DARNLEY, MARTHA HIGHSMITH. The Function of Parents' Educational Level and Marital Happiness in Actual-Ideal Discrepancies of Self Among College Females. (1976) Directed by: Dr. Helen Canaday. Pp. 66

The effect of parental identification upon children growing up in the family has been recognized by many as a crucial factor in the successful development of the individual. The way in which the family situation is perceived by the children is also a contributing factor to healthy emotional and social growth. The investigation of these variables as they relate to self concept is an area deserving of research attention. The present study was an attempt to determine the relationship between the self concept discrepancy scores of college females and their fathers' education, mothers' education, and marital happiness as rated by daughters.

Multiple regression was the technique chosen for data analysis, since it offered a means for controlling interaction among the independent variables of fathers' education, mothers' education and marital happiness. The study examined the discrepancy present within the self concept and the amount of relationship to the independent variables.

The study sought to identify the familial variables that were related to self concept discrepancy. A greater understanding of the correlates of self concept discrepancy was one of the main purposes of the study. Information of this type is of potential value to professionals who work with families and individuals, both in a preventive and a theraputic capacity. The study also served to further standardize the self concept instrument

used, and to contribute to its reliability and validity as a measurement technique.

One hundred thirty-six female college students comprised the study sample. The subjects were taken from a larger sample used for study purposes in the School of Home Economics at the University of North Carolina at Greensboro. No attempt was made to select a random sample; rather, all students in an introductory child development class were included in the questionnaire administration.

Support was indicated for the two hypotheses tested:

H_1 The three variables of fathers' education, mothers' education and student-rated marital happiness of parents will account for a significant proportion of the explained variance of the actual-ideal self concept discrepancy scores of college females.

H_2 Among the three independent variables of fathers' education, mothers' education and marital happiness of parents, marital happiness will account for the largest amount of the explained variance in actual-ideal self concept discrepancy scores of college females.

Several conclusions were drawn from the analysis of the data. Suggestions for future research direction were made based upon the following conclusions.

Family-related factors of parents' education and marital happiness account for a significant proportion of the variance in self concept discrepancy in college females, when adjustment is made for variable interaction.

Marital happiness is responsible for the largest difference in self concept discrepancy scores, having a greater effect than fathers' or mother's education.

The happier the marriage, according to daughters, the lower the self concept discrepancy scores.

Mothers' education shows a slight relationship to self concept discrepancy, when variable interaction is not controlled.

The actual self concept is related to marital happiness when the inter-relaionship of variables is controlled.

The ideal self concept is not related to parents' education or marital happiness, when variable interaction is considered.

The Function of Parents' Educational Level and Marital Happiness in Actual-Ideal Discrepancies of Self Among College Females

by

Martha Highsmith Darnley

A Thesis Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
Master of Science in Home Economics

Greensboro
1976

Approved by

Helen Canaday
Thesis Adviser

APPROVAL PAGE

This thesis has been approved by the following committee of the Faculty of the Graduate School at the University of North Carolina at Greensboro.

Thesis Adviser Helen Canaday

Committee Members J. Allen Watson

Hyma Rodda

Vira R. Kivett

June 22, 1976
Date of Acceptance by Committee

ACKNOWLEDGEMENTS

The author wishes to express her appreciation for the constant support and encouragement given by her committee chairman, Dr. Helen Canaday. Her assistance in the preparation of the manuscript was invaluable. Special thanks go also to Dr. J. Allen Watson and Dr. Hyman Rodman, committee members, for their suggestions regarding data interpretation.

Much gratitude is expressed for the help of Dr. Vira Kivett throughout all phases of the study. Without her constant reinforcement and professional support the study would not have been completed.

Finally, to my husband, Dr. Frederick Darnley, Jr., I express a heartfelt thank you for constant love and support and confidence in my abilities.

TABLE OF CONTENTS

Page

APPROVAL PAGE ii

ACKNOWLEDGEMENTS iii

LIST OF TABLES vi

CHAPTER

I. INTRODUCTION 1

Background for the Study 2
Hypotheses 4
Definition of Terms 4
Limitations 5

II. REVIEW OF THE LITERATURE 6

Theoretical Background 6
Self Concept Discrepancy 9
Parental Identification 11
Perception of the Family Situation 13
Methodological Considerations 14

III. METHODOLOGY 16

Sample Selection 16
Subjects 17
Research Design 24
Research Instruments 24
Marital Happiness Item 25
Self Concept 25
The Self Concept Discrepancy 27
Procedures 27
Data Analysis 28

CHAPTER Page

IV. RESULTS 30

Interrelationships Among Variables. 30
Correlates of Self Concept Discrepancy 30
Hypothesis I. 32
Hypothesis II 33
Actual Self Concept and Ideal Self Concept 34

V. SUMMARY AND CONCLUSIONS 38

Discussion. 39
Fathers' Education and Self Concept Discrepancy . . .39
Mothers' Education and Self Concept Discrepancy . . .40
Actual and Ideal Self Concept and the
Independent Variables 42
Summary of the Research Questions,
Hypotheses and Findings 43
Question I. 43
Question II 44
Supplemental Question A 44
Supplemental Question B 44
Conclusions 45
Suggestions for Future Research 46

BIBLIOGRAPHY. 48

LIST OF TABLES

Table		Page
1.	Frequency Distributions for Age of College Females	19
2.	Frequency Distributions for the Academic Status of College Females	20
3.	Frequency Distributions for Parents' Education	21
4.	Mean, Range and Standard Deviation for Independent Variables, Self Concept Discrepancy, Actual Self Concept and Ideal Self Concept	23
5.	Pearson Product Moment Correlations for Independent Variables and Self Concept Discrepancy	31
6.	Analysis of Variance of the Sources of Variation in Self Concept Discrepancy.	31
7.	Beta Weights, Semipartial Correlations and Standard Error of Independent Variables and Self Concept Discrepancy.	34
8.	Pearson Product Moment Correlations for Independent Variables and Actual Self Concept.	36
9.	Beta Weights, Semipartial Correlations and Standard Error of Independent Variables and Actual Self Concept	36
10.	Pearson Product Moment Correlations for Independent Variables and Ideal Self Concept	37
11.	Beta Weights, Semipartial Correlations and Standard Error of Independent Variables and Ideal Self Concept	37

CHAPTER I

INTRODUCTION

The self concept has been an area in which numerous studies have been conducted since William James first formulated the idea in 1890. The need for careful study in this area is imperative today, due in part to many new types of counseling and self analysis. However, the methodology available for an investigation of the self concept is sometimes inadequate (Wylie, 1974), and researchers have often failed to examine the issues in a systematic manner. In spite of these and other technical problems, self concept research is a vital element in man's quest to understand himself and others. The self concept, seen by many theorists as a stable force in an ever-changing environment, is the vehicle through which an individual interacts with the world. The self concept can thus be viewed as the central construct that enables people and their behavior to be understood. For these reasons, empirical support for self concept theory is vital and of utmost importance to those people who work and interact with other people. It is with these ideas in mind that the present study was conducted, its primary aim being to make a valid contribution to the existing self concept literature.

The purpose of the present study was to determine the relationship between the actual-ideal self concept discrepancies of college females and the educational level and marital happiness of their parents.

Two general research questions were examined.

(1) What is the overall relationship between fathers' education, mothers' education, student-rated parental marital happiness and the actual-ideal discrepancies of self among college females?

(2) Is parents' marital happiness, as rated by daughters, a more important factor in college females' actual-ideal discrepancies of self than fathers' or mothers' education?

Additionally, two supplemental research questions were examined to help clarify the data concerning the self concept discrepancy score.

(1) What is the relationship between fathers' education, mothers' education, and parental marital happiness and the actual self concept?

(2) What is the relationship between fathers' education, mothers' education, and parental marital happiness and the ideal self concept?

Formal hypotheses were not generated from these supplemental questions. Rather, they served to aid data analysis of the first two general research questions.

Background for the Study

Many varied self concept theories have been constructed since the first systematic study by James (1890). For the most part, the theories fall into a social-interaction, phenomenological category. Mead (1934), Snygg and Combs (1949), and Rogers (1959) formulated some of the most well-known and widely used self concept theories.

Mead (1934) viewed the self as composed of an "I", the creative element within the self, and a "me", the collection of social attitudes within the self. This multi-dimensional self was seen as having the ability to be percieved as an object by the individual.

One of the leading phenomenological self theories further elaborated on the self-as-object (Mead, 1934). Snygg and Combs (1949) identified a self comprised of self-as-object and self-as-process. An important aspect of the Snygg and Combs theory was the proposal that the self was a relatively stable force, once it was formed in an individual.

