A STUDY OF THE SOCIALIZATION AND SELF-CONCEPT OF HOME-SCHOoled CHILDREN AS COMPARED TO THE TRADITIONALLY-TAUGHT PUBLIC SCHOOL CHILDREN

MASTER'S PROJECT

Submitted to the Department of Education, University of Dayton, in Partial Fulfillment of the Requirement for the Degree Master of Science in Education

by

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January, 1996
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DEDICATION

This project is dedicated to my parents for helping me to become the first member on both sides of my family to receive a college degree. Also much praise and admiration goes out to all courageous home schooling parents, especially my sister-in-law, Libby Pidgeon, for her dedication to her family and others and for the assistance with this study. Many thanks and much appreciation to my good friend, Jerry Johnson, for spending countless hours on a word processor and for encouraging me towards completion. Lastly, I thank my wife, Angela, for her love and support and God for His grace and many blessings.

-v-
CHAPTER I

INTRODUCTION TO THE PROBLEM

Home education, in recent years, is making a major comeback throughout the United States. An ever increasing number of American families are rejecting the institutionalized types of schools and are opting for a home-schooled setting. It is estimated that as low as 60,000 (Holt & Richoux, 1987) to the figure of 1,000,000 children are home schooled (Naisbitt, 1982; Moore, 1985; Feinstein, 1986). This large number of parents participating in the education of their children all have different religious, political and ethnic backgrounds, levels of education and income and have chosen to home educate for various reasons. Many do so for religious reasons, some seek a higher academic standard and others are motivated by a concern about the quality of socialization found in schools.

Before the nineteenth century, it was the family that had the responsibility of educating their children. Home schooling for the most part was the only form of education available to the children of the early colonist (Bailyn, 1960; Cremin, 1961). This home-schooling approach, as defined by Whitehead and Bird (1984), is an educational alternative in which there is individualized instruction of the child (or children) by the parent in basic living skills as well as in courses of academic study.
When compulsory education laws were enacted, the number of state-controlled school systems grew, thus altering this relationship between families and education. Eventually, the role of parents in respect to the education of their children greatly diminished. Home education in the United States is a vivid example of families attempting to reverse history and once again gain control over the education of their children. Despite the many obstacles, the vast majority of these families believe it is still their right and responsibility to educate their own children as they desire. These parents not only strive to give their children a good education, but to provide an environment that reflects their religious and moral values that they believe are lacking in today's public schools (Divoky, 1983; Simmons, 1994).

Educators and non-educators alike often ask two broad questions concerning the home-schooled child: How well (academically) does the home-schooling approach work? and Do the home schooled children receive adequate "socialization"?

Based on the review of the literature, all research indicates that the home-educated, on the average, consistently and often times dramatically out perform their public school peers (Frost & Morris, 1988; Gordon, 1991).

Most studies concerning the achievement of the home-educated involve an analysis of standardized achievement test scores. The national average on such tests is the 50th percentile. Test scores reveal that the home-schoolers score at or above the average nationwide (Ray, 1990).
Dr. Jennie Rakestraw (1988) sampled the SAT scores from all elementary age home school children in Alabama. She found their academic achievement to be at or above grade level in almost all subject areas.

The largest and one of the most recent studies conducted by Dr. Brian Ray (1990) found that the 4,600 children in his research averaged at or above the 80th percentile on standardized achievement tests in all subject areas.

After the acceptance that the home-schooled children will receive a "proper education" the second question is asked: "Well, they're getting a good education, but what about socialization?" or "How will the child learn to get along with others when they aren't in large, age-segregated groups of their peers the majority of the day?" or "Will the home-schooled child learn to accept the American way of thinking?" or "Won't the isolation from the "real world" cause a poor self concept and a lack of cooperative social skills necessary for our culture and competitive society?".

Research indicates that the home-schooler does receive quality peer interactions and various types of socialization experiences.

The purpose of this study was to examine, compare and contrast the socialization aspects and self-concept of the home-educated child and the traditionally-taught child.

**Problem Statement**

More and more children are being taught at home by their
parents every year, and it seems that home education is only beginning to receive attention in the professional literature (Van Galen, 1988).

Much of the earlier research had generally been limited to demographic surveys (Gustavsen, 1981), case studies of the daily routines of home schools (William, 1984) or broad discussions of legal or ethical concerns (Lines, 1987). These authors' research provide us with a limited perspective of the home school experience.

The questions regarding the home-schoolers' academic performance and their socialization and self concept have recently received more attention by researchers. This researcher found the latter though had yet to be adequately studied and analyzed to determine the types, quantity and quality of social interactions and skills being obtained by the home-schooled as compared to the child that attends a public school where large numbers of peers can be found. Therefore, several questions surfaced:

(1) Do the home educated children receive any socialization with their peers and the "outside world" as do their counterparts - the traditionally taught public school children?

(2) Do home schooled children learn the cooperative skills and cultures of most American public school children and do they really need to learn them?

(3) What kind and quantity of socialization do the parents that home school provide for their children in our diverse, pluralistic society?
(4) How do home-schooled children compare to the traditionally-taught children on various instruments that measure socialization and self-concept.

**Hypothesis**

The following research hypothesis are considered in this study of the home-schooled child's socialization and self-concept:

1. Home-educated children will receive socialization with their peers as do their counterparts—the traditionally-taught public school children.

2. Home schooled children will learn the cooperative skills and cultures as do most American public school children.

3. Home schooled children will receive a greater variety of positive socialization interactions provided by their parents as compared to the traditionally-taught students.

4. Home schooled children will have equal or greater aspects of socialization and self-concept than the traditionally-taught public school children.

The fourth hypothesis is the main focus of this study. The other three (1-3) Hypothesis are answered based on the results of the finding of the conclusion of the study.
Limitations and Assumptions

For the purpose of this study, the following limitations should be considered:

(1) The subjects of this study were drawn from only two counties in one mid-western state, thus limiting the generalizability of the findings.

(2) A bias on the questionnaire surveys and the Piers-Harris Children's Self-Concept Scale may be present on some surveys and tests by those that are familiar with the researcher.

(3) A lack of various testing instruments and the revenue to purchase and administer them limited the number of participants in the study.

(4) Access and parental permission to test and survey public school students was not a problem for this researcher, but time during the school day made it difficult to test various grade levels of children.

(5) The mailing costs and travel expenses related to the randomly selected home schools increased this study's budget.

(6) The children to be studied were not randomly assigned to either public schools or home schools to determine whether the type of education caused the differences or degree of socialization and self-concept. Intact groups had to be used.

