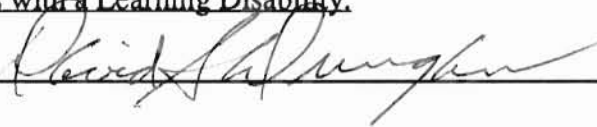


AN ABSTRACT OF THE THESIS OF

Jerrie Hancock for the Master of Science in Psychology presented on December 16, 1995.

Title: An Examination of the Relationship Between Self-Concept and Socioeconomic Status of College Students with a Learning Disability.

Abstract approved: \_\_\_\_\_



The purpose of the study was to determine if there was a relationship between the self-concept of the college student with a learning disability and socioeconomic status. The data were obtained from 21 participants who attend Emporia State University or Wichita State University. The sample consisted of 7 males and 14 females who were receiving special services for the learning disabled at their respective universities. The age range of this sample was 18 to 48 with an average age of 31. After a process by which the participants volunteered for the study, each was given the Tennessee Self-Concept Scale and the Hollingshead's Two-Factor Index of Social Position. A Pearson product-moment correlation coefficient was used to see if a relationship existed between the variables. It was concluded there was no significant relationship between the self-concept of the college student with a learning disability and socioeconomic status. Suggestions for future research may include larger samples, differences between gender or ethnicity as a variable.

AN EXAMINATION OF THE RELATIONSHIP BETWEEN  
SELF-CONCEPT AND SOCIOECONOMIC STATUS OF COLLEGE STUDENTS  
WITH A LEARNING DISABILITY

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A Thesis

Presented to

the Division of Psychology and Special Education

EMPORIA STATE UNIVERSITY

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In Partial Fulfillment

of the Requirements for the Degree

Master of Science

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by

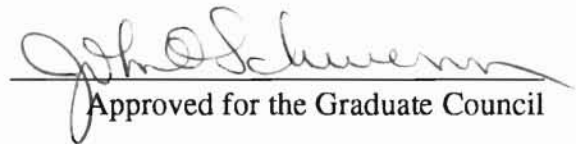
Jerrie Hancock

December, 1995

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Approved for the Division of  
Psychology and Special Education



Approved for the Graduate Council

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## CHAPTER 1

### INTRODUCTION

Over the years considerable research has been done in the areas of student self-concept and learning disabilities for children in the first through twelfth grade. In the last decade, a concentration of research on the correlation and/or causal effect of the combination of the two has emerged. Findings have ranged from what appears to be an apparent positive relationship between self-concept and learning disability to no relationship at all. There is a considerable lack of research for the college population in these two areas. Few researchers have studied the relationship between the self-concept of the student with a learning disability and socioeconomic status for the high school age and younger population. No research was found pertaining to a possible relationship between the self-concept of the college student with a learning disability and socioeconomic status.

#### Self-Concept

Historically, self-concept has been defined as the way an individual perceives himself or herself. Obiakor and Stile (1993) defined self-concept as "an individual's repertoire of self-descriptive behaviors" (p. 3). Chapman (1988a) identified global self-concept as an individual's general view of himself/herself as a person. Chapman defined the academic self-concept as the person's view of himself or herself as a student.



Shavelson, Hubner, and Stanton (1976) defined self-concept in an even more specific manner. They developed a hierarchical model that is more easily understood. General self-concept was divided into the areas of academic and nonacademic. Academic self-concept included specific areas such as mathematics and reading. The nonacademic self-concept was divided into physical, social and emotional. A further breakdown was made of the physical and social areas. The physical aspect included ability and appearance, whereas the social aspect included peer relations and relationships with significant others. With this breakdown, Shavelson et al. (1976) found a way to look at different aspects of self-concept, but still kept the global aspect in focus.

### Learning Disability

When a discrepancy is found between a student's IQ and achievement scores, the student may be referred for assessment. After assessment, if the IQ is found to be greater than the achievement scores, the student may be classified as learning disabled (LD). Self-concept is expected to be lower in the student with a learning disability because of repeated failure of classroom assignments (Ayres, Cooley, and Dunn, 1990).