Perhaps the best-known of the self theories was proposed by Carl Rogers (1959, 1961). The self concept, as defined by Rogers, was a fluid entity, a changing process, but nevertheless specific and identifiable at any particular time. The phenomenon of congruence-incongruence within the self was also part of Rogers' theory.

It was with the idea of congruence-incongruence within the self that the present study was concerned. Many varied theories, explanations and even terminologies have been utilized to describe the occurrence of conflict within the self. The present study employed the term "discrepancy" to identify the dissonance extant within an individual's self concept, specifically the differences between actual self concept and ideal self concept.

Within the framework of the present study, previous research efforts indicated a relationship between self concept, parental identification and

perceived family situation. The variables focused on in the current study were parents' educational level and marital happiness as perceived by daughters. These variables were to be examined in relation to the self concept discrepancy.

Hypotheses

The following hypotheses, from the general research questions, were tested.

Hypothesis I: The three variables of fathers' education, mothers' education and student-rated marital happiness of parents will account for a significant proportion of the explained variance of actual-ideal self concept discrepancy scores of college females.

Hypothesis II: Among the three independent variables of fathers' education, mothers' education and marital happiness of parents, marital happiness will account for the largest amount of the explained variance in actual-ideal self concept discrepancy scores of college females.

Definition of Terms

Actual self concept--What a person perceives himself to be; the way a person thinks he really is.

Ideal self concept—The way a person thinks he would like to be.

Actual-ideal self concept discrepancy--The difference, computed mathematically, between an individual's actual self concept and his ideal self concept (see Chapter III).

Unless otherwise noted, the terms self, self concept(s) and concept(s) of self will be used interchangeably.

Limitations

The major limitation of the study, as of any self concept study, is the self concept construct itself. One must assume that subjects involved can and will accurately report what their self concepts are. The very basis of the study is subjective in nature. This limitation was recognized by Wylie(1974), but as she noted, no totally acceptable alternative has been identified as of yet. Rather than abandon the notion of self concept research entirely due to this inherent limitation, it seems more viable to recognize the problem and conduct research in an attempt to standardize some of the existing techniques and attempt to develop more acceptable, objective measures.

Another limitation incurred with the use of a common instrument to measure both ideal and actual self concepts is the question of incompatible factor structure between the two measures.

Generalizations coming from the study are restricted to college females, white, ages 18 to 25 with vocational or academic interests in child development and whose parents (either natural or step parents) have intact marriages.

CHAPTER II

REVIEW OF THE LITERATURE

Theoretical Background

Since the initial systematic study of self concept began in the 1890's, many varied theoretical frameworks have been proposed. Some of the more well-known theories will be presented here in approximate chronological order. Mead (1934) proposed one of the most extensive of the early theories, one based on a social-interaction viewpoint. The self concept, according to Mead, was based not on self experiences but rather on self as perceived by others. In other words, the self is shaped by social interaction with significant others. Mead also identified the concepts of "I" and "me" (Mead, 1934). He saw these as forces in alliance with each other, shaping the self concept.

A major tenet of Mead's theory involved the self-as-object. This is the distinguishing characteristic of the self, this ability to be perceived as an object by one's self. The mechanism for this ability is the assumption of roles in a social setting. Mead referred to the successful, mature self as one that had assumed the role of the "generalized other" (Mead, 1934, p. 154). It is this collection of social attitudes that constitute the "me" aspect of the self. However, the self was not seen by Mead as a unidimensional construct. As previously mentioned, the self consists of the

"me" and the "I". The "I" is the creative element, "the principle of action and impulse; and in its action it changes society" (Mead, 1934, p. xxv). Thus, Mead conceptualized the self as an integrated object consisting of a creative, individualized component and a socially attuned attitude (Mead, 1934).

Self concept theory, as represented by phenomenological and sociological issues, declined in research importance during the 1940's until Snygg and Combs (1949) formulated their self concept theory. They defined the self as "a particular individual, i.e., some unique personality we wish to single out from the rest of mankind" (Combs & Snygg, 1959, p. 123). They suggested that one can never know what constitutes the true self since the self can only be comprehended through someone's perceptions.

Snygg and Combs proposed a phenomenological self theory, meaning that the self is composed of a person's own unique organization of ways of looking at self. The distinction was made between concepts of self--isolated aspects of an individual--and the self--the total organization of all concepts of self the individual uses to refer to himself. This total self included two aspects: the self-as-object and the self-as-process (Fitts, Adams, Radford, Richard, Thomas, Thomas, & Thompson, 1971). Once established in an individual, this total self is a highly stable entity.

The theory of Snygg and Combs outlined the formation of this stable self entity as it occurred within the family. The family provides an

individual with (1) feelings of adequacy or inadequacy, (2) feelings of acceptance or rejection, (3) opportunities for identification, and (4) expectations with regard to acceptable goals, values and behaviors (Combs & Snygg, 1959).

The definition of self postulated by Symonds (1951) was that the self is the manner in which an individual reacts to himself. It is a multidimensional construct composed of: (1) the ways an individual perceives himself; (2) what the individual thinks of himself; (3) how he values himself; and (4) the ways in which he attempts to enhance or defend himself (Symonds, 1951). These aspects of the self may be conscious or unconscious.

The self theory formulated by Carl Rogers (1959, 1961) is one of the most completely developed statements in the field (Hall & Lindzey, 1970). The theory proposes a gradually differentiated phenomenal self "composed of perceptions of the characteristics of the 'I' or 'me' and the perceptions of the relationships of the 'I' or 'me' to others and to various aspects of life..." (Rogers, 1959, p. 200). Rogers posited a self concept that is fluid and changing, a process, but nevertheless, a specific entity at any given time. Also recognized is the ideal self, that self that an individual would like to be. Rogers' theory identified various aspects of congruence-incongruence: (1) between perceived self and the actual experience of the individual; (2) between the phenomenal field and the world as it really is; and (3) between the self and the ideal self (Rogers, 1959, p. 203, pp.

205-206). It is with the concept of self congruence-incongruence that the present study was concerned.

This review gives evidence to the observation that, for the most part, self concept theory is an unorganized collection of ideas. One attempt to sort out various theoretical constructs was made by Kinch (1963). He drew from social interaction self concept theory to produce a formalized, logical theory. The self concept was defined as "that organization of qualities that the individual attributes to himself" (Kinch, 1963, p. 481). The self concept originates from social interaction and influences an individual's behavior. Kinch offered basic postulates on which self concept was based, as well as basic variables. The advantages of this type of approach to theory are numerous, including hypothesis testing, categorization of theoretical evidence, scrutiny of the theory, bridging the gaps in data, and others (Kinch, 1963). The need for this systematic theoretical examination in the field of self concept is urgent (Kinch, 1963; Wylie, 1974).

Self Concept Discrepancy

Self concept discrepancy was used as a research technique in studies ranging from consumer purchase intentions (Landon, 1974) to mate selection (Murstein, 1971). There is a dearth of research information with regard to the interaction of self concept discrepancy and familial factors. For this reason, the present review was concerned primarily with the self concept in general as it was influenced by parent-child interaction.

The idea of self concept discrepancy has been expressed in differing terminology by several writers (Festinger, 1962; Osgood, Suci, & Tannenbaum, 1957; Rogers, 1959; Symonds, 1959; Wylie, 1961, 1971). Festinger's theory of cognitive dissonance (1962) offered explanation for what occurs when discrepancies exist within the self concept. If there is a conflict facing the individual, then a state of dissonance exists within that individual until the conflict is resolved in some way. According to Festinger, it is impossible for people to tolerate cognitive dissonance for any length of time. Means for coping with dissonance include increasing the value of one alternative or decreasing the value of the other. There is a constant striving within the individual to reduce dissonance and thus maintain cognitive equilibrium. When the characteristics of cognitive dissonance are applied to self concept study, the self concept discrepancy appears. This refers to any differences extant in the way an individual sees himself and the way he would like to be.

Self concept discrepancy was examined in the context of age (Breytspaak, 1974; Hess & Bradshaw, 1970) with interesting results. Hess and Bradshaw suggested that the ideal self concept was more susceptible to change than the actual self concept. In comparisons of older people and adolescents, similar degrees of adjustment and low congruency indices were found. No support was indicated for Rogers' notion that changes in the congruency index were attributable to changes in the actual self concept. The ideal concept was not found to be the stable entity envisioned by Rogers (1951, 1961).

Parental Identification

Parental identification is acknowledged by many to be the significant familial variable affecting the formation of self concept in children. In a study of college females, a positive correlation was noted between daughters' self-esteem and parental identification (Hollender, 1973). The correlation existed on two out of three social self-esteem measures.