(7) The high cost of having the surveys computer graded
was one factor for testing a smaller number of participants. Therefore, this researcher manually graded them, which was very time consuming.

(8) Since most surveys were distributed and returned by mail, a timely return rate was decreased.

(9) The inability of the researcher to personally administer the questionnaires to the home-schooled children may or may not have a bias on given answers.

(10) Some of the questions appearing on the Piers-Harris Children's Self-Concept Scale did not aptly apply to the home schooler's setting.

And it is assumed:

(1) The participants in this study answered the surveys and questions with honesty.

(2) The instruments used to measure socialization and self-concept accurately reflected the participating child's quantity and type of socialization and their self-concept.

**Purpose of the Study**

The purpose of this study was to examine whether there be any differences between the socialization and self-concept aspects of a home-schooled child as compared to a traditionally-taught public school child as determined by a questionnaire survey using a four point Likert scale and the use of the Piers-Harris Children's Self-Concept Scale (PHCSCS) (Taylor, 1986 p. 1-3).
Definitions

For the purpose of this study, the following operational definitions are used:

**Home-Schooling**- An educational alternative in which there is individualized instruction of the child (or children) by the parent in basic living skills as well as in courses of academic study (Whitehead and Bird, 1984).

**Home-schooled children**- Children that are educated at home by their parents; covering academic courses as well as living skills.

**Traditionally-taught children**- Children educated at a public school where large numbers of peers are grouped according to age.

**Socialization**- To participate actively in a social group; to train for a social environment; to relate and interact with other humans in a productive and cooperative way.

(Webster's New Collegiate Dictionary, 1973)

**Self-Concept**- The mental image and perception one has of oneself; somewhat synonymous with self-image and self-esteem.

Significance of the Study

These questions regarding whether the home schoolers receive "proper socialization" are only a few that represent the concerns of parents, educators, social workers, school administrators, policy makers and researchers.
In light of the limited quantitative research done on this particular subject (LaRue & LaRue, 1991) this researcher feels that a group comparison study of the home-educated children to the traditionally-educated child will shed light on whether there is a lack and/or need for a socialization emphasis in the home school setting.

This study hopes to dispel the questions and concerns surrounding the fears—that the home schooler won't receive proper socialization and a healthy self-image.
CHAPTER II

REVIEW OF THE LITERATURE

There is a growing body of evidence that demonstrates that the common speculation and concern that home education is harmful for children is null and void (Van Galen, 1988; Divoky, 1983; Simmons, 1994).

Given the ever increasing number of parents choosing this alternative, school officials and policy makers need not be concerned with this phenomenon, but rather aware of its growth, purpose and product (well educated and socially adjusted children) and to learn from it and be of service to those that choose to educate at home.

Many question whether the children taught at their home will receive the type of socialization needed to function and compete in our ever changing, pluralistic society.

As one delves into this question regarding home schoolers' socialization, one will find that the present research is somewhat limited (another good reason for this study), but still much could be found regarding this area of concern about a healthy socialization experience for the home schooled.

Jane A. Van Galen (1988) did a qualitative study of home education and found that many parents that chose to educate their own children did so out of a dissatisfaction with traditional schooling. The decision to withdraw their children from school was often made quickly, after parents had exhausted
their other alternatives. Whereas, others did so based on a natural outgrowth of their child-rearing philosophies (Mayberry, 1988). And a goodly number do so for religious reasons (Reed, 1983).

Raymond Moore (1985), an educational researcher from Michigan is a conservative and a Seventh Day Adventist, who believes that children should learn religious and moral principles from their parents before being exposed to the secular culture of the schools where socializing can take on various negative forms.

For many parents, they simply don't believe that their child is ready to enter the institutionalized, formal setting of the public or private school. It seems whether the focus be on achievement, on behavior, on sociability, the child's cognition, coordination, or socialization, available evidence suggests that unless a child is handicapped or acutely deprived, he or she should be able to study at home to develop physically, emotionally and socially until somewhere between the ages of 8 and 12 (Moore, 1979; Rohwer, 1971; Elkind, 1970).

A variety of studies confirm that most children benefit educationally from one-to-one interactions with warm, responsive adults- thus fostering mental and emotional growth (Mermelstein & Shulman, 1967; Dobson, 1983).

The concerns by some about whether home-schooled children will receive the type and quantity of socialization needed is predictable yet unfounded as the literature suggests.

Harold McCurdy's (1960) study found that genius derives
from those situations in which children: 1) spend a great deal of time with loving parents and other adults, 2) spend very little time with their peers, and 3) have the freedom to work out their own fantasies under these conditions. He believes that the public school system "suppresses the occurrence of genius" (McCurdy, 1960 p.35).

Educators cry out for parental involvement, because they know that parents are a major key in the success of their students. Home-schooling appears to be about as involved as a parent could be, thus causing children to average 30 percent above the national mean on standardized tests and to demonstrate above average behavior and sociability (Adams, 1984; Whitehead & Bird, 1984).

Literature at times reveals a prevailing sense of distrust and fear of home-schooling by some educators and policy makers. The findings on socialization (and especially cognitive development of the home educated should disarm those that are wary of it). Such an unfounded fear of this competing ideology is magnified by this statement that:

parents have the right to keep their children (if they choose) in medieval ignorance, quarter them in Dickensian squalor beyond the reach of the ameliorating influence of the social welfare agencies, and to so separate their children from organized society in an environment of indoctrination and deprivation that the children become mindless automatons incapable of coping with life outside of their own families. (Zirkel & Gluckman, 1983, p.38)

The above excerpt demonstrates that some professional education writers need only look at the research before writing such erroneous and inflammatory statements. One may
question whether these writers are really concerned about the welfare of the home-schooled or perhaps threatened by these "non-certified schools".

Frost and Morris' (1988) research stresses that parents that teach their children at home need not be ostracized but supported by the educational establishment. They believe, as do many others (Sheffer, 1989; Wilson, 1988), that a cooperative alliance with parents that home educate can only enhance the academic achievement of home schoolers (which is already at or above the national average) and can help many students in the areas of socialization and culturalization.

The literature again and again finds that the majority of today's home schools are led by conservative, Bible-believing Christians that have become unhappy with public schools in their failure to provide an environment conducive for academic success and a setting that fosters positive self-image and healthy social skills (Divoky, 1983; Dobson, 1983).

Parents that have decided to use their home as their children's main source of education realize that the public or private school has an enormous advantage in the socialization process of their children. It's not the peer interactions they try to protect their children from; it's the type of interactions and "bad habits" they wish to avoid for their children (Simmons, 1994; Mayberry, 1989).

