability was used projected with the Spearman-Brown formula. The items which met the Guttman criteria were retained and are scaled according to order of difficulty.

Conclusions.--As a result of the investigation, the following conclusions have been drawn:

1. Sixty-six descriptive traits were judged relevant for girls and boys in the fifth grade.
2. Scalogram analysis of responses produced a thirty-three item Guttman type scale for the girls and a thirty-six item Guttman type scale for the boys.
3. The coefficient of reproducibility for the nine items, SECTION I, girls was .93; for the nine items, boys, .82, which is low.
4. The coefficient of reproducibility for the twelve items, SECTION II, girls was .89; for the fifteen boys, .90.
5. The coefficient of reproducibility for the twelve items, SECTION III, girls was .89; for the twelve items, boys, .91.

Recommendations.--The findings of this study should be regarded as preliminary. Several follow-up steps would be appropriate at this point.

1. The scaled descriptive traits should be re-organized into a simple check-list instrument. The form used in the SCPC Inventory, Column II, is not recommended for this age level. Difficulty in responding to Column I response, rather than the trait itself, was obvious. Consideration should be given to replacing Column II with a "Self as others see me," item.

2. It is recommended that the three categories remain: appearance, movement, and expression.

3. The instrument should then be given to a larger sampling. A separate instrument is needed for girls and for boys.

4. Correlation between the three categories should be figures to determine whether respondents have the same or similar rank ordering on all categories.

5. Resultant scores can then be correlated with scores from physical fitness tests, teacher's rating of respondent on a self-acceptance-to-self-rejection scale, peer group ratings, and other available measures of total self and separate items dealing with body-image.

6. Use of instrument with other girls and boys grades 4-6 or ages 9-12, should be explored.

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AN INDEX FOR FIFTH GRADE CHILDREN

By

Ione Genevieve Shadduck

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CHAPTER I

INTRODUCTION

In recent years, education has turned to research as a method of approaching the perplexing and important problems in personality development and learning. More particularly, concern has been expressed in the concept of identity and the experience of identity from the perceptual point of view.

In brief this theory postulates that:

1. Behavior is consistent with a behavior's perception of the world in which he lives.
2. Individual perception is influenced by needs, values, abilities, and beliefs about self and others.
3. Body image is an important variable in the primary area of perceptual functioning and a substratum for the development of certain skills.
4. Perception and attitudes toward the body are directly related to what we feel regarding others.
5. Social adjustment involves believing you are adequate and that others have a similar perception of you.
6. Perpetual reinforcement by meaningful integrated activities can bridge the gap between actuality and potentiality.

As a result of the renewed interest in the study of the self, a number of methods have been developed to obtain

self-evaluations utilizing paper and pencil inventories. None, however, were concerned primarily with the development of a tool to evaluate the self concept of physical appearance and movement characteristics as a separate entity of the total self concept.

Statement of the problem.--The purpose of this study was to develop an instrument to measure concept of self as related to appearance and physical activity. The specific tasks of the study were:

1. Identification of determinants of the self concept of appearance and physical activity for fifth grade boys and girls.
2. Selection and organization of determinants into a rating technique.
3. Administration of the rating technique to a select population.
4. Development of a scale to measure self concept of physical appearance and movement characteristics of fifth grade students.

Need for the study.--Body image phenomena are prominent in the everyday experience of the normal individual. To attest to the importance of body image in our culture, there is a widespread expenditure of time and money given to altering the physical appearance. There is evidence that the body schema acts as a basic frame of reference which can influence perception and ability to perform certain skills.(34)

We build images of our bodies and movement in space primarily through sensori-motor experiences and impressions. Body perception is basic to motor learning and underlies all directed movements and changes in movement behavior. Perception of physical self is fundamental to the perception of the external environment.

The theory that perception of physical self by the individual may be a central influence on the development of the total self is an important consideration that should be explored directly and under controlled conditions.

Limitations.--

1. Geographical limitations. The study was limited to fifth grade girls and boys enrolled in seven elementary schools in Pontiac, Michigan. The schools chosen represented a cross section of schools in this particular area. Interpretation of results should be considered in relation to specific population investigated.

2. Semantic limitations. The determinants, although chosen as a result of student response, may have had shades of variation in meaning to different respondents. Precision in experimentation was further hindered by lack of complete uniformity in communication.

3. Temporal limitation. The value placed on any particular descriptive trait is the value placed by the individual at the moment he was tested.

4. Methodological limitation. Paper and pencil tests reveal only what the individual is able and willing to communicate. The response to the determinants is, therefore, limited to the description of self which the child chose to reveal to the investigator.

5. Population limitation. The limitations of this study were further compounded by the necessity to scale the determinants separately for girls and for boys. This considerably reduced the number of respondents per scale.

CHAPTER II

REVIEW OF RELATED LITERATURE

In the following review of literature, the author will emphasize those areas which relate to the physical aspects of the self concept.

Meaning of concept of self.--Combs stated that the concepts of self are not cold hard facts, but deep personal meanings, beliefs, values, attitudes, and feelings about one's self. He claims that the adequate personality requires accurate, realistic information about himself and the world and that gaps in knowledge of self, like false information, can hinder acceptance.(24)

Jacobsen explains the realistic self concept as follows:

By a realistic concept of the self we mean one that mirrors correctly the state and the characteristics, the potentialities and abilities, the assets and the limits of our bodily and mental ego: on the one hand, of our appearance, our anatomy and our physiology; on the other hand, of our conscious and preconscious feelings and thoughts, wishes, impulses and attitudes, of our physical and mental activities.(44)

Jersild discusses the self as a composite of thoughts and feelings which constitute a person's awareness of his individual existence, his concept of who and what he is. He further explains that a person may have a generally

positive body image, that is he likes his looks, or he may have a negative body image which infers that his physical appearance as a whole or some feature of his bodily make-up falls short of the image he would like to have of himself. He believes that the image a person has of his body is subjective as are all other aspects of the self-concept and that a person may or may not see himself as others see him.(45)

As a result of a theoretical analysis, Staines stated that the concept of the self is a learned structure, growing mainly from comments made by other people and from inferences drawn by children out of their experiences in home, school and other social groups.(78)

Symonds explains the self as the most real thing in our experience, a frame of reference with which a person perceives, conceives, and evaluates the world around him and toward which he reacts. He believes that the first sensations of the self come through the kinesthetic sensations and that later awareness of and reference to the body makes self-consciousness a vivid experience. He stated further that our feelings about ourselves come first from our orientation in space. The bodily self which we feel does not necessarily correspond to the one which others may observe.(79)