In examining the way self concept developed in young children, Gecas, Calonico and Thomas (1974) found a child's concept to be more related to the parents' perception of him than to the parents' own self concept. Sex differences were noted, with girls being more dependent on parents for self concept than boys. Both boys and girls modeled the father more than the mother. Gecas et al. stated that most of the variance present in self concept was unaccounted for by the familial factors examined in their study.

A study dealing with self concept and the variables of parental identification, religion and social class focused on two aspects of self concept, dominance and love (Bieri & Lobeck, 1961). There was no indication from this sample, composed of Jewish and Catholic males, that parental identification made a significant difference in self concept scores. There were differences between religious groups, with Catholics having higher love scores than Jews, and among social classes, with upper class subjects scoring highest on the dominance aspect of self concept. These data

indicated the presence of familial factors other than parental identification that may affect the self concept. The present study explored the effects of social class on self concept, as indicated by the educational level of fathers and mothers.

Parental influence was further investigated in two unpublished masters theses. These studies examined self concept development in children. The first study found that in families where one or both parents had positive self concepts, the self concepts of the children tend ed to be equally positive (Bealmer, Bussell, Bussell, Cunningham, Gideon, Gunderson, & Livingston, 1965). The study was an investigation of school achievement, which was also positively correlated with parents' self concept.

Similar results were found in regard to self-esteem and parental acceptance by Thomas (1967). When data were analyzed according to socio-economic level as indicated by fathers' education, interesting differences emerged. The higher the educational level of the father, the greater the relationship between boys self-esteem and both maternal and paternal acceptance. The relationship did not exist for girls with highly educated fathers. Maternal acceptance played a more influential role in the self-esteem of boys and girls when the father had little education. It need be noted, however, that the sample was a small one and replication of the study is necessary before the conclusions can be generalized with any degree of accuracy.

Perception of the Family Situation

While the effect of parental identification of self concept has been carefully studied, the effect of parental identification and self concept within a conflict situation merits equally close scrutiny. One attempt in this direction examined the results of conflicting role models presented by parents, failure to utilize parents as models, and adoption of deviant role orientation (Wechsler & Funkenstein, 1960). The study utilized several types of discrepancy scores as indications of the amount of conflict present in any given individual. The findings indicated that high discrepancy scores resulted from large perceived differences between parents, and from large perceived differences between self and parents. Wechsler and Funkenstein (1960) did not measure the actual amount of conflict present in the family, but rather the amount of conflict that was perceived to be present. They speculated that this perception of the family situation had more impact on the individual's self concept than actual existing conditions. A person who perceives familial conflict would be more likely to experience conflict or discrepancy in his self concept, according to the researchers' tenative conclusions.

A doctoral study examined variables similar to those in the Wechsler and Funkenstein research using college students. The study hypothesized that a positively viewed family situation was correlated with a positive self concept (Searles, 1963). Support was indicated for the hypothesis.

Those subjects who reported positive home climates were found to score higher on measures of self adequacy. Searles found indication that a positively perceived home climate contributed to a positive and realistic self assessment. If relationships within the family were viewed positively, the self concept of the student was more consistent, with less discrepancy indicated.

Methodological Considerations

Much of the existing methodology for measuring self concept is of questionable validity. The same is generally true for determining self-ideal discrepancy. One of the biggest problems is the range of techniques currently in use. As pointed out earlier, the need for standardization of both instruments and techniques is imperative (Wylie, 1974). Cronbach and Furby (1970) made several observations concerning the method used to obtain a measure of the self-ideal discrepancy. Rather than utilizing a simplistic subtractive score, they favored multivariate approaches. When using the subtraction method, a procedure involving weighting the two variables to indicate "true" scores was recommended (Cronbach & Furby, 1970).

A comprehensive examination of discrepancy methodology did not find the multivariate or weighting technique to be of much value in improving construct validity (Wylie, 1974). An improvement of the subtractive technique by introducing "corrective factors" involved the individual's

own estimation of the discrepancy extant within his self in combination with the self-ideal subtractive score (Wylie, 1974). The plausibility of using the individual's own indication of the amount of discrepancy experienced as a technique was also noted by Wiley.

The notion of determining self concept discrepancy by using the actual self concept score and the ideal self concept score was researched by Judd and Smith (1974). Factor analysis of the two components of the discrepancy score revealed differences in factor structure so that a discrepancy between the self factor and the ideal factor might not reveal an accurate indication of the discrepancy extant within the self (Judd & Smith, 1974).

The self concept can be measured by an adapted semantic differential technique. The technique, as well as techniques for determining discrepancy, were developed by Osgood, Suci and Tannenbaum (1957). The factor analytic work done indicated that differences between measures, i.e., discrepancy between actual and ideal self concept, would produce a valid difference score. It was this technique that the present study utilized, in an instrument developed at the Center for the Study of Aging and Human Development at Duke University (Palmore, 1974).

CHAPTER III

METHODOLOGY

The purpose of the present study was to examine the relationship between self concept discrepancy and three independent variables relative to the family situation, i.e., fathers' education, mothers' education and marital happiness. Previous studies noted a relationship between self concept and the perceived family situation (Searles, 1963; Wechsler & Funkenstein, 1960). The present study was an attempt to identify familial predicters or indicators of self concept discrepancy in college females.

Sample Selection

The subjects for the present study were taken from a larger sample of college students who were enrolled in four classes of an introductory Child Development course in the School of Home Economics at the University of North Carolina at Greensboro. All members of the given classes in attendance the days of questionnaire administration were included in the sample. The original sample was considered representative of Child Development students at the University of North Carolina at Greensboro, since all child development students were required to take the course from which the sample came. The size of the sample (N = 136) complied with suggested size recommendations for a sample using a regression equation involving three independent variables (Kerlinger & Pedhazer, 1973).

Subjects

The larger group from which the present sample was taken was composed of 185 college students in an introductory Child Development course. Of the original sample, 94.6% were female and 5.4% were male. Similar percentages were present with regard to race, with 94.6% whites and 5.4% non-whites. Ages of the subjects ranged from 18 to 44, with the largest percentage being 19, 20 and 21 years old (21.62%, 33.51% and 18.92%, respectively). University class status reflected age distribution, with most of the sample at sophomore, junior and senior levels (27.02%, 43.24% and 19.45%, respectively). The remaining class levels accounted for 10.29% of the sample.

Subjects in the original sample were asked to give their parents' educational status. Fathers' educational level ranged from three years to 25 years, with the highest concentrations at 11 years (10.33%), 12 years (32.06%) and 16 years (13.04%). The range for mothers' education was not as great, with a low of six years and a high of 18 years. The distribution was greatest at 12 years (37.5%), 14 years (11.4%) and 16 years (17.39%).

For the purposes of the present study, the original sample was modified. Due to the small number of non-whites (N = 10) and males (N = 10) in the larger sample (N = 185), these groups were excluded from the present study. The number of those particular groups was not great enough to insure accurate representation in the sample. The subjects who reported

that their parents were separated, divorced, or deceased were also eliminated from the study. This deletion was necessary in order to determine the effect of parents' marital happiness upon the students. In an attempt to reflect the attitudes of a typical college population, the age range was limited to those students between 18 and 25 years of age. The age range was initially great due in part to an evening class attended by several adult students.

The sample for the present study consisted of 136 white, college females aged 18 to 25 (see Table 1). The majority of those subjects were 19 (24.3%), 20 (39.7%), and 21 (22.1%) years old. Sixty-six subjects, or 48.5%, were juniors, 27.9% were sophomores and 18.4% were seniors, as illustrated in Table 2. In the sample for the study, the educational level of fathers fell within a range of four years to 24 years, with a concentration similar to that of the larger sample. Thirty-three and one-third percent of the subjects' fathers completed 12 years of school, 14.1% completed 16 years, and 11.8% completed 11 years. The range for mothers' education was not as great, extending from six years to 18 years. The greatest percentage of mothers had 12 years of education (38.5%), followed by 16 years (16.3%) and 14 years (12.6%). Information dealing with parents' educational level is presented in Table 3, and information dealing with ranges, means, and standard deviations is presented in Table 4.

