Psychometric Properties of the Jordanian Version of the self-Perception Profile for children.

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1- Introduction

Positive self-perception, or high self –esteem, is á desired Outcome of the developmental process. It has been linked to long-term mental health (Doman,1983, Rosenberg, 1985), and to emotional well-being (Harter,1988). Self-perception has been shown to reflect developing cognitive abilities and social circumstances(Dusek & Flaherty ,1981; stanwych, 1983).

Therefore, High self-esteem has been linked to satisfaction and happiness in later life, while low self-esteem is associated with depression, anxiety, maladjustment both in school and social relationship (Harter,1993). Self-esteem refers to an individuals' feelings of his or her worthiness and competence.

Some researchers view self-esteem as an evaluative aspect of the self-system which is related to the image of an idea self that we all have: When there is little discrepancy between the ideal and the perceived real self , the individual will experience high self-esteem (Muris, Meesters and Fijen,2003). However, when the discrepancy is great, low self-esteem is the result. Self-esteem can be

considered as an individual difference variable of which the foundation is layed in middle childhood when children develop the ability to compare themselves with peers (Ruble etal.,1980).

As a result of that, there has been along tradition in developmental research of examining children's perceptions of their psychosocial attributes and how such perceptions can be measured empirically (Coopersmith, 1967; Rosenberg,1969; Harter, 1982; Harter, 1988). The theoretical formulations associated with self esteem or self concept have been debated by theorists, with some advocating that self concept is a uni-dimensional construct (Coopersmith, 1967). In comparison, a multi-dimensional framework has been proposed which acknowledges the complexities of the self (Hater,1983 ;Marsh, 1987;and Mullener & Laird,1971) .

In 1982, Harter developed a multi-dimensional self report instrument that assessed perceived competence in children by using a 28 item self - report scale . The perceived competence scal for children assessed three specific competences domains (Cognitive Competence , Socisl Competence, and Athletic Competence) and glopal self- worth.

The scale was later revised to include two additional sub-scales: physical appearance and behavior conduct. (Shevlin, Adamson and Collins, 2003) . Further revisions were also made to other items in the remaining sub-scales and the scale was renamed as the self – perception profile for children (SPPC:.Harter,1985) . The sppc is a 30-item evaluates self-esteem in five domains: Scholastic Competence , Social Acceptance, A thletic Competence ,

Physical Appearance and Behavioral Conduct, as well as global self- worth. Each sub-scale is measured by six items. This scale was constructed on the. assumption that an instrument providing seperate measures of one's competence in different domains, as well as an independent assessment of one's global self-worth , would provide amore differentiated picture than those instruments providing only a single self-concept score (Coopersmith, 1967 and Harter , 1983). Several authors have high lighted the problems faced in the measurement of self- concept in children , and yet this is an important aspect of a child's self- esteem and identity .

The psychometric evaluation of the factor structure of the SPPC have been examined in various studies , the result of which can be summarized as follows. To begin with , factor analysis of the SPPC has generally indicated the questionnaire consists of five factors that correspond with the hypothesized domains of self- esteem (Granleese and Joseph ,1993 , Muldoom 2000 , Schumann etal, 1999 Van den Bergh and Marcoen ,1999 ,Van den Bergh and Van Ranst ,1998 and Veerman etal ,1996) . Furthermore ,the internal consistency and test- retest stability of the SPPC Scales can be defined as satisfactory (Granleese and Joseph , 1994 , and Van Dongen – Melman etal ., 1993) .

As a result of searching in international Journals, showed that there are no any Arabic studies which improved validation of Harters self- perception profile for children. Therefore ,According to my Knowledge ,this the first study investigating the multifactorial structure of SPPC in Arab countries .

The main aim of the current study were to investigate the factorial structure of the SPPC and to investigate its reliability and internal consistency , and to describe gender differences in the means of subscale scores .

2. Method .

2.1. Participants .

A sample of 860 children in seventh grade from twelve schools in the Hashemite Kingdom Of Jordan (H.K.J) participated in this study .The children were chosen randomly and the age range of the sample was 13-14 years . Atotal of (430) boys and (430) girls completed the SPPC in May 2006 .