". . . self concept is an organized and organizing dynamic within personality structure . . .", is the statement made by Brandt in his study on the accuracy of self-estimate.
(14)

In describing the body image, Ausubel stated the following:

The body image is the mental picture that each individual has of his own appearance in space. It includes such factors as height, weight, body build, and facial appearance. Ordinarily, during most periods of life (e.g., from childhood to preadolescence), the body image changes imperceptibly because the body itself changes in this way. The small changes in appearance and quantitative increments in height and weight are easily absorbed in the prevailing image the child has of his own body. . . . During adolescence, however, conscious and wholesale restructuring of the body image is necessary . . . (4)

According to Hawkes, the self concept, the mental picture an individual has of himself in relation to his environment, develops as one becomes increasingly aware of the world about him. The body image, the picture each individual has of his own appearance in space, is a vital part of the self concept and contributes to self-esteem.(40)

Importance of self concept status.--Fisher stated that body image variables may influence such diverse phenomena as level of aspiration, site of psychosomatic symptomatology, response to stress, and patterns of physiological reactivity.(33)

According to Snygg and Combs, "People who conceive of themselves as inadequate or unacceptable to others necessarily operate under great psychological restraint."(75)

The following statement by Sarason is very pertinent to our concern for the status of the self concept:

It is no exaggeration to say that the relationship between what man does and what he is capable of has always concerned the thinker and scholar regardless of his field. . . . In our culture, . . . the problem has been viewed as one involving all its citizens, i.e., each individual should have the opportunity maximally to develop his potentialities.(69)

Perkins claimed that the growing importance of the self concept as a construct is particularly evident in those theories which postulate that the individual's perception of himself is the central factor influencing his behavior. He further stated that a more adequate interpretation of behavior can be achieved by increasing our knowledge of the behavior's perceptual field including the self concept.(61)

Combs believes that an extremely adequate self-actualizing person seems to be characterized by an essentially positive view of self and that a positive view of self gives its owner a tremendous advantage in dealing with life. It provides the basis for great personal strength.(24)

Kelly stresses that an inadequate concept of self which is so common in our culture is crippling to the individual. Furthermore, it is what the person sees that is enabling or disabling. [The crucial matter is not so much what you are, but what you think you are. He also states that the self has to be achieved, that it is not given and that it is built almost entirely in relationship to others.

Another important area of thought was added by Kelley when he said that it is doubtful whether or not there can be a self except in relation to others. People in the world

today suffer from inadequate concepts of self which naturally lead to mistaken notions of others.(49)

In agreement is this statement by Symonds: "There is an intimate relation between the attitude we take toward ourselves and that which we adopt toward the world around us."(79)

[According to Symonds, shifts in attitude towards a person by others are reflected by changes in the attitude of the person toward himself. The developing self becomes less stable and less secure in the midst of changing and inconsistent situations. A child with low self-esteem is actually afraid of the obligations of living up to praise and of being successful. The person who believes in himself acts accordingly and puts forth effort to further his ends; but the person who depreciates himself sometimes gives up the struggle and therefore, his performance suffers.(79)

In his discussion of human nature, Cooley stated:

As we see our face, figure, and dress in the glass, and are interested in them because they are ours, and pleased or otherwise with them according as they do or do not answer to what we should like them to be; so in imagination we perceive in another's mind some thought of our appearance, manners, aims, deeds, character, friends, and so on, and are variously affected by it.(25)

["Physical features noted by a person in describing himself probably often represent more than meets the eye. They may be symbolic of deeper meanings," according to Jersild.(45)

Ausubel believes that, "The individual's ego response to his own physical disability is largely a reflection of the social reaction it elicits."(4)

He also believes that individuals are usually regarded as ugly or attractive insofar as they conform to or deviate from the idealized anatomic measurements of their own sex groups. In our culture, for example, shortness and puniness in boys and obesity in either sex tend to detract from a child's status in his peer group.(4)

In relationship to skill, Blair stated that:

Variations in size and physical skill are likely to cause a child to be rejected by the group. The boy who cannot throw a ball or run fast becomes a group liability. The girl who does not roller skate or ride a bicycle is likely to have a lonely time. The failure to develop these is likely to occur in boys who are not physically vigorous because they cannot compete with other boys of their own age. For them sex differentiation is confused and difficult. These boys may continue to rely upon the protectiveness of adults. Extremely aggressive and active girls may also encounter difficulties in their relationships with the girls' clique. Large or fat girls may also be left out of groups.(7)

In further reference to learning physical skills, Havighurst stated that the peer group rewards a child for success and punishes him by indifference or disdain for failure. When speaking of middle childhood, he believes that a child's conception of himself is tied up with the skills he has which effects his relations with his peers. The child adds to his conception of himself as his peers react to his skills.(38)

Of more far-reaching importance is the area explained by Logan:

Children who have a positive self-image are challenged rather than threatened by new learning situations. . . . The child who sees himself positively has little need to be on the defensive; as a result he is able to think more clearly, sense relationships more accurately, and use his imagination freely. He meets problems courageously and faces life with confidence. He takes learning as he takes all experiences--in stride, secure in the knowledge that he can achieve, that he can be effective. Hence the importance of helping the child learn a positive view of self. . . (55)

Hawkes believes that although individual variations in growth patterns are the rule rather than the exception, marked deviations affect the way a child perceives himself in relation to others and the way others perceive him. He also points out that how an individual child sees himself and his own physical growth is usually a reflection of the social acceptance of those about him.(40)

In his discussion of human development in our culture, Bernard stresses that:

The developmental task of building a wholesome concept of self continues from infancy to adulthood. It rises to eminence during middle childhood as the individuals make more contact with persons outside the home. . . . If his physical body permits him to do the things expected at his age, if the standards of achievement are appropriate, and if he is not compared unfavorably in terms of size or skills he comes to feel that he is a worthy and adequate person.(5)

Bernard further emphasizes that, "The mental attitude toward his abilities will have as much, if not more, bearing on his future adjustments as will the development of skills, per se . . ."(5)

It was stated by Lecky that, "All emotions can be traced directly to experiences which are interpreted by the individual as SUPPORTS OF or THREATS TO one or more ideas of self."(51)

He concluded that the, " . . . concept of one's self was considered to be the nucleus of Mind defined as the totality of conscious experience unique to the individual. More important than anything else is the attempt to discover what a person feels and thinks about himself and about life."(51)