Table 1

Frequency Distributions for Age of College Females

Age	Frequency	Percentage
18	7	5.1
19	33	24.3
20	54	39.7
21	30	22.1
22	5	3.7
23	5	3.7
24	1	.7
25	1	.7
Total	136	100.0

Table 2

Frequency Distributions for the Academic Class Status of College Females

Class	Frequency	Percentage
Freshman	5	3.7
Sophomore	38	27.9
Junior	66	48.5
Senior	25	18.4
Other	2	1.5
Total	136	100.0

Table 3

Frequency Distribution for Parents' Education

Educational Level	Fathers		Mothers	
	Frequency	Percentage	Frequency	Percentage
4	2	1.5	--	--
5	1	.7	--	--
6	1	.7	1	.7
7	3	2.2	3	2.2
8	7	5.2	3	2.2
9	3	2.2	5	3.7
10	3	2.2	4	3.0
11	16	11.8	11	8.2
12	45	33.3	52	38.5
13	9	6.8	10	7.4
14	7	5.2	17	12.6
15	4	3.0	3	2.2
16	19	14.1	22	16.3
17	3	2.2	--	--
18	2	1.5	4	3.0

(continued on page 22)

Table 3 (continued)

Frequency Distribution for Parents' Education

Educational Level	Fathers		Mothers	
	Frequency	Percentage	Frequency	Percentage
19	3	2.2	--	--
20	4	3.0	--	--
22	2	1.5	--	--
24	1	.7	--	--
Total	135[a]	100.0	135[a]	100.0

[a] missing values = 1

Table 4

Mean, Range and Standard Deviation for Independent Variables, Self Concept Discrepancy, Actual Self Concept and Ideal Self Concept

Variable	N	Mean	Range	SD
Fathers' Education	135[a]	12.89	4-24	3.48
Mothers' Education	135[a]	12.72	6-18	2.38
Marital Happiness	135[a]	2.47	2-4	.62
Self Concept Discrepancy	136	3.96	0-9.6	1.94
Actual Self Concept	136	39.07	25-48	4.69
Ideal Self Concept	136	45.40	22-49	4.13

[a] Missing values = 1

Research Design

The present study tested two hypotheses by means of a multiple regression equation. The dependent variable was self concept discrepancy with the independent variables consisting of fathers' education, mothers' education and parental marital happiness as perceived by daughters.

Multiple regression analysis was utilized in order to control for interaction among the independent variables. As noted by Kerlinger and Pedhazer (1973) this was one of several advantages in using multivariate techniques in nonexperimental, ex post facto studies. More importantly, multiple regression analysis was termed an excellent tool for use in the development and testing of theory (Kerlinger & Pedhazer, 1973), as the present study purported to do.

Research Instrument

The data for the present study were part of a larger study conducted through the School of Home Economics at the University of North Carolina at Greensboro. The instrument was self-administering and in questionnaire form. It contained the following sections: (1) demographic data on subjects; (2) demographic data on subjects' parents; (3) a parental marital happiness item; (4) life satisfaction information; (5) three semantic differential self concept instruments; (6) Rotter's Internal-External Scale; (7) a religious motivation scale; and (8) friendship information. The present study utilized certain of the demographic data, the marital happiness

item and two of the three self concept instruments from which the discrepancy score was computed. The instruments are described below.

Marital Happiness Item

As previously noted, the way an individual perceives the climate of the home is of importance to his self concept (Searles, 1963; Wechsler & Funkenstein, 1960). For this reason, a subject rating of parents' marital happiness was included in the present study.

The marital happiness item included four categories: (1) does not apply--parents divorced, widowed, et cetera; (2) very happy; (3) fairly happy; and (4) not happy. The first category (does not apply) was dropped from the data analysis as it had no bearing on daughters' perceptions of their parents' marriages. Responses were coded in the order in which they appeared on the questionnaire (see Appendix A).

Self Concept

The self concept instrument included in the questionnaire was developed at the Center for the Study of Aging and Human Development at Duke University. The instrument was based on the semantic differential technique as outlined by Osgood et al. (1957), and it was used to measure: (1) "What I really am" (actual); (2) "What I would like to be" (ideal), and (3) "How I appear to others" (appearance). Each concept contained seven bipolar scales: (1) busy-inactive; (2) useful-useless; (3) effective-ineffective; (4) respected-not respected; (5) satisfied with life-dissatisfied with life; (6) look to the future-look to the past; and, (7) free to do things-not free

to do things. According to Osgood et al., these scales constituted three factors: activity, optimism, and autonomy. Subjects were instructed to indicate on the scale from one to seven the strength of the relationship between one of the bipolar items and the self. The students repeated this process for each of the concepts of actual, ideal, and appearance. The scales were scored from one, which indicated the lowest or most negative self concept score on that item, to seven, which indicated the highest or most positive score. A score of four, midway between the bipolar items, indicated a neutral or irrelevant item in the individual's self concept.

Research as reviewed by Osgood et al. (1957) demonstrated both the reliability and the validity of the semantic differential as a research technique. Also, it has been established as an objective way to measure subjective phenomenon, in this instance, the self concept. The evidence also indicates that the semantic differential is considerably stable over time (Norman, 1969; and Osgood et al., 1957).

The semantic differential instrument as described here was used by Back (1974), Breytspaak (1974), and Kivett (1976). A lack of empirical study with a single self concept instrument is a weakness pointed out by Wylie (1974). One of the most important intentions of the present study was to contribute further information to the semantic differential self concept instrument as utilized with the Duke Longitudinal Studies (Palmore, 1974).

The Self Concept Discrepancy

Osgood et al. (1957) outlined a mathematical formula for computing the difference between two semantic differential scales. The formula used to compute the self concept discrepancy was the following: $\underline{D} = (\Sigma d^2)^{1/2}$, where $\underline{D}$ = overall discrepancy scores and $\underline{d}$ = difference between two like items on two different measures. The $\underline{D}$ score can be used to indicate distance between concepts as judged by an individual or group, as in the present study, comparison between two subjects or two groups, or an indication of differences in an individual at different times (Osgood et al., 1957). A self concept discrepancy score was calculated for each individual in the study, using a total discrepancy score obtained between the actual and the ideal self concept measures.

Procedures

Questionnaires were administered by either the instructor of the class or the project director of the overall larger study. The time available for the questionnaire administration was approximately 55 to 85 minutes, the length of the classes. In most cases, the questionnaires were completed in 30 to 45 minutes. The majority of the questionnaires were collected at the end of the class period; however, approximately ten questionnaires were taken out of class, completed and returned to the class instructor.

Instructions were printed on the questionnaires and were read by the administrator prior to the filling out of the questionnaires. Instructions

were the same for all four classes (see Appendix A). Students were permitted to work at their own speed and to ask questions of the administrator if necessary. No information about the present study or purpose of the questionnaire was given.

Data Analysis

The questionnaires were coded by a predetermined numerical scheme and coded on take-off sheets. These were checked against the original data, punched on IBM cards and verified. There was one missing response. The data analysis included the use of a standard multiple regression procedure as described and programmed through the Statistical Analysis System--SAS (Barr & Goodnight, 1972). Zero order correlations were also conducted by means of Pearson Product Moment. The order of entry of variables into the equation was as follows: fathers' education, mothers' education and marital happiness. Fathers' education was the first variable in the equation in order to control for its known correlation with mothers' education.

The following hypotheses were tested.

Hypothesis I: The three variables of fathers' education, mothers' education and student-rated marital happiness of parents will account for a significant proportion of the explained variance of actual-ideal self concept discrepancy scores of college females.

Hypothesis II: Among the three independent variables of fathers' education, mothers' education and marital happiness of parents, marital happiness

will account for the largest amount of the explained variance in actual-ideal self concept discrepancy scores of college females.

The first hypothesis was tested by the overall $\underline{R}^2$ of the equation. The $\underline{R}^2$ served as an estimate of variance in the self concept discrepancy that was accounted for by the three independent variables. An overall $\underline{F}$ value indicated the significance of $\underline{R}^2$.

The test for the significance of Hypothesis II was the significance of the beta weight ($\underline{b}$) as determined by the $\underline{t}$ test. The most important related factor was determined by that independent variable having the highest Beta ($\underline{B}$) of the regression equation.

CHAPTER IV

RESULTS

The results of the testing of the two hypotheses are reported in this chapter. The data analysis is presented in three sections, each focusing on one of the statistical procedures. The results as they pertained to the hypotheses are also elaborated. Tables are presented to clarify the data presentation.

Interrerlationships Among Variables

Zero order correlations yielded data on the independent variables and the dependent variable as illustrated in Table 5. As projected, fathers' education was highly correlated with mothers' education ($p < .001$). An additional correlation was noted between mothers' education and self concept discrepancy ($p < .05$). The interrelationships among the variables were further examined by calculating the variance in scores. These data are presented in Table 4. For illustrative purposes, the actual self concept and the ideal self concept were included as well as the self concept discrepancy. The lowest amount of variation was found in the self concept discrepancy scores, with a $SD = 1.94$. Mothers' education had the second lowest variance ($SD = 2.38$) with fathers' education third ($SD = 3.48$).

Correlates of Self Concept Discrepancy

The independent variables of fathers' education, mothers' education and marital happiness were examined for their relationship to self concept

Table 5

Pearson Product Moment Correlations for Independent Variables and Self Concept Discrepancy

Variable	2	3	4
1. Fathers' Education	.57**	-.11	-.13
2. Mothers' Education		-.13	-.18*
3. Marital Happiness			.20*
4. Self Concept Discrepancy			

* $p < .05$.
** $p < .001$.