A learning disability has been defined in many ways by different researchers. Torgeson and Licht (1983) designated the student with LD as an inactive learner who does not make complete use of his or her cognitive resources. Kershner (1990) pointed out that many people presume an underlying neurological impairment that affects

specific aspects of the cognitive processes. For purposes of this study, a learning disability will be defined as:

a disorder in the ability to learn effectively in respect to one's own potential when presented with an appropriate regular instructional environment. The inability to learn effectively is manifested as a disorder in the ability to receive, organize, or express information relevant to school functioning, and is demonstrated by a significant discrepancy between aptitude and achievement in one or more of the following areas: Preacademic skills, oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematics calculation, and mathematics reasoning. This discrepancy shall not be primarily attributable to vision, hearing, or motor impairments; mental retardation; emotional disabilities; environmental, cultural, or economic disadvantage; or a history of an inconsistent education program (Kansas State Department of Education [KSDE], 1989, p. 3).

### Socioeconomic Status

For purposes of this study socioeconomic status, sometimes identified as social class, will be defined as Hollingshead and Redlich (1957) did in the development of the two-factor Index of Social Position scale. A combination of occupational and

educational levels (see Appendix D) will be used to determine the college students' socioeconomic status. The assessment will be obtained according to the parent of the student who achieves the highest rating on the two-factor Index of Social Position scale.

### Purpose of Study

After reviewing the research, it is thought that socioeconomic status may have an impact on the self-concept of the college student with LD. Very few researchers have touched on this dimension of self-concept. The purpose of this study is to determine the effect of socioeconomic status upon the self-concept of the college student with LD. Since the student with LD may have a wide variety of backgrounds and problems, any aspect that can be identified may be useful in his or her academic advancement. If socioeconomic status does have an effect on the self-concept of the college student with LD, then another factor may be identified, studied, and used to further academic achievement. This achievement may be gained by implementing some type of program to help increase self-concept.

### Review of the Literature

#### Self-Concept

Chapman (1988a) suggests the self-concept of the adolescent student with LD is directly related to his or her academic achievement. More importantly, Chapman (1988b) found the self-concept scores were listed as the single best predictors of the

student's with LD achievement level. This same study noted that students with LD showed signs of learned helplessness. Not only did these students report their self perceptions of ability were lower, but they also had lower achievement expectations as compared to their non-learning disabled peers.

A study done by Kelly and Jordan (1990) noted the positive relationship between the adolescent's academic self-concept and academic achievement. Interestingly, this same study found that normally achieving girls had lower self-concepts than all the groups compared in this study. The overall results of the Kelly and Jordan investigation were in support of the Bryan (1986) project that also found that students with LD held more negative views about academic achievement than their normal achieving peers.

### Learning Disability

The Cooley and Ayres (1988) and Ayres, Cooley and Dunn (1990) research found that the adolescent students with LD had lower self-concepts and this directly affected academic performance. Failures by the student with LD were attributed to external factors that were not under the student's control which may lead to expending less effort to overcome difficulties in the classroom. This learned helplessness aspect of the student with LD was also reported as causing the student to be less persistent on academic tasks than were their normally achieving peers.

In 1993, Huntington and Bender pointed out that the research on adolescents with LD was not as clear as it was on younger children. They reported the conflicting results of studies and suggested the need for additional research in the area of adolescent students with LD. They noted adolescent students with LD appear to have a lower academic self-concept than their regular achieving peers. Moreover, when the variables of ethnicity and gender were included, the overall findings were that regular achieving students had significantly higher self-concept ratings than did the students with LD. Huntington and Bender also noted that more research needed to be done in the areas of social skills of the students with LD.

Kershner (1990) found that self-concept was not directly influenced by the achievement level of the child. He found negative self-concept was a by-product of the level. Kershner also noted that self-concept rather than IQ was a "significant predictor of increased learning for children with LD" (p. 373). Kershner also indicated that how the students with LD feel about themselves will directly influence learning ability.

