

SELF-PERCEPTION PROFILE FOR COLLEGE STUDENTS: MANUAL AND QUESTIONNAIRES

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The Self-Perception Profile for College Students

Introduction and Rationale

The last three decades have seen a renewed interest in the self, and because the self is now viewed as a cognitive construct in an era of cognitive psychology, research on the self has been legitimized. Developmentalists, personality theorists, social learning theorists, and cognitive-attributional theorists have renewed their search for a comprehensive theory of the self, while educational psychologists and clinicians clamor for sensitive tools to assess self-concept, self-image, and self-worth. Unfortunately, the models and measures in existence have been found wanting, somehow not capturing the essence of self-experience. This deficiency has motivated a new series of investigations (see Harter, 1999, 2012).

Many theorists argue that the self-concept is multi-dimensional, yet the measures available have not, until recently, reflected this complexity. The Self-Perception Profile for Children (Harter, 1985, 2012) was devised in response to this need, and several other scales for developmentally older populations have been constructed, including the Self-Perception Profile for Adolescents (Harter, 1988, 2012), and the Adult Self-Perception Profile (Messer & Harter, 1986). Since it is expected that the self-concept becomes more differentiated with age, the instruments constructed include an increasing number of additional domains for developmentally older groups. The Self-Perception Profile for Children contains five domains: scholastic competence, social acceptance, athletic competence, physical appearance, and behavioral conduct. Thus, the adolescent scale contains three additional domains: romantic relationships, close friendships, and job competence (Harter, 1988, 2012). Adults distinguish still more domains. These include morality, intelligence, nurturance, job competence, sense of humor, adequacy as a provider, household management, intimate relationships, sociability, physical appearance, athletic competence, and general self-worth (Messer & Harter, 1986).

One group that has not been represented in these efforts to date is the college-age population. Because most students are seventeen and eighteen years old when entering college, they are still, in many ways, adolescents, yet they have accepted a great deal of responsibility for their own lives and educational goals, making them adult-like in certain ways. This acceptance of responsibility and separation from parental control is especially true of those that 'go away' to school. However, many of the issues addressed in the existing adult scale, e.g., adequacy as a provider, household management, nurturance, and possibly job competence, are not yet relevant. This developmental gap was filled by constructing a scale with domains that were meaningful to college students.

Unidimensional single-score approaches

A brief history of these efforts can be divided into two approaches, the unidimensional, single score approach, exemplified by the prevailing models and instruments of the late 60's and 70's, for example, the work of Coopersmith (1967) and Piers and Harris (1969). These models were based on the assumption that the self was a unitary construct, best assessed by tapping a range of content, for example, how a child felt with peers, parents, in school, and that these evaluations could be summed into to an overall evaluation of one's general sense of self. This single score, then, that represents one's "general self-concept," could be related to a variety of other constructs, outcomes, or indicators of well-being of interest to the investigator.

An alternative approach has been observed in the thoughtful work of Rosenberg (1979) who has focused on global self-esteem, as the target of measurement. He did not dispute the fact that people evaluated themselves differently in different domains of their lives. However, he felt that these discriminations were difficult to accurately assess. Rather, an overall assessment of one's worth as a person, in the form of a global judgment of self-esteem, would be sufficient to address as a predictor of other important life outcomes.

A New Self-Concept Measure for College Students

The first goal was to design a scale for college students that was domain-specific and reliable, with each of the subscales factorially sound. Twelve domains, besides self-worth, were thought to be relevant to the college student. Because this group is still integrated into the school setting, domains that were meaningful to children (Harter, 1985), such as scholastic and athletic competence and social acceptance, were included for college students as well. College-age students also share much in common with the adult population, and thus, domains that were meaningful for adults, such as morality, intelligence, appearance, and sense of humor were adapted from the adult scale (Messer & Harter, 1986). The adolescent scale (Harter, 1988, 2012) contributed several subscales that were more age-appropriate than were either the adults' or the children's scale. The domains adapted from the adolescent scale were the same three that differentiate that scale from the children's scale: close friendships, romantic relationships, and job competence. Two other domains not included with other populations but thought to be meaningful for college students were creativity and the self in relation to parents.

While the domain-specific approach has merit, it is also the case that children (aged eight and older) can make a more global or gestalt-like judgment about their self-worth, so this judgment is tapped directly and independently of the domain-specific judgments (Harter, 1985, 2012). This approach to global self-worth is decidedly different from the procedures of those who operationally define general self-concept as the sum or average of responses to a large array of items tapping diverse content (e.g., Coopersmith's self-esteem measure, 1967). Global self-worth is not thought to be best assessed by summing responses to an aggregate of items which ask about a wide variety of self-descriptions. Rather, one's feelings of worth should be tapped directly by asking about self-worth itself. The items were written to encourage students to think about the global

perception of their worth as a person; it was not meant to be inferred from the sum or average of their responses to many specific questions about their abilities or characteristics, nor is the global self-worth subscale a measure of general competence.

The thirteen subscales for college students are broken down into two main categories of competencies or abilities (the first five domains), and social relationships (the last seven domains), in addition to self-worth.

The Scale Structure

The scale structure is outlined below, where there are eight Specific Domains, as well as a separate Global Self-Worth subscale. The content of each subscale is described below.

SPECIFIC DOMAINS
1. Creativity
2. Intellectual Ability
3. Scholastic Competence
4. Job Competence
5. Athletic Competence
6. Appearance
7. Romantic Relationships
8. Social Acceptance
9. Close Friendships
10. Parent Relationships
11. Finding Humor in One's Life (Humor)
12. Morality

13. Global Self- Worth

Content of Each Domain

- 1. Creativity.** This is a new subscale and taps the student's perception of his or her ability to be creative and inventive.
- 2. Intellectual Ability.** This subscale taps general intellectual competence, and is similar to the intelligence subscale on the adult instrument. It differs from scholastic competence in that it assesses a more global intelligence with items such as whether one feels just as smart or smarter than other students.
- 3. Scholastic Competence.** This subscale was patterned after the children's subscale of the same name, and similarly, items are directed toward actual schoolwork and classwork, and ask whether one feels competent that he or she is mastering the coursework. It was of interest to discover whether college students make a distinction between scholastic competence and intellectual ability.
- 4. Job Competence.** Unlike the adult version of this same subscale, job competence is assessed in a way suitable to college students, focusing on whether one feels proud of the work one does, and feels confident one can do a new job. Another item asks whether one feels satisfied with the way one does his or her job.
- 5. Athletic Competence.** Very much like the child, adolescent, and adult measures, this subscale assesses whether one feels he or she is good at physical activities and sports.
- 6. Appearance.** This domain is meaningful to people in all age groups; thus similar items appear in the children's, adolescent's, and adult's appearance subscale as well. Items ask about thinking one is physically attractive and being happy with the way one looks.
- 7. Romantic Relationships.** This subscale, initially developed for teenagers, was adopted for use with college students. Items tap the ability to develop new romantic relationships, as well as whether one feels one is romantically appealing to others in whom one might be interested.
- 8. Social Acceptance.** This subscale is very similar to the original subscale used in the children's measure with a few additions, and contained items about being satisfied with one's social skills, and the ability to make friends easily.
- 9. Close Friendship.** This domain was defined for college students similarly to the way it was defined for teenagers, and items included whether one gets lonely because one doesn't have a close friend to share things with, and whether one has the ability to make close friends.
- 10. Parent Relationships.** Another new domain, this new subscale focuses on liking and feeling comfortable with the way one acts around one's parents, as well as whether one gets along well with one's parents.

11. Finding Humor in One’s Life (Humor). This new subscale emphasizes the ability to laugh at oneself and take kidding by friends, a slightly different focus than the adult humor subscale.

12. Morality. These items ask whether one feels his or her behavior is moral, and is very much like this subscale on the adult measure.

13. Global Self-Worth. This subscale taps one’s general feeling about the self, assessed with items such as liking the kind of person one is, and liking the way one is leading one’s life.

Question Format

In order to offset the tendency to give socially desirable answers, a question format was used that asked the students to indicate which of two types of students they are most like. The format implies that while some students share one type of self-perception, other students may feel quite differently, thus students are asked to identify with the reference group most appropriate for them.

An example of the type of question presented is shown below:

Really True for me	Sort of True for me				Sort of True for me	Really True for me
<input type="checkbox"/>	<input type="checkbox"/>	Some students like the kind of person they are	BUT	Other students wish that they were different	<input type="checkbox"/>	<input type="checkbox"/>

With this format, the student is first asked which kind of student he or she is most like; the student then decides whether that description is “Really True” or “Sort of True” for him or her. The effectiveness of this question format lies in the implication that half of the students in the world (or in one’s reference group) view themselves in one way, whereas the other half view themselves in the opposite manner; either choice is legitimized. The statistical data provide additional evidence with regard to the effectiveness of this type of question, which reduces the tendency to give socially desirable responses.

While a detailed scoring key is provided, the general procedure is that each item is scored from 1 to 4, where a score of 1 indicates low competence, and a score of 4 reflects high competence. A complete analysis of the reasoning behind this format can be found in Harter (1985, 2012). The variability in the items and the use of the full range of responses justifies this choice of question format.

For every subscale, half of the items were worded with the negative statement first to ensure balance within the subscale. To counter balance the entire measure, the positive and negative items were evenly distributed so that approximately every other question began with the negative alternative.

It is critical that those who use this instrument do not alter the question format. As described above, it has been designed with a specific purpose in mind, to discourage socially desirable responding and to enhance honest choices. Altering the format could negate these goals and could also alter the psychometric adequacy of the measure.

Specific Scale Structure

The primary measure is ***The Self-Perception Profile for College Students***, a questionnaire containing 13 subscales including global self-worth. Each of the content domains has four items per subscale, while the self-worth subscale has six items. The actual questionnaire is entitled *What I Am Like*. See Appendix for the instruments. A scoring key is also provided. Note that you have permission to copy these instruments for your own use.

Note that there is *no short form* of this questionnaire. In developing this instrument, we worked hard to identify the smallest number of items per subscale that would be internally consistent or statistically reliable. However, if an investigator is interested in administering only some (but not all) subscales, specific subscales can be lifted from the instrument, provided that *all items on a given subscale are administered*.

Master List of Items Grouped According to Subscale

The item # refers to the item's position on the student's form. Items keyed *positively* (+) present the *more* competent or adequate self-description in the first part of the statement, whereas items keyed *negatively* (-) present the *less* competent or adequate self-description first.

Item #	Keyed	Job Competence
2	-	Some students are not very proud of the work they do on their job BUT Other students are very proud of the work they do on their job
15	+	Some students feel they are very good at their job BUT Other students worry about whether they can do their job
28	+	Some students feel confident about their ability to do a new job BUT Other students worry about whether they can do a new job they haven't tried before
41	-	Some students are not satisfied with the way they do their job BUT Other students are quite satisfied with the way they do their job

Item #	Keyed	Scholastic Competence
3	+	Some students feel confident they are mastering their coursework BUT Other students do not feel so confident
16	+	Some students do very well at their studies BUT Other students don't do very well at their studies
29	-	Some students have trouble figuring out homework assignments BUT Other students rarely have trouble with their homework assignments
42	-	Some students sometimes do not feel intellectually competent at their studies BUT Other students usually do feel intellectually competent at their studies

Item #	Keyed	Social Acceptance
4	-	Some students are not satisfied with their social skills BUT Other students think their social skills are just fine
17	-	Some students find it hard to make new friends BUT Other students are able to make new friends easily
30	+	Some students like the way they interact with other people BUT Other students wish their interactions with other people were different
43	+	Some students feel that they are socially accepted by many people BUT Other students wish more people accepted them

Item #	Keyed	Appearance
5	-	Some students are not happy with the way they look BUT Other students are happy with the way they look
18	+	Some students are happy with their height and weight BUT Other students wish their height or weight was different
31	-	Some students wish their body was different BUT Other students like their body the way it is
44	+	Some students like their physical appearance the way it is BUT Other students do not like their physical appearance

Item #	Keyed	Parent Relationships
6	+	Some students like the way they act when they are around their parents BUT Other students wish they acted differently around their parents
19	-	Some students find it hard to act naturally when they are around their parents BUT Other students find it easy to act naturally around their parents
32	+	Some students feel comfortable being themselves around their parents BUT Other students have difficulty being themselves around their parents
45	-	Some students find they are unable to get along with their parents BUT Other students get along with their parents quite well

Item #	Keyed	Close Friendships
7	-	Some students get kind of lonely because they don't really have a close friend to share things with BUT Other students don't usually get too lonely because they do have a close friend to share things with
20	+	Some students are able to make close friends they can really trust BUT Other students find it hard to make close friends they can really trust
33	-	Some students don't have a close friend they can share their personal thoughts and feelings with BUT Other students do have a friend who is close enough for them to share thoughts that are really personal
46	+	Some students are able to make really close friends BUT Other students find it hard to make really close friends

Item #	Keyed	Intellectual Ability
8	+	Some students feel like they are just as smart or smarter than other students BUT Other students wonder if they are as smart
21	-	Some students do not feel they are very mentally able BUT Other students feel they are very mentally able
34	+	Some students feel they are just as bright or brighter than most people BUT Other students wonder if they are as bright
48	-	Some students question whether they are very intelligent BUT Other students feel they are intelligent

Item #	Keyed	Morality
9	-	Some students often question the morality of their behavior BUT Other students feel their behavior is usually moral
22	+	Some students usually do what is morally right BUT Other students sometimes don't do what they know is morally right
35	-	Some students would like to be a better person morally BUT Other students think they are quite moral
49	+	Some students live up to their own moral standards BUT Other students have trouble living up to their moral standards

Item #	Keyed	Romantic Relationships
10	+	Some students feel that people they like romantically will be attracted to them BUT Other students worry about whether people they like romantically will be attracted to them
23	-	Some students find it hard to establish romantic relationships BUT Other students don't have difficulty establishing romantic relationships
36	+	Some students have the ability to develop romantic relationships BUT Other students do not find it easy to develop romantic relationships
50	-	Some students worry that when they like someone romantically, that person won't like them back BUT Other students feel that when they are romantically interested in someone, that person will like them back

Item #	Keyed	Humor
11	-	When some students do something sort of stupid that later appears very funny, they find it hard to laugh at themselves BUT When other students do something sort of stupid that later appears very funny, they can easily laugh at themselves
24	+	Some students don't mind being kidded by their friends BUT Other students are bothered when friends kid them
37	-	Some students have a hard time laughing at the ridiculous or silly things they do BUT Other students find it easy to laugh at themselves
51	+	Some students can really laugh at certain things they do BUT Other students have a hard time laughing at themselves

Item #	Keyed	Creativity
12	+	Some students feel they are just as creative or even more so than other students BUT Other students wonder if they are as creative
25	-	Some students worry that they are not as creative or inventive as other people BUT Other students feel they are very creative and inventive
38	-	Some students do not feel that they are very inventive BUT Other students feel that they are very inventive
52	+	Some students feel they have a lot of original ideas BUT Other students question whether their ideas are very original

Item #	Keyed	Athletic Competence
13	+	Some students feel they could do well at just about any new athletic activity they haven't tried before BUT Other students are afraid they might not do well at athletic activities they haven't ever tried
26	-	Some students don't feel that they are very athletic BUT Other students do feel they are athletic
39	+	Some students feel that they are better than others at sports BUT Other students don't feel they can play as well
53	-	Some students don't do well at activities requiring physical skill BUT Other students are good at activities requiring physical skill

Item #	Keyed	Global Self-Worth
1	+	Some students like the kind of person they are BUT Other students wish that they were different
14	-	Some students are often disappointed with themselves BUT Other students are usually quite pleased with themselves
27	+	Some students usually like themselves as a person BUT Other students often don't like themselves as a person
40	+	Some students really like the way they are leading their lives BUT Other students often don't like the way they are leading their lives
47	-	Some students would really rather be different BUT Other students are very happy being the way they are
54	-	Some students are often dissatisfied with themselves BUT Other students are usually satisfied with themselves

Administration and Instructions

The Self-Perception Profile for College Students may be administered in groups as well as individually. Total administration time should be approximately 30 minutes. In explaining the question format, it is *essential* that it is made clear that only one box per item should be checked. They should never check both sides of the same sentence. (Invariably there will be someone who checks both sides, and thus initially monitoring their answer sheets is suggested.)