Table 6

Analysis of Variance of the Sources of Variation in Self Concept Discrepancy

Source	DF	Sequential SS	F Value (Unadjusted)	Partial SS	F Value (Adjusted)
Fathers' Education	1	8.15	2.28	.16	.04
Mothers' Education	1	9.52	2.66	7.58	2.12
Marital Happiness	1	15.10	4.46*	15.10	4.46*
$R = .26$	$R^2 = .07$*	DF = 3, 134	$F = 3.13$*		

*$p < .05$.

discrepancy by means of multiple regression analysis. The results of this procedure will be discussed as they pertain to the hypothesis tested.

Hypothesis I

The overall R^2 of the regression equation was used to test the first hypothesis.

H_1 The three variables of fathers' education, mothers' education and student-rated marital happiness of parents will account for a significant proportion of the explained variance of actual-ideal self concept discrepancy scores of college females.

As illustrated in Table 6, the overall R^2 for the equation was .07. This value was found to be significant at the .05 level by means of an F test. The results supported H_1: A significant proportion of the explained variance in the self concept discrepancy scores was accounted for by the three independent variables.

The independent variables accounted for seven percent of the total variance of self concept discrepancy in the regression equation. The variance contributed by each variable can be observed in Table 5. Marital happiness was the only variable which accounted for a significant proportion of the explained variance in the discrepancy scores. The b for marital happiness was significant at the .05 level. The squared semipartial correlation for marital happiness showed that it accounted for approximately three percent of the explained variance in college females' discrepancy scores. The variable of marital happiness was further examined under Hypothesis II (see Table 7).

Hypothesis II

The second hypothesis was tested by observing the highest normalized regression coefficient (Beta) that was significant at the .05 level or beyond. The test of significance for the b (from which the B was determined) was the t test.

H_2 Among the three independent variables of fathers' education, mothers' education and marital happiness of parents, marital happiness will account for the largest amount of the explained variance in actual-ideal self concept discrepancy scores of college females.

The highest normalized regression coefficient of the equation (B) was produced by the marital happiness variable ($t = 2.11$, $p < .05$). As illustrated by Table 7, the standard Beta value for marital happiness was .18. These results supported H_2: Marital happiness accounted for the largest amount of variation in the actual-ideal self concept discrepancy scores of college females.

Mothers' education was initially correlated with self concept discrepancy, but after the adjustment was made for the influence of marital happiness among the variables, the relationship was not significant. The marital happiness variable was the only independent variable with a significant correlation in the regression equation.

Table 7

Beta Weights, Semipartial Correlations and Standard Error of Independent Variables and Self Concept Discrepancy

Variable	b Value	Semipartial Correlations B (standardized)	t	Standard Error B
Fathers' Education	-.02	-.02	-.21	.06
Mothers' Education	-.12	-.15	-1.46	.08
Marital Happiness	.56	.18	2.11*	.26

*$p < .05$.

Actual Self Concept and Ideal Self Concept

Regression analyses were computed for the actual and ideal self concepts from which the discrepancy scores were obtained. This procedure was necessary in order to more fully understand the underlying components of the self concept discrepancy. The data are presented in Tables 8, 9, 10, and 11.

When zero order correlations were calculated for the independent variables and the actual self concept, several significant results were noted, as observed in Table 8. Again, the correlation between fathers' education and mothers' education was highly significant ($p < .001$). The actual self concept was significantly related to fathers' education, mothers' education and marital happiness ($p < .05$). In the regression equation, the variable of marital happiness remained significant at the .05 level, but

after the adjustment for the other variables the remaining correlations were diminished (see Table 9).

As illustrated by Table 10, some significant results occurred in the zero order correlation for ideal self concept. Fathers' education and mothers' education were highly correlated ($p < .001$). There was also a significant relationship ($p < .05$) between marital happiness and the ideal self concept. The significant results did not hold up when the regression analysis was computed. That is to say, the interaction of the variables reduced the strength of the relationship (see Table 11).

Table 8

Pearson Product Moment Correlations for Independent Variables and Actual Self Concept

Variable	2	3	4
1. Fathers' Education	.57*	-.11	.19**
2. Mothers' Education		-.13	.18**
3. Marital Happiness			-.20**
4. Actual Self Concept			

* $p < .001$.
** $p < .05$.

Table 9

Beta Weights, Semipartial Correlations and Standard Error of Independent Variables and Actual Self Concept

Variable	b Value	Semipartial Correlations B (standardized)	t	Standard Error B
Fathers' Education	.16	.12	1.20	.14
Mothers' Education	.17	.09	.86	.20
Marital Happiness	-1.13	-.18	-2.10*	.64

* $p < .05$.

Table 10

Pearson Product Moment Correlations for Independent Variables and Ideal Self Concept

Variables	2	3	4
1. Fathers' Education	.57*	-.11	.05
2. Mothers' Education		-.13	.07
3. Marital Happiness			-.17**
4. Ideal Self Concept			

* $p < .001$.
** $p < .05$.

Table 11

Beta Weights, Semipartial Correlations and Standard Error of Independent Variables and Ideal Self Concept

Variables	b Value	Semipartial Correlations B (standardized)	t	Standard Error B
Fathers' Education	.01	.01	.05	.12
Mothers' Education	.08	.05	.48	.18
Marital Happiness	-1.11	-.17	-1.92	.58

CHAPTER V

SUMMARY AND CONCLUSIONS

The effect of parental identification upon children growing up in the family has been recognized by many as a crucial factor in the successful development of the individual. The way in which the family situation is perceived by the children is also a contributing factor to healthy emotional and social growth. The investigation of these variables as they relate to self concept is an area deserving of research attention. The present study was an attempt to identify some of the familial components interacting with self concept discrepancy.

Multiple regression was the technique chosen for data analysis, since it offered a means for controlling interaction among the independent variables of fathers' education, mothers' education and marital happiness. The study examined the discrepancy present within the self concept and the amount of relationship to the independent variables.

The study sought to identify the familial variables that were related to self concept discrepancy. A greater understanding of the correlates of self concept discrepancy was one of the main purposes of the study. Information of this type is of potential value to professionals who work with families and individuals, both in a preventive and a theraputic capacity. The study also served to further standardize the self concept instrument used, and to contribute to its reliability and validity as a measurement technique.

One hundred thirty-six female college students comprised the study sample. The subjects were taken from a larger sample used for study purposes in the School of Home Economics at the University of North Carolina at Greensboro. No attempt was made to select a random sample; rather, all students in an introductory child development class were included in the questionnaire administration.

Discussion

Fathers' Education and Self Concept Discrepancy

The investigation of the relationship between fathers' education and self concept has been minimal. Bieri and Lobeck (1961) found that the higher the social status of parents, which could be measured by educational level, the greater the scores on a dominance factor of the self concepts of the sons. Another study (Thomas, 1967) found a relationship between self concept of sons and parental acceptance when fathers were highly educated. The higher the educational level, the greater the relationship.

As indicated by the data examined, fathers' education was not related to self concept discrepancy scores of college females. One possible explanation for the lack of correlation was the sample composition. The literature reviewed indicated that fathers' education was important in that it affected the self concept of sons. No similar relationships were noted with respect to daughters. While parents' education was noted by several researchers to have impact upon self concept, no studies reported the

effects upon self concept discrepancy. It may be concluded that fathers' educational level was not related to the self concept discrepancy of daughters, as indicated by the present study.

Mothers' Education and Self Concept Discrepancy

While fathers' educational level is often used as a measure of socio-economic status, and thus incorporated into many studies, mothers' education has not received similar treatment. No studies in the realm of self concept research explored the relationship of mothers' education and self concept of children.

The data for the present study indicated that there was an initial relationship between mothers' education and self concept discrepancy. This zero order correlation was negative, meaning that the greater the educational level of the mother, the less discrepancy present in the daughters' self concepts. However, when adjustments were made for the remaining independent variables in the regression equation, the variable did not remain significant. The initial correlation was perhaps attributable to the effects of children's identification with the same-sex parent. The effects of mothers' education were overshadowed by marital happiness.

Marital Happiness and Self Concept Discrepancy

Studies by Wechsler and Funkenstein (1960) and Searles (1963) noted relationships between the perceived family situation and certain aspects of the self concept, among them, self concept discrepancy. Self concept

discrepancy scores were found to be higher in children who perceived conflict in the family (Wechsler & Funkenstein, 1960). Searles (1963) noted a correlation between positively-viewed family climate and the self concept. These studies placed more importance on the perception of the family situation than on actual, existing conditions.