### Self-Concept

Dimensions. The multidimensional aspects of self-concept are supported by the 1990 study conducted by Marsh and Holmes. These researchers chose to investigate multidimensionality by using three self-concept measurement instruments. The results of the study supported the multidimensional aspects noted by Shavelson et al. (1976)

who also found that the self-concept may not be adequately represented by just focusing on the physical, social and academic aspects.

Contradictions. Garzarelli, Everhart and Lester (1993) found a negative relationship between student self-concept and academic achievement. They suggest that in the adolescent population "the academically weak students did not differ significantly in self-concept from the gifted students" (p. 236). These results indicated only strong academic students had a relationship between self-concept and academic achievement.

Social Support. Raviv and Stone (1991) found that adolescent students with LD identified in junior high school had higher self-concept scores than those of their peers who were placed in MR or BD classes during elementary school. Another factor that may possibly boost self-concept in adolescents with LD was found in a study conducted by Forman (1988). She found that social support from classmates of students with LD, not teachers or friends, had the most positive impact on their self-perceptions. However, a variety of sources for social support, including teachers and friends, are important for higher self-concept in the student with LD.

Coleman and Minnett (1993) found that regardless of social status, students with LD had higher self-concepts than those of their regular achieving peers. These higher self-concepts were linked to social support received from peers. On the other hand,

students with LD who felt their school status was lower than others also had lower self-concept scores (Cooley & Ayres, 1988).

The social adjustment status of "labeled children" was researched by Elias, Gara, Rothbaum, Reese and Ubriaco (1987). Students with LD had self-concept scores that fell below the scores of the average children and those who excelled academically. Perceived social support, problem-solving skills and stress levels combined to impact the self-concept of the "labeled children."

Social Perceptions. As noted earlier, social perceptions have been found to play a major role in self-concept in the adolescent student with LD. Knoff (1983) found the adolescent with LD not only suffered academically, but socially as well. Knoff found that student's with LD consistently rated themselves lower in the social aspect than their regular achieving peers. He believed this lower rating was due to misperceptions. Knoff defined social perception as "visual and auditory misinterpretations of social cues, gestures, affective states, and verbal messages" (p. 543). He found these misperceptions had a definite impact on self-concept. Zola (1993) found the label of LD itself, due to social perceptions, had an effect on lowering self-concept.

Self-Evaluations. A two-year study of self-evaluations of the adolescent student with LD was conducted by Kistner and Osborne (1987). It was noted that "the LD children were found to be more negative in their perceptions of academic and

nonacademic abilities; in addition, they reported less satisfaction with themselves" (p. 263). However, their results suggested that students with LD could be realistic about their academic problems and still maintain positive feelings about themselves. Nonacademic and academic self-concepts were noted as having a negative relationship in the results of this study.

College Students. Jarvis and Justice (1992) studied a population of students in junior high, high school and community college. They not only noted that the students with LD had problems interpreting social situations, but these misinterpretations conflicted with the student's with LD feelings about themselves which lowered self-concept. As the social awareness deficit increased, the self-concept of the student with LD decreased. These misinterpretations seemed to stem from problems in the academic setting and social setting. Social misinterpretations lasted into adulthood.

A 1992a study by Gregg, Hoy, King, Moreland, and Jagota was conducted on adults with learning disabilities in a rehabilitation setting. These adults demonstrated feelings of poor self-concept when compared to the normally-achieving college students. Gregg, Hoy, King, Moreland, and Jagota (1992b) conducted a study comparing adults with learning disabilities in university settings to rehabilitation settings. Again, it was found that those individuals in the rehabilitation setting demonstrated feelings of poor self-concept. The students with a learning disability in the university



population were found to demonstrate feelings of self-doubt and a lack of self-confidence.

Another study relating to the college population was conducted by Cross and Markus (1994). These researchers compared participants who felt they were good problem-solvers to participants who felt they were not good problem-solvers. The participants who believed they were not good problem-solvers performed better when given feedback on previously failed problem-solving tasks. Cross and Markus pointed out the importance of the relationship between self-concept and feelings of competence.