INSTRUCTIONS TO THE STUDENT:

As you can see from the top of your sheet where it says “What I am like”, we are interested in what you are like as a person. This profile contains statements that allow you to describe yourself. This is *not* a test. There are no right or wrong answers. Since students are very different from one another, each individual will be marking something different.

Let me explain how these questions work. Please look at the first item. This question asks about two different kinds of students, and we want to know which student is most like *you*.

- (1) What you need to first decide is whether you are more like the students on the left side who like the kind of person they are, or whether you are more like the students on the right side who wish that they were different. Don't mark anything yet, but first decide which kind of student is *most like you*, and go to that side of the statement.
- (2) Now I want you to think about whether that is only *sort of true* for you, or *really true* for you. Place an X in the appropriate box.
- (3) For each statement, you only check **one** box. Do not check both sides, just the *one* most like you.

Scoring

A scoring key is included in the Appendix. Items are scored 4, 3, 2, 1, where 4 represents the most competent or adequate self-judgment and 1 represents the least competent or adequate self-judgment. Items within each subscale are counter-balanced such that half of the items begin with a statement reflecting high competence or adequacy, and the other half begin with a statement reflecting low competence or adequacy. Therefore, the item scores for those with the most adequate description on the left are scored 4, 3, 2, 1 (from left to right); whereas the item scores for those with the most adequate description on the right are scored 1, 2, 3, 4 (from left to right). A *data coding sheet* is included in the Appendix. Scores from the students' protocols can be transferred to this sheet where all items for a given subscale are grouped together to facilitate the calculation of the mean for each subscale. Scoring, then, will result in a total of 13 subscale means which will define a given student's profile.

Samples to Whom Scale Has Been Administered

The first pilot version of the Self-Concept Scale for College Students was collected by mail from 134 volunteer subjects from the University of Denver and from colleges and universities across the country. Fifty-seven subjects for the second pilot version were obtained from the University of Denver subject pool and given class credit or their own self-esteem profiles in exchange for participating. From these two pilot studies, the current version has been designed. In each pilot there were approximately three times as many female participants as males. The mean age of the populations was 19.7, and the mean class levels were 2.0 to 2.6, between the sophomore and junior years.

For the current version, there were 300 subjects, 100 males and 200 females. One hundred eighty-two subjects were obtained from Colorado State University, and 118 were from the University of Denver. Overall, there were 142 freshmen, 94 sophomores, 41 juniors, and 23 seniors; and the mean age for the students was 19.8.

Ninety-three percent of the subjects were Caucasian, and 94% were never married. Only two students reported living with a significant other. In keeping with the commuter school profile, 84% of these students reported either or both parents' homes as a permanent address. Approximately 24% of the CSU students had experienced parental divorce, while ten students experienced parental death.

Psychometric Properties

Subscale Reliabilities

Reliabilities of the four-item Self-Perception subscales were assessed by coefficient alpha, an index of internal consistency. Across subscales, these values ranged from .76 to .92 for the group as a whole (see Table 1). Only one subscale, Job Competence, had a reliability coefficient under .80, and it had a much higher alpha coefficient (.84) when it was administered during the summer, perhaps because the items were more salient for college students working during the summertime.

Table 1. Reliabilities for Self-Perception Subscales

Creativity	.89	Romantic Relationships	.88
Intellectual Ability	.86	Social Acceptance	.80
Scholastic Competence	.84	Close Friendships	.82
Job Competence	.76	Parent Relationships	.88
Athletic Competence	.92	Humor	.80
Appearance	.85	Morality	.86

Means and Standard Deviations

The subscale means and standard deviations are presented by gender in Table 2. There it can be seen that means for the Self-Perception Profile subscales fall near 3.0, indicating no ceiling or floor effects. There are, however, differences associated with gender. Standard deviations fluctuate around .80, revealing adequate item variability.

Gender effects. Three-way analyses of variance (ANOVA), with gender, class, and college as grouping factors were computed, and the following effects were obtained. As can be seen in Table 3, females scored higher than males for the Close Friendships domain. The other two gender differences show that males thought themselves better at athletics and better looking than females.

Table 2. Subscale Means and Standard Deviations by Gender

	<i>Females</i>		<i>Males</i>		<i>Everyone</i>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Self-Worth	3.17	0.62	3.25	0.51	3.19	0.60
Creativity	2.79	0.72	3.02	0.67	2.85	0.71
Intellectual Ability	3.02	0.68	3.28	0.65	3.08	0.68
Scholastic Competence	2.78	0.66	2.94	0.69	2.82	0.67
Job Competence	3.31	0.52	3.33	0.56	3.32	0.53
Athletic Competence	2.67	0.88	3.00	0.82	2.75	0.87
Appearance	2.57	0.76	2.88	0.58	2.64	0.73
Romantic Relationships	2.61	0.85	2.53	0.77	2.59	0.83
Social Acceptance	3.17	0.64	3.16	0.58	3.17	0.63
Close Friendships	3.42	0.65	3.15	0.70	3.35	0.67
Parent Relationships	3.55	0.61	3.32	0.66	3.50	0.63
Humor	3.54	0.50	3.34	0.50	3.49	0.51
Morality	3.26	0.67	3.15	0.68	3.23	0.67

Table 3. Gender Effects for Self-Perception Subscale Means

<i>Domains</i>	<i>Males' Mean</i>	<i>Females' Mean</i>	<i>F Value</i>	<i>df</i>	<i>p</i>
Appearance	2.88	2.57	4.26	1, 284	.05
Athletic Competence	3.00	2.67	3.94	1, 284	.05

Factor Pattern

A major purpose in factor analyzing this instrument was to determine whether the twelve subscales constituted separate factors. Only the twelve specific domains (not including the Global Self-Worth items) were included in the analysis. Global Self-Worth is thought to be qualitatively different from self-descriptions in the other domains, although it is influenced by certain domain-specific judgments. That is, Global Self-Worth is determined, in part, by how competent or adequate one is in domains deemed important to the self, and since these particular domains vary across individuals, their relationship to Self-Worth was not expected to be systematic. Thus, Self-Worth was not included in the factor analysis.

Cattell's scree test (Cattell, 1966), based on the magnitude of the eigenvalues, indicated that twelve factors should be extracted, and these corresponded perfectly to the intended twelve subscales (see Table 4). An oblique solution was chosen because it was expected that certain subscales would be moderately correlated, and in fact, they were, as shown in Table 5. In a principal components factor analysis, the factor loadings were quite high, ranging between .52 and .92, with the average at .78; and no cross-loadings over .35 were found.

Self-Perception Subscale Correlations with Self-Worth. The highest correlate of Self-Worth is Appearance ($r = .61$ for the entire sample, see Table 6). This strong relationship has been found in every sample tested to date, for younger elementary school children in grades three through six (Harter, 1985a), for gifted third and fourth graders in a self-contained classroom (Zumpf, personal communication), for middle school children in grades six through eight (Harter, 1986a), for learning disabled (LD) children in grades seven through nine (Renick & Swallow, 1986), for adolescents (Harter, 1986c), for LD adolescents in grades 10 through 12 (Renick & Swallow, 1986), and for adults (Messer & Harter, 1986). Thus, Appearance is the single domain most highly and systematically related to Self-Worth at every age level including the college level.

As can be seen in Table 6, the highest correlates of Self-Worth, other than Appearance, are Job Competence, Social Acceptance, Intellectual Ability, Parent Relationship, and Scholastic Competence. These differ somewhat by gender, so the self-perception correlations are presented for males and females, as well as the sample as a whole.

Table 4. Factor Pattern (Oblique Rotation) for the Self-Perception Profile for College Students (N=300)

<i>Item Description</i>	1. Job Competence	2. Scholastic Competence	3. Social Acceptance	4. Appearance	5. Parent Relations	6. Close Friendships
2. Very proud of work they do on the job	.69					
15. Feel they are very good at their job	.79					
28. Feel confident they can do new job	.52					
41. Satisfied with way they do job	.79					
3. Confident they are mastering coursework		.84				
16. Do very well at their studies		.72				
29. Rarely have trouble with assignments		.65				
42. Feel intellectually competent at studies		.63				
4. Satisfied with social skills			.67			
17. Make friends easily			.75			
30. Liking their interactions			.70			
43. Socially accepted by many people			.62			
5. Happy with the way they look				.66		
18. Are happy with their height and weight				.83		
31. Like their body the way it is				.85		
44. Like physical appearance				.73		
6. Like the way they act around their parents					.82	
19. Easy to act naturally around their parents					.89	
32. Comfortable being themselves around parents					.89	
45. Get along well with parents					.78	
7. Have close friend to share with						.80
20. Able to make close friend to trust						.70
33. Have close friend to share personal thoughts, feelings						.81
46. Able to make really close friends						.62

Note: Loadings less than .35 not included for the sake of clarity

Table 4. Factor Pattern (Oblique Rotation) for the Self-Perception Profile for College Students, Continued

<i>Item Description</i>	<i>7. Intellectual Ability</i>	<i>8. Morality</i>	<i>9. Romantic Relations</i>	<i>10. Humor</i>	<i>11. Creativity</i>	<i>12. Athletic Competence</i>
8. As smart or smarter than others	.74					
21. Feel mentally able	.65					
34. As bright or brighter than others	.69					
48. Feel they are intelligent	.68					
9. Feel behavior is usually moral		.85				
22. Usually do what is morally right		.81				
35. Think they are moral		.89				
49. Live up to their moral standards		.73				
10. People will be romantically attracted			.79			
23. Do not have difficulty establishing relationships			.86			
36. Have the ability to develop relationships			.91			
50. When interested, other person will like them			.75			
11. Easily laugh at stupid behavior				.77		
24. Don't mind being kidded by friends				.54		
37. Can easily laugh at themselves				.85		
51. Can laugh at certain things they do				.87		
12. Just as creative or even more so					.89	
25. Feel very creative and inventive					.89	
38. Feel inventive					.82	
52. Have lots of original ideas					.73	
13. Do well at new athletic activity						.87
26. Feel they are athletic						.88
39. Better than others at sports						.92
53. Good at physical activities						.89

Note: Loadings less than .30 not included for the sake of clarity

Table 5. Intercorrelations for Self-Perception and Social Support Subscales*

<i>Subscales</i>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1. Self-Worth	-	.44	.61	.26	.45	.56	.53	.34	.41	.40	.37	.39	.38	.28	.32	.37	.33	.49
2. Intellectual Ability		-	.31	.09	.65	.26	.40	.24	.31	.22	.13	.14	.48	.22	.08	.10	.23	.35
3. Appearance			-	.24	.26	.36	.38	.42	.34	.22	.22	.18	.20	.14	.28	.19	.21	.30
4. Athletic Competence				-	.02	.23	.21	.23	.17	.08	.16	.16	.18	.08	.20	.17	.04	.14
5. Scholastic Competence					-	.21	.37	.19	.27	.20	.13	.12	.31	.18	.10	.09	.30	.35
6. Social Acceptance						-	.35	.28	.24	.55	.35	.29	.27	.34	.22	.22	.34	.51
7. Job Competence							-	.26	.34	.32	.24	.26	.34	.24	.22	.23	.30	.35
8. Romantic Relationships								-	.15	.31	.14	.20	.19	.18	.14	.21	.22	.22
9. Morality									-	.19	.26	.23	.22	.26	.18	.23	.18	.26
10. Close Friendships										-	.26	.29	.23	.67	.26	.27	.28	.42
11. Humor											-	.21	.24	.20	.16	.20	.30	.32
12. Parent Relationships												-	.13	.28	.61	.54	.12	.24
13. Creativity													-	.12	.07	.12	.30	.31
14. Social Support Close Friends														-	.28	.27	.24	.39
15. Social Support Mother															-	.40	.16	.21
16. Social Support Father																-	.19	.25
17. Social Support Instructors																	-	.50
18. Social Support Campus Organizations																		-

*See subsequent rationale for inclusion of the social support scale.

Table 6. Self-Perception Subscale Correlations with Self-Worth

	<i>Everyone</i>	<i>Males</i>	<i>Females</i>
Creativity	.38***	.40***	.38***
Intellectual Ability	.44***	.51***	.43***
Scholastic Competence	.45***	.54***	.42***
Job Competence	.53***	.57***	.53***
Athletic Competence	.26***	.17	.28***
Appearance	.61***	.53***	.63***
Romantic Relationships	.34***	.33**	.34***
Social Acceptance	.56***	.48***	.58***
Close Friendships	.40***	.41***	.41***
Parent Relationships	.39***	.55***	.35***
Humor	.37***	.42***	.36***
Morality	.41***	.31**	.45***

Importance Ratings

The Larger Theoretical Model

Historical scholars of the self, notably James and Cooley, advanced different theories concerning the **determinants** of global self-esteem or self-worth. For James, self-esteem resulted from one's evaluation of the ratio of one's successes to one's pretensions. Therefore, if one's **successes** equal or exceed one's **pretensions**, high self-esteem results. Conversely, if one's pretensions exceed one's successes, the result is low self-esteem.

In Harter's work with children (Harter, 1999), James's conceptual model has been translated into an empirical model that can be tested directly. This was accomplished by operationalizing James' ratio into a discrepancy between domain-specific competence/adequacy evaluations and attitudes concerning the importance of success in each of these domains. It was found that children age eight and older do appraise these factors, both weighing and comparing their competence and the importance of success in different domains, and these appraisals appear to strongly influence older children's sense of self-worth (Harter, 1999).

It is necessary, therefore, to assess the importance of success for each domain in order to examine the discrepancy or congruence between one's perception of **competence** and the **importance** the student attaches to success in each domain. If the discrepancy between self-reported competence and importance is large, meaning that one's importance score is much higher than the corresponding competence score, low global self-worth is predicted. On the other hand, high congruence or a low discrepancy between competence and importance should lead to higher self-worth.

The competencies and adequacies assessed by the Self-Perception Profile were an attempt to index James' domain-specific "successes". Assessing the importance of success was accomplished by constructing two items from each of the 12 specific domains asking how important that particular domain is to the way the student feels about himself or herself as a person. The discrepancy between the student's perception of his or her success in a specific domain and how important that domain is to the student is operationalized as a difference rather than a ratio, even though the two are very similar. This discrepancy has been demonstrated to be one determinant of self-worth in children (Harter, 1986b).

Discrepancy scores are calculated as the **importance ratings** minus the **competence scores** in all domains **which have an importance rating of four**. Because all the domains were important for college students (all except athletic competence had mean importance ratings above three), only those domains rated **very** important (a score of four) should be used in calculating a discrepancy, since competence scores are hypothesized to affect one's self-worth only if the domain is considered **very important** to an individual.

Importance Scale Structure and Administration

The subject is asked to complete a separate form entitled *Importance Ratings* using the same directions given for the Self-Perception Profile. There are 12 two-item Importance subscales that parallel the domains of the Self-Perception Profile, and use the same question format. The student is asked to rate each item by how important the domain is to the self as a person.