Van Galen (1986) groups home schooling families into two general categorical descriptions: idealogues (parents that home school for ideological reasons—religious/Judeo-Christian
principles and pedagogues (parents that home school for pedagogical reasons-socio-relational and academic).

The parents that choose to apply a home-based educational approach for their children do so as a rejection of the secular orientation of public schools (Wilson, 1988; Mayberry, 1989; Lines, 1987; Wade, 1984). Subjects such as: evolution, sex education, values clarification and moral relativism are a few of the kinds of curricula, from which, parents determine to protect their children. All of which are part of the shaping of one's cognitive, as well as one's self-concept (Rodman, 1983).

The confidence and self-esteem necessary for a positive direction in one's life were present in most home-schoolers one researcher found (Webb, 1989). She discovered that the home schoolers' sociability and their capacity to get along with all sorts of people was quite strong and that it was their parents and those peers that they interacted with that shaped their self-concept and esteem, not the constant peer interaction a public school provides. Positive self-image, positive self-concept, and self-esteem are basically one and the same and parents should be the most important people that can provide for a healthy self-worth (Elkind, 1982).

The key to the educational and social development of children is to provide positive social and working relationships with parents and other children, therefore, developing a sense of social competence. A loving, nurturing and positive home can provide these needs (Webb, 1989; Holt, 1983). Most home
schooled children receive plenty of this peer interaction that some fear they might be missing or needing. There are many ways in which parents provide socialization experiences, such as: organized classes, youth groups, sports organizations, scouts, church activities and fellow home-school get-togethers to name a few (Wilson, 1988; Johnson, 1991).

Parents that are most concerned with the pedagogical environment of their children strive to promote family unity by home schooling, thus allowing the parent-child relationship to be extended longer, and seek to protect their children from the negative peer influences and damaging socialization experiences (Knowles & Hoefler, 1988; Mayberry, 1989).

Still, for some, the questions regarding the "isolation" of the home-schooled child and their lack of socialization as compared to those that attend schools where large numbers of peers congregate is of concern.

LaRue and LaRue (1991) and others found that these questions concerning "isolation" and socialization to be unwarranted. Their studies indicate that the home-schooler is quite active and free to explore their world and interacts with a larger variety of people more so than do their "penned up" public school peers. They find that the socialization and self-concept of home school children to be even better than those that attend public schools (LaRue & LaRue, 1991; Rodman, 1983; Dobson, 1983).

Even though research in this area is limited, a 1986 study found that half of a random sample of home-schooled children scored at or above the ninety-first percentile on the Piers-
Harris Children's Self-Concept Scale. Only ten percent scored below the national average (LaRue & LaRue, 1991).

And yet, another researcher focusing on self-concept as one significant aspect of the psychological development of children postulated that a positive self-concept is related to positive socialization (Taylor, 1986). He studied 224 home school students in grades 4-12 throughout the United States and found that the self-concept of home school students was significantly higher than that of public school students for the global scale and all six sub-scales of the Piers-Harris Children's Self-Concept Scale (PHCSCS).

Dr. Norma Hedin (1991) also examined the self-concept of the home-educated children using the PHCSCS. She controlled some background variables in her comparative study by using only children from Texas Baptist churches. Her comparisons found no differences in self-concept between those educated in public, Christian and home schools. But, the self-concept of all of them as a group, however, was higher than that of the public school population that was used to develop the self-concept test.

Dr. Mona Delahooker (1986) studied and compared the social and emotional development of nine year old children that belong to private schools and home schools. She found no significant differences between the groups in most psycho-social areas, however, there were significant differences in terms of social adjustment. She noted that, "private school subjects appeared to be more influenced by or concerned with peers than the home
educated groups" (Delahooker, 1986 p.85).

Moore and Moore (1982) surmise that positive sociability is firmly linked with the family, as well as with the quantity and the quality of self-worth which is dependent on the values and experiences the family provides.

Various researchers' data support this finding; that the home-schooled child is not being socially isolated nor are they emotionally maladjusted (Rakestraw, 1988; Wartes, 1988; Ray, 1988).

The review of the literature finds that for most that home school; it's not the question of socialization; but rather, what kind of socialization. And is this task of developing the socialization and self concept of children the schools' responsibility in the first place?

The Carnegie Foundation for the Advancement of Teaching in the United States released a survey (1988) of 22,000 teachers. Announcing the findings, 90% of the teachers surveyed felt lack of parental support was a problem at their schools. Mary Hatwood Futrell, President of the National Educational Association claimed that, "parents are a child's first, and potentially the most influential teachers..." (Associated Press, 1988 p.8).

This survey of teachers only further stresses that the parent is the essential element for the success of any type of school (Van Galen, 1988).

There has been a great deal of attention, in recent years, about the role of the American family as it relates to a child's values, mental and social well-being and maturity.
Jayn Carson's (1990, p.17) research on the structure and function of home school families suggest that "...there are stabilizing forces within home school family systems which allow most of these families to accommodate higher levels of both adaptability and cohesion than the population of families whose children are more conventionally schooled," and "...home schooling may be a stabilizing mechanism in the family as it increases the amount of control the family has over it's life stage tasks," which are certainly related to the socialization and education of their children.

This desire to maintain ones' family and protect them from the negative effects of peer pressure and too much emphasis on competition in public schools, and to be the primary positive influence for proper mental as well as emotional and social development is why so many families are choosing to home school their children.
CHAPTER III

PROCEDURES

This section of the study provides a description of the methodology which was implemented to attain the objective of the study. An overview of the purpose of the study will be followed by six major sections: (1) subjects (2) design, (3) instrumentation, (4) data collection (5) data analysis and (6) replication.

Overview

The primary focus of this study was to determine if the home-schooled child receives proper socialization and a healthy self-concept as compared to the socialization and self-concept of the traditionally-taught public school child, which is the forth hypothesis of the study.

The other three hypotheses (1-3) are answered simultaneously in respect to the data obtained from this study, which compared by way of a questionnaire survey and a test that measures a child's socialization and self-concept.

Subjects

The target population for this study was home schooled children in grade equivalents of first through the sixth grade
and traditionally-taught public school children in grades first through sixth.

The accessible population were children in Ohio, grades first through sixth, that are home-schooled and children, grades first through sixth, that are traditionally-taught in public schools.

The president of Parents Educating At Christian Homes (P.E.A.C.H.), a home schooling organization, invited this researcher to speak at a monthly P.E.A.C.H. meeting where roughly 65 parents that currently home educate were in attendance. Those parents that were interested in this study signed up to receive the two instruments that measure self-concept and socialization. The public school students were drawn from the school district at which this researcher teaches.