A review of the literature reveals overwhelming support for a positive relationship between self-concept and academic achievement in the student with LD. A consensus among researchers reveals that self-concept can be measured globally, academically and non-academically.

### Socioeconomic Status

A negative correlation has been found between the adolescent student's self-concept and socioeconomic status (SES) (Coleman, 1985; Smith, Zingale, & Coleman, 1978). The parent expectation/child performance discrepancy model was used to explain the results of the studies. It was noted that the higher the parents were on the SES scale, the higher the expectations were for the child. As the children failed in school, the discrepancy between the parents' expectations increased with the level of

SES. The parent expectation/child performance discrepancy model suggested that those children from higher SES levels may have a greater loss in self-concept than children from a lower social status due to the higher expectations from their parents.

The correlation between the adolescent student's intelligence, achievement, and family SES on self-concept was investigated by Smith et al. (1978). In this study, SES and academic achievement interacted in forming the self-concept of students with LD. Students from a lower SES level scored higher on self-concept than did students from the middle and upper SES levels. IQ scores and SES levels were positively related: the higher the SES level, the higher the IQ score.

The effect of SES and achievement on self-concept of adolescent students with LD was also studied by Coleman (1983). Low SES subjects had significantly more positive self-concept scores on the Piers-Harris than did the high SES subjects. The low SES/low achievement group scored higher than the high SES/low achievement group.

The assumption that high SES families with high expectations should have children with higher IQ scores was researched by Morrison and Hinshaw (1988). It was noted that children with LD whose families have placed high achievement expectations on them may contribute to a lower academic self-concept and a lower global self-concept.

Ludwigsen and Rollins (1971) found the children of low SES to be more

external in locus of control than children of high SES. A negative relationship between SES and locus of control was also found by Nowicki and Strickland (1973). Internal scores and self-concept were also found to have a significant negative relationship by Roberts (1971). Rogers and Saklofske (1985) found students with LD were more external on locus of control measures and had lower self-concept scores than their normal achieving peers.

There is a lack of research relating to SES and the self-concept of college population. An article written by Parish and Parish in 1993 compared college students' self-concept to how they rated their mothers, fathers, and families. How the female participants rated their mothers, fathers, and families had a significant relationship to their own self-concepts. The only relationship found for the males, however, was between their mothers and their own self-concept rating. Although no research was found specifically relating to the self-concept of college students with a learning disability and SES, the above article related how college students in general compared themselves to that of their families.

### Overview

Only a few studies have investigated the relationship between SES and self-concept in the student with a learning disability. The research has found parental expectations placed on children increases as SES level increases. Also, the studies that

assessed SES generally noted that students with LD have a lower self-concept than their normally achieving peers. This is of interest because social status seems to have a definite impact on self-concept in children with LD. It has been noted that the student with LD appears to misperceive social expressions made by others significantly more than their peers who are not LD. It has also been shown that the student with LD internalizes these misperceptions and attributes failure to uncontrollable events, thereby being a learned helpless student.

In viewing the above facts, it appears that SES would have an impact on the self-concept of the student with LD. Society labels people. Whether the labels are learning disabled, handicapped, rich, middle class or poor, labels are prevalent. The self-concepts of students with LD are affected by social aspects (Knoff, 1983); therefore, might it not be affected by SES also? The purpose of this study was to contribute to data intended to address the SES issue for the betterment of the student with LD. It was hypothesized that college students with LD from higher socioeconomic families would have lower self-concept scores than those from lower socioeconomic families.

## CHAPTER 2

### METHOD

In this chapter, information concerning the method and procedures used to investigate the effect of socioeconomic status (SES) on the self-concept of the college student with a learning disability is discussed. The population, sampling technique, research method and hypothesis will be reviewed. The procedure, instrumentation and statistical design are discussed.