Master List of Importance Items Grouped According to Subscale

Item #	Keyed	Athletic Competence Importance
1	+	Some students feel it's important to be good at athletics BUT Other students do not feel athletics is all that important
13	-	Some students feel that it is not all that important to be good at sports BUT Other students feel that it is important to be good at sports

Item #	Keyed	Creativity Importance
2	-	Some students do not feel that creativity is very important BUT Other students feel that creativity is important
14	+	Some students feel that being inventive or creative is important BUT Other students do not feel that being inventive or creative is all that important

Item #	Keyed	Humor Importance
3	+	Some students think that it is important to be able to laugh at certain things they do BUT Other students do not think that being able to laugh at certain things they do is important at all
15	-	Some students do not think it is important to be able to laugh at stupid things they do BUT Other students do think that it is important to be able to laugh at stupid things they do

Item #	Keyed	Romantic Relationships Importance
4	-	Some students do not feel that the ability to establish romantic relationships is very important BUT Other students do feel the ability to establish romantic relationships is important
16	+	Some students feel that being able to establish romantic relationships is important BUT Other students do not feel that being able to establish romantic relationships is all that important

Item #	Keyed	Morality Importance
5	+	Some students feel that behaving morally is important BUT Other students do not feel behaving morally is all that important
17	-	Some students do not think it is that important to live up to their moral standards BUT Other students think that living up to their moral standards is very important

Item #	Keyed	Intellectual Ability Importance
6	-	Some students feel that being smart isn't all that important BUT Other students feel that it is important to be smart
18	+	Some students think it is important to be bright BUT Other students do not think that being bright is all that important

Item #	Keyed	Close Friendships Importance
7	+	Some students feel that it is important to be able to make really close friends BUT Other students do not feel that it is all that important to be able to make close friends
19	-	Some students feel that being able to make close friends they can really trust is not that important BUT Other students feel that being able to make close friends they can really trust is very important

Item #	Keyed	Parent Relationships Importance
8	-	Some students do not think that being able to get along with their parents is important BUT Other students do think it is important to be able to get along with their parents
20	+	Some students think it is important to maintain a good relationship with their parents BUT Other students do not think it is all that important to maintain a good relationship with their parents

Item #	Keyed	Appearance Importance
9	+	Some students feel that being good looking is important BUT Other students do not think that being good looking is very important
21	-	Some students feel that appearance is not that important BUT Other students do feel appearance is important

Item #	Keyed	Social Acceptance Importance
10	-	Some students feel that being able to make new friends easily is not that important BUT Other students feel that being able to make new friends easily is important
22	+	Some students feel it is important to be socially accepted BUT Other students do not feel that being socially accepted is all that important

Item #	Keyed	Scholastic Competence Importance
11	+	Some students feel that doing well at their studies is important BUT Other students do not feel that doing well at their studies is all that important
23	-	Some students think that it is not that important to be good at their classwork BUT Other students feel that being good at their classwork is very important

Item #	Keyed	Job Competence Importance
12	-	Some students do not think that being good at their job is very important BUT Other students think it is very important to be good at their job
24	+	Some students think that it is important to be responsible when working at their job BUT Other students do not think it is that important to be responsible when working at their job

Scoring

Scoring the Importance ratings is the same as scoring the Self-Perception Profile. The items are scored 4, 3, 2, 1, for the highest to the lowest importance. Each importance subscale has a corresponding competence subscale (except self-worth, which is not a competence subscale) and has two items, one with the most important side presented first, and the other with the least important side presented first. A data coding sheet is included in the Appendix. Scores from the students' protocols can be transferred to this sheet for the importance scores and for calculating discrepancies is included.

Psychometric Properties

Subscale Reliabilities

Coefficient alpha was used to assess the internal consistency reliability of the Importance subscales. While it is difficult to obtain high reliabilities with a two-item scale, these subscales yielded values ranging from .53 to .84 (see Table 7); six of them were between .70 and .79, and three were above .80. The two least reliable subscales were Social Acceptance and Parent Relationships Importance.

Table 7. Reliabilities for Importance Subscales

Creativity Importance	.77	Romantic Relationships Importance	.78
Intellectual Ability Importance	.72	Social Acceptance Importance	.53
Scholastic Competence Importance	.78	Close Friendships Importance	.80
Job Competence Importance	.75	Parent Relationships Importance	.57
Athletic Competence Importance	.84	Humor Importance	.67
Appearance Importance	.72	Morality Importance	.82

Subscale Means and Standard Deviations

The two-item means were relatively high, as expected, averaging approximately 3.4 (see Table 8 for means presented by gender). Only two subscales had a mean below 3.0. It appears that all of the domains are quite important to college students. Standard deviations were relatively low, fluctuating around .60, although there were individual differences reflecting a reasonable range of responses.

Table 8. Importance Subscale Means and Standard Deviations by Gender

	<i>Females</i>		<i>Males</i>		<i>Everyone</i>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Creativity Importance	3.35	0.61	3.39	0.59	3.36	0.60
Intellectual Ability Importance	3.27	0.66	3.2	0.66	3.26	0.66
Scholastic Competence Importance	3.68	0.47	3.42	0.67	3.62	0.53
Job Competence Importance	3.79	0.40	3.61	0.55	3.75	0.45
Athletic Competence Importance	2.62	0.83	2.86	0.80	2.68	0.83
Appearance Importance	2.99	0.64	2.91	0.67	2.98	0.65
Romantic Relationships Importance	3.33	0.72	3.26	0.70	3.32	0.71
Social Acceptance Importance	3.37	0.55	3.19	0.51	3.33	0.54
Close Friendships Importance	3.79	0.44	3.51	0.55	3.72	0.48
Parent Relationships Importance	3.80	0.45	3.60	0.52	3.75	0.47
Humor Importance	3.67	0.51	3.50	0.53	3.63	0.52
Morality Importance	3.55	0.57	3.35	0.71	3.51	0.61

Gender effects. Females were expected to score higher than males on relationship-oriented subscales, whereas males were expected to score higher than females on ability-oriented subscales. This prediction was not confirmed; however, the three gender differences indicated that females judged Close Friendships, Intellectual Ability, and Scholastic Competence to be more important than did males (see Table 9).

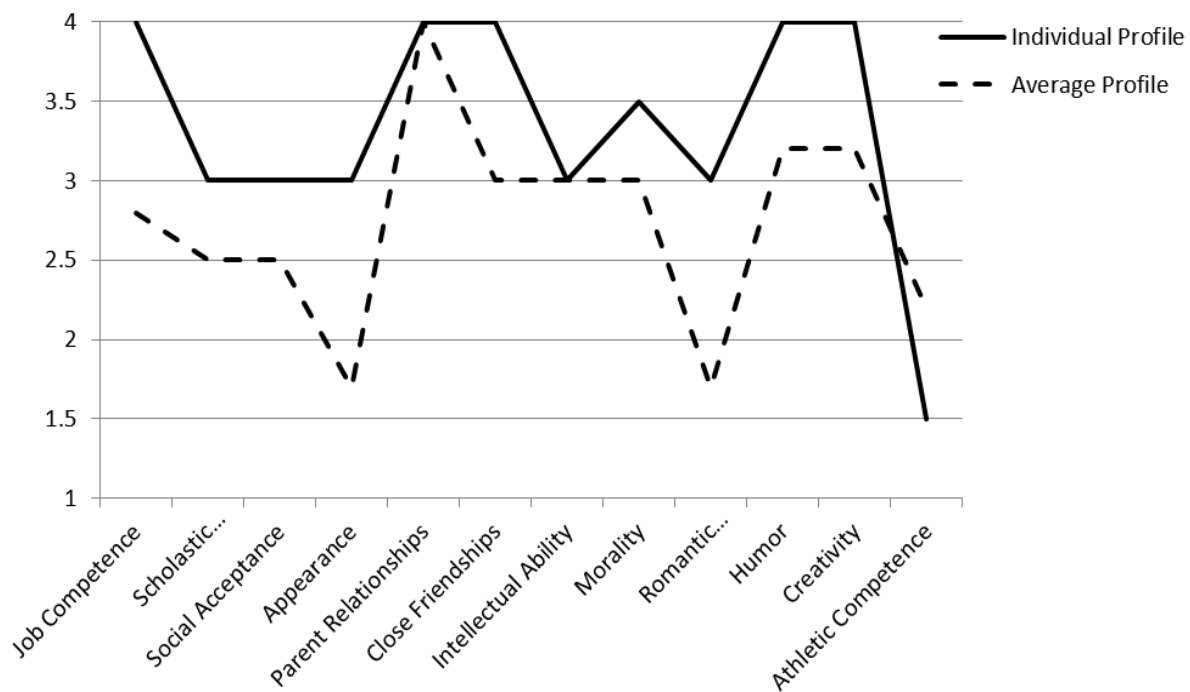
Table 9. Gender Effects for Importance Ratings

Domains	Males' Mean	Females' Mean	F Value	df	p
Intellectual Ability Importance	3.21	3.27	5.93	1, 284	.05
Scholastic Competence Importance	3.42	3.68	4.44	1, 284	.05
Close Friendships Importance	3.51	3.79	8.93	1, 284	.005

Using the Importance Ratings

The Individual Profile

To enhance the demonstration of the discrepancy in each domain for a given individual participant and the group, both profiles can be graphed. The subscale score **averages** for each domain can be graphed as a dotted line on the *Individual Profile Form*, and the Importance score averages for an individual can be graphed as a solid line on the same form. An example of a profile is shown below:



For demonstration purposes, the 300 subjects were divided into three groups (approximately thirds of the sample) identified as High ($M = 3.50$ to $M = 4.00$), Medium ($M = 3.00$ to $M = 3.33$) and Low ($M = 1.00$ to $M = 2.83$) on global self-worth. Figure 1 presents the competence/adequacy scores for each group across the 12 specific domains. It can be seen that the rank order of perceived competence is very similar across the three self-worth groups. The primary difference is that the highest subscale scores are found among the High self-worth group, followed by the

Medium self-worth group, with the Low self-worth group reporting the lowest competence/adequacy in all domains.

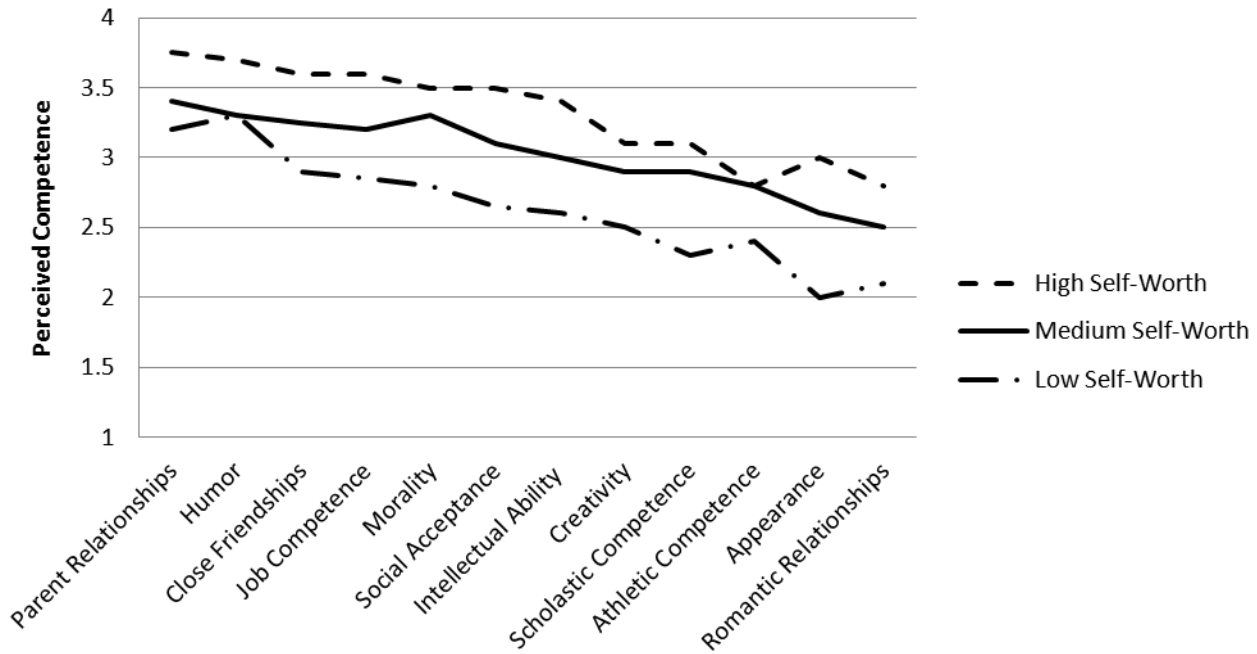


Figure 1. Profile of high, medium, and low self-worth groups on Self-Perception subscales.

A comparison of the relationships between competence/adequacy scores and importance judgments for the three self-worth groups reveals the predicted pattern. As can be seen in figures 2, 3, and 4, there is much more congruence between the competence/adequacy scores and the Importance Ratings for the High self-worth subjects compared to the Medium self-worth group, and the biggest discrepancy between competence and importance can be observed among those low in self-worth. Interestingly, the importance judgments of the three self-worth groups were very similar across the three groups, suggesting that there are common perceptions among this group of college students as to the importance of these domains, independent of self-worth level. As a result, the congruence or discrepancy is largely due to the competence/adequacy ratings in relation to these similar importance hierarchies. It seems that students with lower self-worth were unable to discount the importance of domains in which they felt inadequate.

In order to see more clearly the pattern shown in Figures 2, 3, and 4, figures for each separate domain were examined. Figure 5 presents the competence and importance of each domain and the score of the three self-worth groups. While the importance ratings were rarely different across groups, the competence scores become increasingly lower with the lower self-worth groups. For the High self-worth group, there was little or no difference between competence and importance scores, while the Medium self-worth subjects had a small discrepancy between competence and importance scores. The largest discrepancies were found for the Low self-worth group. This pattern exists for all of the domains except for Athletic Competence, a domain that even the Low Self-Worth students were able to discount.

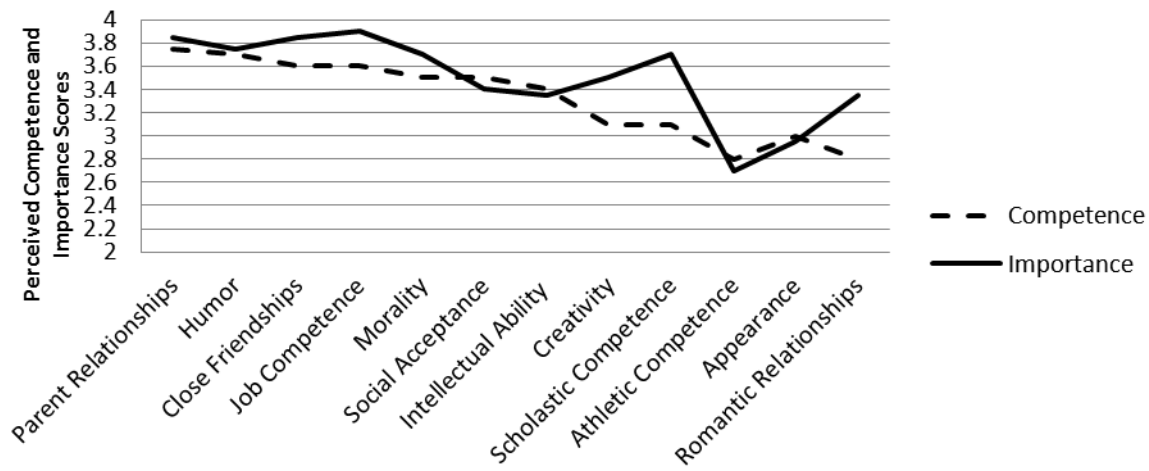


Figure 2. Competence scores and Importance ratings for high self-worth subjects.