In corroboration with the studies cited, the present data yielded a significant relationship between parents' marital happiness as rated by daughters and the discrepancy within daughters' self concepts. The correlation was noted for the zero order correlations and held significant after adjustment for parents' education in the regression equation. According to the data, the happier the parents' marriage as rated by daughters, the lower the daughters' self concept discrepancy scores. The previous literature was supportive of this finding (Searles, 1963; and Wechsler & Funkenstein, 1960). A contributing factor which may have accounted for the significance was the conflict (or lack of) in the environment that in turn promoted conflict in the self concept. Parental identification was also a probable factor, with daughters modeling and identifying with conflict-oriented behavior. Finally, when daughters felt that their parents were unhappy, it is plausible that their standards for an ideal situation, both in the home and in themselves, were increased, creating a greater discrepancy between actual and ideal. This factor was also related to identification with parents and parental influence upon self concept formation (Bealmer et al., 1965; Gecas et al., 1974; Hollender, 1973; and Thomas, 1967).

Actual and Ideal Self Concept and the Independent Variables

In order to better understand the self concept discrepancy score, an examination was made of its components, the actual and the ideal self concept score. The data indicated a relationship between all independent variables and actual self concept when tested by means of simple correlation coefficients. After controlling for variable interaction, only marital happiness tested at the .05 level. Marital happiness was initially related to the ideal self concept, but the correlation did not hold up in the regression equation.

These results indicated that the actual self concept maintained a more important relationship to the independent variables than did the ideal self concept. The ideal self concept was seen as more suseptible to change by Hess and Bradshaw (1970). Contrary to the findings of Hess and Bradshaw, Rogers (1951, 1961) felt that the changes in the actual self concept were responsible for discrepancy or the congruency index. The present findings were supported by the findings of Rogers.

Upon examination of the components of self concept discrepancy, the actual self concept score was found to be almost identical to the discrepancy score. One possible alternative to some of the methodological limitations of self concept discrepancy was suggested by this finding. If the actual self concept score so closely parallels the discrepancy score, as indicated by the present study, it may be sufficient to utilize the actual self concept score as an indicator of the discrepancy present in self concept.

Summary of the Research Questions, Hypotheses and Findings

The examination of data was focused on two major areas of interest. Supplementary material dealing with the actual self concept and the ideal self concept was investigated, but formal hypotheses were not generated from these supplemental research questions. The major research questions, hypotheses, and findings follow, with the supplemental material concluding the section.

Question 1

What is the overall relationship between fathers' education, mothers' education, student-rated parental marital happiness and the actual-ideal discrepancies of self among college females?

Hypothesis I. The three variables of fathers' education, mothers' education and student-rated marital happiness of parents will account for a significant proportion of the explained variance of the actual-ideal self concept discrepancy scores of college females.

Finding. Hypothesis I was supported by the data. A significant proportion of the explained variance in self concept discrepancy scores (7 %) was accounted for by the independent variables of fathers' education, mothers' education and marital happiness. While the overall R^2 was significant at the .05 level, it must be noted that 93% of the variance in self concept discrepancy scores was unaccounted for by the variables of the present study. These familial variables were significantly important but a larger group of influential variables remains to be identified.

Question 2

Is parents' marital happiness, as rated by daughters, a more important factor in college females' actual-ideal discrepancies of self than fathers' or mothers' education?

Hypothesis II. Among the three independent variables of fathers' education, mothers' education and marital happiness of parents, marital happiness will account for the largest amount of the explained variance in actual-ideal self concept discrepancy scores of college females.

Finding. The second hypothesis was supported by the data. Marital happiness produced the highest Beta value of the regression equation, and that value tested significant at the .05 level. Mothers' education yielded the next highest Beta value, but it was not significant ($p > .05$), nor was fathers' education ($p > .05$).

Supplemental Question A

What is the relationship between fathers' education, mothers' education and parental marital happiness and the actual self concept?

Finding. The actual self concept was significantly related to all three independent variables when tested by Pearson Product Moment correlation. When the variables were adjusted for interrelationships, marital happiness was the only variable that remained significant in the regression equation.

Supplemental Question B

What is the relationship between fathers' education, mothers' education and parental marital happiness and the ideal self concept?

Finding. Marital happiness and ideal self concept were significantly related in the simple correlations, but after adjusting for the other variables the relationship was diminished ($p > .05$). From the supplemental findings, it was observed that the actual self concept had a more important relationship to the independent variables than did the ideal self concept.

Conclusions

The following conclusions were drawn from the analysis of the data.

1. Family-related factors of parents' education and marital happiness account for a significant proportion of the variance in self concept discrepancy in college females, when adjustment is made for variable interaction.
2. Marital happiness is responsible for the largest difference in self concept discrepancy scores, having a greater effect than fathers' or mothers' education.
   a. The happier the marriage, according to daughters, the lower the self concept discrepancy scores.
   b. Parents' education is not a significant factor in the amount of self concept discrepancy present in daughters in the sample.
3. Mothers' education shows a slight relationship to the self concept discrepancy, although the significance disappears when other variables are considered.
4. The actual self concept is related to marital happiness when the interrelationship of variables is controlled.

a. Fathers' and mothers' education show spurious correlations with actual self concept when the variable interaction is not controlled.

5. The ideal self concept is not related to parents' education or marital happiness, when controlling for variable interaction.

   a. Marital happiness shows a correlation with ideal self concept when there is no adjustment for other variables.

6. Fathers' education and mothers' education are highly correlated with each other in all of the testing situations in the study.

Suggestions for Future Research

Certain recommendations for future research in the area of self concept and self concept discrepancy are made, based on methodological considerations noted in the present study.

1. Research should be continued utilizing the semantic differential self concept instrument as developed at Duke (Palmore, 1974) in order to aid in standardization.

2. Research efforts utilizing multiple regression analysis should employ samples large enough to assure the validity of the statistical method. Careful study of independent variables prior to testing is necessary to eliminate redundancy and to aid in proper introduction of variables into the regression equation.

3. Future studies involving more diverse samples need to be conducted in order to facilitate greater generalizations.
4. More research in the area of self concept discrepancy is necessary to identify the variables which account for the remaining bulk of the variance in self concept discrepancy scores.
5. The many methods available for measuring the self concept and for determining self concept discrepancy need to be investigated further. This investigation may include development and testing of new and more effective self concept instruments as well as further standardization of existing methodology.
6. Factor analysis of the individual components of self concept discrepancy as it is obtained by various means is important in the establishment of the reliability of the technique.

BIBLIOGRAPHY

Adler, A. Individual psychology. In Murchison, C. (Ed.), Psychologies of 1930. Worcester, Massachusetts: Clark University Press, 1930.

Allport, G. W. Becoming: Basic considerations for a psychology of personality. New Haven: Yale University Press, 1955.

Back, K. W. Transition to aging and the self-image. In Palmore, E. (Ed.), Normal aging II. Durham, North Carolina: Duke University Press, 1974.

Barr, A., & Goodnight, J. Statistical analysis system (SAS). Raleigh, North Carolina: North Carolina State University, 1972.

Bealmer, E., Bussell, G., Bussell, H., Cunningham, M., Gideon, Z., Gunderson, K., & Livingston, M. Ego identity and school achievement: A study of their relationship in the latency-age child and his parents. Unpublished masters thesis, University of Louisvill (Kentucky School of Social Work), Louisville, Kentucky, 1965.

Bieri, J., & Lobeck, R. Self concept differences in relation to identification, religion and social class. Journal of Abnormal and Social Psychology, 1961, 62, 94-98.

Breytspaak, L. M. Achievement and the self-concept in middle age. In palmore, E. (Ed.), Normal aging II. Durham, North Carolina: Duke University Press, 1974.

Brownfain, J. J. Stability of the self concept as a dimension of personality. Journal of Abnormal Social Psychology, 1952, 47, 597-607.

Combs, A., & Snygg, D. Individual behavior: A perceptual approach. (Rev. ed.). New York: Harper and Row, 1959.

Cronbach, L. J., & Furby, L. How we should measure change--or should we? Psychological Bulletin, 1970, 74, 68-80.

Festinger, L. A theory of cognitive dissonance. Stanford, California: Stanford University Press, 1957. (Reissued 1962).

Fitts, W. H. The self concept and behavior: Overview and supplement. Monograph VII. Nashville: The Dede Wallace Center, 1972.

Fitts, W. H., Adams, J. L., Radford, G., Richard, W. C., Thomas, B. K., Thomas, M. M., & Thompson, W. The self concept and self-actualization. Research Monograph III. Nashville: The Dede Wallace Center, 1971.

Fromm, E. The art of loving. New York: Harper and Row, 1956.

