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A VALIDITY STUDY OF THE REVISED JOSEPH PRE-SCHOOL AND PRIMARY SELF-CONCEPT SCREENING TEST

By
Angela Lee

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Education Degree
of
The Graduate School
at
Rowan University
May 1999

Approved by
Dr. John Klanderman

Date Approved _____ 5/3/99 _____

Abstract

Angela Lee
A Validity Study of the Revised Joseph Pre-School and Primary
Self-Concept Screening Test
1999
Dr. John Klanderman, School Psychology

In order to identify students with low self-concept accurately, a valid test must be

developed and administered. The purpose of this study was to examine the validity of the

revised Joseph Pre-School and Primary Self Concept Screening Test (JPPSST). The

alternate hypothesis investigated in this study was that the revised JPPSST is a valid test

when compared to the Piers-Harris Self-Concept Scale. Both tests were given to 34

African-American students at a Philadelphia elementary school. An additional research

question was investigated to determine whether the test scores could be used to predict

academic performance. The results of both tests were compared to the students' academic

grades for any evidence of a correlation.

The independent variable was the students' self-concept. The dependent variable was the

scores. A Pearson correlation was performed providing results that lend support to accept

the alternate hypothesis. There was also a high positive correlation between the Piers-

Harris test and the academic grades. The correlation between the JPPSST and the

academic grades was not as high.

Mini-Abstract

Angela Lee
A Validity Study of the Revised Joseph Pre-School and Primary
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Dr. John Klanderman, School Psychology

The purpose of this study was to examine the validity of the revised Joseph Pre-School

and Primary Self Concept Screening Test (JPPSST) when compared to the Piers-Harris

Self-Concept Scale. Pearson Correlation results support JPPSST test validity. There was

a significant correlation between the Piers-Harris test and the students' academic grades,

but not as high between the grades and the JPPSST.

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Chapter 1

Introduction

There has been an increase in the amount of crime and mental illness amongst children in the United States. There is a strong belief by educators and researchers that the reason for this increase is related to the decrease in the child's self-concept, or the way that children feel about their self-worth. (Self-concept will be defined in more detail later in this chapter.) Children need positive images to perform positively. If others expect little from children then they expect little from themselves and they in turn perform or behave to low standards. To prevent children from becoming delinquent or mentally unhealthy members of society, we, as responsible members of society, need to help improve their self-concept. We can help improve the self-concept of children by doing things such as instituting programs that express how important children are individually. However, to institute effective programs, more information needs to be obtained on how to improve the self-concept. In order to help improve the self-concept of children, we first need to be able to measure it. Because self-esteem is not a quantifiable concept, developing a test to accurately measure it is very complex. Accordingly, in order to identify students with low self-esteem accurately, a valid test must be used.

Purpose

The purpose of this study is to examine the validity of the revised Joseph Pre-School and Primary Self-Concept Screening Test (JPPSST). This test, published in 1979, has recently been revised and is now in the process of being standardized. This research will compare the test results using the JPPSST on a group of fourth and fifth grade children in the Philadelphia Public School System to the results from the Piers-Harris Self-Concept Scale on that same group of children. The Piers-Harris Self-Concept Scale, published in 1969 and revised in 1983, was designed to assess the attitudes that children in grades three through 12 have about their self. It focuses on behavior, academic performance, physical appearance, popularity, anxiety and happiness.

This study will also seek to investigate whether a correlation exists between self-concept levels and academic performance levels. To do this, the test results will be compared to the students' grades at the end of the third quarter.

Hypothesis

The hypothesis investigated in this study is that the revised JPSST is a valid test when compared to another already standardized test; the Piers-Harris Self-Concept Scale. The tests will be given to fourth and fifth grade students at a Philadelphia elementary school. An additional research question will be investigated. Specifically, the results of both tests will be compared to the students' third quarter grades for any evidence of a correlation.