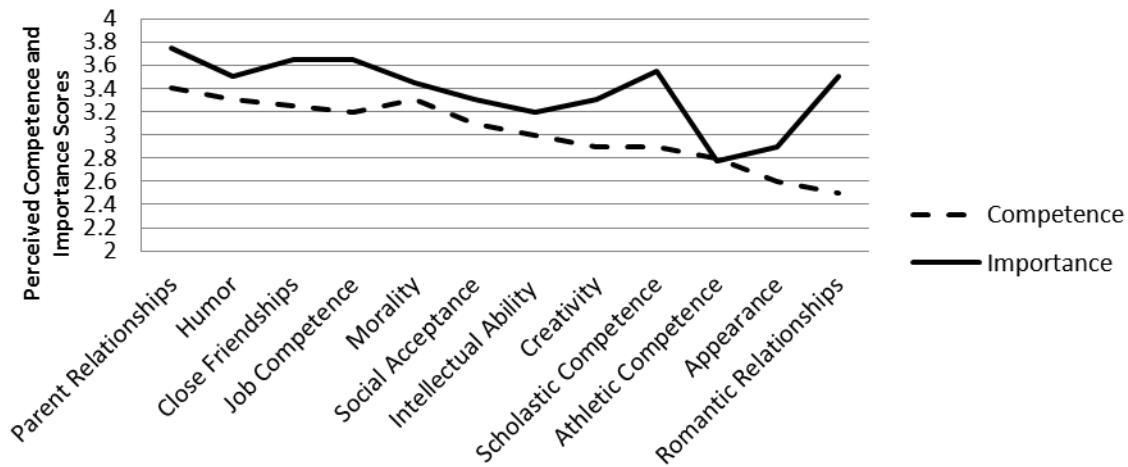


Figure 3. Competence scores and Importance ratings for medium self-worth subjects.

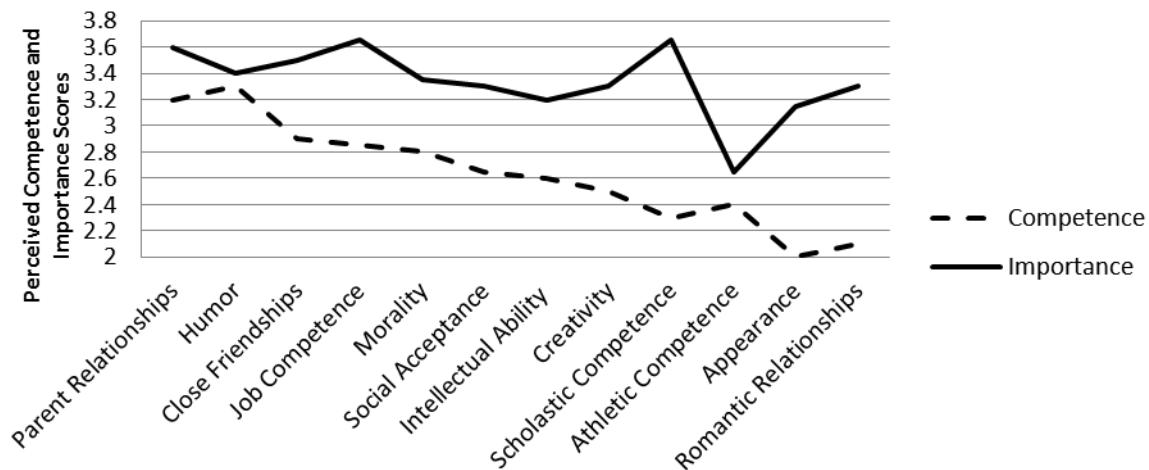


Figure 4. Competence scores and Importance ratings for low self-worth subjects.

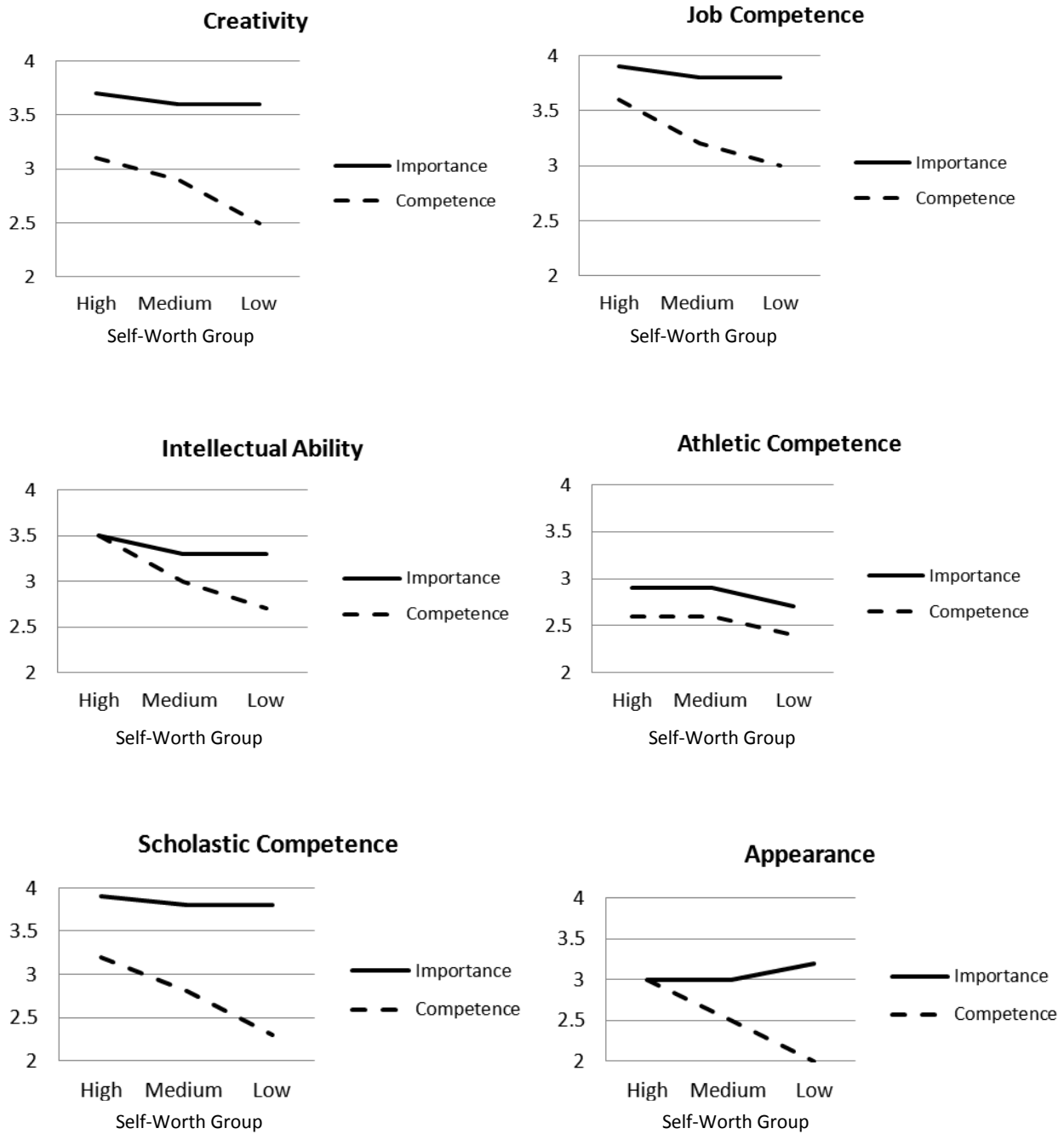


Figure 5. Competence and Importance scores for the three Self-Worth Groups.

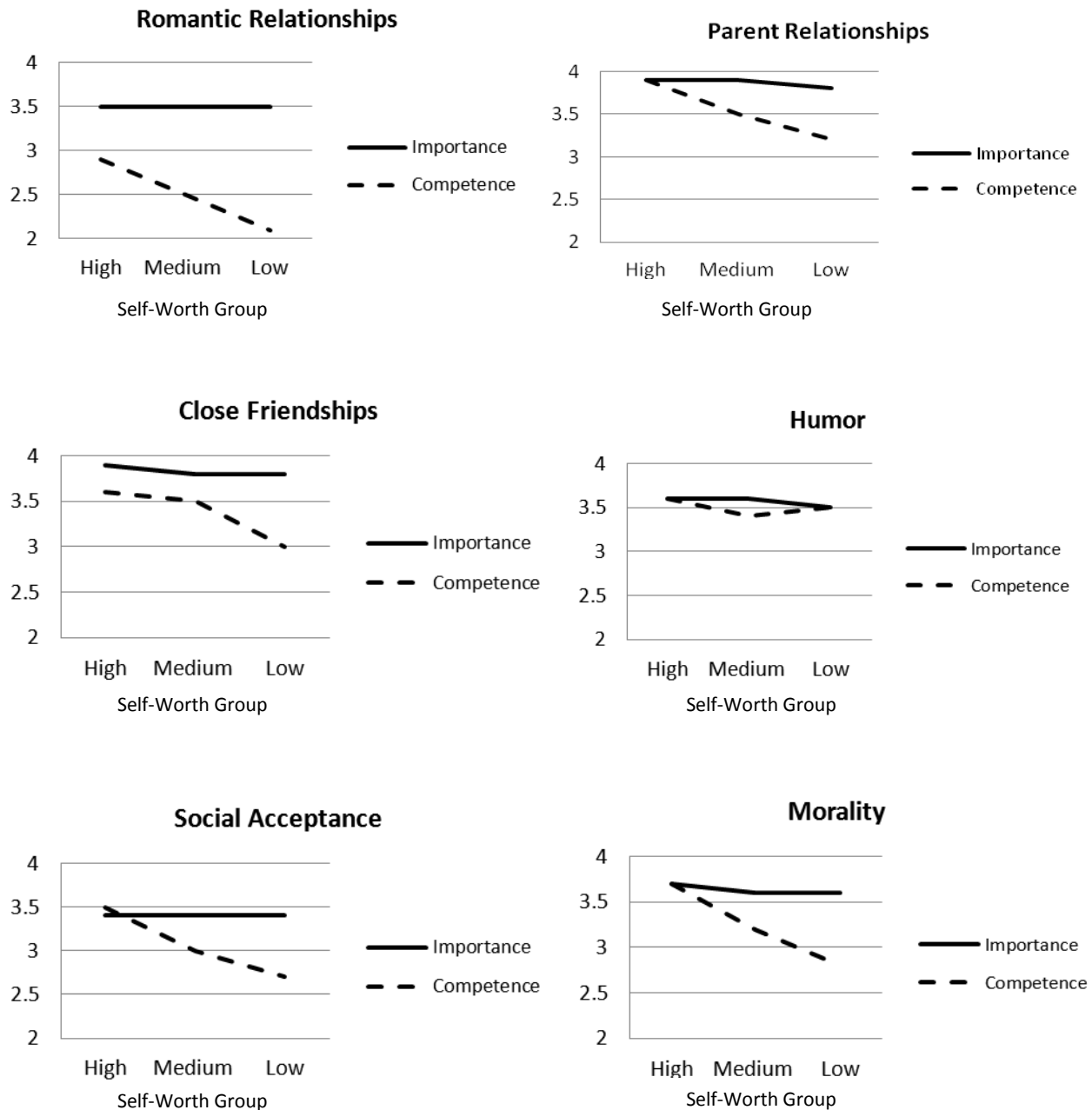


Figure 5. Competence and Importance scores for the three Self-Worth Groups, continued.

Calculating Discrepancy Scores

To obtain discrepancy scores for each subject, first transfer the importance and competence scores to the data coding sheet and the appropriate blanks. The overall discrepancy score is found through the following procedure. Calculate the average of the domains. Then subtract the competence average from the importance average of only those domains with an importance average of four. Finally, compute the average of the discrepancies by adding all of the

discrepancy scores (which should be a negative number or zero) and dividing by the number of subscales included. An example is included below:

<u>Domains</u>	<u>Competence</u>	<u>Importance</u>	<u>Discrepancy</u>
Job Competence	2.75	4.00	-1.25
Scholastic Competence	2.50	3.00	
Social Acceptance	2.50	3.00	
Appearance	1.75	3.00	
Parent Relationships	4.00	4.00	0.00
Close Friendships	3.00	4.00	-1.00
Intellectual Ability	3.00	3.00	
Morality	3.00	3.50	
Romantic Relationships	1.75	3.00	
Humor	3.25	4.00	-0.75
Creativity	3.25	4.00	-0.75
Athletic Competence	2.0	1.50	
			-3.75

$-3.75/5$ (# of domains with 4 importance) = $-.75$ Average Discrepancy

The graph of overall discrepancy score in relation to self-worth is shown below so that a comparison can be made between the student’s discrepancy score and the predicted self-worth.

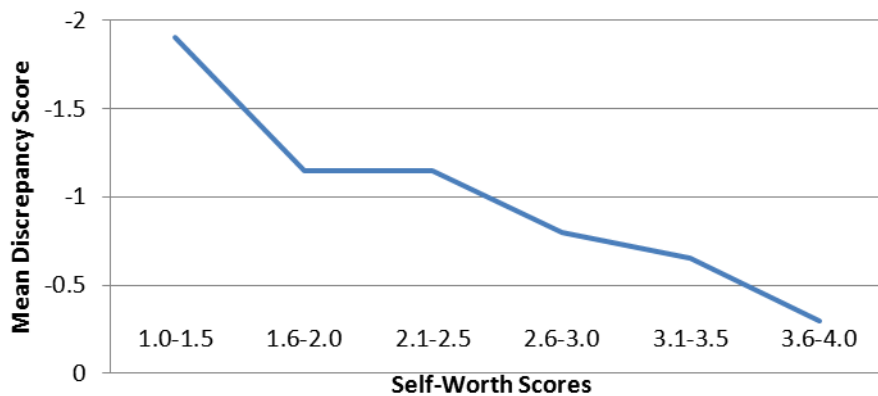


Figure 6. The relationship between Self-Worth and the Competence-Importance Discrepancy for high importance college students.

High Importance Domains and Global Self-Worth

The correlation between the subscales of students who rated the domains as very important (score of four) and global self-worth was .62. While this overall score is predictive of self-worth, some of the individual domains were even more predictive of self-worth. Appearance correlates .86 with self-worth for those students who rated it a four. (See Table 10 for each domain's correlation with self-worth for those students rating the domains as very important.) While very few of the students chose the four Importance rating of Appearance ($n=41$), correlations like these are extremely high and betray the cognitive assessment of both competence and importance in the formation of self-worth. (For a more thorough discussion of the importance of appearance to global self-worth, see Neemann, 1986.)

Table 10. Correlations with Self-Worth for Those Students with Importance Ratings of Four in the Domain

Creativity	.45***	Romantic Relationships	.47***
Intellectual Ability	.44***	Social Acceptance	.60***
Scholastic Competence	.45***	Close Friendships	.40***
Job Competence	.54***	Parent Relationships	.31***
Athletic Competence	.19	Humor	.24***
Appearance	.86**	Morality	.38***

*** = $p < .001$.

Another interesting facet of the Importance ratings centered on how many students rated the domains a perfect four, and who these students were. Table 11 lists the number and percent of students in each group (males, females, and everyone) who rated the domains a four in importance. Chi square tests were performed on those domains that showed possible significant differences. For many of the domains (creativity, intellectual ability, scholastic competence, appearance, and romantic relationships) there were no appreciable differences in the percentage of males as opposed to the percentage of females rating the domains as four importance. There were, however, interesting gender differences in the other domains.