2.2. Instrument .

As mentioned in the introduction , the SPPC : Harter , 1985 is a 30-item scale that consists of five domain – specific sub-scales (scholastic competence , social acceptance , athletic competence , physical appearance , behavioral conduct) and one global measure of self-worth . Each SPPC item consists of two opposite descriptions , e.g. " some children often forget what they have learned " but " other children are able to remember all things easily " . Children have to choose the description that best fits and then indicate whether the description is somewhat true or very true for them.

Each item was scored from one to four , where a score of one represented a low perceived competence and a score of four represented a high perceived competence .

Procedures

The SPPC was translated into classical Arabic language and then it was translated from Arabic to English language in order to obtain a high level of translation accuracy, and a pilot study was performed with 50 children in seventh grade other than those who participated in the main study in which the SPPC was administered to them.

The SPPC was administered to the participants in their regular classrooms .The researcher explained to the participants the purpose and the importance of their participation in this study .In addition , the researcher assured confidentiality of the responses and that the responses would be used only for research purposes .Then , the answer sheets were distributed and the participants were asked to fill in the information needed . The participants' responses were scored by the researcher and were entered into the computer for statistical analysis . During collection , the SPPCwere checked for any missing information and for double scoring . The data were analyzed using the SSPS package . The results were discussed and suggestions for instructional and research purposes were made .

Results

The mean scores of the participants selections on the SPPC are presented in Table 1 . The highest mean score of self perception was 3.57 for social acceptance , suggesting that these children preferred to work through activities requiring the involvement of a group of children rather than individuals to accomplish them . Their second highest mean score was 3.45 for scholastic

competence , suggesting that again all children preferred learning is a good method of acquiring knowledge and skills for them . The third highest mean of self perceptions was 3.24 for Athletic competence , suggesting that all children prefereed activities with body movements .

The least self perception was physical appearance (2.65), suggesting that these children prefer not activities which acquiring physical effort .The second least self perception was behavioral conduct (1.98).

Table 1

Means and standard deviations of SPPC subscales in (H.K.J)

Subscale	M	SD
Scholastic competence	3.45	2.01
Social acceptance	3.57	1.49
Athletic competence	3.24	1.81
Physical appearance	2.65	1.66
Behavioral conduct	1.98	1.63
General self- worth	1.99	1.61

To assess whether the self perception of the male participants would differ from those of the female participants a comparison of the mean scores on the sppc was made. Aset of t- tests was conducted on the data , and the results are psested in Table2.

Table 2

t- tests results for means and standad deviations of self- perception.

Subscales	Males		Females		T	P
	M	SD	M	SD		
Scholastic Competence	3.22	1.67	3.06	1.67	.441	.666
Socicel acceptance	3.91	1.88	2.71	1.94	2.972*	.004
Athletic competence	3.73	1.33	2.18	1.61	2.98*	.004
Physical appearance	3.64	2.15	3.04	1.60	1.44	.152
Behavior conduct	3.09	1.52	3.07	1.75	.64	.94
General self-worth	3.15	1.58	3.16	1.62	.78	.95

*p0.01

Significant gender differences were found for both social acceptance and Athletic competence. The mean social acceptance fore males 3.91 (SD= 1.88), and the mean score for females was 2.71 (SD=1.93) . a different significant at the .ol level(t=2.97) . This result indicates that male children in the H,K,J have more self perception than female children in social acceptance and Athletic competence.

As far as Athletic competence is concerned , the mean score for males was 3.73 (SD= 1.33) , and the mean score for females was 2.12 (SD=1.61) ,a different significant at the .01 level (t=2.98).

This result indicates that males childreu possess a higher self perception for body movements activities , wherease the female children possess a low self perception for body movement activities.

There were no gender differences in the self perception for scholastic competence , phygicd appearance , Behavioral couduet and general self –worth.

Internal Consistency Reliability

The internal consistency of the sppc scales was found highly significant, with chronbachs alphas ranging from 0. 79 to 0.88.

In addition , the test-retest stability of the sppc over a 3-week interval, was good all intraclass correlation coefficients were 0.86 or higher (see table 3) .

Table 3

Internal consistency reliabilities (chronbachs alpha) and intraclass coefficient for all six subscales.