Theory

Most children today live in single-parent households or households where both parents work. During a child's formative years he/she receives the majority of their feedback regarding their self-worth from their teacher or parent(s). Children need encouragement and positive reinforcement in order to determine their worth in the world. They need to believe that they deserve love and happiness and that they can achieve good things in life. Today's classrooms are generally overcrowded, leaving little opportunity for individualized attention. Further hindering the child's development is the fact that most children return home to parents who are probably stressed and tired from working 8 or more hours a day. The level of quality attention that they get at home becomes limited. The next source of influence children receive about themselves is from their peers. If a child is easily accepted into his or her circle of peers he or she will tend to have a greater sense of who they are, than if they were not accepted (Anastasi). Sometimes children interpret this non-acceptance to mean that something is wrong with them and they may begin to think lower of their selves. They may then begin to feel that they do not deserve good things or that they can not achieve good things. They can become dissatisfied with their environment and life in general. He or she may become defensive and suspicious of others. All of these frustrations can eventually lead to depression, anger or even violence.

The importance of a child's self concept makes accurately and effectively evaluating it of major importance. Carl Rogers felt that the self was the single most important aspect of personality. He felt that there was a basic human need for admiration by others as well as

the self (Rogers). Researchers have varying approaches to evaluating self-concept. Most

of them do, however, caution against drawing conclusions based on the results of a single

test score. It should be noted that a test score is the evaluation of a small sample of the

total behavior (Anastasi). Basically, behavioral feelings change constantly, which can in

turn produce different results. To address this issue, many researchers use a method of

longitudinal studies. This method is a type of procedure used in a technique referred to as

naturalistic observation (Wiggins). This method is described in more detail below.

Definitions

<u>Self-concept</u> - the internal vision one has of one's self. It is a feeling of self-worth. It is

how comfortable people feel about themselves and their ability to perform. In the context

of this study, self-concept will be used interchangeably with self-esteem and self-worth.

<u>Peers</u> - used in the context of this study to mean others in the same age group. It includes

those living in and coming from similar conditions.

<u>Naturalistic observation</u> - direct observation of specific behavior conducted in natural

situations such as at home, school or a play area (Anastasi). This can be done using tools

such as checklists, rating scales and surveys. The idea is that the child will be more natural

in their natural environment. However, one of it's limitations is that the known presence

of the observer can influence the subject's behavior.

Assumptions

There are some assumptions that need to be noted about this study. The first assumption is that the Piers-Harris Self-Concept Scale is a scale comparable to the JPPSST. Another assumption to be considered is that the students will be honest in their responses. One test will be administered by an instructor while the other will be taken by the student on their own. However, it will be assumed that their responses will not be greatly influenced by either of the two methods of administration. A fourth assumption is that the person administering the JPPSST will treat each child impartially. Another assumption that will be made is that the student's will not discuss the test amongst each other so that it will not influence the responses of any of the students that have not already taken the tests. Finally, it will be assumed that each child interprets the instructions consistently with the rest of the population.

Limitations

There are several limitations to this study. The number of students available to participate, 34, limits the application of the study results. Also, the students tested are all minorities from the same socioeconomic environment. Because of these limitations the results of the study alone can not be imputed to the United States population as a whole.

An assumption noted above may also be a limitation. Specifically, it is assumed that the test instructions will be interpreted similarly for all of the students tested. However, people interpret information based on their life experiences and level of understanding. Each child comes to the school with different life experiences, which determine how they

see the world and process information. Because of this, it can not be stated with absolute certainty that each child will interpret the instructions consistently compared to other children.

The tests will be given to the students on different days. It is possible that some of the children that have already taken both tests may talk to those who have not and possibly influence their responses.

Overview

This study will provide the results of researching the validity of the revised JPPSST. Chapter two will provide some background information and a look at various literature reviewed related to the idea of self-concept. Chapter three will describe the tests and the administration of them. It will also give more detail about the test subjects and how their responses will be evaluated and compared. Chapter four will analyze the results of the tests. Finally, chapter five will summarize the thesis and draw all conclusions related to the hypothesis and research questions.

Chapter 2

Introduction

In this chapter various literature related to the subject of this research paper will be reviewed and presented. Before performing the research and evaluating results on self-concept, it must first be defined for the purpose of this research paper. Many researchers and writers have varying views of what self-concept is and how important it is in the life of a child. These varying views will be reviewed in this chapter. This chapter will also present research literature that shows how the level of self-concept affects the behavior of children and their outlook on the world. Not only does the level of self-esteem affect the child's activity in the world around them, but their environment can also influence the self-concept of the child. In order to have a more positive influence on a child's self-concept one must first accurately evaluate it. Currently, there are many tools available to analyze self-concept. Specific literature obtained related to the two tests used in this study will be presented in this chapter.