In all domains, a higher percentage of females rated the domains a four importance than the percentage of males. Seventy-six percent of females as opposed to 61% of males rated job competence as four importance $\chi^2(1, N=299) = 4.65, p < .05$. It could be that females more than males recognize a need to perform at a high level on the job to be successful (financially and otherwise) in life.

The other gender differences appeared for the social relationships domains of Social Acceptance, Close Friendships, Parent Relationships, and Humor. For the Social Acceptance domain, 31% of the females as opposed to 17% of the males rated this domain as four importance $\chi^2(1, N=300) = 4.39, p < .04$. Seventy-six percent of the females as opposed to 49% of the males rated Close Friendships as four importance $\chi^2(1, N=300) = 17.26, p < .0001$. For the Parent Relationships domain, 84% of the females as opposed to 65% of the males rated this domain as four importance $\chi^2(1, N=300) = 15.73, p < .0001$. And finally, 64% of the females as opposed to

50% of the males rated Humor as four importance $\chi^2(1, N=300) = 4.06, p < .05$. It seems that females know that social relationships are very important and that society generally expects females more than males to work harder and longer at achieving good social relationships. The college population seems to reflect the expected societal standards.

Table 11. Number of Students Endorsing the Four Importance Rating by Gender

	<i>Everyone</i>		<i>Males</i>		<i>Females</i>	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
Creativity	111	37%	27	39%	84	37%
Intellectual Ability	98	33%	20	29%	78	34%
Scholastic Competence	179	60%	35	50%	144	63%
Job Competence	216	72%	43	61%	173	76%
Athletic Competence	42	14%	15	21%	27	12%
Appearance	41	14%	10	14%	31	14%
Romantic Relationships	120	40%	23	33%	97	42%
Social Acceptance	83	28%	12	17%	71	31%
Close Friendships	208	69%	34	49%	174	76%
Parent Relationships	227	76%	40	57%	187	81%
Humor	183	61%	35	50%	148	64%
Morality	157	52%	30	43%	127	55%

Discounting

Figure 7 depicts the results of an examination of the competence scores and importance ratings for the mean of the student's two highest competence domains (Parent Relationships and Humor—High Competence) and the two lowest domains (Appearance and Romantic Relationships—Low Competence) across the three self-worth groups. For the High self-worth group, the importance ratings of the Highest and Lowest domains parallel almost exactly the slightly lower competence scores in those domains. For the Medium self-worth group, the importance ratings are similar to the High self-worth group's, but the Medium groups' competence scores were not. In the Low Competence domains, the competence scores were quite discrepant from the Importance Ratings. This is seen even more clearly for the Low self-worth group. Apparently those scoring lower in self-worth were unable to discount the importance of domains in which they felt less adequate.

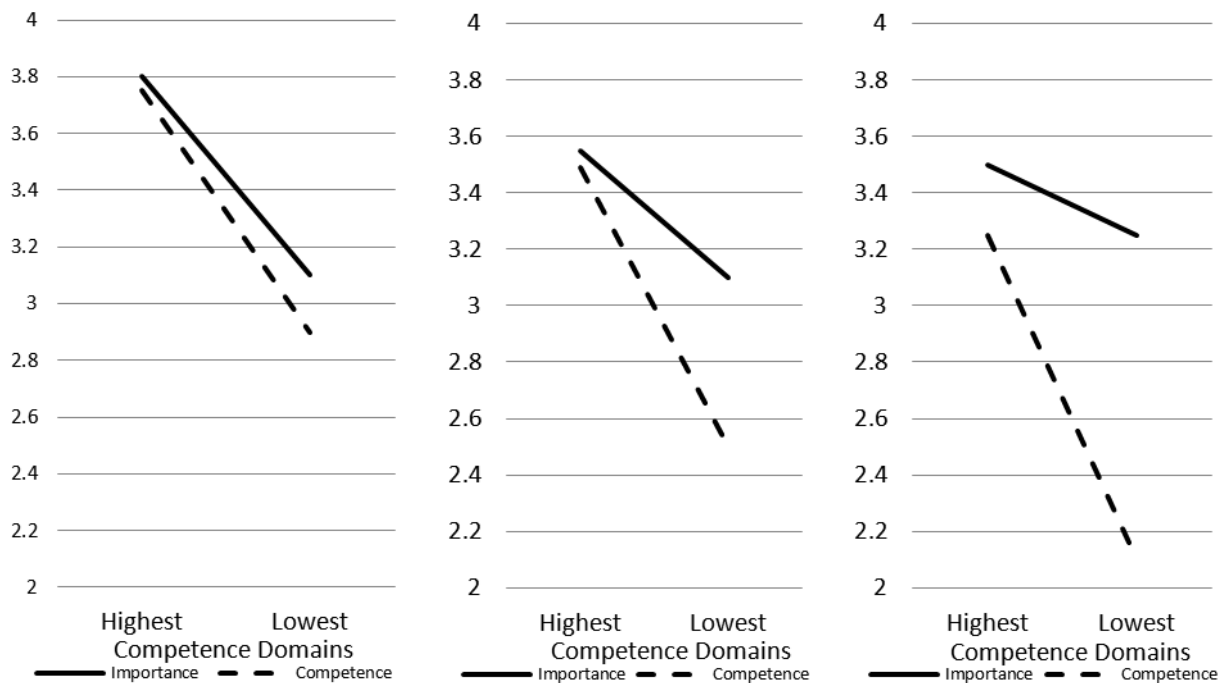


Figure 7. Competence judgments and importance ratings for the highest and lowest competence domains of college students with high, medium, and low self-worth.

In order for Medium and Low self-worth students to enhance their self-worth, then, it would seem that they could either discount the importance of domains in which they feel inadequate, or increase competence in the high-importance areas. Another possibility is that they could become good in at least one domain and make that domain important to the self. It seems very unlikely, however, that college students could discount the importance of appearance and romantic relationships, since these issues are highly salient at this developmental period, particularly within the context of the college environment. Thus, the only route to enhancing self-worth according to James would be to become more adequate in the important areas, thereby reducing the discrepancy. Yet, some areas, such as appearance and romantic appeal, are somewhat limiting in this respect.

It should be noted that while the greatest congruence between competence and importance scores was manifested by the high self-worth group, their lowest competence scores, and therefore their lowest importance ratings, were not all that low. That is, these are students who perceive themselves to be relatively competent, even in their worst domain; and as a result, they do not have to discount the importance of their less competent domains to a very great degree.

The low self-worth students, in contrast, are among the least competent students. One may wonder why they do not discount the importance of the domains in which they are least competent in order to protect their overall self-worth. One reason is that the domains chosen are exceedingly difficult to discount. That is, domains were selected that are highly valued among the peer culture,

as well as society at large. Thus it may be that college students do not have the luxury, as it were, of discounting success in these domains. So while improvement in lower competence areas such as appearance and romantic relationships might be somewhat limited, it may be the only way to decrease the competence-importance discrepancy, thereby enhancing self-worth. It would be interesting to know whether the societally dictated importance hierarchy for adults is as rigid as the one handed to college students seems to be.

While Importance Ratings provide important information about which domains the student thinks is important, caution should be used when assuming these ratings to be perfectly representative of the student's true feelings of how important the domain is to the self as a person. Given the relatively low importance ratings for appearance, we suspect that many students in our sample may have been responding more in terms of whether they think appearance should be important, rather than how important it really is to them personally. Thus, it is advisable that the student be reminded that the question concerns whether the domain is important to them as a person, **not** whether it **should** be important, or whether it is a **value** one tries to live up to, or whether one **looks** for the value in other people, or whether the domain is important to society. Emphasis should be placed on whether the student uses the domain in determining his or her worth as a person. In some cases, then, the administrator of the instrument may want to use lower importance scores in determining discrepancies, especially if the administrator feels the students were attempting to give socially desirable answers to the items. This would be especially helpful to those using the domain as a therapeutic tool to determine which domains may be problematic to the students.

The Social Support Scale

Another determinant of self-worth may stem from socialization, or, in particular, one's perceptions of how other people think of the self. Cooley (1902) was the theorist primarily associated with this orientation, indicating that the self is a social construction, based on how a person interprets others' opinions of him or her. Cooley referred to the "looking glass self", since the self represents the reflected appraisals of others. Mead (1934) put forth a similar formulation, introducing the construct of the "generalized other", which represents the combination of others' thoughts about one's self.

Realizing that James's and Cooley's models might be compatible, we have operationalized Cooley's "looking glass self" in order to show that factors emphasized in James's and Cooley's models both contribute independently to the larger self-system (Harter, 1999). Because Rosenberg (1979) has stressed that a person's perception of what significant others think is what is important, this social construct has been defined as the degree to which children feel that significant others acknowledge their worth as a person. This was tapped with items concerning whether others treat one as a person who matters, listen to one's ideas, feel one is important, etc. On the earlier instrument for children, the Social Support Scale for Children (Harter, 1985). Peers and adults were the two primary types of significant others identified, and these were separated into classmates, close friends, parents, and teachers. With this measure, Harter investigated the hypothesis that self-regard is an internalization of the perceived regard significant others have for the self (Harter, 1999).

Another major goal of this earlier work was to compare the contribution of social support with domain judgments and importance ratings as determinants of global self-worth in order to examine how James' and Cooley's original formulations aid in the understanding of the antecedents of self-worth. Using path-analytic techniques, Harter has found that both conceptualizations contribute in explaining self-worth in older children. It remains to be discovered if both James' and Cooley's models are appropriate for college student populations.

Scale Structure and Content

During the college years, the significant others in students' lives were assumed to be close friends, instructors, people in campus organizations, and parents. Parents were separated into mother and father, given the possibility that each parent may provide a different level or type of support. Although the specific content varies slightly from one source of support to another, these items tap such social support topics as treating one like a person who matters, supporting one, caring about how one feels, liking one the way one is (as opposed to wishing one were different), listening to one's problems, and respecting one as a person. The Close Friend items are worded somewhat differently than the other subscale items. The other domains assume that mother, father, instructors and people in campus organizations **already exist** in the student's life, and these items assess the perceived regard of these three sources toward the student. The Close Friend subscale, in contrast, asks whether the student **has** a close friend who responds in certain ways toward the self.

Each subscale contains four items for a total of 20 items on the instrument. The items are presented as Close Friend, Mother, People in Campus Organizations, Father, and Instructors, and repeat themselves in that order throughout the questionnaire. The question format is the same as that used for the Self-Perception Profile and the Importance Ratings.

Administration and Instructions

The subject is asked to complete a separate form entitled *People In My Life* using the same directions given for the Self-Perception Profile.

Master List of Items Grouped According to Subscale

Item #	Keyed	Close Friends
1	+	Some students have a close friend who wants to hear about their problems BUT Other students don't have a close friend who wants to hear about their problems
6	-	Some students don't have a close friend who really understands them BUT Other students do have a really close friend who understands them
11	+	Some students have a friend they can confide in about things that bother them BUT Other students don't have a friend they can confide in about things that bother them
16	-	Some students don't have a close friend who really cares about how they feel BUT Other students do have a close friend who really cares about how they feel

Item #	Keyed	Mother
2	-	Some students have a mother who doesn't really understand them BUT Other students have a mother who really does understand them
7	+	Some students have a mother who likes them the way they are BUT Other students have a mother who wishes they were different
12	+	Some students have a mother who really cares about how they feel BUT Other students have a mother who doesn't really care how they feel
17	-	Some students have a mother who doesn't seem to want to hear about their problems BUT Other students have a mother who does want to hear about their problems

Item #	Keyed	Campus Organization
3	+	Some students feel the people in their organizations treat them like a person who matters BUT Other students feel like the people in their organizations do not treat them like a person who matters
8	-	Some students feel that people in their campus organizations don't take what they say seriously BUT Other students feel that people in their campus organizations do take what they say seriously
13	+	Some students feel they have the support of people in campus organizations to which they belong BUT Other students do not feel they have the support of people in campus organizations to which they belong
18	-	Some students feel that people in campus organizations would prefer them if they were different BUT Other students feel that the people in campus organizations like them the way they are

Item #	Keyed	Father
4	-	Some students have a father who doesn't seem to want to hear about their problems BUT Other students have a father who does want to listen to their problems
9	+	Some students feel their father is pleased with the way they are BUT Other students feel that their father is disappointed with the way they are
14	-	Some students have a father who doesn't really care how they feel BUT Other students have a father who really does care how they feel
19	+	Some students have a father who likes them the way they are BUT Other students have a father who wishes they were different

Item #	Keyed	Instructors
5	+	Some students do feel they have the support of their instructors BUT Other students feel they do not have the support of their instructors
10	-	Some students have instructors who don't really listen to what they say BUT Other students have instructors who do really listen to what they say
15	+	Some students have instructors who are understanding when you tell them about a problem BUT Other students have instructors who are not very understanding about their problems
20	-	Some students have instructors who do not take what they say seriously BUT Other students have instructors who usually do take what they say seriously

Scoring

Scoring the Social Support Scale is the same as the Self-Perception Profile. The items are scored 4, 3, 2, 1, for the highest to the lowest perceived regard. Each Social Support subscale has four items, two with the most perceived regard presented first, and two with the least perceived regard presented first. A data coding sheet for the Social Support scores is included.

Psychometric Properties

Subscale Reliabilities. The reliabilities for the Social Support domains were assessed by coefficient alpha, and these ranged from .76 to .91 (see Table 12). The least reliable subscale was Campus Organizations, which was originally formulated to include items tapping support from people in both classes and campus organizations. In the pilot data, the class items cross-loaded in the Instructor factor, and therefore all but one class item was removed from the scale. This item has since been reworded to reflect support from Campus Organizations. The internal consistencies of the remaining four subscales were above .83.

Table 12. Social Support Subscale Reliabilities

Close Friend	.90	Instructor	.83
Mother	.88	Campus Organizations	.76
Father	.78		

Subscale Means. Subscale means are presented by gender in Table 13. The means were quite high, yet the standard deviations were adequate, fluctuating around .60.

Table 13. Social Support Subscale Means and Standard Deviations by Gender

	<i>Females</i>		<i>Males</i>		<i>Everyone</i>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Self-Worth	3.17	0.62	3.25	0.51	3.19	0.60
Close Friend	3.70	0.55	3.45	0.63	3.64	0.58
Mother	3.62	0.59	3.45	0.64	3.58	0.61
Father	3.42	0.73	3.34	0.59	3.40	0.70
Instructors	3.10	0.54	3.09	0.57	3.10	0.55
Campus Organizations	3.16	0.55	3.25	0.47	3.18	0.53

Gender Effects. Unexpectedly, there were no gender differences found for the Social Support domains.

Subscale Correlations with Self-Worth

Campus Organizations and Father correlated most highly with Self-Worth. Support from close friends did not seem a high correlate of Self-Worth. This may be because the items have more to do with seeking support from a confidant rather than looking for self-enhancement. This raises the issue of the function of close friendships. To the extent that they represent comfortable opportunities to “let one’s hair down”, express problems, and show one’s least exemplary side, the support received may not directly translate into self-worth. (See Table 14 for the domain correlations with self-worth.)