#### Participants

College students identified by Emporia State University or Wichita State University as having a learning disability was the target population. These students were identified as LD by means of testing, at the elementary, junior high, high school or college level and had requested help for their disability by their respective university. The Department of Student Affairs located in these two midwestern universities provided access to students who were currently receiving special help in areas pertaining to their learning disability.

The age range of the sample was 18 to 48 with the average being 31. A total of 21 subjects were given the TSCS and the Hollingshead to measure self-concept and SES.

### Sampling Technique

A cluster sample population was used. Access to no more than 51 subjects who were currently receiving services from two midwestern universities limited the population available for investigative purposes.

### Procedure

Before the study took place, permission was obtained from the Emporia State University Human Subjects Committee. Permission was also obtained from the two Departments of Student Affairs who had previously identified students with LD. A meeting was held with the Chairmen of the Departments of Student Affairs from both universities. The student letters (see Appendix A) were hand delivered to the Emporia State University Chairman and were mailed to the Wichita State University Chairman. The Chairmen addressed the envelopes and mailed the letters to their students.

An explanation (see Appendix A) and informed consent form (see Appendix B) were provided to each student who responded to the participation request. The students were asked to complete the Tennessee Self-Concept Scale and the Hollingshead Two-Factor Social Index. The researcher provided assistance when necessary.

### Testing Instruments

Self-Concept. The Tennessee Self-Concept Scale (TSCS) was used to obtain a self-concept score. The TSCS can be self-administered and completed within 10 to 20 minutes. Individuals 13 years of age and older with at least a fourth grade reading level may be administered this scale. A Total Positive Score may be obtained to measure global self-concept (Roid & Fitts, 1991).

Roid and Fitts (1991) stated that W. H. Fitts began the original work on the TSCS in 1955 for mental health research. The original standardization comprised 626 participants ranging in age from 12 to 68. These participants were from various social, economic, and intellectual levels. The participants were "composed of an approximate balance of males and females, blacks and whites" (p. 56). The educational levels ranged from individuals in the sixth grade through individuals with a doctoral degree.

The split-half reliability of the Total Positive Score on the TSCS has been studied by many and was found to range between .80 to .92 (e.g., Nunnally, 1968; Stanwyck & Garrison, 1982; Tzeng, Maxey, Fortier, & Landis, 1985). Roid & Fitts (1991) cited the internal consistency for the total score as being .94 with a raw score mean of 346.5 and a standard deviation of 35.5. The test-retest reliability for the Total Positive Score is .92, and the standard error of measurement is 3 t-score points. Several

researchers have studied the construct validity of the Total Positive Score of the TSCS and have found it to be a good measure of global self-concept (Roid & Fitts, 1991).

### Socioeconomic Status (SES)

The Hollingshead's Two-Factor Index of Social Position (Hollingshead), as cited in Educational and Psychological Measurement and Evaluation by Hopkins and Stanley (1981) was used to obtain appropriate SES level (see Appendix D). The index is composed of an occupational scale and an educational scale, each being divided into seven classification levels. An Index of Social Position (ISP) score is achieved by using the following equation:

$$\text{ISP} = (7 \times \text{Occupational Rating}) + (4 \times \text{Educational Rating}).$$

The ISP score is then converted to a social class category ranging from I to V with Class I indicating a higher level of SES, using the following scale:

Social Class	Scores
I	11-17
II	18-27
III	28-43
IV	44-60
V	61-77



The participants were asked to complete the Hollingshead according to their parents' occupational and educational level. If both parents were employed, the score from the parent obtaining the highest rating was used.

### Statistical Design

The Pearson product-moment coefficient of correlation was used to interpret the data obtained concerning self-concept and SES. The Pearson  $r$  was employed because the data received from the two instruments used was in the form of quantitative scores. A comparison of the norms from the college samples and the TSCS standardization group was made by obtaining a one sampled  $z$ -score.

Once permission had been received from the appropriate administrative personnel, the researcher acted in accordance with the above outlined procedures. After administration of the TSCS and the Hollingshead, the scores were determined. These scores were placed into the formula to obtain the Pearson product-moment coefficient. The norms of the college sample and the TSCS sample were compared for similarity.