Studies as related to physical characteristics and other variables.--Body-image phenomena ". . . are prominent in the normal individual's everyday experiences and . . . are a matter of marked focus for the culture as a whole," according to Fisher and Cleveland. They define body-image as a psychological variable evolving gradually during the learning process in which the individual experiences his body in manifold situations and also notes the varied reactions of others to it. It is believed that the body-image boundary is a guiding reference point which continually influences the individual's orientation to the behavioral space about him.(34)

Schilder pointed out that, "Perceptions, in the whole field of psychology, only have a meaning as the basis for actions. The postural model of the body, the knowledge of the limbs and of their relation to each other, is necessary for the start of every movement." Furthermore, "A discussion

of a body-image as an isolated entity is necessarily incomplete. A body is always the expression of an ego and of a personality, and is in a world."(70)

In his discussion of the self-image, Anderson stated that the physical as well as the psychological area has a heirarchy of traits. Accordingly, "Those traits which have not had a recognized interpersonal function are not included in the self-image, just as those physical structures which have not had a recognized function are not included in the individual's physical self-image. It is function that determines not only structuralization, but the inclusion or exclusion of the trait in the psychological self-image."(3)

A number of studies have been done in an attempt to relate the self concept to other variables. Brookover, Paterson, and Thomas (15) conducted a study of the relationship of self-images to achievement in junior high school subjects. Wattenberg and Clifford (82) studied the relationship of the self-concept to beginning achievement in reading at the kindergarten level. Bledsoe and Garrison (8) conducted research on the relationship of the self concept to academic achievement, intelligence, interests, and manifest anxiety of the elementary school child. Reeder (64) studied some of the relationships between level of self concept, academic achievement and classroom adjustment. Spaulding(76) conducted a study on achievement, creativity, and self concept correlates of teacher-pupil relationships in elementary schools. Roth (67) studied the role of self

concept in achievement. Bruck (19) studied age and sex differences in relationship to self concept and grade-point average. Bodwin (12) studied the relationship between immature self-concept and certain educational disabilities.

Research has been conducted on the self in relationship to others. Staines (78) said that the concept of self grows mainly from comments made by others and from inferences drawn out of experiences in the home, school, and other social groups. Helper (41) found that correlations between parental evaluations and children's self-evaluations were small but consistently positive. Koppitz (50) investigated specific parental attitudes and characteristics as related to children's attitudes and perception of self and others. Silver (73) investigated the relationship of self-concept to parental and peer acceptance.

In Brownfain's study, stability of the self-concept was measured in terms of the discrepancy between the self as positively conceived and as negatively conceived. All findings indicated that subjects with stable self concepts were better adjusted than those with unstable self concepts.(18) In Cowen's administration of Brownfain's inventory, it was concluded that, ". . . the high scorers had more positive concepts of self and were more self-acceptant." (27)

In using self ratings and group ratings, Calvin (21) found a tendency to enhance the self is inversely related

to maladjustment and that individuals who show poor insight regarding their own level of adjustment are more likely to be maladjusted than those who show good insight. As a result of Davidson's and Lang's study, it was indicated that the child with a more favorable self image perceived his teacher's feelings toward him more favorably.(31)

On personality traits measured by most scales, Amatora (2) believes that self-evaluations are valid when opinion of classmates is the criterion.

In his study of the stability of the self-concept and self-esteem, McGehee (57) found that Cowen's negative self measure of self-esteem was a more meaningful and potent measure than Brownfain's measure of stability of self-concept. He also found that the negative self is a measure exceeding in potency the Brownfain stability measure.

Phillips (62) observed that, ". . . individuals who are prone to express negative attitudes toward others . . . also harbour negative self attitudes." In using Phillip's questionnaire, McIntyre found that attitudes toward self and others are positively and significantly correlated.(58)

As a result of his study on the accuracy of self-evaluation, Holt (42) concluded that, "Dominant and affiliative needs were most accurately rated. . . . Only slight and insignificant tendencies were found for these Ss to overrate their most highly prized needs and to underrate distasteful ones."

In comparing self-evaluation with group evaluation, Webb (83) found a consistent tendency for overevaluation and over- or under-evaluation was related to the acceptability of the trait.

Staines (78) suggested that the self-structure could be analyzed by looking at it on three levels: (1) Cognized or Known Self, what the person perceives and conceives himself to be; (2) Other Self, what the person believes others think of him; (3) Ideal Self. Many studies have been conducted along this line of analysis. In 1951, Bills, Vance, and McLean constructed an index of adjustment and values (IAV). The following statement was made:

From the point of view of phenomenological psychology, maladjustment may be defined as any discrepancy between the concept of self and the concept of the ideal self. For practical purposes it may be assumed that maladjustment exists when the discrepancy between the concept of self and concept of the ideal self is great enough to cause unhappiness.(6)

Chodorkoff's (23) study showed a significant curvilinear relationship between adjustment and ". . . degree of correspondence between the individual's perceived and ideal self." In the study by Hanlon, Hofstaetter and O'Connor (37), it was concluded that the correlation between the self concept and ideal self concept tends to be positive and the use of measures of self-ideal congruence in evaluation of the extent of personality maladjustment seems to be justified.

In the administration of tests by Phillips, Berger and the IAV, Omwake (60) found that the three inventories

agreed markedly and that there was a consistent tendency for those who accept themselves to be acceptant of others. In Zimmer's study to check the efficacy of self-concept-ideal-self discrepancies as ". . . indicators of conflict, and by inference of maladjustment," it was found that the results failed to support the ". . . contention that discrepancies between the concept of self and concept of the ideal self are directly indicative of conflict."(88)

In further exploration of Cohen's and Brownfain's work, Lepine and Chodorkoff (52) found that ". . . the more an individual tended to express feelings of adequacy, (1) the greater was the correspondence between his perceived and ideal self, and (2) the less dependent upon environmental evaluation of his past performance was his goal setting behavior, when environmental evaluation indicated sequential change in adequacy of performance."

Block and Thomas stated:

The satisfaction or concern of an individual with his phenomenal self is a datum of great importance. Much behavior becomes coherent when understood in terms of the ideal self toward which an individual aspires and his very personal evaluation of how close he sees himself to this ideal.(10)

Levy examined the discrepancy between concept of self and concept of ideal self as a definition for personal maladjustment. (53) The results substantiated criticism of current interpretations of these discrepancies when limited to the self as the object of description. In Wylie's study, the findings ". . . supported the notion that defensiveness

will be a function of discrepancies within the self concept and/or discrepancies between the self concept and the self ideal . . . "(87)

As a result of her study of six measures of self-concept discrepancy and instability, Smith (74) concluded that, "High discrepancy scores on all three discrepancy measures, and high instability scores on all three instability measures were found to be associated with poor adjustment scores."