Funkenstein, D. H., Wechsler, H., Merrifield, J. F., & McArthur, C. C. Differences on measures of self concept (college students referred to a psychiatric service and their classmates). Diseases of the Nervous System, 1959, 20, 3-8.

Gecas, V., Calonico, J. M., & Thomas, D. L. The development of self concept in the child: Mirror theory versus model theory. Journal of Social Psychology, 1974, 92 (1), 67-76.

Gordon, C., & Gergen, K. J. (Eds.). The self in social interaction. New York: Wiley, 1968.

Hall, C. S., & Lindzey, G. Theories of personality. (2nd Ed.). New York: Wiley, 1970.

Hamachek, D. (Ed.). The self in growth, teaching, and learning. Englewood Cliffs, New Jersey: Prentice-Hall, 1965.

Hanlon, T. E., Hoffstalteer, P., & O'Connor, J. Congruence of self and ideal self in relation to personality adjustment. Journal of Consulting Psychology, 1954, 18, 215-218.

Hess, A. L., & Bradshaw, H. L. Positiveness of self concept and ideal self as a function of age. Journal of Genetic Psychology, 1970, 117 (1), 57-67.

Hollender, J. W. Self esteem and parental identification. Journal of Genetic Psychology, 1973, 122, 3-7.

Judd, L. R., & Smith, C. B. Discrepancy score validity in self- and ideal self-concept measurement. Journal of Counseling Psychology, 1974, 21 (2), 156-158.

Kerlinger, F. N. Foundations of behavioral research. (2nd Ed.). New York: Holt, Rindhart and Winston, Inc., 1973.

Kerlinger, F. N., & Pedhazer, E. Multiple regression in behavioral research. New York: Holt, Rinehart and Winston, Inc., 1973.

Kinch, J. A formalized theory of self-concept. American Journal of Sociology, 1963, 68, 481-486.

Kivett, V. R. Physical, psychological and social predictors of locus of control among middle-aged adults. Unpublished dissertation. University of North Carolina, Greensboro, 1976.

LaFon, F. E. Behavior on the Rorschach test and a measure of self acceptance. Psychology Monographs, 1954, 68 (10). (Whole No. 381).

Landon, E. L. Self concept, ideal self concept, and consumer purchase intentions. Journal of Consumer Research, 1974, 1 (2), 44-51.

Levy, L. H. The meaning and generality of perceived actual-ideal discrepancies. Journal of Consulting Psychology, 1956, 20, 396-398.

Mead, G. H. Mind, self and society. Chicago: The University of Chicago Press, 1934.

Murstein, B. I. Self-ideal self discrepancy and the choice of marital partner. Journal of Consulting and Clinical Psychology, 1971. 37 (1), 47-52.

Norman, W. Stability characteristics of the semantic differential. In Snider, J., & Osgood, C. (Eds.), Semantic differential technique: A sourcebook. Chicago: Aldine Publishers, 1969.

Osgood, C., Suci, G., & Tannenbaum, P. The measurement of meaning. Urbana: University of Illinois Press, 1957.

Palmore, E. (Ed.). Normal aging II. Durham, North Carolina: Duke University Press, 1974.

Rogers, C. R. A theory of therapy, personality and interpersonal relationships, as developed in the client-centered framework. In Koch, S. (Ed.), Psychology: A study of science. New York: McGraw-Hill, 1959. (Vol. 3).

Rogers, C. R. On becoming a person: A therapist's view of psychotherapy. Boston: Houghton Mifflin, Inc., 1961.

Searles, W. B. The relationship between the perceived emotional climate of the home of college students and certain variables in their functioning related to self-concept and academic functioning. (Doctoral dissertation, University of Maryland). Ann Arbor, Michigan: University Microfilms, 1963. No. 64 - 4721.

Snider, J., & Osgood, C. (Eds.). Semantic differential technique: A sourcebook. Chicago: Aldine Publications, 1969.

Snygg, D., & Combs, A. Individual behavior: A new frame of reference for psychology. New York: Harper, 1949.

Symonds, P. M. The ego and the self. New York: Appelton-Century-Crofts, 1951.

Thomas, S. N. Perceived parental acceptance and children's self concept. Unpublished masters thesis. Brigham Young University, 1967.

Vavrick, J., & Jurich, A. P. Self-concept and attitude toward acceptance of females--A note. Family Coordinator, 1971, 20 (2), 151-153.

Wechsler, H., & Funkenstein, D. H. The family as a determinant of conflict in self perception. Psychological Reports, 1960, 7, 143-149.

Wilcox, A. H., & Fretz, B. R. Actual-ideal discrepancies and adjustment Journal of Counseling Psychology, 1971, 18 (2), 166-169.

Wylie, R. C. The self concept. Lincoln, Nebraska: The University of Nebraska Press, 1974. (Volume 1).

Wylie, R. C. The self concept: A critical survey of pertinent research literature. Lincoln, Nebraska: University of Nebraska Press, 1961.

APPENDIX A

Research Instrument

QUESTIONNAIRE

Young Adult Study
Department of Child Development and Family Relations
School of Home Economics
UNC-G

Please read each question carefully and do not leave any item unanswered. Remember, on items of opinion there are no right or wrong answers. No names are used on the papers.

1. Are you? (Please check)

   1___Male 2___Female

2. Are you? (Please check)

   1___White 2___Black 3___Other (What? _____).

3. Age (Please write in information requested)

   A. When were you born? _____
   Month Day Year

   B. How old were you on your last birthday?

   _____Years of age

4. What is your current university classification? (Please check only one)

   1___Freshman

   2___Sophomore

   3___Junior

   4___Senior

   5___Master's Degree Student

   6___Ph. D. Student

   7___Other (Explain _____).

5. What is your marital status? (Please check only one).

1___Single
(If single, please answer these questions)
Do you ever plan to marry? ____Yes, ____No
If yes, approximately what age do you expect to marry? ____Yrs.

2___Married

3___Separated

4___Divorced

5___Other (Includes living with member of opposite sex, widowed, or categories not included in above).

6. What is your current work status? (Please check only one).

1___Emplyed full time (what do you do?_____)

2___Emplyed part time (what do you do?_____)

3___Other (housewife, etc.) Please state_____

7. How many years of schooling did your father complete?

____Years

8. What main kind of work does/did your father do? Please be specific.

_____

9. How many years of schooling did your mother complete?

____Years

10. What main kind of work does/did your mother do? Please be specific.

(If never employed - indicate)_____

11. What is the marital status of your parents?

1___Married

2___Separated

3___Divorced (also check here if parents are remarried to other partners)

4___Widowed

12. In general, how would you rate your parents' marriage?

1___(Question doesn't apply--parents divorced, widowed, etc.)

2___Very happy

3___Fairly happy

4___Not happy

Following are several questions regarding how you feel about life. Please check one statement under each question that best describes how you feel.

13. Compared to your life today, do you think that one year from now your life will be better, about the same, or worse than now?

1___Better

2___About the same

3___Worse

14. Do you usually expect that things will turn out well for you?

1___Yes

2___No

15. How often would you say you worry about things?

1___Very often

2___Fairly often

3___Hardly ever

16. In general, how do you find life?

1___Exciting

2___Pretty routine

3___Dull

17. In general, how happy would you say you are?

1____Very happy

2____Fairly happy

3____Not happy

18. How important is religion in your life? Would you say that it is...

1____Of no importance

2____Not so important

3____Important

4____Very important

5____The most important thing

19. The following question deals with how you feel about yourself. It has three parts: How you appear to others; what you would like to be; and what you really are. Under each part there are 7 words and their opposites, such as "Busy - Inactive". Look at Part 1, "How I appear to others and mark on the 1-7 scale the extent to which the words describe how you feel. For example, if you think you appear very busy to others, draw a circle around 1; if you think that you appear somewhat busy, circle 4; if you appear very inactive, circle 7. Continue through the three parts in this way. Remember, there are no right or wrong answers.

Part 1	How I appear to others							
Satisfied with life	1	2	3	4	5	6	7	Dissatisfied with life
Look to the future	1	2	3	4	5	6	7	Look to the past
Useless	1	2	3	4	5	6	7	Useful
Free to do things	1	2	3	4	5	6	7	Not free to do things
Ineffective	1	2	3	4	5	6	7	Effective
Busy	1	2	3	4	5	6	7	Inactive
Respected	1	2	3	4	5	6	7	Not respected

Part 2 — What I would like to be

Busy	1	2	3	4	5	6	7	Inactive
Free to do things	1	2	3	4	5	6	7	Not free to do things
Useless	1	2	3	4	5	6	7	Useful
Look to the future	1	2	3	4	5	6	7	Look to the past
Ineffective	1	2	3	4	5	6	7	Effective
Satisfied with life	1	2	3	4	5	6	7	Dissatisfied with life
Respected	1	2	3	4	5	6	7	Nor respected

Part 3 — What I really am

Respected	1	2	3	4	5	6	7	Not respected
Free to do things	1	2	3	4	5	6	7	Not free to do things
Ineffective	1	2	3	4	5	6	7	Effective
Look to the future	1	2	3	4	5	6	7	Look to the past
Useless	1	2	3	4	5	6	7	Useful
Satisfied with life	1	2	3	4	5	6	7	Dissatisfied with life
Busy	1	2	3	4	5	6	7	Inactive

20. The following questions are to find out the way in which certain important events in our society affect different people. Each item consists of a pair of statements, a or b. Please circle the a or b of the statement of each pair which you more strongly believe to be the case as far as you are concerned. Be sure to select the one you actually believe to be the more true rather than the one you think you should choose or the one you would like to be true. There are no right or wrong answers.