Table 14. Social Support Subscale Correlations with Self-Worth

	<i>Everyone</i>	<i>Males</i>	<i>Females</i>
Close Friend	.28***	.34**	.27***
Mother	.32***	.28*	.33***
Father	.37***	.44***	.35***
Instructor	.33***	.41***	.32***
Campus Organizations	.49***	.54***	.48***

* $p < .05$, ** $p < .01$, *** $p < .001$

Factor Pattern

A principal components factor analysis followed by an oblique rotation (allowing the factors to correlate with each other) was performed on the twenty social support items (see Table 15 for item content and factor loadings). The intended five domains, Close Friendships, Mother, Father, Instructors, and Campus Organizations, emerged as separate factors. Only one item from the Campus Organizations factor cross-loaded on another factor (Instructors), and this item has been replaced.

Figure 9 shows more clearly how the different domains of the Social Support Scale are related to self-worth. The High, Medium, and Low self-worth groups were plotted; and as can be seen, all scores for the High self-worth group were higher than all of the scores for the medium group, who also had higher means than all of the means of the Low self-worth group.

Table 15. Factor Pattern (Oblique Rotation) for the Social Support Profile for College Students (N=300)

<i>Item Description</i>	1. Close Friends	2. Mother	3. Campus Organizations	4. Father	5. Instructors
1. Wants to hear about problems	.89				
6. Understands them	.82				
11. Have close friend to confide in	.87				
16. Cares about how they feel	.90				
2. Understands them		.83			
7. Likes them the way they are		.88			
12. Cares about how they feel		.88			
17. Wants to hear about problems		.82			
3. Treat them like person who matters			.81		
8. Take what they say seriously			.39		
13. Support them			.75		
18. Like them the way they are			.82		
4. Wants to listen to problems				.86	
9. Is pleased with the way they are				.82	
14. Cares how they feel				.84	
19. Likes them the way they are				.90	
5. Support them					.79
10. Listen to what they say					.80
15. Understanding about problems					.80
20. Take what they say seriously					.83

Note: Loadings less than .25 not included for the sake of clarity

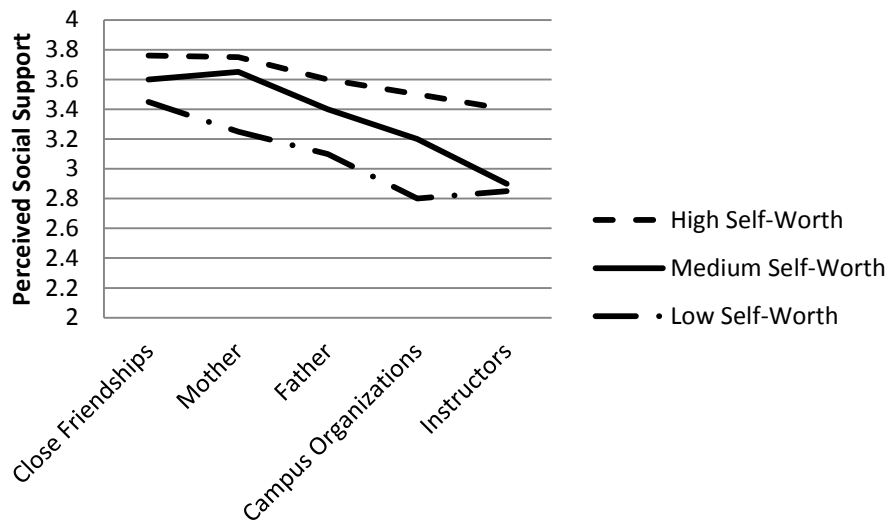


Figure 9. Profile of high, medium, and low self-worth groups on Social Support Scale.

Additional Considerations

Validity

Some evidence for the convergent validity of three subscales, Social Acceptance, Close Friendships, and Parent Relationships is available. It was predicted that students who were popular or socially accepted (as tapped by the Self-Perception subscale Social Acceptance) would be more likely to feel that they were receiving support from individuals in their campus organizations (as tapped by the Social Support subscale of Campus Organizations). It was reasoned that popular students have the social skills and/or other characteristics that evoke the support and regard of their peers. The findings confirm this prediction in that Social Acceptance and Campus Organizations were moderately correlated ($r = .51, p < .001$).

It was also anticipated that the ability to maintain close friendships (as tapped by the Self-Perception subscale Close Friendships) should be related to the social support one receives from close friends (as tapped by the Social Support subscale Close Friends). Indeed, the correlational findings confirm this prediction ($r = .67, p < .001$).

Finally, the ability to maintain a good relationship with one's parents (as tapped by Parent Relationships) was assumed to be related to the support one receives from one's mother and father (as tapped by the Social Support subscales of Mother and Father). As predicted, Parent Relationships correlated with social support from both Mother ($r = .61, p < .001$) and Father ($r = .54, p < .001$). (Intercorrelations of all the subscales may be found in Table 5.)

For Whom Is the Scale Appropriate?

The target population of this measure is the traditional full-time undergraduate college student, ages 17 to 23, although it is conceivable that older single full-time undergraduate as well as graduate students would find this measure appropriate as well. For the married, nontraditional student, especially if the student is part-time and also has a job or career, the Adult Self-Perception Scale would have more suitable domains, such as intimate relationships, household management, adequate provider, and nurturance.

Application of the Self-Perception Profile for College Students

Research

The Self-Perception Profile for College Students provides a domain-specific scale that allows the researcher to discern differences in college students' evaluations of competence in twelve different domains, plus global self-worth. In addition, one can determine the importance or centrality of each of these domains, as well as the types and quality of social support students receive. The Social Support Scale allows one to also inquire about which and to what extent these sources of social support are providing the student with positive regard.

Self-Esteem and Resilience to Stress

According to an article by Rutter (1985), people's resilience to stress is due in part to their self-esteem. In particular, "people's ability to act positively is a function of their self-esteem and feelings of self-efficacy....such a cognitive set seems to be fostered by features as varied as secure stable affectional relationships and success, achievement, and positive experiences..." (p. 608). Rutter, it appears, is claiming that not only is resilience to stress mediated by self-esteem, but by the determinants of self-esteem, including social support and competence.

Rutter maintains that self-esteem is a cognitive set which makes successful coping more likely. Part of this cognitive set involves the ability to use success and achievement in one area to offset problems in other areas. In one study (Rutter & Quinton, 1984), the most influential protective factors centered on positive experiences in school, in terms of social relationships, athletic prowess, musical success, or scholastic achievement. He adds, however, that the individual should define the areas of success as central to the person's interest. This sounds very familiar, since James claimed that success and achievement should only affect areas that one deems important to the self. It is upon this conceptualization that we have based our competence and importance ratings. Rutter's analysis conforms to our own findings in that, at least for college students, competencies are weighed in relation to the importance of success in at least 12 domains, and the outcome of this cognitive evaluation is the basis of self-worth.

Another way this cognitive set is maintained is through secure stable relationships. What seems to be important, Rutter says, "...is people's satisfaction with their relationships, rather than the frequency or range of social contacts" (Rutter, 1985, p. 604). Nor is the mere availability of

friends and relatives as important as the quality of the person's relationships with others and the use made of the relationships. He goes so far to say that "...one good close relationship does much to mitigate the effects of other bad relationships..." (p. 607). The quality and satisfaction of relationships is what the Social Support Scale is designed to tap, since the items ask how each support figure offers the student positive regard and acceptance of the self. Rutter, however, questions whether the supportive factor comes from the surrounding social support system or from the person's own qualities. We have attempted to address this issue through our relationships-oriented competence domains that ask how able the student is to initiate and maintain social relationships. In essence, they ask for the student's perception of his or her own personal qualities. While these subscales address only **perceived** competence of the domains, Rutter maintains that it is the **perceived** adequacy of personal relationships that may protect against disorder.

Based on this evidence, then, as well as on intuition, self-worth and perceived self-adequacy are predictive of an ability to cope with stress. Moreover, they offer, along with social support, a buffering influence—they are protective.

Therapeutic Uses

Based on Rutter's analysis of how self-esteem aids in resiliency in the face of stress, a scale such as this one might have diagnostic value in therapeutic settings. Not only is the student able to rate his or her own self-worth, but adequacies in 12 areas, the importance of those 12 areas, and sources of social support. These instruments should be sensitive to individual differences as well as change, and the therapist would have the option of pointing out problematic areas for the client. While it would be beneficial for the clinician to determine whether the client has a low general self-concept, it is more helpful in planning treatment goals in the areas that contribute to the general self-worth of the client. The Self-Perception Profile for College Students allows the therapist and client to examine the areas of low perceived competence identified by the client, how important these areas are to the client (using the discrepancy score calculation), and then begin to prioritize areas of desired change.

There are several directions that treatment can follow based on an overall goal of decreasing the discrepancy between perceptions of competence and estimates of importance in specific domains. This may be accomplished through an examination of (a) the client's perception of competence and importance, and (b) the social comparison processes the student was using when answering the items.

(a) Bases Upon Which Students Are Making Self-Judgments. The profile of subscale scores provided by this instrument may be useful in determining a student's self-perceptions across the domains. However, it is also instructive to know why the student holds these self-perceptions. What criteria are being employed in the construction of self-judgments? Social comparison processes represent one possible set of criteria. Others include direct or indirect feedback from the significant people in the child's life, e.g., parents, close friends, and instructors. Some students may use performance or behavioral criteria, e.g., I'm smart because I know a lot, learn quickly, and

am a sharp thinker; I know I'm not romantically attractive because nobody ever asks me out; I like myself as a person because I am nice to other people.

One may be interested in obtaining this information if one's focus is on a deeper understanding of the student's self-concept and the reasons for these judgments. Many times the reasons for these judgments will not be objective, such as a straight-A student who rates Scholastic Competence low, giving the reason that several questions were missed on a recent test. An inquiry, based on the most representative items for the domains, can be performed after the scale has been administered. The types of questions might be: How do you know that you (fill in the item content, e.g., are smart, don't have many friends, are not comfortable around your parents)? Another possible question stem is: what makes you think you (fill in, e.g., wish your body was different, find it hard to make new friends), how can you tell? A clinical interviewing technique, in which one conveys interest and curiosity about the student's response, rather than style in which one appears to be requiring the student to justify his or her response, will result in a richer and more accurate picture of the bases on which students make these judgments.

If the student was distorting his or her perceptions of competence, a working knowledge of the bases upon which these judgments were made would allow the therapist a vantage point from which to approach the distortion. If the student's perception is accurate, a reevaluation of values and aspirations requiring such a high level of performance may be necessary. Another possibility is the student who does not see the areas in which he or she succeeds as very important. In this case, it may be necessary to help the student define that domain as important to the self so that achievement can be translated into an overall feeling of self-worth (e.g., by showing that not everyone does well in that area, so the student must be really talented, or since the student works so hard at that area, it must really be important on some level).

(b) Social Comparison Processes. The format of the questions asks students to compare themselves to students who feel similarly to themselves, and therefore one would expect that different students would have different reference or social comparison groups. In the case of children, scholastic competence scores of mainstreamed mentally retarded children (50 to 70 IQ range) are higher (Silon & Harter, 1985) than the scores of mainstreamed learning disabled (LD) children who have IQs within the normal range (Renick, 1985). Individual interviews revealed that the mainstreamed retarded child compares his or her performance to other mentally retarded children, while the LD child's comparison group is the regular classroom children. In another study (Harter & Zumpf, 1986), scores of intellectually gifted children vary, depending upon whether they are comparing themselves to other gifted students or to students in the regular classroom.

It is urged, therefore, that one obtain information on the particular social comparison group, especially if one is dealing with special populations. Some of the items pull for comparison of the community, some for just students in their classes, some of just college students. Preliminary analyses have shown that students from different colleges view intellectual ability as very similar, while the students from the more selective university feel they are more scholastically competent than those from the less selective university. In comparison to most people, they are intelligent

(they are in college), but in comparison to college student peers, they may see themselves as less adequate.

Subjects can be asked what group of people or students were they thinking about when they answered the question. They can be asked more directly, "Who were you comparing yourself to, what group of people, when you were thinking about what you were like?" One item may be selected from each that best represents the subscale. Since different reference groups may be employed in different domains, it would be important to address this issue for all thirteen subscales.

Cross-cultural comparisons

Increasingly, researchers are interested in self issues among those in other cultures, as our global world both expands and contracts. However, investigators should appreciate that our instruments were designed for use with American college students, and are not appropriate in other countries and cultures, for several reasons: (a) The particular *subscales may not be relevant*. (b) The *content* of the items may not be appropriate. (c) The *structure* and resulting statistical factors may not be obtained. (d) The *question format*, which implicitly calls for *social comparison* may be inappropriate and may lead to lower, inaccurate scores in cultures where social comparison is frowned upon (e.g., certain Asian groups). (e) Thus, any combination of these factors will lead to inadequate psychometric properties for this instrument. There is considerable evidence to document these claims (see Harter, 2012).

Perhaps an even more critical overarching consideration is whether self-concepts or self-esteem are even *relevant*--that is, on the psychological radar screen--of children in many cultures. Drawing upon the insights of Maslow (1954) decades ago, concerns such as food, safety, protection, housing, family, the ravages of war, etc. are far more prominent in the hierarchy of needs of those in certain countries or cultures than is self-esteem or self-actualization. Thus, in addressing issues of self in other cultures, one should first ask: "Are these issues even important or relevant, in a given culture?" Are self-terms even evident in the *language* of different cultures? (For example, there is no direct analogue of self-esteem in the Chinese language.) I have urged that investigators think through these issues and adopt a more specific culturally-sensitive approach, rather than blindly grope at American measures, be they mine or anyone else's (see Harter, 2012).

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Appendix

- College Student Questionnaire: What I Am Like
- Scoring Key for What I Am Like
- *What I Am Like* Data Coding Sheet
- Individual Student Profile Form
- College Student Questionnaire: Importance Ratings
- Scoring Key for Importance Ratings
- *Importance Ratings* Data Coding Sheet
- College Student Questionnaire: People In My Life
- Scoring Key for People In My Life
- *People In My Life* Data Coding Sheet
- Table Listing Domains Tapped by our Instruments at each Period of the Lifespan
- List of Harter and Colleagues' Self-Report Manuals Available Online

What I Am Like

Name or ID _____ Age _____ Male Female

The following are statements that allow college students to describe themselves. There are no right or wrong answers since students differ markedly. Please read the entire sentence across. First decide which one of the two parts of each statement best describes you; then go to that side of the statement and check whether that is just *sort of true* for you or *really true* for you. You will just check **ONE** of the four boxes for each statement. Think about what you are like in the college environment as you read and answer each one.