## CHAPTER 3

### RESULTS

The purpose of this study was to contribute to the knowledge level intended to address the SES issue for the betterment of the student with LD. The age range of the sample was 18 to 48 with the average being 31. A total of 21 subjects were given the TSCS and the Hollingshead to measure self-concept and SES.

Descriptive statistics for the TSCS are presented in Table 1. Included in these statistics are the means and standard deviations for the college sample as well as the normative sample for the TSCS. A one sampled  $z$ -score was used to determine if the college sample and the TSCS standardization sample were comparable. As noted in Table 1, the one sampled  $z$ -score between the college Total Positive Score and that of the TSCS Total Positive Score did not fall within the significance level of  $\pm 1.96$ . However, 8 of the 14 subscales that comprise the Total Positive Score did fall within the  $\pm 1.96$  significance level.

The Hollingshead classification for the participants is noted in Table 2. Each participant was placed in a category according to the reported SES of their family of origin. The range for each category is also noted in Table 2. A classification of I denotes the highest SES level. The mean for the sample was 39.14 with a standard deviation of 17.80.

Table 1

Descriptive Statistics

Variables	College <sup>a</sup> Mean	College Standard Deviation	z-scores	TSCS <sup>b</sup> Mean	TSCS Standard Deviation
Total Positive	324.52	47.1	-3.14	345.57	30.7
Self-criticism	33	6.04	-1.74	35.54	6.7
Identity	116.52	16.13	4.88	127.1	9.96
Self-satisfaction	102.43	20.29	-0.41	103.67	13.79
Behavior	105.57	16.11	-3.85	115.01	11.22
Physical Self	59.67	11.71	-7.25	71.78	7.67
Moral-Ethical Self	73.86	11.23	1.86	70.33	8.7
Personal Self	64	12.6	-0.34	64.55	7.41
Family Self	61.52	11.08	-4.9	70.83	8.43
Social Self	65.48	8.65	-1.55	68.14	7.86
Total Variability	53.24	15.34	1.74	48.53	12.42
Column Variability	28.52	9.76	-0.26	29.03	9.12
Row Variability	24.71	7.52	4.06	19.6	5.76
Distribution	116.24	21.43	-0.8	120.44	24.19

<sup>a</sup>n = 21 for all college variables

<sup>b</sup>n = 626 for all TSCS variables

Table 2

Hollingshead Sample Classification

Classification	Range	Participants
I	-6	1
II	-9	5
III	-15	5
IV	-16	9
V	-16	1

The Pearson  $r$  for the Total Positive Score and the Hollingshead were computed to see if there was a significant correlation between the two. As noted in Table 3, no significance was found. A slight negative correlation can be seen between the two variables.

### Summary of Results

The hypothesis that college students with LD from higher socioeconomic families will have lower self-concept scores than those from lower socioeconomic families were not supported. The results of the statistical analysis showed only a slight negative correlation between the two variables, but not one of significance.

Table 3

Pearson  $r$  Calculations of TSCS Total Positive Scores and Hollingshead SES Scores

Variable	TP*	HH**
	1	-0.38

\* = TSCS Total Positive scores

\*\* = Hollingshead SES scores

## CHAPTER 4

### DISCUSSION

#### Related Literature and Results of the Present Study

Several studies have shown a negative relationship between student's with LD SES and self-concept (Coleman, 1983; Coleman, 1985; Smith et al., 1978). However, these studies were completed on adolescents and not on college students. Parish and Parish (1993) specifically researched the college population. Their study was completed to see if a relationship existed between the self-concept of the college student and how they rated their families. Parish and Parish found, in general, that self-concept was directly related to how the college student rated their families. As stated earlier, no research was found directly relating to the self-concept of the college student with LD and SES. The present study did not find a significant relationship between the college student with LD self-concept and SES.