The first through sixth graders of the home school families were randomly selected from the list of parents that signed up to participate in this study. Likewise, the first through sixth graders of my district were randomly selected from the school's enrollment records.

The number of subjects drawn for the study were 46 boys and girls of various grade levels from the home schools and 46 boys and girls of various grade levels from the public schools in order to provide a large enough representation of children from their respective types of schooling.
The research design is an ex post facto or causal-comparative study. The comparison groups are:

(a) those children (grades 1-6) that are home-educated by their parents and

(b) those children (grades 1-6) that are educated in the public schools.

The subjects in each group participated in the study by taking a self-concept test (Piers-Harris Children's Self Concept Scale) and by answering some questions on a questionnaire survey form using a four point Likert Scale.

Even though this study may not be able to control confounding variables, the randomization process allows for internal validity of the study.

External validity, the extent to which the findings of a study may be generalized to persons other than those who participated in the study, is considered to be a factor in this study.

The sampling techniques are believed to be appropriate, therefore, the persons participating in this study are believed to be an accurate representation of the population to which the findings of this study are to be applied.

Given the objective of this study, measuring the socialization and self-concept of home school students as compared to traditionally taught public students, an ex post facto/causal-comparative design appeared to be the most
appropriate method of testing the hypotheses.

**Instrumentation**

Two kinds of instruments will be administered to collect data concerning the variables of socialization and self-concept:

1. A questionnaire survey which includes a four point Likert response scale designed to determine types and frequency of socialization as it relates to each participant. The response categories will be: (1) "never" (2) "rarely" (3) "sometimes" and (4) "often".

   The questionnaire asked the subjects to respond to 50 items which focused on the types and quantity of socialization. The questionnaire instrument was examined by home educators and fellow public school educators to determine if any deficiencies exist and to make suggested improvements prior to its actual use in the study.

2. The Piers-Harris Children's Self-Concept Scale (PHCSCS) was used in the study to determine the child's self-concept. The higher the score, the greater the degree of self-concept can be ascertained for each child of each respective group (LaRue & LaRue, 1991; Taylor, 1986).

   After subjects were chosen, both instruments were administered (via U.S. mail) to the home schooled children. After being randomly selected, the public school children took the tests at their school during school hours with prior
Data Collection

The instruments of the study, Socialization Questionnaire Survey (SQS) and the Piers-Harris Children's Self Concept Scale (PHCSCS), were administered on three different dates within a three week period to the public school children. The home schoolers were mailed the test to be taken at their leisure giving them a two week time limit. Systematic Sampling was utilized in the random selection of both the home schooled students and the public school students. This required at least two days to establish the 46 subjects for each group.

A letter describing the study and its purpose was mailed in the fall, during the first quarter of school to both prospective participants of the home school group and the public school group.

Within two weeks after the mailings, the randomly selected parents of the home schoolers were notified by telephone to further instruct and/or encourage their participation in the study.

There was also be a "make-up" day allowing those of each group to take the questionnaire and self-concept scale.

The collection of a list of prospective participants, the notification process, and the completion of the surveys
and tests required a four week time period.

Data Analysis

The questionnaire's reliability was determined by the means of a split-half reliability coefficient.

Responses to the socialization questionnaire survey were weighted from 1 (never) to 4 (often) for positively worded statements, with the weights reversed for negatively worded statements.

A directional t-test for independent means was carried out to determine if the mean socialization scores of the home educated students were significantly higher than those of the traditional-taught public school students on the SAQ.

The same directional t-test for independent means was used with the Piers-Harris Children's Self-Concept Scale (PHCSCS) to determine if the mean self-concept shows significant differences.

Replication

Given the procedural methodology delineated above, the replication of this study seems plausible. Replications of this study in different regions of the United States would
offer more generalizability of the findings about the socialization and self-concept aspects of home educated children (grades 1-6) as compared to the traditionally-taught public school children (grades 1-6).

Therefore, a stronger base of nation-wide data could be used to answer the questions and concerns of those that seek an answer regarding a home-schooled child's socialization and self-concept.
CHAPTER IV

RESULTS

Presentation of the Results

The tables on the following page yield the results of the researcher's two testing instruments that measure a child's self-concept and socialization. As an ex post facto/causal comparative study this research attempted to identify a possible causal relationship between the variables of the type of schooling and the degree of socialization and self-concept and to establish that the home-schoolers have equal if not higher levels of self-concept and socialization.

Based on the results, an inference could be made that a child's educational setting may affect his or her personal self-concept and degree and type of socialization. The following tables demonstrate consistent differences between the two groups examined in this study—home schooled children and traditionally taught public school children. Table I describes the home-schooled group's results and Table II describes the public school group's results. The (N) represents the number of subjects that participated in this study, (46) for the home-schooled children and (46) for the public school children. The mean (\( \bar{X} \)) represents the average score for the groups in total raw scores for the two surveys and for the eight cluster groups.
# TABLE I
GROUP ONE: HOME-SCHOOLED CHILDREN

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<td>Type</td>
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</table>

# TABLE II
GROUP TWO: PUBLIC-SCHOOL CHILDREN

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<tr>
<th>VARIABLE</th>
<th>N</th>
<th>MEAN</th>
<th>STD DEV</th>
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<th>MAXIMUM</th>
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</table>
Std Dev represents the standard deviation, which is the approximate average amount by which each score in a set of scores of a test are correlated, for each group and the various variables. The tables also give the minimum and the maximum scores earned for each variable examined. The minimum score represents the lowest score earned by a student on a particular area being tested and the maximum score represents the highest score earned by a student on a particular area being tested.

The first seven items under the variables column represent the scores of the Piers-Harris Children's Self-Concept Scale (PHCSCS). The raw score is the total score for the entire test and the six cluster scores represent the six domains examined by this instrument. The Piers-Harris Children's Self-Concept Scale, also know as The Way I Feel About Myself test, is a psychological instrument used to determine the level of self-concept of children ages six to eighteen based on how they rate themselves on the six clusters examined in the test. Cluster I examines how the child views their own personal behavior. Cluster II examines how the child views their intellectual and school status. Cluster III examines how the child views their own physical appearance and attributes. Cluster IV examines how the child views their own level of fear and anxiety. Cluster V examines how the child views their own popularity. And Cluster VI examines how a child views their own happiness and satisfaction.

It needs to be noted that the total raw score does not necessarily reflect the totals of the six cluster scores (see:
Appendix A).