Self-Concept Defined

In all of the literature found there were numerous terms used to discuss the concept of self in the context of value or acceptance. As stated in chapter one, self-esteem and self-concept will be used interchangeably in the context of this research paper. However, there

are many writers and researchers that will argue that the two terms represent two distinct ideas. Some writers believe that self esteem is how you rate your self on a scale that puts the ideal you on one end and the real you on the other end of the scale. The shorter the distance between the two points, the higher your self esteem (Brooks) (Atherley).

The California Task Force to Promote Self Esteem and Personal and Social Responsibility defines self-esteem as "appreciating my own worth and importance" and "having the character to be accountable for myself and to act responsibly towards others" (California Department of Education). This definition seems to imply a duty, not only to the self, but to others in the environment around the self. All literary definitions reviewed seem to imply the idea of value and importance when speaking of self-esteem.

The definitions found for self-concept were not as distinct as those reviewed for self-esteem. Some writers believe that self concept is simply how one views one's self "in terms of personal attributes and the various roles" they play in life (Beane and Lipka). In other words, it does not involve a rating or scoring of these attributes. It simply states what they are. There is no evaluation of the level or degree of satisfaction one has with these attributes. Santrock defines self-concept as "domain-specific evaluations of the self." He feels that it is how one evaluates the self in various domains such as sports and academia. In contrast, his concept of self-esteem is how one views their self worth.

There was a great deal of literature that seemed to imply that self-concept is defined in terms of various attributes or categories. For example, people tend to look at how

valuable their skills are in the category of sports or academia (Strein). If these are what they consider to be important categories in life, then they tend to base their self worth on how they rate themselves in these categories. If they feel that appearance, in general, is important, and they don't think that their appearance is pleasing, their self-concept accordingly will be low. In general, people tend to value themselves based on what skill they feel they possess (Riffel).

With all of the varying definitions of self-concept and self-esteem one thing appears constant. In describing one's self, there is always an underlying impulse to give value to the specific attribute noted. In order to give value to an attribute, one must first identify it as an attribute. Based on this, self concept and self-esteem are very much linked together. It is because of this theory that self-esteem, in the context of this paper, will be used interchangeably with self-concept.

Self-Concept and the Effects on Health and Behavior

A child's identity is one of the most important things in his/her world. It defines who they are and how they fit into the world around them. It is one of the few things that he/she can count on in a changing world. Without this stability, the child's safety or comfort is at risk. Consequently, this can create instability in the child's behavior or academic performance. This instability can surface in the form of criminal activity, depression or other health related problems.

There have been many studies to support the theory that low self-esteem can cause criminal activity. Research data was collected from 75 incarcerated male delinquent youths (Fischer). Not only did they have a negative self-concept, but also the origin of it was found to come from previous sources. Meaning, their current situation did not create their low self-concept. It implies that their low self-esteem contributed to their incarceration. An additional study was done to evaluate the correlation between drug abuse and self-concept (Gossop). The study found that the drug abusers in the sample held a negative concept or view of themselves.

Saim and Bracken performed a study on 132 adolescents. One half of the children were runaways, while the other half were not. The Multidimensional Self-Concept Scale was used to assess the self-concept of both groups. This scale evaluates self-concept in areas such as social, affect, academic, family and physical attributes. The results showed that the self-concept of the runaways was more negative when compared to the self-concept of the non-runaways. These results again support the concept that a low self view can be linked to delinquent behavior.

In addition to behavioral effects, a negative self-concept can also have a negative influence on mental health. There have been many studies done to evaluate the cause of depression in children. One factor determined to be a contributor to the increase in the level of depression is self-concept. A study was done on 98 college students (Kernis, Whisenhunt, Waschull, Greenier, Berry, Herlocker and Berry). They were rated on the stability of their self-esteem over the course of several weeks. The researchers noted that 'daily stressors'

were the variables that caused instability in self-esteem. When these stressors occurred, causing lower self-esteem, the students had increased signs of depression. The researchers concluded that a negative self-concept or feeling of self worth increases feelings and symptoms of depression.