#### Limitations

The sample group was comprised of students already receiving services for their learning disabilities from Emporia State University or Wichita State University. Twenty-one subjects were administered the TSCS and the Hollingshead. Due to the geographical location of the students and the small sample size, the results of this study

may only be generalized to students already receiving services from a midwestern university.

Another limitation of the study may be found with the gender factor. The sample was unequal and nonproportional in regard to gender. Of the 21 participants, 7 were male and 14 were female. Although these group sizes were unequal, use of such samples was the only method by which this researcher could obtain a sample.

Age and race of the sample may also be of importance. The age range of the sample was 18 to 48 with 31 being the mean. Other universities may have a younger or older student population in their LD programs. They may also have students from several ethnic backgrounds. All the students involved in this project were Caucasian.

Social desirability may also be a limiting factor. Due to the nature of self-report questionnaires, the participants may have answered in a way as to place themselves in a positive light. The participants may not have been completely honest so as to not reveal their true feelings or family history. Due to the three variability measures on the TSCS, it was felt this instrument was the best choice for this project. The variability measures should have helped to limit the social desirability factor.

#### Suggestions for Future Research

Due to the limited research of college students with LD, self-concept and SES, more research is needed in these areas. Another project, similar to this one, may be



completed utilizing universities which differ as to size of populations. Another project might compare the smaller universities with the larger universities as to the college students with LD self-concept and SES.

As noted previously, the sample of this project was not equally proportioned as to gender or race. Future studies might examine differences between males and females or ethnicity. Other suggestions may be to use age as a variable for comparing normal achieving college students with their peers with LD regarding self-concept and SES.

### Conclusion

The results of the present study did not show a significant relationship between the self-concept and SES of college students with LD. The previous literature revealed a relationship for these factors in the adolescent student; however, no research was found pertaining to the college student. Further research is needed to examine what factors might be involved in the self-concept of college student's with LD.

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**Appendix A**  
**Student Letter**



### Student Letter

Dear Student:

I am conducting a research project to find if there is a relationship between students with a learning disability and their feelings about themselves in relationship to socioeconomic status. This letter is being sent to you via Dr. Frank and any information received on you will be held in confidence. It is hopeful that the results of this study will help us to better understand the problems that relate specifically to students with a learning disability.

Your cooperation in this matter is greatly needed and appreciated. If you have any questions about this study or if you are willing to participate, please call me at (316) 443-5681. You may call me collect. I will be offering a monetary incentive to you for participating in this research project which will only take approximately 30 minutes of your time.

Sincerely,

Jerrie Hancock

Graduate Student

Emporia State University

Appendix B  
Informed Consent Form

### Informed Consent Form

This study is being conducted to see if there is a relationship between students with a learning disability and how they feel about themselves. You are under no obligation to participate in this study. The following questionnaires will ask questions that may be of a personal nature. If at any point during the answering of any of the questions you feel as though you are under any stress, you may quit the study. If you choose to answer the questions on the following pages, no personal information will be released so that you may be identified. If you have any questions before, during, or after the study, feel free to ask. Your help will be greatly appreciated.

---

Participant's Name

---

Date

Appendix C

Application for Approval to Use Human Subjects

### Application for Approval to Use Human Subjects

This application should be submitted, along with the Informed Consent Document, to the Institutional Review Board for Treatment of Human Subjects, Research and Grants Center, Campus Box 4048.

1. Name of Principal Investigator(s) or Responsible Individuals: Dr. David Dungan
2. Departmental Affiliation: Psychology and Special Education
3. Person to whom notification should be sent: Dr. Dungan, Campus Box 4031
4. ~~Title of Project:~~ An Examination of the Relationship Between the Self-Concept of College Students with Learning Disabilities and Socioeconomic Status
5. Funding Agency (if applicable): Not applicable
6. Project Purpose(s):  
  
Thesis project for Master of Science Degree in Clinical Psychology
7. Describe the proposed subjects: (age, sex, race, or other special characteristics, such as students in a specific class, etc.)  
  