The SAQ Raw (Socialization Assessment Questionnaire) represents the overall score for the socialization instrument. The Quantity (I) scores represent how much and/or how often the amount of socialization occurs in and outside of the educational setting for the home-schooled child and the public school child. The Type (II) represents the kind of socialization a child receives in and outside of the educational setting for the home-schooled child and the public school child.

The higher the score the higher the degree of self-concept and socialization can be ascertained and therefore the higher the mean (X) score for a particular group's score one can surmise that the group with the higher score exhibits a stronger level of self-concept and socialization than the other group. But, a T-test to determine if a real significant difference exists was carried out on each variable (PHSCS raw score, Clusters I-VI and the SAQ raw score and the Quantity (I) and Type (II) score) and some areas displayed a significant difference between the two groups and some areas did not show a significant difference between the two.

The table on the following page lists the results of the T-test for each variable examined to determine significant difference. If the Prob>F' is greater than .05 the variances are equal and if the Prob>F' is less than .05 the variances are not equal thus determining a significant difference between the two areas tested.
### Table III

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<th>PROB&gt;F</th>
<th>VARIANCE</th>
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<td>0.0001</td>
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</table>
Discussion of the Results

The results of the Piers-Harris Children's Self Concept and the Socialization Assessment Questionnaire mean scores ($\bar{X}$) and T-Tests (significant difference) as shown on page 19 displayed some interesting information.

As a group the (46) home-schooled children in this study consistently received a mean ($\bar{X}$) score higher than that of the public school children on every variable tested (P.H.C.S.C.S. Raw Score, Clusters I-VI, SAQ Raw Score, (I) Quantity and (II) Type). The P.H.C.S.C.S Raw Scores mean for the home-schooled group was (65.98) with a standard deviation of (9.01) and individual scores ranging from (47.0) to (78.0).

The public schooled group mean score ($\bar{X}$) was (54.87) with a standard deviation of (11.66) and individual ranges from as low as (28.0) to (80.0). Even though the mean score ($\bar{X}$) of the home-schooled children (65.98) was higher than the mean score ($\bar{X}$) of the public school children (54.87) the T-Test, which is a true measure of significant differences, showed that there was no real significant difference $T(90.0)=5.1143; p>.05$ between the total raw scores of the self-concept test (PHCSCS). The T-Test results for this overall score on the self-concept test, though, were quite close to being significantly different. Prob>F'=0.0876, which is greater than (.05) determine that the variances are equal (or two close) to yield significant differences. The Cluster I (Behavior) results showed a mean ($\bar{X}$) score of (14.41) with a standard deviation of (1.98) and
individual scores ranging from (9.0) to (16.0) for the home-schooled group and a mean score (\( \bar{X} \)) of (11.76) with a standard deviation of (2.96) and individual scores ranging from (4.0) to (16.0) for the public school group. The T-Test for this cluster reveals a significant difference (T(78.6)=5.0474, p<.05) between the two Cluster I scores. The Prob>f' of 0.0084, which is less than (.05), indicates that the variances are unequal thus showing a significant difference between the home-school group and the public school group on their behavior rating (Cluster I).

The Cluster II (Intellectual & School Status) results showed a mean score (\( \bar{X} \)) of (14.94) with a standard deviation of (1.94) and individual scores ranging from (9.0) to (17.0) for the home-schooled group and a mean score (\( \bar{X} \)) of (12.30) with a standard deviation of (3.47) and individual scores ranging from (4.0) to (17.0) for the public school group. The T-Test for this cluster reveals a significant difference (T(70.6)=4.4897, p<.05) between the two Cluster I scores. The Prob>f' of 0.0001, which is less than (.05), indicates that the variances are unequal thus showing a significant difference between the homeschool group and the public school group on their behavior rating (Cluster II).

The Cluster III (Physical Appearance & Attributes) results showed a mean score (\( \bar{X} \)) of (10.15) with a standard deviation of (2.20) and individual scores ranging from (4.0) to (13.0) for the home-schooled group and a mean score (\( \bar{X} \)) of (9.28) with a standard deviation of (2.31) and individual scores ranging
from (2.0) to (13.0) for the public school group. The T-Test for this cluster reveals no significant difference (T(90.0)=1.8186, p>.05) between the two Cluster III scores. The Prob>f' of 0.5976, which is greater than (.05), indicates that the variances are equal thus showing no significant difference between the home school group and the public school group on their Physical Appearance & Attributes rating (Cluster III).

The Cluster IV (Anxiety) results showed a mean score (\(\bar{X}\)) of (12.70) with a standard deviation of (2.29) and individual scores ranging from (7.0) to (14.0) for the home-schooled group and a mean score (\(\bar{X}\)) of (9.11) with a standard deviation of (3.05) and individual scores ranging from (2.0) to (14.0) for the public school group. The T-Test for this cluster, though, were quite close to being significantly different (T(90.0)=4.6017, p>.05). between the two Cluster IV scores. The Prob>f' of 0.0573, which is greater than (.05), indicates that the variances are equal thus showing no significant difference between the home school group and the public school group on their Anxiety rating (Cluster IV).

The Cluster V (Popularity) results showed a mean score (\(\bar{X}\)) of (8.91) with a standard deviation of (2.26) and individual scores ranging from (3.0) to (13.0) for the home-schooled group and a mean score (\(\bar{X}\)) of (7.09) with a standard deviation of (2.54) and individual scores ranging from (1.0) to (12.0) for the public school group. The T-Test for this cluster reveals no significant difference (T(90.0)=3.6458, p>.05) between the
two Cluster V scores. The Prob$f'$ of 0.4393, which is greater than (.05), indicates that the variances are equal thus showing no significant difference between the home school group and the public school group on their Popularity rating (Cluster V).

The Cluster VI (Happiness and Satisfaction) showed a mean score ($\bar{X}$) of (8.89) with a standard deviation of (1.48) and individual scores ranging from (4.0) to (10.0) for the home-schooled group and a mean score ($\bar{X}$) of (7.78) with a standard deviation of (2.30) and individual scores ranging from (2.0) to (15.0) for the public school group. The T-Test for this cluster reveals a significant difference ($T(76.8=2.7507, p<.05)$) between the two Cluster VI scores. The Prob$f'$ of 0.0038, which is less than (.05), indicates that the variances are unequal thus showing a significant difference between the home school group and the public school group on their Happiness and Satisfaction rating (Cluster VI).