A child's self-concept also has a major effect on their academic performance. Many studies have been done to support this theory. In 1997 three high schools were studied (Marsh and Yeung) to research this theory. The results of the study showed a positive correlation between self-concept and academic performance. Another study was done on 35 high school students (Smith, Sapp, Farrell and Johnson). This study also found that the student's self concept of their academic abilities predicted how they performed in school. Research appears to support the idea that if a child feels they are worthless or not held in high esteem they will live up to that level of achievement. Children need encouragement and confirmation of their worth to succeed and without it they have little need to try.

Affecting Self-Concept

Some literature showed that not only the child's self-concept affected how they performed in school, but the self-concept of the teachers had a concurrent correlation with how the child performed academically (LoVette). This shows that not only does the educational system need to concentrate on improving the self-concept of the students, but also of the teachers. Because children spend most of the time during their formative years in school, having a positive learning environment is not only important academically but mentally and socially as well.

Parents are also very important to the development of a healthy self-concept in children. A child views their parent(s) as a secure constant in life. They get most of their messages and opinions about life from home. These messages create a feeling of self worth for the child. They help to confirm that a child is worth love and affection. The positive messages serve to establish their importance in the family and in the world. It may take greater effort to improve a child's self-concept when there are already negative images present. However, with proper attention it can be improved.

Evaluating Self-Concept

In determining the level of attention to be given in order to improve the self-concept of children, one will need to first determine what that level is. There are many tools available to evaluate self-concept. Most of these tools are used within the school system. They focus on different aspects of self-concept and provide different levels of information. Some tests require answers to be given by the child, while others solicit a response, about the child, but from someone else; usually a teacher. To obtain accurate information the correct tool should be used to evaluate children. This research paper will utilize two tools to investigate the hypothesis presented. Both of these tests require answers from the child and provide a view of how the he/she feels about his/her self.

The Piers-Harris Self-Concept Scale will be given to the children to read and answer on their own. This scale is a very widely used and respected tool. It measures self-concept in the areas of behavior, intellect, appearance, popularity and satisfaction. This test consists

of 80 questions, intended to be answered by fourth through twelfth grade students. It can

be administered individually or in a group setting. The Piers-Harris can be used as a

screening device academically or clinically to determine any possible approach or

treatment. It can also be used as a research tool. The scale was previously normed in the

sixties in a Pennsylvania school district. Because of this, interpreting the results across all

populations must be done with caution (Jeske).

The other subject test used in this research, the Joseph Pre-School and Primary Self

Concept Screening Test, was created in 1979. It is also considered to be an excellent self-

concept evaluation tool for younger children; especially preschool children. The test is

easily administered and the manual is thoroughly designed for the user's ease (Telzrow).

The test is currently being revised and standardized. The test used in this research will be

the proposed revision.

Summary

The literature available seems to support the theory that self-concept is very important in the academic

performance, health and criminal temperament of children. Many studies were performed to support the

importance of self-concept and the effects of a negative self-concept. They all provide substantial proof

that evaluating self-concept in order to improve it is of utmost importance to all.

Chapter 3

Test Subjects

Both tests were administered to seventeen fourth grade and seventeen fifth grade students.
Of the seventeen fourth graders, ten are girls and seven are boys. There are nine fifth
grade girls and eight fifth grade boys. All of the children are African-American. All of the
children are designated as normal achieving academic children. The school is located in
southwest Philadelphia, PA. It is located in a majority black area where most of the
families are of lower socioeconomic levels.

Administration

The test was administered during the month of February 1999. It was administered by
giving the test to eleven students one week, eleven the next and then testing the remaining
twelve during the third week. The students tested each week were be randomly selected.
The students were not told ahead of time about the tests. The purpose for the three-week
test span and the lack of advance notice to the students was to avoid the possibility of
students discussing the test amongst each other and possibly influencing the responses of
others. Each child was individually given the Piers-Harris Scale with verbal instruction
from the test administrator. They were then left alone to answer the question. Once they
completed this test they were then given the JPPSST with the administrator recording the

responses to each verbal question. The same teacher administered the tests to all of the children.