A self-ideal discrepancy measuring instrument was devised by Bruce (20) for sixth grade children. Results of administration indicated a statistically significant relationship between self-acceptance and measures of manifest anxiety and observed insecurity such that those with the smaller discrepancy scores had average scores indicating less anxiety and less insecurity.

Lipsitt (54) administered a self-concept scale to approximately three hundred fourth, fifth, and sixth grade children. His conclusions included the following: "(a) both the self-concept and discrepancy measures . . . provided reliable estimates of an individual difference variable; (b) of these two types of measures, the self-concept score provided a somewhat more reliable measure than the discrepancy score; (c) for the fourth, fifth, and sixth grade Ss, there were no reliable grade or sex differences in mean self-concept scores . . . "

In Brophy's study, it was found that, "General satisfaction was . . . negatively related to the discrepancy between ideal self and imposed life rôle, and to the discrepancy between self concept and ideal self . . . " He further stated that, "The findings suggest that congruence in the intra-personal relationship between the self concept and ideal self is one of the most fundamental conditions for both general happiness and for satisfaction in specific life areas."(16)

Creelman (28) devised the CSC Test to measure self conceptions of elementary school children. Three sets of criteria were used: child's view of himself; child's preferences; and evaluative judgment. Hamachek (36) constructed an instrument to measure the physical self-image, social self-image, intellectual self-image and the total self-image. Katz (48) used a self rating inventory of twenty traits to measure stability of self-concept.

Brandt conducted a study on the accuracy of the self-estimate. As a result of his finding that between-individual variation was significantly greater than within-individual variation, he concluded that there seems to be relationship between the accuracy of separate self-percepts. He stated that if the total framework was biased in a certain direction, then specified percepts would bend to be biased in the same direction. It was pointed out that it is necessary to deal with major aspects of the total self-concept,

rather than isolated bits of it in order to effect or understand behavior.

Brandt also found that all of the abilities were rated with approximately the same degree of accuracy. He further concluded that peer acceptance appears to lead toward greater accuracy of self-estimate, however, when inaccuracy occurs, it leads to more overestimation than underestimation. (14)

In studying self-esteem, Coopersmith stated: "The age group 10-12 was chosen since the personality has been relatively well formed by this time, and the adolescent turmoil frequently noted in our society is not yet likely to have occurred." (26)

Secord and Jourard conducted a study on body-cathexis and the self. They stated that, ". . . body-cathexis is believed to be integrally related to the self-concept, although identifiable as a separate aspect thereof." Furthermore, "One of the most significant results is the demonstration that the body and the self tend to be cathected to the same degree. This supports the hypothesis that valuation of the body and the self tend to be commensurate." (71)

CHAPTER III

METHODOLOGY

A search of the literature on the self concept revealed no previously developed instrument designed to measure the concept of physical appearance and movement in space as a separate entity of the total self concept.

Identification of determinants.--The selection of the inventory content was made through the administration of two pilot inventories. The first administration, made to twenty-one fifth grade girls and boys, consisted of the following:

Part I--Pre-test assignment was given. The children had the choice of either drawing a picture or writing a poem which was descriptive of themselves.

Part II--Sentence completion form.*

Part III--Forced choice, four response items.*

Part IV--Multiple-choice, five possible responses.*

Part V--Open-response items.*

A study was made of the results of the first administration. On the basis of this study and conferences with fifth grade teachers, a list of descriptive traits was

*See Appendix A, Pilot Study 1.

compiled and arranged in an adjective checklist form. One-hundred and forty-five words or phrases were grouped into the following categories:

SHAPE IN SPACE

1. Size
2. Development
3. Attractiveness

MOVEMENT IN SPACE

4. Aptitude in games and sports
5. Expressiveness

The second pilot inventory (adjective checklist) was administered to approximately one-hundred fifth grade girls and boys (other than those used in the first pilot study). The girls and boys were asked to consider how the descriptive trait described them and respond by checking the "I am" column or the "I am not" column. They were asked not to respond to any word which they did not understand. A column was provided for the addition of any words which they felt should be added.

See Appendix A, Pilot Study 2, for the list of descriptive words or phrases used. Those which were eliminated on the basis of lack of understanding by the majority of students are starred. Those words which were eliminated for such reasons as a retention or substitution of a synonym or homonym are double starred.

Selection and organization of determinants.--After studying the student responses to the check-list, the following words were added to the words retained to make up the

SCPC INVENTORY: V-shaped, pear-shaped, limber, good in exercises, good jumper, good in games, good thrower, poor runner, cannot understand directions well, good in rhythm, can learn new games easily, poor in catching, interested in others, dumb in games, make a lot of mistakes, very smart in games.

An effort was made to balance the negative with the positive traits.

As a result of a study of the two pilot inventories, conferences with several fifth grade teachers and observations of pupils at this grade level, sixty-six descriptive traits were retained as determinants for the Self Concept of Physical Characteristics Inventory (SCPC).

The SCPC INVENTORY consisted of three sections. Each section was organized into three parts similar to Bill's IAV (see Appendix B).

Sample and administration.--The test booklets and instruction sheets were given to the Physical Education teachers of the fifth grade classes (subjects were not included in the two pilot inventories) selected for the inventory administration. Overlay transparencies were available for projection as an aid in the interpretation of the forms.

Two colors were used: (1) green for the boys, and (2) yellow for the girls. The content of the inventory was identical for both groups.

The inventory administrators were instructed to guide the students in filling out the cover page and to read to the students the paragraph on the cover page. They were also allowed to help with the meaning of a trait, but were asked to make a note of all words in question.

Four elementary schools of Pontiac, Michigan were chosen as representative of a cross sampling of the elementary schools in the area.

To a class of fifth grade girls and boys from each of the schools the SCPC INVENTORY was administered. The total number of respondents was one-hundred and five (105) (see Table 1).

TABLE 1
POPULATION BY SCHOOLS*

Respondents	Schools				Total Respondents
	1	2	3	4	
Girls	18	13	10	15	56
Boys	12	20	4	13	49
Totals	30	33	14	28	105

*In the analysis of results, two respondents were eliminated for lack of complete data, thus reducing the total population to one-hundred and three (103).