The Socialization Assessment Questionnaire Raw Score results showed a mean score ($\bar{X}$) of (91.9) with a standard deviation of (11.20) and individual scores ranging from (58.0) to (109.0) for the home-schooled group and a mean score ($\bar{X}$) of (72.48) with a standard deviation of (13.01) and individual scores ranging from (2.0) to (15.0) for the public school group. The T-Test for this cluster reveals no significant difference ($T(90.0)=7.6767, p>.05$) between the two SAQ Raw Scores. The Prob$f'$ of 0.3178, which is greater than (.05), indicates that the variances are equal thus showing no significant difference
between the home school group and the public school group on their SAQ Raw Score rating (SAQ Raw Score).

The SAQ Quantity section results showed a mean score ($\bar{X}$) of (30.00) with a standard deviation of (6.71) and individual scores ranging from (12.0) to (39.0) for the home-schooled group and a mean score ($\bar{X}$) of (26.35) with a standard deviation of (6.78) and individual scores ranging from (6.0) to (38.0) for the public school group. The T-Test for this cluster reveals no significant difference ($T(90.0)=2.5962, p>.05$) between the two SAQ Quantity scores. The Prob>$f'$ of 0.9423, which is greater than (.05), indicates that the variances are equal thus showing no significant difference between the home school group and the public school group on their SAQ Quantity Section results.

The SAQ Type section results showed a mean score ($\bar{X}$) of (61.91) with a standard deviation of (9.21) and individual scores ranging from (44.0) to (75.0) for the home-schooled group and a mean score ($\bar{X}$) of (46.15) with a standard deviation of (9.97) and individual scores ranging from (25.0) to (66.0) for the public school group. The T-Test for this cluster reveals no significant difference ($T(90.0)=7.8778, p>.05$) between the two SAQ Type scores. The Prob>$f'$ of 0.5955, which is greater than (.05), indicates that the variances are equal thus showing no significant difference between the home school group and the public school group on their SAQ Type results.
Based on the results of the ten mean scores ($\bar{X}$) this researcher found that the home-schooled students exhibited a higher level of self-concept (PHCSCS) and socialization (SAQ) on every area tested. Even though the home-schooled students averaged higher mean scores, the T-test for seven areas yielded no real significant differences and three showed a significant difference.

On the self-concept test, the Behavior (Cluster I) T-test showed a significant difference ($T(78.6)=5.0474, p<.05$) and the Intellectual and School Status (Cluster II) showed a significant difference ($T(70.6)=4.4897, p<.05$) and Happiness and Satisfaction (Cluster VI) yielded a significant difference ($T(76.8)=2.7507, p<.05$). Anxiety (Cluster IV) was very close to yielding a significant difference where the Prob>F' = 0.0573 which is only slightly higher than (.05). The overall raw scores' T-test for the Self-Concept test (PHCSCS) came very close to being significantly different ($T(90.0)=5.1143, P>.05$) where $p = .0876$.

Even though the two S.A.Q. Raw Scores' means ($\bar{X}$) were a great distance apart (91.91) for the home school group and (72.48) for the public school group, the T-test again revealed that there is no real significant difference.

The results of both the self-concept test (PHCSCS) and socialization questionnaire (SAQ) support this researcher's hypothesis that home educated children do receive equal if not higher levels of socialization and equal if not higher degrees of self-concept.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine if home educated children receive a "proper" socialization experience and maintain a healthy self-concept, at or above the level of the traditionally taught public school children.

A careful review of the literature unearthed some very interesting information regarding the educational wellness of a home schooled youngster. Most studies found, concluded that the home educated received an excellent education, full of enriching activities and experiences to enhance their educational opportunity. (See: p. 10, Review of the Literature) Much could be found regarding the academic achievement of the home schooled children, but very few studies were available that dealt with the question of socialization and self-image of home-educated children. Would the "isolation" or "insulation" of a child taught at home instead of at a public or private school create a socially maladjusted recluse as some think? Would these children develop low self-esteem or self-image by not being out in the "real world"?

Some believe that being taught at home is fine, but wouldn't it be better for the socially or emotionally developing child to be out in an educational setting where he or she could
mix with others of similar age and experience. This experience would better prepare one for a future in our competitive, multicultural, pluralistic society some would say. Or does it?

The intent of this study was not to prove that home schooling is a better or at the least an adequate educational alternative, but to simply dispel the questions and notions that it may be harmful and/or detrimental to a child's academic and social well being.

This study set out to examine (via the PHCSCS and the SAQ), if there be any differences in a home schooled child's social well being and their self-image. The results of this study yielded some interesting numbers (See: Table I, II, & III).

Forty-six home schooled students were randomly chosen from a local county. Most families were associated with a home schooling support group (PEACH). The two questionnaires were mailed, returned, and hand graded (see: Appendix A).

Forty-six public school students were randomly chosen from a local urban school to participate in the study. Upon completion of all tests, the scores were tabulated to determine individual scores, group means and T-test for determination of a significant difference. Ten separate areas of interest were examined. PHCSCS Raw Scores (overall self-concept score) and six clusters: Behavior (I), Intellectual and School Status (II), Physical Appearance and Attributes (III), Anxiety (IV), Popularity (V), and Happiness and Satisfaction (VI). Three
clusters (I, II, and VI) yielded significant differences between the two groups demonstrating a higher level of self-concept in those areas for the home schooled groups. And two areas were very close to significant difference; PHCSCS overall Raw Score and Cluster IV, Anxiety. (See: Table III). The mean scores (X) were higher in each of the ten areas tested.

These results support the hypothesis of the study, that home schooled children do maintain a healthy self-concept and high level of socialization at or above their counterparts—the traditional taught public school children.

Conclusions

Many studies have examined the academic records of the home school population. Most studies find that home schoolers consistently score at or above the national averages on standardized test.

Several studies conducted by other researchers were located that tested self-concept using the Pier-Harris Children's Self-Concept Scale instrument. Their findings also indicate as does this research, that the home schooled child has a healthy self-concept at or above the national averages.

There was virtually no research found that attempts to
measure a home schooled child's socialization. For this reason and to answer the questions of skeptics, the quantity and types of socialization were added as part of this study.

The findings of this study based on the mean scores (\(\bar{x}\)) support the hypothesis that home school children do receive socialization and foster a healthy self-concept at or above that of the public school child. The T-test further strengthened this hypothesis by yielding significant differences in favor of the home educated group, (See: Tables I, II, & III).

The researcher must conclude as a result of these findings that the home schooled child is not at a disadvantage for being taught ("isolated") at his home, but may in fact benefit immensely. Only further research into these areas may prove to show positive, life-long, lasting benefits for those that were taught in their homes.

**Recommendations**

Research cited indicates a strong need to delve further into this concern about a proper socialization of home schooled children.