Evaluations

The students' responses to both tests were recorded on standard answer sheets and mailed to the Western Psychological Services for scoring. The Western Psychological Services company only scored the Piers-Harris test. They provided means, standard deviations, percentiles, and raw scores for each student's Piers-Harris score sheet. The JPPSST was scored manually by the researcher, obtaining raw scores. The raw scores from each test were then compared using a Pearson Correlation analysis. Both sets of scores were then compared to the students' overall third quarter achievement grades in order to examine whether there was any significant correlation between them. As stated earlier, the hypothesis investigated related to the validity of the JPPSST. The null hypothesis was that the JPPSST is a not a valid test to evaluate self-concept because there is no significant correlation between it and the Piers-Harris Scale. The alternate hypothesis was that the JPPSST test is a valid self-concept test because there is a significant correlation between it and the Piers-Harris Scale. The independent variable was the students' self-concept. The dependent variable was the scores. The results of the analysis are presented in chapter four.

Test Background

The Piers-Harris scale was developed in the 1960s for children between the ages of 8 and 18. The purpose of it is to be more of a screening device to help identify at-risk children. The test is not intended to be used alone to draw conclusions on an individual's level of

self-concept. The test was created on a third grade reading level. It was normed on 1,183 public school students in Pennsylvania. The students were in grades 4 through 12. The JPPSST can be administered in two different group settings. The first group is the Pre-school level; up to age 6. The second group being the pre-adolescent level; ages 7 through 12. The test booklet is the same for both groups. The difference is that the older students will be given all thirty questions to respond to. The younger children will only answer the first 21 questions. The test was originally normed on 1245 students in rural, suburban and urban areas of Illinois. The majority (91%) of the test subjects were white. The remaining 9% were a mix of various other races. The students were segregated into three age groups for norming. There were 285 students between ages 3 years and 6 months and 4 years and 6 months. There were 328 students between the ages of 4 years and 7 months and 5 years and 11 months. There were 632 students in the last group, aged 6 years and 0 months and 9 years and 11 months. The students were selected from 28 public school settings.

These tests were considered to be comparable tools to test for correlation and ultimately validity. Both are well respected and used as self-concept screenings in the United States. As noted earlier, the test results obtained in this research were compared to the students' class grade for the period in which they were tested. The results of the research are presented in chapter four.

Chapter 4

Results

The main focus of this study was to determine whether the revised Joseph Self-Concept Scale for Young Children is a valid when compared to the Piers-Harris Children's Self-Concept test. The alternate hypothesis is that the JPPSST is a valid test when compared to the Piers-Harris test. The null hypothesis is that the JPPSST is not a valid test when compared to the Piers-Harris. To investigate this hypothesis both tests were given to 34 elementary school children in Philadelphia, PA. The resulting scores were compared using a Pearson Correlation analysis. An additional research question reviewed in this study was whether the scores on the JPPSST could be used to predict students' academic performance.

The student breakdown is detailed in Table 4.1 and 4.2 below.

Table 4.1

Grade and Gender Frequency

	Females	Males	Totals
4th Grade	10	7	17
5th Grade	9	8	17
Totals	19	15	34

Table 4.2

<u>Age and Gender Frequency</u>

	Females	Males	Totals
9 Years Old	7	4	11
10 Years Old	9	8	17
11 Years Old	3	3	6
Totals	19	15	34

Interpretations

Presented in Table 4.3 below are the mean and the standard deviation for the JPPSST and

the Piers-Harris scales. The raw scores for both the JPPSST and the Piers-Harris test

were used for the analysis. Also, shown are the mean and standard deviation for the

academic achievement grades received by their teacher. Table 4.4 shows the academic

grading used to convert the grades into a numerical value.

Table 4.3

<u>Mean and Standard Deviation</u>

	Mean	Standard Deviation
JYPPST	47.97	6.506
Piers-Harris	62.71	10.55
Achievement Grades	80.59	6.765

Table 4.4

Academic Grading Legend

A	90 to 100
B	80 to 89
C	70 to 79
D	60 to 69
F	59 and below

The Pearson Correlation was used to determine the correlation and significance of the JPPSST compared to the Piers-Harris scores. The significance of the correlation between the JPPSST and the Piers-Harris is less than .01 with a correlation of .647. This shows a positive correlation, meaning that the students' scores are both increasing at a positive and significant ratio which is not due to chance. This led to the acceptance of the alternate hypothesis and rejection of the null hypothesis. The JPPSST is a valid self-concept test when compared to the Piers-Harris scale.