CHAPTER IV

ANALYSIS OF DATA

Scalogram analysis.--The technique of typewriter notation was used for the scalogram analysis.(81) Part 1 of Sections I, II, and III, consisting of the rating of "How much does this describe you?" was used for analysis purposes. Respondents were scaled separately when it became apparent that responses made by girls differed from responses made by boys. The procedural steps in analysis were as follows:

Step 1--Respondents were scored by weighting the "most favorable" response 5 and the "least favorable" response 1. Zero was reserved to designate the few incidents where no response was given. The sum was then taken of all individual items for each respondent to give a total score. Negative traits were reversed.

Step 2--The respondents were then ordered from highest score to lowest score.

Step 3--Data was then recorded by typewriter indicating five, "most favorable" response by five x's, four by four x's, etc. The items, thus appeared as columns and the respondents as rows.

Step 4--Examination at this point permitted combination of response categories to minimize error. Breaking points were found for each item dividing the responses into a favorable-unfavorable dichotomy and made at the point of least error.

Step 5--All unfavorable responses in each item were indicated.

Step 6--The items were then ordered from most difficult to least difficult, the most difficult being the item with the fewest favorable responses.

Step 7--Maintaining the respondent-number column, the items were re-ordered and/or eliminated when no clear-cut breaking point existed, number of favorable responses was identical with one or more other items or the errors were excessive.

Step 8--When items were eliminated, return was made to Step 1 and procedure repeated on the basis of the retained items. Upon completion of Step 7, a scale type was assigned each respondent based on "least error." The errors in the rank-ordering at this point were determined and allowed computation of the coefficient of reproducibility.

Step 9--The final scale was typed, reordering the respondents on the basis of scale type.

Step 10--The final scale picture was examined to determine if the other criteria of a Guttman scale were fulfilled.

Parts 2 and 3, were not analyzed since they contained an identical list of traits.

Table 2, illustrates the coefficient of reproducibility, the number of original items, and the remaining items in each section. (See Appendix C for remaining items listed in order of difficulty as determined by the Guttman type scale.)

TABLE 2
COEFFICIENT OF REPRODUCIBILITY AND REMAINING ITEMS*

Section	Original Items	Remaining Items	CR	Respondents
SECTION I				
Girls	22	9	.93	52
Boys	22	9	.82	46
SECTION II				
Girls	22	12	.89	53
Boys	22	15	.90	42
SECTION III				
Girls	22	12	.89	55
Boys	22	12	.91	48

*See Appendix B, for complete list of original items. See Appendix C, for list of items that remained upon completion of the scalogram analysis.

Content validity.--The criterion, a pure measure of the trait--self concept of physical self--probably does not exist. The extent of validity would, therefore, have to be inferred from other observations. The SCPC INVENTORY was validated through the use of content validity, which is concerned with how well the inventory content samples the multitude of traits from which it was drawn. A search of the literature, the results of the two pilot studies, and final evaluation of the traits by three judges were the criteria measures used to validate the instrument.

Reliability.--The split-half method of determining reliability was used. The formula is as follows:

$$r_{12} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

In order to obtain an estimate of the reliability for the full number of trials, the Spearman-Brown Prophecy Formula was used:

$$\frac{2r_{12}}{1 + r_{12}}$$

Table 3, presents the correlation coefficients for the three sections for girls and boys.

TABLE 3
RELIABILITY COEFFICIENTS

Section	Respondents	Items	r	Spearman-Brown
SECTION I				
Girls	52	9	.67	.80
Boys	46	9	.53	.70
SECTION II				
Girls	53	12	.53	.70
Boys	42	15	.83	.91
SECTION III				
Girls	55	12	.76	.86
Boys	48	12	.67	.80

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary.--It was the purpose of this study to develop an instrument to measure conception of self as related to appearance and movement in space. Two pilot studies were conducted to aid in the identification of determinants for fifth grade girls and boys.

On the basis of student response and the opinion of judges, determinants were selected. The organization of the items was the result of a comprehensive review of the literature. The SCPC INVENTORY, a paper and pencil tool, was developed.

One-hundred and five fifth grade girls and boys were selected to take the INVENTORY

The results were analyzed by scalogram analysis, according to Waisanen. The coefficient of reproducibility was computed. Split-half reliability was used projected with the Spearman-Brown formula. The items which met the Guttman criteria were retained and are scaled according to order of difficulty in Appendix C.

Conclusions.--As a result of the investigation, the following conclusions have been drawn:

1. Sixty-six descriptive traits were judged relevant for girls and boys in the fifth grade.
2. Scalogram analysis of responses produced a thirty-three item Guttman type scale for the girls and a thirty-six item Guttman type scale for the boys.
3. The coefficient of reproducibility for the nine items, Section I, girls was .93; for the nine items, boys, .82, which is low.
4. The coefficient of reproducibility for the twelve items, Section II, girls was .89; for the fifteen items, boys, .90.
5. The coefficient of reproducibility for the twelve items, Section III, girls was .89; for the twelve items, boys, .91.

Recommendations.--The findings of this study should be regarded as preliminary. Several follow-up steps would be appropriate at this point.

1. The scaled descriptive traits should be re-organized into a simple check-list instrument. The form used in the SCPC INVENTORY (see Appendix B), Column II, is not recommended for this age level. Difficulty in responding to the Column I response, rather than the trait itself, was obvious. Consideration should be given to replacing Column II with a "Self as others see me," item.

2. It is recommended that the three categories remain: appearance, movement, and expression.

3. The instrument should then be given to a larger sampling. A separate instrument is needed for girls and for boys.

4. Correlation between the three categories should be figured to determine whether respondents have the same or similar rank ordering on all categories.

5. Resultant scores can then be correlated with scores from physical fitness tests, teacher's rating of respondent on a self-acceptance-to-self-rejection scale, peer group ratings, and other available measures of total self and separate items dealing with body-image.

6. Use of instrument with other girls and boys grades 4-6 or ages 9-12, should be explored.

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APPENDICES

APPENDIX A

Pilot Study 1

NAME _____

Grade _____ Age _____

Girl _____ Boy _____

PART I

INSTRUCTIONS: Below you will find parts of a sentence. We would like you to read what is written, think about how you feel, and then finish the sentence.

For example, if you would read, "My name is . . .", you would then write your name.

1. The best-looking person I know . . .
2. When I weigh myself . . .
3. When I look at my body shape . . .
4. In Physical Education activities, I . . .
5. I would like to be physically fit enough to . . .
6. When I stand beside someone, I feel . . .
7. In most games and sports, I . . .
8. Most of the time my posture . . .
- (9. When I try to improve my appearance, I feel . . .
10. When I try to move well . . .