Past studies have demonstrated that the home schooled youngsters are not as isolated as some once thought. Most home educated children engaged in very positive and meaningful interactions with their peers; such as: organized group
classes, youth groups, sports organizations, scouts, church activities and fellow home-school get-togethers to name a few.

The concern of many parents that choose to educate their children at home is not whether their child will receive adequate socialization, but what kinds of socialization. As some studies have shown, early entry (before ages 8-12) can have a negative impact on a child's mental, emotional and social growth.

Perhaps the questions surrounding whether home-educated children receive adequate socialization and build strong self-concepts could be further addressed by conducting other comparative studies comparing the home schooled student to the traditionally-taught student.

The results of this study provides insight and direction for further research. Those most interested in this topic concerning the degree of socialization and self-concept of the home educated may wish to replicate this study or design their own, perhaps using a different research approach.

A comparison study by means of an experimental or quasi-experimental design of these qualitative variables would not be a likely possibility. Parents, most likely, would not allow their children to be randomly assigned to either type of school setting. Therefore, a descriptive research approach describing how the values associated with these variables of interest are distributed among the two groups is suggested.

Therefore, new quantitative evidence may emerge to answer
these concerns and be of help to parents that are contemplating and/or using this alternative method of teaching their children.

The results of this researcher's study and others to follow could be of great significance to parents, educators, school officials and policy makers in the formulation of decisions regarding the education of the children entrusted to them.
APPENDIX A

Home School Group Individual Scores
Public School Group Individual Scores
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<tr>
<th></th>
<th>T-Scores</th>
<th>RAW Score</th>
<th>Percentile</th>
<th>Shame</th>
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<th>Cluster II</th>
<th>Cluster III</th>
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APPENDIX B

Copy of the Socialization Assessment Questionnaire (SAQ)
SOCIALIZATION ASSESSMENT QUESTIONNAIRE

David D. Enix  
University of Dayton  
SAQ 1995

Name: _________________________  
Age: _______ Boy or Girl

This questionnaire is designed to determine the quantity and type of socialization (the interaction among one's peers and others) that elementary age children acquire in and outside of their educational setting (the home or school).

Directions: Please circle the answer that best describes you. All the information in this survey will be kept in the strictest confidence, so please be frank and honest in your answers. The word visit can mean - am around, play or associate with.

<table>
<thead>
<tr>
<th></th>
<th>N=NEVER</th>
<th>R=RARELY</th>
<th>S=SOMETIMES</th>
<th>O=OFTEN</th>
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</thead>
<tbody>
<tr>
<td>1. I visit with other children my age.</td>
<td>N</td>
<td>R</td>
<td>S</td>
<td>O</td>
</tr>
<tr>
<td>2. I visit with children younger than myself.</td>
<td>N</td>
<td>R</td>
<td>S</td>
<td>O</td>
</tr>
<tr>
<td>3. I visit with children older than myself.</td>
<td>N</td>
<td>R</td>
<td>S</td>
<td>O</td>
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<tr>
<td>4. I participate in activities with a group of children my age.</td>
<td>N</td>
<td>R</td>
<td>S</td>
<td>O</td>
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<tr>
<td>5. I participate in activities with a group of children of various ages.</td>
<td>N</td>
<td>R</td>
<td>S</td>
<td>O</td>
</tr>
<tr>
<td>6. I participate in activities with a group of 20 or more children close to my age.</td>
<td>N</td>
<td>R</td>
<td>S</td>
<td>O</td>
</tr>
</tbody>
</table>
7. Other children close to my age come to my house to visit or play.
   N  R  S  O

8. I am around other adults besides my parents.
   N  R  S  O

9. I participate in sports with other children close to my age.
   N  R  S  O

10. I participate on a sports team.
    N  R  S  O

11. I attend a youth group or club.
    N  R  S  O

12. I spend 1-3 hours an evening with other children at least 3 times per week.
    N  R  S  O

13. I spend 1-3 hours per evening with my parents or guardian at least 5 times per week.
    N  R  S  O

14. I take field trips with other students.
    N  R  S  O

15. I watch television at least 2-4 hours an evening.
    N  R  S  O

16. I prefer to do activities indoors.
    N  R  S  O

17. I prefer to do activities outdoors.
    N  R  S  O

18. The friends I play with or associate with are "very religious".
    N  R  S  O

-50-
19. I prefer to play with other children close to my age.
   N R S O

20. I get along with all ages of other children.
   N R S O

21. I prefer being by myself.
   N R S O

22. I feel nervous or uncomfortable when I'm with a large group of other children.
   N R S O

23. I get nervous or uncomfortable when I am with or around the opposite sex.
   N R S O

24. I feel comfortable being with and talking to other adults besides my parents.
   N R S O

25. I get scared or uncomfortable when I'm around other people I don't know.
   N R S O

26. I work together to solve problems with other children.
   N R S O

27. I offer to help other children
   N R S O

28. I show interest in other's ideas or interests.
   N R S O

29. I share my toys and belongings with other children.
   N R S O

30. I compliment or congratulate others when good things happen to them.
   N R S O
31. I say "please", "thank-you" and "excuse me".
   N   R   S   O

32. I make fun of others or call them names.
   N   R   S   O

33. I pick on or tease other children.
   N   R   S   O

34. I quarrel and/or fight with other children.
   N   R   S   O

35. I talk back or argue with my parents or teacher.
   N   R   S   O

36. I 'show off', act silly, or behave badly for attention.
   N   R   S   O

37. I pick on or tease my other brothers and sisters.
   N   R   S   O

38. I quarrel and/or fight with my brothers and sisters.
   N   R   S   O

39. I say bad words.
   N   R   S   O

40. The children I visit or play with say bad words.
   N   R   S   O

41. I listen to (secular) rock music.
   N   R   S   O

42. The children I visit or play with listen to (secular) rock music.
   N   R   S   O

43. I listen to (secular) rap music.
   N   R   S   O

-52-
44. The children I visit or play with listen to (secular) rap music.
   N R S O
45. I watch movies that are rated PG and/or PG-13.
   N R S O
46. The children I visit or play with watch PG and/or PG-13 movies.
   N R S O
47. I watch movies that are rated R.
   N R S O
48. The children I visit or play with watch movies that are rated R.
   N R S O
49. I get along with my parents.
   N R S O
50. My parents hug and kiss me.
   N R S O
APPENDIX C

Copy of The Piers-Harris Children's Self-Concept Scale
Copy of Scoring Key
Copy of Profile Form
"THE WAY I FEEL ABOUT MYSELF"

The Piers-Harris Children's Self-Concept Scale
Ellen V. Piers, Ph.D. and Dale B. Harris, Ph.D.