The Pearson Correlation was also used to determine the significance of the correlation between the students' academic achievement grades and the Piers-Harris scores. The results show a positive correlation of .475 with a significance of .004. Again, this is considered significant because it is less than .01. This means that there is a high correlation between the children's self-concept, as determined by the Piers-Harris scale, and how well they will do academically.

The Pearson Correlation was also used to analyze the correlation between the students' self-concept score on the JPPSST and how well they performed academically, per their academic achievement grades. The Pearson showed a correlation of .338 with a significance of .050. These results were not considered as significant a correlation as the results from the Piers-Harris test were. Also, included in Table 4.5 is a graph showing the trend of scores on the JPPSST and the Piers-Harris test, as well as the third quarter academic grades.

There was no significant difference in the males' mean academic grade of 78.73 when compared to the females' mean grade of 82.05. There was no significant difference in the average grade of the fourth grade students when compared to the fifth grade students' average grade; 79.65 and 80.35 respectively. Furthermore, there was no significant difference in the test scores when comparing the 4th to the 5th graders, nor when comparing the males to the females. The Piers-Harris mean score for the 4th graders was 64.82 compared to 60.59 for the 5th graders. The JPPSST mean scores were 48.29 and 47.65 for the 4th and 5th graders respectively. When comparing the mean scores between the genders the following scores were used. For the Piers-Harris test the males had a mean score of 62.00 while the females had a mean of 63.26. Likewise, for the JPPSST, the males' mean score was 48.08 and the females' mean score was 47.79.