NAME _____

PART II

INSTRUCTIONS: Read each item and then answer the question:
Compared with other boys and girls my age,
how do I rate?

Yes, definitely	Yes, probably	Probably not	No	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Being the right height--not too tall, not too short.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Having nice posture--not being slouchy.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Being attractive, good-looking or handsome in appearance.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Having ability to improve my appearance.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Being physically fit.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Having a nice body shape, body build, or figure.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Being the right weight--not too fat, not too skinny.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Being skilled in physical activities.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Having attractive movements--not being clumsy.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Doing well in Physical Education activities.

NAME _____






PART III

INSTRUCTIONS: Below you will find ten questions. Answer the questions by circling the letter in front of the statement which best answers the question for you.

1. How do you rate with others your age in ability to move well in Physical Education activities?
 - a. I am much better
 - b. I am a little better
 - c. I am about the same
 - d. I am not quite as good
 - e. I am very poor
2. Where do you think you rank in height compared to other boys and girls your age?
 - a. I am much taller
 - b. I am a little taller
 - c. I am about the same
 - d. I am a little shorter
 - e. I am much shorter
3. How do you rate in attractiveness with other boys and girls your age?
 - a. I am much more attractive
 - b. I am a little more attractive
 - c. I am about the same
 - d. I am a little less attractive
 - e. I am much less attractive
4. Where do you think you rank in physical fitness compared to others your age?
 - a. I am much more fit
 - b. I am a little more fit
 - c. I am about average
 - d. I am a little less fit
 - e. I am much less fit
5. How do you rate in weight with other boys and girls your age?
 - a. I am much heavier
 - b. I am a little heavier
 - c. I am about the same
 - d. I am a little lighter
 - e. I am much lighter

PART III (con't.)

NAME _____

6. Do you think you have the ability to do well in physical skills compared with others your age?
- a. I am much better than others
 - b. I am a little better
 - c. I am about the same
 - d. I am a little clumsy
 - e. I am very clumsy
7. Compared with others, what do you think about your ability to improve your appearance?
- a. I have a much better chance
 - b. I have almost as much chance
 - c. I have about the same chance
 - d. I have a little less chance
 - e. I have a much less chance
8. How do you feel about your body shape compared to others?
- a. My body shape is round -- 
 - b. My body shape is square -- 
 - c. My body shape is oblong -- 
 - d. My body shape is pear-shaped -- 
 - e. My body shape is V-shaped -- 
9. How do you feel about your body shape compared to others your age?
- a. I am the best
 - b. I am among the best
 - c. I am about average
 - d. I am among the poorest
 - e. I am the poorest
10. How do you rate your posture compared to others your age?
- a. I look much better
 - b. I look a little better
 - c. I look about the same
 - d. I look a little worse
 - e. I look much worse

NAME _____

PART IV

INSTRUCTION: There are ten numbered spaces on the page below. Please write ten answers to the simple question "Who am I?" in the spaces. Just give ten different answers to this question which will best describe YOU.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Pilot Study 2

Circle the one you are: Boy - Girl

DIRECTIONS: Below is a list of descriptive words.

1. If you think the word describes you, put an X in the "I am" column.
2. If you think the word does not describe you, put an X in the "I am not" column.
3. If you do not know what the word means, do not mark either column.

When you have finished, there is a space on the right-hand side of the paper where you can write any other words that you think describe you.

WHEN I LOOK AT MY BODY --		Please list below any other words that you think describe you:
I am	I am not	
		fat
		big
		tall
		chubby**
		puny*
		large**
		short
		husky**
		undersized*
		small
		underdeveloped*
		podgy*
		buxom*
		huge*
		heavy
		little**
		tiny**
		thin
		big-footed**
		big-bellied*
		small-chested*
		big on the top half**
		big on the bottom half*
		big-boned*
		tiny-waisted*

*Eliminated on basis of lack of understanding.

**Eliminated because of retention or substitution of synonym or homonym.

Circle the one you are: Boy - Girl

DIRECTIONS: Below is a list of descriptive words.

1. If you think the word describes you, put an X in the "I am" column.
2. If you think the word does not describe you, put an X in the "I am not" column.
3. If you do not know what the word means, do not mark either column.

When you have finished, there is a space on the right-hand side of the paper where you can write any other words that you think describe you.

WHEN I LOOK AT MY BODY --		Please write below any other words that describe you:
I am	I am not	
		well-proportioned*
		shapely*
		crooked**
		round**
		firm
		wiry*
		bony**
		slim**
		long-limbed*
		out-of-shape**
		soft**
		skinny**
		spindle-legged*
		stocky*
		limber*
		knock-kneed*
		bow-legged*
		heavy-footed*
		flabby
		plump**
		broad-hipped **
		long-legged**
		broad-shouldered**
		scrawny*
		hollow-chested*
		lanky*
		slender*
		stoop-shouldered*
		flat-footed**
		narrow-hipped*

*Eliminated on basis of lack of understanding.

**Eliminated because of retention or substitution of synonym or homonym.

Circle the one you are: Boy - Girl

DIRECTIONS: Below is a list of descriptive words.

1. If you think the word describes you, put an X in the "I am" column.
2. If you think the word does not describe you, put an X in the "I am not" column.
3. If you do not know what the word means, do not mark either column.

When you have finished, there is a space on the right-hand side of the paper where you can write any other words that you think describe you.

WHEN I LOOK AT MYSELF--

I am	I am not	
		attractive
		ordinary**
		beautiful**
		so-so*
		unattractive
		handsome**
		shabby*
		pretty**
		sickly*
		good-looking**
		neat
		homely
		plain*
		ugly**
		muscular*
		feminine*
		tidy**
		dirty
		odd**
		uninteresting*
		healthy-looking
		mussy*
		grumpy*
		slouchy*
		manly*
		dainty*
		stylish*
		Chic*
		grimy*

Please write below any other words that you think describe you.

*Eliminated on basis of lack of understanding.

**Eliminated because of retention or substitution of synonym or homonym.

Circle the one you are: Boy - Girl

DIRECTIONS: Below is a list of descriptive words.

1. If you think the word describes you, put an X in the "I am" column.
2. If you think the word does not describe you, put an X in the "I am not" column.
3. If you do not know what the word means, do not mark either column.

When you have finished, there is a space on the right-hand side of the paper where you can write any other words that you think describe you.