Please answer items carefully but do not spend too much time on any one. Be sure to find an answer for every choice. In some cases you may find that you believe both statements or neither one. In such cases, still make a decision and circle the one statement that comes closest to your belief. As you circle the items, do not be influenced by your previous choices.

1. a Children get into trouble because their parents punish them too much.

   b The trouble with most children nowadays is that their parents are too easy with them.

2. a Many of the unhappy things in people's lives are partly due to bad luck.

   b People's misfortunes result from the mistakes they make.

3. a One of the major reasons why we have wars is because people don't take enough interest in politics.

   b There will always be wars, no matter how hard people try to prevent them.

4. a In the long run people get the respect they deserve in this world.

   b Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.

5. a The idea that teachers are unfair to students is nonsense.

   b Most students don't realize the extent to which their grades are influenced by accidental happenings.

6. a Without the right breaks one cannot be an effective leader.

   b Capable people who fail to become leaders have not taken advantage of their opportunities.

7. a No matter how hard you try some people just don't like you.

   b People who can't get others to like them don't understand how to get along with others.

8. a Heredity plays the major role in determining one's personality.

   b It is one's experiences in life which determine what they're like.

9. a I have often found that what is going to happen will happen.

   b Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.

10. a In the case of the well prepared student there is rarely if ever such a thing as an unfair test.

    b Many times exam questions tend to be so unrelated to course work that studying is really useless.

11. a Becoming a success is a matter of hard work, luck has little or nothing to do with it.

    b Getting a good job depends mainly on being in the right place at the right time.

12. a The average citizen can have an influence in government decisions.

    b This world is run by the few people in power, and there is not much the little guy can do about it.

13. a When I make plans, I am almost certain that I can make them work.

    b It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.

14. a There are certain people who are just no good.

    b There is some good in everybody.

15. a In my case getting what I want has little or nothing to do with luck.

    b Many times we might just as well decide what to do by flipping a coin.

16. a Who gets to be the boss often depends on who was lucky enough to be in the right place first.

    b Getting poeple to do the right thing depends upon ability, luck has little or nothing to do with it.

17. a As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.

    b By taking an active part in political and social affairs the people can control world events.

18. a Most people don't relaize the extent to which their lives are controlled by accidental happinings.

    b There is really no such thing as "luck".

19. a One should always be willing to admit mistakes.

    b It is usually best to cover up one's mistakes.

20. a It is hard to know whether or not a person really likes you.

    b How many friends you have depends upon how nice a person you are.

21. a In the long run the bad things that happen to us are balanced by the good ones.

    b Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.

22. a With enough effort we can wipe out political corruption.

    b It is difficult for people to have much control over the things politicians do in office.

23. a Sometimes I can't understand how teachers arrive at the grades they give.

    b There is a direct connection between how hard a person studies and the grade that they get.

24. a A good leader expects people to decide for themselves what they should do.

    b A good leader makes it clear to everybody what their jobs are.

25. a Many times I feel that I have little influence over the things that happen to me.

    b It is impossible for me to believe that chance or luck plays an important role in my life.

26. a People are lonely because they don't try to be friendly.

    b There's not much use in trying too hard to please people, if they like you, they like you.

27. a There is too much emphasis on athletics in high school.

    b Team sports are an excellent way to build character.

28. a What happens to me is my own doing.

    b Sometimes I feel that I don't have enough control over the direction my life is taking.

29. a Most of the time I can't understand why politicians behave the way they do.

    b In the long run the people are responsible for bad government on a national level as well as on a local level.

21. The following are questions designed to explore some components of friendship. Generally speaking, most people have three types of "friend-type" relationships; they are: (1) acquaintances, (2) friends, and (3) best friends. The statements that follow refer to your "best friends". Please answer with "best friends" in mind.

    1 How many "best friends" do you have (number)?_____

    2 If you are married, how many common "best friends" (another couple or single person that both you and your spouse are "best friends" with) do you and your spouse have (number)?_____ If married and your spouse and you have no common friends, mark zero.

GENERAL INFORMATION ABOUT BEST FRIENDS

3. Please list your best friends, males and/or females by first names only (Frank, Ann - no last names) in order of closest "best friend", second closest "best friend", third closest "best friend" below for the three "best friends" you have. Also, please give the information for each "best briend" asked for, beside their names in the following columns:

"Best Friend" (first name)	Age of "best friend"	No. of years of "best friendship"	Estimate distance in miles from your house to "best friend's" house	Is your "best friend" married, single, widowed or divorced, write in one of these.	"Best friends" occupation	Is your relationship with this "best friend" as close as you would like? (yes or no)
1.						
2.						
3.						

INITIAL ATTRACTION TO BEST FRIEND

4. Where did you meet your" best friend" (Examples: Work, School, Neighborhood, Church, etc.)?

Best Friend No. 1_____

Best Friend No. 2_____

Best Friend No. 3_____

5. What factors (things) about the "best friend" attracted you to form your friendship? (Name as many as you think are important.)

Best friend No. 1 _____

_____

_____

Best Friend No. 2 _____

_____

_____

Best friend No. 3 _____

_____

_____

Continuing the Friendship

6. How often do you see your "best friend" (check one) for best friend 1, 2, 3.

Best friend No. 1	Best friend No. 2	Best friend No. 3
___a daily	___a daily	___a daily
___b twice a week	___b twice a week	___b twice a week
___c once a week	___c once a week	___c once a week
___d twice a month	___d twice a month	___d twice a month
___e once a month	___e once a month	___e once a month
___f every 3 months	___f every 3 months	___f every 3 months
___g every 6 months	___g every 6 months	___g every 6 months
___h more than a year	___h more than a year	___h more than a year

7. Choose and rank five of the following items in their importance concerning your continuing friendship with "best friends" 1, 2, and 3. Please pick the 5 most important items for each best friend from the 15 listed below. Put the number 1 in front of the most important statement or work, number 2 in front of second most important until you finish with number 5.

Best friend No. 1	Best friend No. 2	Best friend No. 3
_helps me	__helps me	__helps me
_similar interests	__similar interests	__similar interests
_admire him/her	__admire him/her	__admire him/her
_compatible with him/her	__compatible with him/her	__compatible with him/her
_live close to	__live close to	__live close to
_understands me	__understands me	__understands me
_similar personalities	__similar personalities	__similar personalities
_respect him/her	__respect him/her	__respect him/her
_have fun with him/her	__have fun with him/her	__have fun with him/her
_know a long time	__know a long time	__know a long time
_confide in him/her	__confide in him/her	__confide in him/her
_similar values	__similar values	__similar values
_look up to him/her	__look up to him/her	__look up to him/her
_comfortable with him/her	__comfortable with him/her	__comfortable with him/her
_convenient to be friends with	__convenient to be friends with	__convenient to be friends with

8. What is the one greatest benefit you receive from you friendship with "best friend" 1, 2, and 3?

Best friend No. 1 _____

_____

Best friend No. 2 _____

_____

Best friend No. 3 _____

_____

9. What is one greatest benefit you give to your friendship with "best friend" 1, 2, and 3? (please write in)

Best friend No. 1 _____

_____

Best friend No. 2 _____

_____

Best friend No. 3 _____

_____

BREAKING A BEST FRIENDSHIP

10. At one time or another most everyone has broken (stopped) a best friendship. Think back to such an experience you've had and check the item or items that caused the break-up. If you checked more than 1 item please rank the items you check from 1 (most important) 2 (second most important), etc.

Check	Item	Rank
____	Lack of recent contact	____
____	Incompatibility	____
____	Lost trust in	____
____	Personality difficulties	____
____	Lost respect for	____
____	Lived too far away	____
____	Ceased to be fun	____
____	No longer understanding	____
____	Dissimilar interests	____
____	No longer admire	____
____	No longer convenient to be friends	____
____	No longer comfortable with	____
____	Doesn't help me	____
____	Dissimilar values	____