	Really True for me	Sort of True for me		BUT		Sort of True for me	Really True for me
1.	<input type="checkbox"/>	<input type="checkbox"/>	Some students like the kind of person they are	BUT	Other students wish that they were different	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	Some students are not very proud of the work they do on their job	BUT	Other students are very proud of the work they do on their job	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	Some students feel confident they are mastering their coursework	BUT	Other students do not feel so confident	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	Some students are not satisfied with their social skills	BUT	Other students think their social skills are just fine	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	Some students are not happy with the way they look	BUT	Other students are happy with the way they look	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	Some students like the way they act when they are around their parents	BUT	Other students wish they acted differently around their parents	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	Some students get kind of lonely because they don't really have a close friend to share things with	BUT	Other students don't usually get too lonely because they do have a close friend to share things with	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	Some students feel like they are just as smart or smarter than other students	BUT	Other students wonder if they are as smart	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	Some students often question the morality of their behavior	BUT	Other students feel their behavior is usually moral	<input type="checkbox"/>	<input type="checkbox"/>

	Really True for me	Sort of True for me			Sort of True for me	Really True for me	
10.	<input type="checkbox"/>	<input type="checkbox"/>	Some students feel that people they like romantically will be attracted to them	BUT	Other students worry about whether people they like romantically will be attracted to them	<input type="checkbox"/>	<input type="checkbox"/>
11.	<input type="checkbox"/>	<input type="checkbox"/>	When some students do something sort of stupid that later appears very funny, they find it hard to laugh at themselves	BUT	When other students do something sort of stupid that later appears very funny, they can easily laugh at themselves	<input type="checkbox"/>	<input type="checkbox"/>
12.	<input type="checkbox"/>	<input type="checkbox"/>	Some students feel they are just as creative or even more so than other students	BUT	Other students wonder if they are as creative	<input type="checkbox"/>	<input type="checkbox"/>
13.	<input type="checkbox"/>	<input type="checkbox"/>	Some students feel they could do well at just about any new athletic activity they haven't tried before	BUT	Other students are afraid they might not do well at athletic activities they haven't ever tried	<input type="checkbox"/>	<input type="checkbox"/>
14.	<input type="checkbox"/>	<input type="checkbox"/>	Some students are often disappointed with themselves	BUT	Other students are usually quite pleased with themselves	<input type="checkbox"/>	<input type="checkbox"/>
15.	<input type="checkbox"/>	<input type="checkbox"/>	Some students feel they are very good at their job	BUT	Other students worry about whether they can do their job	<input type="checkbox"/>	<input type="checkbox"/>
16.	<input type="checkbox"/>	<input type="checkbox"/>	Some students do very well at their studies	BUT	Other students don't do very well at their studies	<input type="checkbox"/>	<input type="checkbox"/>
17.	<input type="checkbox"/>	<input type="checkbox"/>	Some students find it hard to make new friends	BUT	Other students are able to make new friends easily	<input type="checkbox"/>	<input type="checkbox"/>
18.	<input type="checkbox"/>	<input type="checkbox"/>	Some students are happy with their height and weight	BUT	Other students wish their height or weight was different	<input type="checkbox"/>	<input type="checkbox"/>
19.	<input type="checkbox"/>	<input type="checkbox"/>	Some students find it hard to act naturally when they are around their parents	BUT	Other students find it easy to act naturally around their parents	<input type="checkbox"/>	<input type="checkbox"/>

	Really True for me	Sort of True for me			Sort of True for me	Really True for me	
20.	<input type="checkbox"/>	<input type="checkbox"/>	Some students are able to make close friends they can really trust	BUT	Other students find it hard to make close friends they can really trust	<input type="checkbox"/>	<input type="checkbox"/>
21.	<input type="checkbox"/>	<input type="checkbox"/>	Some students do not feel they are very mentally able	BUT	Other students feel they are very mentally able	<input type="checkbox"/>	<input type="checkbox"/>
22.	<input type="checkbox"/>	<input type="checkbox"/>	Some students usually do what is morally right	BUT	Other students sometimes don't do what they know is morally right	<input type="checkbox"/>	<input type="checkbox"/>
23.	<input type="checkbox"/>	<input type="checkbox"/>	Some students find it hard to establish romantic relationships	BUT	Other students don't have difficulty establishing romantic relationships	<input type="checkbox"/>	<input type="checkbox"/>
24.	<input type="checkbox"/>	<input type="checkbox"/>	Some students don't mind being kidded by their friends	BUT	Other students are bothered when friends kid them	<input type="checkbox"/>	<input type="checkbox"/>
25.	<input type="checkbox"/>	<input type="checkbox"/>	Some students worry that they are not as creative or inventive as other people	BUT	Other students feel they are very creative and inventive	<input type="checkbox"/>	<input type="checkbox"/>
26.	<input type="checkbox"/>	<input type="checkbox"/>	Some students don't feel that they are very athletic	BUT	Other students do feel they are athletic	<input type="checkbox"/>	<input type="checkbox"/>
27.	<input type="checkbox"/>	<input type="checkbox"/>	Some students usually like themselves as a person	BUT	Other students often don't like themselves as a person	<input type="checkbox"/>	<input type="checkbox"/>
28.	<input type="checkbox"/>	<input type="checkbox"/>	Some students feel confident about their ability to do a new job	BUT	Other students worry about whether they can do a new job they haven't tried before	<input type="checkbox"/>	<input type="checkbox"/>
29.	<input type="checkbox"/>	<input type="checkbox"/>	Some students have trouble figuring out homework assignments	BUT	Other students rarely have trouble with their homework assignments	<input type="checkbox"/>	<input type="checkbox"/>
30.	<input type="checkbox"/>	<input type="checkbox"/>	Some students like the way they interact with other people	BUT	Other students wish their interactions with other people were different	<input type="checkbox"/>	<input type="checkbox"/>
31.	<input type="checkbox"/>	<input type="checkbox"/>	Some students wish their body was different	BUT	Other students like their body the way it is	<input type="checkbox"/>	<input type="checkbox"/>

	Really True for me	Sort of True for me			Sort of True for me	Really True for me	
32.	<input type="checkbox"/>	<input type="checkbox"/>	Some students feel comfortable being themselves around their parents	BUT	Other students have difficulty being themselves around their parents	<input type="checkbox"/>	<input type="checkbox"/>
33.	<input type="checkbox"/>	<input type="checkbox"/>	Some students don't have a close friend they can share their personal thoughts and feelings with	BUT	Other students do have a friend who is close enough for them to share thoughts that are really personal	<input type="checkbox"/>	<input type="checkbox"/>
34.	<input type="checkbox"/>	<input type="checkbox"/>	Some students feel they are just as bright or brighter than most people	BUT	Other students wonder if they are as bright	<input type="checkbox"/>	<input type="checkbox"/>
35.	<input type="checkbox"/>	<input type="checkbox"/>	Some students would like to be a better person morally	BUT	Other students think they are quite moral	<input type="checkbox"/>	<input type="checkbox"/>
36.	<input type="checkbox"/>	<input type="checkbox"/>	Some students have the ability to develop romantic relationships	BUT	Other students do not find it easy to develop romantic relationships	<input type="checkbox"/>	<input type="checkbox"/>
37.	<input type="checkbox"/>	<input type="checkbox"/>	Some students have a hard time laughing at the ridiculous or silly things they do	BUT	Other students find it easy to laugh at themselves	<input type="checkbox"/>	<input type="checkbox"/>
38.	<input type="checkbox"/>	<input type="checkbox"/>	Some students do not feel that they are very inventive	BUT	Other students feel that they are very inventive	<input type="checkbox"/>	<input type="checkbox"/>
39.	<input type="checkbox"/>	<input type="checkbox"/>	Some students feel that they are better than others at sports	BUT	Other students don't feel they can play as well	<input type="checkbox"/>	<input type="checkbox"/>
40.	<input type="checkbox"/>	<input type="checkbox"/>	Some students really like the way they are leading their lives	BUT	Other students often don't like the way they are leading their lives	<input type="checkbox"/>	<input type="checkbox"/>
41.	<input type="checkbox"/>	<input type="checkbox"/>	Some students are not satisfied with the way they do their job	BUT	Other students are quite satisfied with the way they do their job	<input type="checkbox"/>	<input type="checkbox"/>
42.	<input type="checkbox"/>	<input type="checkbox"/>	Some students sometimes do not feel intellectually competent at their studies	BUT	Other students usually do feel intellectually competent at their studies	<input type="checkbox"/>	<input type="checkbox"/>

	Really True for me	Sort of True for me				Sort of True for me	Really True for me
43.	<input type="checkbox"/>	<input type="checkbox"/>	Some students feel that they are socially accepted by many people	BUT	Other students wish more people accepted them	<input type="checkbox"/>	<input type="checkbox"/>
44.	<input type="checkbox"/>	<input type="checkbox"/>	Some students like their physical appearance the way it is	BUT	Other students do not like their physical appearance	<input type="checkbox"/>	<input type="checkbox"/>
45.	<input type="checkbox"/>	<input type="checkbox"/>	Some students find they are unable to get along with their parents	BUT	Other students get along with their parents quite well	<input type="checkbox"/>	<input type="checkbox"/>
46.	<input type="checkbox"/>	<input type="checkbox"/>	Some students are able to make really close friends	BUT	Other students find it hard to make really close friends	<input type="checkbox"/>	<input type="checkbox"/>
47.	<input type="checkbox"/>	<input type="checkbox"/>	Some students would really rather be different	BUT	Other students are very happy being the way they are	<input type="checkbox"/>	<input type="checkbox"/>
48.	<input type="checkbox"/>	<input type="checkbox"/>	Some students question whether they are very intelligent	BUT	Other students feel they are intelligent	<input type="checkbox"/>	<input type="checkbox"/>
49.	<input type="checkbox"/>	<input type="checkbox"/>	Some students live up to their own moral standards	BUT	Other students have trouble living up to their moral standards	<input type="checkbox"/>	<input type="checkbox"/>
50.	<input type="checkbox"/>	<input type="checkbox"/>	Some students worry that when they like someone romantically, that person won't like them back	BUT	Other students feel that when they are romantically interested in someone, that person will like them back	<input type="checkbox"/>	<input type="checkbox"/>
51.	<input type="checkbox"/>	<input type="checkbox"/>	Some students can really laugh at certain things they do	BUT	Other students have a hard time laughing at themselves	<input type="checkbox"/>	<input type="checkbox"/>
52.	<input type="checkbox"/>	<input type="checkbox"/>	Some students feel they have a lot of original ideas	BUT	Other students question whether their ideas are very original	<input type="checkbox"/>	<input type="checkbox"/>
53.	<input type="checkbox"/>	<input type="checkbox"/>	Some students don't do well at activities requiring physical skill	BUT	Other students are good at activities requiring physical skill	<input type="checkbox"/>	<input type="checkbox"/>
54.	<input type="checkbox"/>	<input type="checkbox"/>	Some students are often dissatisfied with themselves	BUT	Other students are usually satisfied with themselves	<input type="checkbox"/>	<input type="checkbox"/>

What I Am Like: Scoring Key

SELF-PERCEPTION PROFILE FOR COLLEGE STUDENTS

Susan Harter, Ph.D., University of Denver, 2012

	Really True for me	Sort of True for me		BUT		Sort of True for me	Really True for me
1.	4	3	Some students like the kind of person they are	BUT	Other students wish that they were different	2	1
2.	1	2	Some students are not very proud of the work they do on their job	BUT	Other students are very proud of the work they do on their job	3	4
3.	4	3	Some students feel confident they are mastering their coursework	BUT	Other students do not feel so confident	2	1
4.	1	2	Some students are not satisfied with their social skills	BUT	Other students think their social skills are just fine	3	4
5.	1	2	Some students are not happy with the way they look	BUT	Other students are happy with the way they look	3	4
6.	4	3	Some students like the way they act when they are around their parents	BUT	Other students wish they acted differently around their parents	2	1
7.	1	2	Some students get kind of lonely because they don't really have a close friend to share things with	BUT	Other students don't usually get too lonely because they do have a close friend to share things with	3	4
8.	4	3	Some students feel like they are just as smart or smarter than other students	BUT	Other students wonder if they are as smart	2	1
9.	1	2	Some students often question the morality of their behavior	BUT	Other students feel their behavior is usually moral	3	4

	Really True for me	Sort of True for me			Sort of True for me	Really True for me
10.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	Some students feel that people they like romantically will be attracted to them	BUT	Other students worry about whether people they like romantically will be attracted to them	<input type="checkbox"/> 2 <input type="checkbox"/> 1
11.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	When some students do something sort of stupid that later appears very funny, they find it hard to laugh at themselves	BUT	When other students do something sort of stupid that later appears very funny, they can easily laugh at themselves	<input type="checkbox"/> 3 <input type="checkbox"/> 4
12.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	Some students feel they are just as creative or even more so than other students	BUT	Other students wonder if they are as creative	<input type="checkbox"/> 2 <input type="checkbox"/> 1
13.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	Some students feel they could do well at just about any new athletic activity they haven't tried before	BUT	Other students are afraid they might not do well at athletic activities they haven't ever tried	<input type="checkbox"/> 2 <input type="checkbox"/> 1
14.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Some students are often disappointed with themselves	BUT	Other students are usually quite pleased with themselves	<input type="checkbox"/> 3 <input type="checkbox"/> 4
15.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	Some students feel they are very good at their job	BUT	Other students worry about whether they can do their job	<input type="checkbox"/> 2 <input type="checkbox"/> 1
16.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	Some students do very well at their studies	BUT	Other students don't do very well at their studies	<input type="checkbox"/> 2 <input type="checkbox"/> 1
17.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Some students find it hard to make new friends	BUT	Other students are able to make new friends easily	<input type="checkbox"/> 3 <input type="checkbox"/> 4
18.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	Some students are happy with their height and weight	BUT	Other students wish their height or weight was different	<input type="checkbox"/> 2 <input type="checkbox"/> 1
19.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Some students find it hard to act naturally when they are around their parents	BUT	Other students find it easy to act naturally around their parents	<input type="checkbox"/> 3 <input type="checkbox"/> 4

	Really True for me	Sort of True for me			Sort of True for me	Really True for me
20.	4	3	Some students are able to make close friends they can really trust	BUT	Other students find it hard to make close friends they can really trust	2 1
21.	1	2	Some students do not feel they are very mentally able	BUT	Other students feel they are very mentally able	3 4
22.	4	3	Some students usually do what is morally right	BUT	Other students sometimes don't do what they know is morally right	2 1
23.	1	2	Some students find it hard to establish romantic relationships	BUT	Other students don't have difficulty establishing romantic relationships	3 4
24.	4	3	Some students don't mind being kidded by their friends	BUT	Other students are bothered when friends kid them	2 1
25.	1	2	Some students worry that they are not as creative or inventive as other people	BUT	Other students feel they are very creative and inventive	3 4
26.	1	2	Some students don't feel that they are very athletic	BUT	Other students do feel they are athletic	3 4
27.	4	3	Some students usually like themselves as a person	BUT	Other students often don't like themselves as a person	2 1
28.	4	3	Some students feel confident about their ability to do a new job	BUT	Other students worry about whether they can do a new job they haven't tried before	2 1
29.	1	2	Some students have trouble figuring out homework assignments	BUT	Other students rarely have trouble with their homework assignments	3 4
30.	4	3	Some students like the way they interact with other people	BUT	Other students wish their interactions with other people were different	2 1
31.	1	2	Some students wish their body was different	BUT	Other students like their body the way it is	3 4

	Really True for me	Sort of True for me			Sort of True for me	Really True for me
32.	4	3	Some students feel comfortable being themselves around their parents	BUT	Other students have difficulty being themselves around their parents	2 1
33.	1	2	Some students don't have a close friend they can share their personal thoughts and feelings with	BUT	Other students do have a friend who is close enough for them to share thoughts that are really personal	3 4
34.	4	3	Some students feel they are just as bright or brighter than most people	BUT	Other students wonder if they are as bright	2 1
35.	1	2	Some students would like to be a better person morally	BUT	Other students think they are quite moral	3 4
36.	4	3	Some students have the ability to develop romantic relationships	BUT	Other students do not find it easy to develop romantic relationships	2 1
37.	1	2	Some students have a hard time laughing at the ridiculous or silly things they do	BUT	Other students find it easy to laugh at themselves	3 4
38.	1	2	Some students do not feel that they are very inventive	BUT	Other students feel that they are very inventive	3 4
39.	4	3	Some students feel that they are better than others at sports	BUT	Other students don't feel they can play as well	2 1
40.	4	3	Some students really like the way they are leading their lives	BUT	Other students often don't like the way they are leading their lives	2 1
41.	1	2	Some students are not satisfied with the way they do their job	BUT	Other students are quite satisfied with the way they do their job	3 4
42.	1	2	Some students sometimes do not feel intellectually competent at their studies	BUT	Other students usually do feel intellectually competent at their studies	3 4