Subscale	Chronbachs alpha	intraclass coefficients
Scholastic competence	0.79	0.86
Social acceptance	0.84	0.89
Athletic competence	0.88	0.87
Physical appearance	0.80	0.88
Behavioral conduct	0.87	0.89
General self-worth	0.90	0.87

Intercorrelation among Subscales.

Correlations among the various sppc scales are presented in table 4 .Note that the various domains of self – perception were highly correlated with each other (between 0.71 and 0.91, all p<0.05). The highest correlation (r=0.91) was between Athletic competence and physical appearance , follwed by Athletic competence and behavior conduct (0.89), and a moderate correlation (r = 0. 74) between scholastic competence and Athletic competence.The least correlation (r=0.71) between scholastic competence and social acceptance.

Table 4

intercorrelations among subscales.

	Scholastic Competence	social acceptance	Athletic competence	physicai appearance	Behavioral conduct
Scholastic competence		0.71	0.77	0.79	0.83
Social acceptance			.84	0.81	0.85
Athletic competence				0.91	0.89
Physical appearance					0.88
Behavioral conduct					

Factorial Analysis

To examine the factorial structure of the SPPC items, confirmatory factor analysis was used. Confirmatory factor analysis showed that a correlated five – factor structure for the SPPC provided a reasonable fit for the data. As can be seen in table 2, all 30 items clearly loaded on their intended factor.

Table 5

Factor Loading of SPPC items on their hypothesized factor as obtained with confirmatory factor analysis.

SPPC item	Scholastic competence	Social accepta -nce	Athletic compe- tence	Physical appear- ance	Behavi- oral conduct
1. Find that are very good at school work.	0.75				
2. Find themselves just as smart as other kids.	0.82				
3. Are able to get their school work done quickly	0.69				
4.Are able to remember all things easily	0.74				
5.Do very well at school	0.81				
6. Almost always know an answer	0.78				
7.Find it easy to make friends		0.67			
8.Have a lot of friends		0.79			
9. Have as many friends as they want		0.69			
10.Always do things with many other kids		0.58			
11.Think that most other children like them		0.64			
12.Are popular by other kids		0.63			
13.Are very good at sports and gymnastics			0.70		
14.Find themselves good enough in sports and gymnastics			0.69		
15.Easily participate in a sport they have never done			0.76		
16.Find themselves better in sports and gymnastics than other kids			0.65		

17.Are more likely to participate than only watch a game or sport			0.66		
18.Are at once good in a new sport			0.75		
19.Are satisfied with how they look				0.74	
20. Are satisfied with their height weight				0.67	
21. Are satisfied with their body				0.78	
22. Being satisfied with their appearance				0.87	
23. Are satisfied with their face and hair look				0.85	
24.Find that they look well				0.79	
25.Are usually satisfied with how they behave					0.80
26.Usually do things in good manners					0.76
27.Usually do what is expected of them					0.68
28.Usually don't do things by which they get in trouble					0.76
29.Are usually satisfied about work with others					0.82
30. Almost never do things they aren't allowed behave very well.					0.79

Discussion

The first aim of this study was to investigate the factorial structure of the SPPC

in a non-western setting . The factor analysis showed that the five subscales

were highly correlated with each other.

The second aim was to investigate the reliability and internal consistency of the

SPPC scales. It was found that the internal consistency reliability was excellent

for the total sample, with chrobachs alpha ranging from 0.79 to 0.88. Overall,

the reliability estimates are similar to those reported by (Harter,1985;Hess &Peterson, 1996, shevlin etal, 2003 and Muris etal, 2003).

The third aim of the study was to examine the effect of gender. The findings revealed that there were significant differncecs in two sebscale: Social acceptance and Athletic competence infavor of male. this means that Males in H.K.J viewed themselves as more positive with regard to their social acceptance and athletic competence.

Also, the findings releaved that there were no significant differences in other subscale due to sex.

The findings of this study confirm that SPPC is a reliable and internally valid instrument for use in this culture. Inspite of the sppc has been developd many yeas ago , the Questionnaire is still one of the best candidates to employ for this pupose. future studies should address issues relating to childrens self perception overtime and the validity of this scale .

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