IN GAMES AND SPORTS--		Please write below any other words that you think describe you:
I am	I am not	
		able-bodied*
		active
		graceful*
		unskilled
		weak
		lively**
		successful*
		clumsy
		ungraceful*
		fast
		physically fit
		alert*
		eager
		short-winded**
		great*
		worn-out**
		slow
		a leader*
		strong
		inferior*
		lazy
		inactive*
		unsuccessful*
		discouraged*
		second-rate*
		nervous
		best*
		athletic*
		a follower*
		skilled
		awkward*

*Eliminated on basis of lack of understanding.

**Eliminated because of retention or substitution of synonym or homonym.

Circle the one you are: Boy - Girl

DIRECTIONS: Below is a list of descriptive words.

1. If you think the word describes you, put an X in the "I feel" column.
2. If you think the word does not describe you, put an X in the "I do not feel" column.
3. If you do not know what the word means, do not mark either column.

When you have finished, there is a space on the right-hand side of the paper where you can list any other words that you think describe you.

IN GAMES AND SPORTS WITH BOYS
AND GIRLS --

Please list below any
other words that you
think describe you:

I feel	I do not feel	
		popular
		unimportant
		self-conscious*
		brave
		cheerful
		quarrelsome*
		bashful
		cooperative*
		friendly
		bold*
		at ease*
		rude*
		boastful*
		confident*
		ill-mannered*
		giddy*
		moody*
		courageous*
		sociable*
		thoughtless*
		selfish
		cowardly*
		reckless*
		unsociable*
		polite
		carefree*
		agreeable*
		considerate*
		happy**
		quiet**

*Eliminated on basis of lack of understanding.

**Eliminated because of retention or substitution of
synonym or homonym.

APPENDIX B

SCPC INVENTORY

SCPC INVENTORY

Instructions: Guide subject in filling in cover page information. Read paragraph on cover page to subjects.

There are three SECTIONS to the INVENTORY -

- I. HOW MUCH DOES THIS DESCRIBE YOU? (The way you look)
- II. IN GAMES AND SPORTS, HOW MUCH DOES THIS DESCRIBE YOU?
- III. WHEN PLAYING GAMES WITH OTHERS, HOW MUCH DOES THIS DESCRIBE YOU?

Each SECTION is divided into three parts -

Part 1 -- HOW MUCH DOES THIS DESCRIBE YOU?

The subject is to read the word in COLUMN I, choose from KEY I whichever sentence best describes how he thinks he looks, then place the corresponding number in the blank under COLUMN I.

Part 2 -- HOW MUCH DO YOU LIKE BEING THIS WAY?

The subject is to then read the same word in COLUMN II, choose from KEY II, whichever sentence best describes how much he likes being as he is as stated in COLUMN I, and place the corresponding number in the blank under COLUMN II.

Part 3 -- HOW MUCH WOULD YOU LIKE TO BE THIS WAY?

After completing Parts 1 and 2, the subject is to turn to Part 3 (the following page), and choose from KEY III, the sentence which would best describe how much he would like to be "attractive," "fat," etc. and place the corresponding number in the blank under COLUMN III.

Repeat procedure with SECTIONS II and III.

SCPC INVENTORY

School _____

Name _____

Age _____ Birthday _____

Grade _____

Boy _____ Girl _____

Date _____

This inventory is a way of helping you to state how you feel about yourself--How you look; How you feel in games and sports; and How you feel when you play games with others your own age. It will have value only if you are careful and do your best to give an accurate description of yourself and your feelings. THERE ARE NO RIGHT OR WRONG ANSWERS. ANSWER EACH WORD ACCORDING TO HOW YOU FEEL.

HOW MUCH DOES THIS DESCRIBE YOU?	HOW MUCH DO YOU LIKE BEING THIS WAY?
<p>KEY I</p> <ol style="list-style-type: none"> 1. I am definitely not like this. 2. I am not like this. 3. I am a little like this. 4. I am like this. 5. I am very much like this. 	<p>KEY II</p> <ol style="list-style-type: none"> 1. I very much dislike being this way. 2. I dislike being this way. 3. I neither like nor dislike being this way. 4. I like being this way. 5. I very much like being this way.
<p>COLUMN I</p> <p>_____ Attractive</p> <p>_____ Fat</p> <p>_____ Small</p> <p>_____ Dirty</p> <p>_____ Healthy</p> <p>_____ V-shaped</p> <p>_____ Heavy (weigh a lot)</p> <p>_____ Thin</p> <p>_____ Big</p> <p>_____ Short</p> <p>_____ Neat</p> <p>_____ Tall</p> <p>_____ Light (weigh little)</p> <p>_____ Unattractive</p> <p>_____ Pear-shaped</p> <p>_____ Straight</p> <p>_____ Flabby</p> <p>_____ Unhealthy</p> <p>_____ Homely</p> <p>_____ Built just right</p> <p>_____ Firm body</p> <p>_____ Slumped</p>	<p>COLUMN II</p> <p>_____ Attractive</p> <p>_____ Fat</p> <p>_____ Small</p> <p>_____ Dirty</p> <p>_____ Healthy</p> <p>_____ V-shaped</p> <p>_____ Heavy (weigh a lot)</p> <p>_____ Thin</p> <p>_____ Big</p> <p>_____ Short</p> <p>_____ Neat</p> <p>_____ Tall</p> <p>_____ Light (weigh little)</p> <p>_____ Unattractive</p> <p>_____ Pear-shaped</p> <p>_____ Straight</p> <p>_____ Flabby</p> <p>_____ Unhealthy</p> <p>_____ Homely</p> <p>_____ Built just right</p> <p>_____ Firm body</p> <p>_____ Slumped</p>

HOW MUCH WOULD YOU LIKE TO BE THIS WAY?