Published by

Western Psychological Services
Publishers and Distributors
12021 Western Boulevard
Los Angeles, California 90025-1751

Directions: Here is a set of statements that tell how some people feel about themselves. Read each statement and decide whether or not it describes the way you feel about yourself. If it is true or mostly true for you, circle the word "yes" next to the statement. If it is false or mostly false for you, circle the word "no." Answer every question, even if some are hard to decide. Do not circle both "yes" and "no" for the same statement.

Remember that 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.

TOTAL SCORE: Raw Score_______ Percentile_______ Stanine_______

CLUSTERS: I_____ II_______ III_______ IV_______ V_______ VI_______
<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>My classmates make fun of me</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>am a happy person</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>It is hard for me to make friends</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>am often sad</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>am smart</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>am shy</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>get nervous when the teacher calls on me</td>
<td>yes</td>
<td>no</td>
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<tr>
<td>My looks bother me</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>When I grow up, I will be an important person</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>get worried when we have tests in school</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>am unpopular</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>I am well behaved in school</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>It is usually my fault when something goes wrong</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>I cause trouble to my family</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>I am strong</td>
<td>yes</td>
<td>no</td>
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<tr>
<td>I have good ideas</td>
<td>yes</td>
<td>no</td>
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<tr>
<td>I am an important member of my family</td>
<td>yes</td>
<td>no</td>
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<tr>
<td>I usually want my own way</td>
<td>yes</td>
<td>no</td>
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<tr>
<td>I am good at making things with my hands</td>
<td>yes</td>
<td>no</td>
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<tr>
<td>I give up easily</td>
<td>yes</td>
<td>no</td>
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</tbody>
</table>

21. I am good in my school work | yes |
22. I do many bad things | yes |
23. I can draw well | yes |
24. I am good in music | yes |
25. I behave badly at home | yes |
26. I am slow in finishing my school work | yes |
27. I am an important member of my class | yes |
28. I am nervous | yes |
29. I have pretty eyes | yes |
30. I can give a good report in front of the class | yes |
31. In school I am a dreamer | yes |
32. I pick on my brother(s) and sister(s) | yes |
33. My friends like my ideas | yes |
34. I often get into trouble | yes |
35. I am obedient at home | yes |
36. I am lucky | yes |
37. I worry a lot | yes |
38. My parents expect too much of me | yes |
39. I like being the way I am | yes |
40. I feel left out of things | yes |
have nice hair ........................................... yes no
often volunteer in school ............................... yes no
wish I were different .................................... yes no
sleep well at night ....................................... yes no
hate school ................................................ yes no
am among the last to be chosen for games ......... yes no
am sick a lot ................................................ yes no
am often mean to other people ...................... yes no
ly classmates in school think I have good ideas .... yes no
am unhappy ................................................ yes no
have many friends ....................................... yes no
am cheerful ................................................ yes no
am dumb about most things ............................ yes no
am good-looking ........................................ yes no
have lots of pep .......................................... yes no
get into a lot of fights .................................... yes no
am popular with boys ................................. yes no
people pick on me ........................................ yes no
ly family is disappointed in me .................... yes no
have a pleasant face .................................... yes no

61. When I try to make something, everything seems to go wrong ........................................... yes n
62. I am picked on at home ................................. yes n
63. I am a leader in games and sports ...................... yes n
64. I am clumsy ............................................. yes n
65. In games and sports, I watch instead of play ......... yes n
66. I forget what I learn ..................................... yes n
67. I am easy to get along with .......................... yes n
68. I lose my temper easily ............................... yes n
69. I am popular with girls ............................... yes n
70. I am a good reader ..................................... yes n
71. I would rather work alone than with a group .... yes n
72. I like my brother (sister) ............................ yes n
73. I have a good figure .................................... yes n
74. I am often afraid ....................................... yes n
75. I am always dropping or breaking things ......... yes n
76. I can be trusted ........................................ yes n
77. I am different from other people .................... yes n
78. I think bad thoughts .................................. yes n
79. I cry easily ............................................. yes n
80. I am a good person .................................... yes n
The Piers-Harris Children's Self-Concept Scale

Scoring Key

Ellen V. Piers, Ph.D. and Dale B. Harris, Ph.D.

### Directions

1. **1-20**
   - 5
   - 4
   - 4
   - 4
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2. **21-40**
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3. **41-60**
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4. **61-80**
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   - 3
   - 3

**Note:**
- The test booklet for any items with both "yes" and "no" circled. Any such item with a double marking is not scored.
- There are four columns of items in the test booklet. On page 2 of the test booklet, the first column includes items 1-20, the second column includes items 21-40, the third column includes items 41-60, and the fourth column includes items 61-80.
- Place the scoring key over each column of the booklet in turn, lining up the "yes" and "no" columns of the booklet with the boxes on the scoring key.
- Determine the total raw score by counting the number of circled responses showing through the shaded boxes on the scoring key for all four columns of items. Enter this sum on the front of the test booklet. The corresponding percentile and stanine are presented in the appendix of the manual.
- The total raw score cannot be obtained by adding all the cluster scores. Some items are scored more than once cluster score and some items are not included in any of the cluster scales.
- The numbers printed next to items 32 and 58 are printed next to each cluster to which each item belongs. For example, if the numbers 4 and 5 are printed next to item 32, this item should be scored for both cluster IV and V. Thus, to find the raw score for cluster scales, count the number of circled responses showing through the shaded boxes with a "O" marked to them. Continue in this manner for all six cluster scales and enter these scores on the front of the test booklet.

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The Piers-Harris Children's Self-Concept Scale
PROFILE FORM
Ellen V. Piers, Ph.D. and Dale B. Harris, Ph.D.

Published by
WESTERN PSYCHOLOGICAL SERVICES
Publishers and Distributors
12031 Wilshire Boulevard
Los Angeles, California 90025

Name: ___________________________________________ Today's Date: ________________________________________

Age: ____________________ Sex (circle one): Girl Boy Grade: ____________________

School: ____________________ Teacher's Name (optional): ________________________________________________

<table>
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<tr>
<th>Percentile</th>
<th>T Score</th>
<th>I: Intellectual and School Status</th>
<th>II: Physical Appearance and Attributes</th>
<th>III: Anxiety</th>
<th>IV: Popularity</th>
<th>V: Happiness and Satisfaction</th>
<th>Total Score</th>
<th>T Score</th>
<th>Percentile</th>
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Scores calculated based on percentages.
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