Table 4.5

Trending Graph

Score & Grade Trends

Scores & Grades

Students

JPPSST
Piers-Harris
Grades
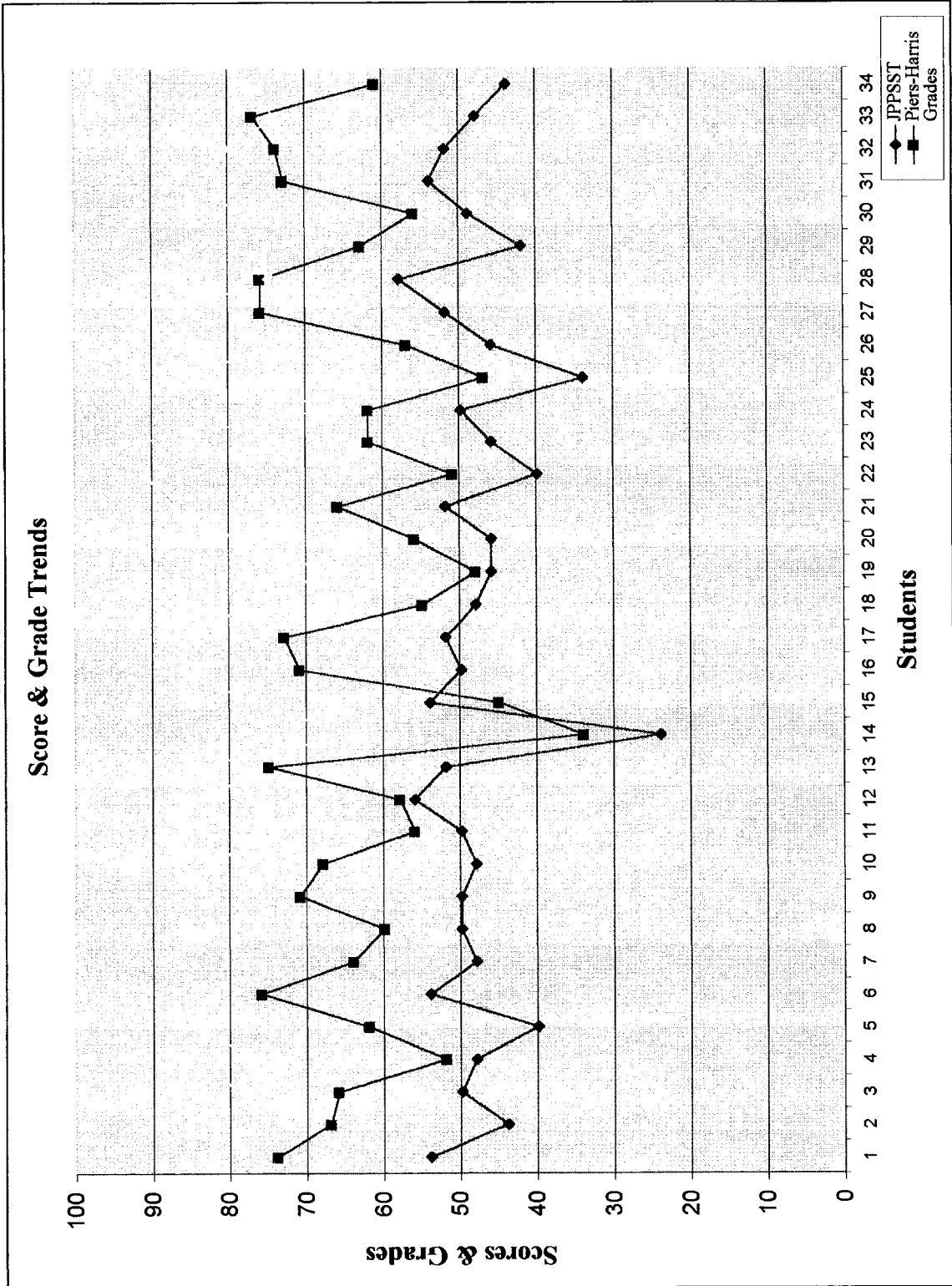
Chapter 5

Summary

The original hypothesis of this study was that the revised JPPSST is a valid test when compared to the Piers-Harris scale. The null hypothesis was that the JPPSST is not a valid test to evaluate a child's self-concept because a significant correlation between the JPPSST and the Piers-Harris scales does not exist. The alternate hypothesis was that there was a significant correlation between the two tests and that the recently revised JPPSST appears to be a valid test. The tests were given to 34 fourth and fifth grade students in an elementary school in Philadelphia, Pennsylvania. The study also researched whether the scores obtained on the Self-concept scales had a significant correlation with how well the students did academically. In essence, could a high score on the Piers-Harris or the JPPSST test predict a that a child will do well academically?

Discussion

The test results discussed in chapter four noted that the significance of the correlation between the JPPSST and the students' academic grades was not as high as the correlational significance between the Piers-Harris scale and the students' grades. This may be partly due to the fact that the JPPSST is revised and is still going through the standardization process. Reliability and validity tests on a more global basis than this

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research paper could provide have not been completed at the time that this research was performed.

Some additional data was gathered while performing the research for this study. There does not appear to be a significant difference between the self-concept levels of males versus females. This is supported by the fact that there seemed to be no significant difference in the average grade for the girls and the average grade for the boys tested in this study. There also did not seem to be a significant difference in the average grades of the fourth graders versus the fifth graders. Lastly, there was no significant difference in the academic grades of the girls when compared to the boys.

Conclusions

The results of this study lend support to the conclusion that the null hypothesis should be rejected and the alternate accepted. There was a significant positive correlation between the scores on the JPPSST and the Piers-Harris scales. This would support the hypothesis that the revised JPPSST is a valid test. However, this research provides results for only 34 students in the fourth and fifth grades. Conclusions must also be limited to the population of African-American children in the Philadelphia area. The sample size is not large enough to extrapolate a conclusion to the entire country or all different ethnic backgrounds and age groups. A more representative sample of the total intended population should be tested to draw an overall conclusion about the test validity. The Piers-Harris appears to be an adequate test to help predict academic performance. This statement is based on the high significant positive correlation between the Piers-Harris test

results and the students' academic scores. As with any test given to analyze a child, several tests and various tools of measurement should be used before drawing a conclusion about the child overall.

Implications for Further Research

Self-concept appears to have a major impact on how a child interacts with the world around him. Based on the research performed in this study there does appear to be some correlation in the level of self-concept or self-esteem that a person has and how well they do academically. A study should be performed on a wider population. A sample that is more representative of the population that the tests will be used on is critical to drawing any type of conclusions. Once conclusions can be drawn in this area it could ultimately lead to effective ways of improving self-concept.

It may be beneficial to study the various cluster scores (especially *'intellect and school status'*) from the Piers-Harris scale and how they correlate individually with the related subject grades for students.

Additionally, the validity test of the JPPSST should be performed using various types of standardized self-concept scales. Validity testing should not be limited to a correlation between the JPPSST and one specific test. There are many testing tools in the educational system that would be excellent tools for this type of research. Again, a larger sample size and a more representative sample make up would be required to impute any conclusions to the entire target population.

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