KEY III

1. I would definitely not like to be this way.
 2. I would not like to be this way.
 3. I would like to be a little this way.
 4. I would like to be this way.
 5. I would like very much to be this way.
-

COLUMN III

_____	Attractive
_____	Fat
_____	Small
_____	Dirty
_____	Healthy
_____	V-shaped
_____	Heavy (weigh a lot)
_____	Thin
_____	Big
_____	Short
_____	Neat
_____	Tall
_____	Light (weigh little)
_____	Unattractive
_____	Pear-shaped
_____	Straight
_____	Flabby
_____	Unhealthy
_____	Homely
_____	Built just right
_____	Firm body
_____	Slumped

IN GAMES AND SPORTS, HOW MUCH DOES THIS DESCRIBE YOU?	IN GAMES AND SPORTS, HOW MUCH DO YOU LIKE BEING THIS WAY?
<p>KEY I</p> <ol style="list-style-type: none"> 1. I am definitely not like this. 2. I am not like this. 3. I am a little like this. 4. I am like this. 5. I am very much like this. 	<p>KEY II</p> <ol style="list-style-type: none"> 1. I very much dislike being this way. 2. I dislike being this way. 3. I neither like nor dislike being this way. 4. I like being this way. 5. I very much like being this way.
<p>COLUMN I</p> <ul style="list-style-type: none"> _____ Active _____ Weak _____ Fast _____ Skilled _____ Clumsy _____ Lazy _____ Strong _____ Stiff _____ Slow _____ Limber (bend and twist easily) _____ Unskilled _____ Good in exercises _____ Good jumper _____ Physically fit _____ Tired easily _____ Good in games _____ Good thrower _____ Poor runner _____ Cannot understand directions well _____ Good in rhythm _____ Can learn new games easily _____ Poor in catching 	<p>COLUMN II</p> <ul style="list-style-type: none"> _____ Active _____ Weak _____ Fast _____ Skilled _____ Clumsy _____ Lazy _____ Strong _____ Stiff _____ Slow _____ Limber (bend and twist easily) _____ Unskilled _____ Good in exercises _____ Good jumper _____ Physically fit _____ Tired easily _____ Good in games _____ Good thrower _____ Poor runner _____ Cannot understand directions well _____ Good in rhythm _____ Can learn new games easily _____ Poor in catching

IN GAMES AND SPORTS, HOW MUCH WOULD
YOU LIKE TO BE THIS WAY?

KEY III

1. I would definitely not like to be this way.
 2. I would not like to be this way.
 3. I would like to be a little this way.
 4. I would like to be this way.
 5. I would like very much to be this way.
-

COLUMN III

- | | |
|-------|--------------------------------------|
| _____ | Active |
| _____ | Weak |
| _____ | Fast |
| _____ | Skilled |
| _____ | Clumsy |
| _____ | Lazy |
| _____ | Strong |
| _____ | Stiff |
| _____ | Slow |
| _____ | Limber (bend and twist
easily) |
| _____ | Unskilled |
| _____ | Good in exercises |
| _____ | Good jumper |
| _____ | Physically fit |
| _____ | Tired easily |
| _____ | Good in games |
| _____ | Good thrower |
| _____ | Poor runner |
| _____ | Cannot understand
directions well |
| _____ | Good in rhythm |
| _____ | Can learn new games easily |
| _____ | Poor in catching |
-

WHEN PLAYING GAMES WITH OTHERS,
HOW MUCH DOES THIS DESCRIBE
YOU?

WHEN PLAYING GAMES WITH OTHERS,
HOW MUCH DO YOU LIKE BEING THIS
WAY?

KEY I

1. I am definitely not like this.
2. I am not like this.
3. I am a little like this.
4. I am like this.
5. I am very much like this.

KEY II

1. I very much dislike being this way.
 2. I dislike being this way.
 3. I neither like nor dislike being this way.
 4. I like being this way.
 5. I very much like being this way.
-

COLUMN I

_____ Eager
 _____ Nervous
 _____ Brave
 _____ Cheerful
 _____ Bashful
 _____ Friendly
 _____ Selfish
 _____ Polite
 _____ Popular
 _____ Unimportant
 _____ Better than the others
 _____ Unhappy
 _____ Interested in others
 _____ Full of fun
 _____ Fearful
 _____ Sincere
 _____ Worried
 _____ Dumb in games
 _____ Make a lot of mistakes
 _____ Orders others around
 _____ Very smart in games
 _____ Always do what others want

COLUMN II

_____ Eager
 _____ Nervous
 _____ Brave
 _____ Cheerful
 _____ Bashful
 _____ Friendly
 _____ Selfish
 _____ Polite
 _____ Popular
 _____ Unimportant
 _____ Better than the others
 _____ Unhappy
 _____ Interested in others
 _____ Full of fun
 _____ Fearful
 _____ Sincere
 _____ Worried
 _____ Dumb in games
 _____ Makes a lot of mistakes
 _____ Orders others around
 _____ Very smart in games
 _____ Always do what others want

WHEN PLAYING GAMES WITH OTHERS, HOW MUCH
WOULD YOU LIKE TO BE THIS WAY?

KEY III

1. I would definitely not like to be this way.
 2. I would not like to be this way.
 3. I would like to be a little this way.
 4. I would like to be this way.
 5. I would like very much to be this way.
-

COLUMN III

_____	Eager
_____	Nervous
_____	Brave
_____	Cheerful
_____	Bashful
_____	Friendly
_____	Selfish
_____	Polite
_____	Popular
_____	Unimportant
_____	Better than the others
_____	Unhappy
_____	Interested in others
_____	Full of fun
_____	Fearful
_____	Sincere
_____	Worried
_____	Dumb in games
_____	Make a lot of mistakes
_____	Order others around
_____	Very smart in games
_____	Always do what others want

APPENDIX C

SCPC INVENTORY TRAITS RETAINED

ITEMS RETAINED--SCALED IN ORDER OF DIFFICULTY

SECTION I

Girls	Boys
1. Straight	1. Small
2. Thin	2. Tall
3. Built just right	3. Short
4. Firm body	4. Big
5. Fat	5. Healthy
6. Flabby	6. Attractive
7. V-shaped	7. Unattractive
8. Homely	8. Flabby
9. Unattractive	9. Unhealthy

SECTION II

Girls	Boys
1. Limber	1. Strong
2. Good jumper	2. Limber
3. Lazy	3. Active
4. Unskilled	4. Lazy
5. Weak	5. Clumsy
6. Poor runner	6. Good in exercises
7. Active	7. Weak
8. Fast	8. Poor in catching
9. Tired easily	9. Good thrower
10. Learn new games easily	10. Poor runner
11. Clumsy	11. Fast
12. Cannot understand directions well	12. Tired easily
	13. Good in games
	14. Slow
	15. Unskilled

SECTION III

Girls	Boys
1. Interested in others	1. Very smart in games
2. Popular	2. Fearful
3. Bashful	3. Makes a lot of mis-
4. Full of fun	takes
5. Brave	4. Unhappy
6. Worried	5. Brave
7. Selfish	6. Nervous
8. Fearful	7. Interested in others
9. Cheerful	8. Full of fun
10. Friendly	9. Dumb in games
11. Unhappy	10. Polite
12. Dumb in games	11. Friendly
	12. Selfish

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