College students previously identified as having a learning disability
8. Describe how the subjects are to be selected:  
  
The subjects will be selected from the student population receiving services from Emporia State University's Department of Student Affairs. A letter will be sent to the student via Dr. Keith Frank requesting participation in this study. The subjects will be asked to contact Jerrie Hancock either by phone or mail.
9. Describe the proposed procedures in the project. Any proposed experimental activities that are included in evaluation, research, development, demonstration, instruction, study, treatments, debriefing, questionnaires, and similar projects must be described here. **Copies of questionnaires, survey instruments, or tests should be attached.** (Use additional page if necessary.)  
The Tennessee Self-Concept Scale and the Hollingshead Two Factor Index will be administered after the participant has signed the Informed Consent document.
10. Will questionnaires, tests, or related research instruments not explained in question #9 be used?  
    Yes xx No (If yes, attach a copy to this application.)

11. Will electrical or mechanical devices be used?  
 Yes  No (If yes, attach a detailed description of the device(s).)

12. Do the benefits of the research outweigh the risks to human subjects?  
 Yes  No This information should be outlined here.

Risks to the subjects are not expected. If the subjects do not want to complete the testing process, they may withdraw from the study at any time.

13. Are there any possible emergencies which might arise in utilization of human subjects in this project?  
 Yes  No Details of these emergencies should be provided here.

14. What provisions will you take for keeping research data private?

Data will be collected and utilized according to the ethical standards of the American Psychological Association.

15. Attach a copy of the informed consent document, as it will be used for your subjects.

**STATEMENT OF AGREEMENT:** I have acquainted myself with the Federal Regulations and University policy regarding the use of human subjects in research and related activities and will conduct this project in accordance with those requirements. Any changes in procedures will be cleared through the Institutional Review Board for Treatment of Human Subjects.

\_\_\_\_\_  
 Signature of Principal Investigator

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Signature of responsible individual (faculty advisor)

\_\_\_\_\_  
 Date

Appendix D  
Hollingshead's Index

## Hollingshead's Index

## OCCUPATIONAL SCALE

1. Higher Executives, Major Professionals, Owners of Large Businesses.
2. Business Managers (medium sized businesses), Lesser Professionals (nurses, opticians, pharmacists, social workers, teachers).
3. Administrative Personnel, Managers, Minor Professionals, Owners/Proprietors of small businesses (e.g. bakery, car dealership, engraving business, plumbing business, florist, decorator, etc.), Actor, Reporter, Travel Agent.
4. Clerical and Sales, Technician, Little Businesses (bank teller, bookkeeper, clerk, draftsman, timekeeper, secretary, car salesperson).
5. Skilled Manual-Usually Having Had Training (baker, barber, brakeman, chef, electrician, fireman, lineman, machinist, mechanic, paperhanger, painter, repairman, tailor, welder, policeman, plumber).
6. Semiskilled Workers (hospital aide, painter, bartender, bus driver, cutter, cook, drill press, garage, guard, checker, waiter, spot welder, machine operator).
7. Unskilled (attendant, janitor, construction helper, unspecified labor, porter, include unemployed).

## EDUCATIONAL SCALE

1. Professionals (Master's degree, doctorate, or professional degree).
2. College Graduates.
3. 1-3 years of college or business school.
4. High-school graduates.
5. 10-11 years of schooling.
6. 7-9 years of schooling.
7. Under 7 years of schooling.



I, Jerrie Hancock, hereby submit this thesis/report to Emporia State University as partial fulfillment of the requirements for an advanced degree. I agree that the Library of the University may make it available to use in accordance with its regulations governing materials of this type. I further agree that quoting, photocopying, or other reproduction of this document is allowed for private study, scholarship (including teaching) and research purposes of a nonprofit nature. No copying which involves potential financial gain will be allowed without written permission of the author.

Jerrie Hancock

Signature of Author

December 8, 1995

Date

An Examination of the Relationship Between  
Self-Concept and Socioeconomic Status of  
College Students with a Learning Disability.

Title of Thesis/Research Project

Ray Cooper

Signature of Graduate Office Staff

12-8-95

Date Received

*original*