	Really True for me	Sort of True for me			Sort of True for me	Really True for me
43.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	Some students feel that they are socially accepted by many people	BUT	Other students wish more people accepted them	<input type="checkbox"/> 2 <input type="checkbox"/> 1
44.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	Some students like their physical appearance the way it is	BUT	Other students do not like their physical appearance	<input type="checkbox"/> 2 <input type="checkbox"/> 1
45.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Some students find they are unable to get along with their parents	BUT	Other students get along with their parents quite well	<input type="checkbox"/> 3 <input type="checkbox"/> 4
46.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	Some students are able to make really close friends	BUT	Other students find it hard to make really close friends	<input type="checkbox"/> 2 <input type="checkbox"/> 1
47.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Some students would really rather be different	BUT	Other students are very happy being the way they are	<input type="checkbox"/> 3 <input type="checkbox"/> 4
48.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Some students question whether they are very intelligent	BUT	Other students feel they are intelligent	<input type="checkbox"/> 3 <input type="checkbox"/> 4
49.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	Some students live up to their own moral standards	BUT	Other students have trouble living up to their moral standards	<input type="checkbox"/> 2 <input type="checkbox"/> 1
50.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Some students worry that when they like someone romantically, that person won't like them back	BUT	Other students feel that when they are romantically interested in someone, that person will like them back	<input type="checkbox"/> 3 <input type="checkbox"/> 4
51.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	Some students can really laugh at certain things they do	BUT	Other students have a hard time laughing at themselves	<input type="checkbox"/> 2 <input type="checkbox"/> 1
52.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	Some students feel they have a lot of original ideas	BUT	Other students question whether their ideas are very original	<input type="checkbox"/> 2 <input type="checkbox"/> 1
53.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Some students don't do well at activities requiring physical skill	BUT	Other students are good at activities requiring physical skill	<input type="checkbox"/> 3 <input type="checkbox"/> 4
54.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Some students are often dissatisfied with themselves	BUT	Other students are usually satisfied with themselves	<input type="checkbox"/> 3 <input type="checkbox"/> 4

Data Coding Sheet for Self-Perception Profile for College Students
 Susan Harter, Ph.D., University of Denver, 2012

		Job Competence Subscale					Scholastic Competence Subscale					Social Acceptance Subscale					Appearance Subscale					Parent Relationships Subscale						
S#	Sex	2	15	28	41	Mean	3	16	29	42	Mean	4	17	30	43	Mean	5	18	31	44	Mean	6	19	32	45	Mean		

S#	Sex

Creativity Subscale				
12	25	38	52	Mean

Athletic Competence Subscale				
13	26	39	53	Mean

Global Self-Worth						
1	14	27	40	47	54	Mean

Individual Profile Form

SELF-PERCEPTION PROFILE FOR COLLEGE STUDENTS

Susan Harter, Ph.D., University of Denver, 2012

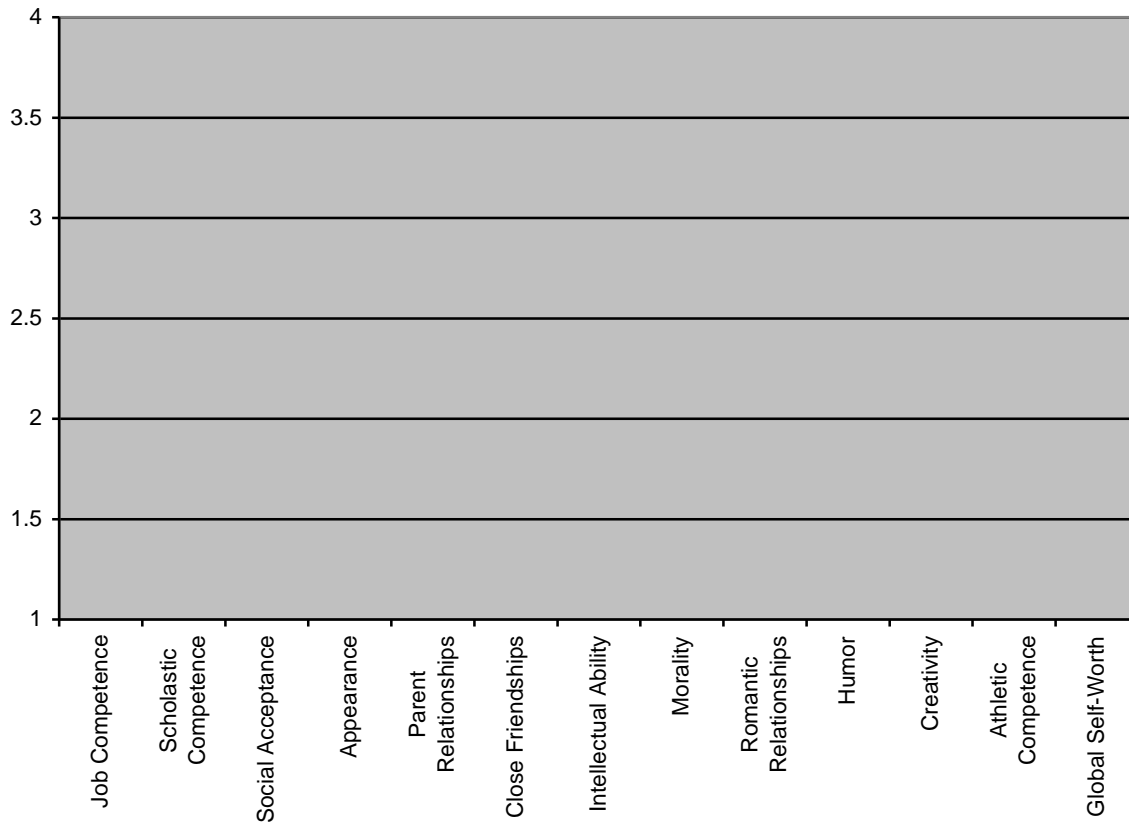
Date:

Name or I.D.:

Age:

Gender:

● - - - - ● Competence Score ● ———— ● Importance Rating



Importance Ratings

For these questions, think about how important these things are to how you feel about yourself as a person. These questions **do not** concern whether these things **should be important, or whether it is a value** one tries to live up to, or whether one appreciates these qualities in another person, or whether it is important to society. We want you to think whether these items **really are** important to you personally, and whether you behave as though they are important.

	Really True for me	Sort of True for me			Sort of True for me	Really True for me	
1.	<input type="checkbox"/>	<input type="checkbox"/>	Some students feel it's important to be good at athletics	BUT	Other students do not feel athletics is all that important	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	Some students do not feel that creativity is very important	BUT	Other students feel that creativity is important	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	Some students think that it is important to be able to laugh at certain things they do	BUT	Other students do not think that being able to laugh at certain things they do is important at all	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	Some students do not feel that the ability to establish romantic relationships is very important	BUT	Other students do feel the ability to establish romantic relationships is important	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	Some students feel that behaving morally is important	BUT	Other students do not feel behaving morally is all that important	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	Some students feel that being smart isn't all that important	BUT	Other students feel that it is important to be smart	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	Some students feel that it is important to be able to make really close friends	BUT	Other students do not feel that it is all that important to be able to make close friends	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	Some students do not think that being able to get along with their parents is important	BUT	Other students do think it is important to be able to get along with their parents	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	Some students feel that being good looking is important	BUT	Other students do not think that being good looking is very important	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	Some students feel that being able to make new friends easily is not that important	BUT	Other students feel that being able to make new friends easily is important	<input type="checkbox"/>	<input type="checkbox"/>
11.	<input type="checkbox"/>	<input type="checkbox"/>	Some students feel that doing well at their studies is important	BUT	Other students do not feel that doing well at their studies is all that important	<input type="checkbox"/>	<input type="checkbox"/>
12.	<input type="checkbox"/>	<input type="checkbox"/>	Some students do not think that being good at their job is very important	BUT	Other students think it is very important to be good at their job	<input type="checkbox"/>	<input type="checkbox"/>

	Really True for me	Sort of True for me			Sort of True for me	Really True for me	
13.	<input type="checkbox"/>	<input type="checkbox"/>	Some students feel that it is not all that important to be good at sports	BUT	Other students feel that it is important to be good at sports	<input type="checkbox"/>	<input type="checkbox"/>
14.	<input type="checkbox"/>	<input type="checkbox"/>	Some students feel that being inventive or creative is important	BUT	Other students do not feel that being inventive or creative is all that important	<input type="checkbox"/>	<input type="checkbox"/>
15.	<input type="checkbox"/>	<input type="checkbox"/>	Some students do not think it is important to be able to laugh at stupid things they do	BUT	Other students do think that it is important to be able to laugh at stupid things they do	<input type="checkbox"/>	<input type="checkbox"/>
16.	<input type="checkbox"/>	<input type="checkbox"/>	Some students feel that being able to establish romantic relationships is important	BUT	Other students do not feel that being able to establish romantic relationships is all that important	<input type="checkbox"/>	<input type="checkbox"/>
17.	<input type="checkbox"/>	<input type="checkbox"/>	Some students do not think it is that important to live up to their moral standards	BUT	Other students think that living up to their moral standards is very important	<input type="checkbox"/>	<input type="checkbox"/>
18.	<input type="checkbox"/>	<input type="checkbox"/>	Some students think it is important to be bright	BUT	Other students do not think that being bright is all that important	<input type="checkbox"/>	<input type="checkbox"/>
19.	<input type="checkbox"/>	<input type="checkbox"/>	Some students feel that being able to make close friends they can really trust is not that important	BUT	Other students feel that being able to make close friends they can really trust is very important	<input type="checkbox"/>	<input type="checkbox"/>
20.	<input type="checkbox"/>	<input type="checkbox"/>	Some students think it is important to maintain a good relationship with their parents	BUT	Other students do not think it is all that important to maintain a good relationship with their parents	<input type="checkbox"/>	<input type="checkbox"/>
21.	<input type="checkbox"/>	<input type="checkbox"/>	Some students feel that appearance is not that important	BUT	Other students do feel appearance is important	<input type="checkbox"/>	<input type="checkbox"/>
22.	<input type="checkbox"/>	<input type="checkbox"/>	Some students feel it is important to be socially accepted	BUT	Other students do not feel that being socially accepted is all that important	<input type="checkbox"/>	<input type="checkbox"/>
23.	<input type="checkbox"/>	<input type="checkbox"/>	Some students think that it is not that important to be good at their classwork	BUT	Other students feel that being good at their classwork is very important	<input type="checkbox"/>	<input type="checkbox"/>
24.	<input type="checkbox"/>	<input type="checkbox"/>	Some students think that it is important to be responsible when working at their job	BUT	Other students do not think it is that important to be responsible when working at their job	<input type="checkbox"/>	<input type="checkbox"/>

Importance Ratings: Scoring Key

	Really True for me	Sort of True for me			Sort of True for me	Really True for me	
1.	4	3	Some students feel it's important to be good at athletics	BUT	Other students do not feel athletics is all that important	2	1
2.	1	2	Some students do not feel that creativity is very important	BUT	Other students feel that creativity is important	3	4
3.	4	3	Some students think that it is important to be able to laugh at certain things they do	BUT	Other students do not think that being able to laugh at certain things they do is important at all	2	1
4.	1	2	Some students do not feel that the ability to establish romantic relationships is very important	BUT	Other students do feel the ability to establish romantic relationships is important	3	4
5.	4	3	Some students feel that behaving morally is important	BUT	Other students do not feel behaving morally is all that important	2	1
6.	1	2	Some students feel that being smart isn't all that important	BUT	Other students feel that it is important to be smart	3	4
7.	4	3	Some students feel that it is important to be able to make really close friends	BUT	Other students do not feel that it is all that important to be able to make close friends	2	1
8.	1	2	Some students do not think that being able to get along with their parents is important	BUT	Other students do think it is important to be able to get along with their parents	3	4
9.	4	3	Some students feel that being good looking is important	BUT	Other students do not think that being good looking is very important	2	1
10.	1	2	Some students feel that being able to make new friends easily is not that important	BUT	Other students feel that being able to make new friends easily is important	3	4
11.	4	3	Some students feel that doing well at their studies is important	BUT	Other students do not feel that doing well at their studies is all that important	2	1
12.	1	2	Some students do not think that being good at their job is very important	BUT	Other students think it is very important to be good at their job	3	4

	Really True for me	Sort of True for me			Sort of True for me	Really True for me
13.	1	2	Some students feel that it is not all that important to be good at sports	BUT	Other students feel that it is important to be good at sports	3 4
14.	4	3	Some students feel that being inventive or creative is important	BUT	Other students do not feel that being inventive or creative is all that important	2 1
15.	1	2	Some students do not think it is important to be able to laugh at stupid things they do	BUT	Other students do think that it is important to be able to laugh at stupid things they do	3 4
16.	4	3	Some students feel that being able to establish romantic relationships is important	BUT	Other students do not feel that being able to establish romantic relationships is all that important	2 1
17.	1	2	Some students do not think it is that important to live up to their moral standards	BUT	Other students think that living up to their moral standards is very important	3 4
18.	4	3	Some students think it is important to be bright	BUT	Other students do not think that being bright is all that important	2 1
19.	1	2	Some students feel that being able to make close friends they can really trust is not that important	BUT	Other students feel that being able to make close friends they can really trust is very important	3 4
20.	4	3	Some students think it is important to maintain a good relationship with their parents	BUT	Other students do not think it is all that important to maintain a good relationship with their parents	2 1
21.	1	2	Some students feel that appearance is not that important	BUT	Other students do feel appearance is important	3 4
22.	4	3	Some students feel it is important to be socially accepted	BUT	Other students do not feel that being socially accepted is all that important	2 1
23.	1	2	Some students think that it is not that important to be good at their classwork	BUT	Other students feel that being good at their classwork is very important	3 4
24.	4	3	Some students think that it is important to be responsible when working at their job	BUT	Other students do not think it is that important to be responsible when working at their job	2 1

S#	Sex	Parent			Appearance			Social			Scholastic			Job		
		8	20	Mean	9	21	Mean	10	22	Mean	11	23	Mean	12	24	Mean

People In My Life

	Really True for me	Sort of True for me		BUT		Sort of True for me	Really True for me
1.	<input type="checkbox"/>	<input type="checkbox"/>	Some students have a close friend who wants to hear about their problems	BUT	Other students don't have a close friend who wants to hear about their problems	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	Some students have a mother who doesn't really understand them	BUT	Other students have a mother who really does understand them	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	Some students feel the people in their organizations treat them like a person who matters	BUT	Other students feel like the people in their organizations do not treat them like a person who matters	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	Some students have a father who doesn't seem to want to hear about their problems	BUT	Other students have a father who does want to listen to their problems	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	Some students do feel they have the support of their instructors	BUT	Other students feel they do not have the support of their instructors	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	Some students don't have a close friend who really understands them	BUT	Other students do have a really close friend who understands them	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	Some students have a mother who likes them the way they are	BUT	Other students have a mother who wishes they were different	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	Some students feel that people in their campus organizations don't take what they say seriously	BUT	Other students feel that people in their campus organizations do take what they say seriously	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	Some students feel their father is pleased with the way they are	BUT	Other students feel that their father is disappointed with the way they are	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	Some students have instructors who don't really listen to what they say	BUT	Other students have instructors who do really listen to what they say	<input type="checkbox"/>	<input type="checkbox"/>
11.	<input type="checkbox"/>	<input type="checkbox"/>	Some students have a friend they can confide in about things that bother them	BUT	Other students don't have a friend they can confide in about things that bother them	<input type="checkbox"/>	<input type="checkbox"/>

	Really True for me	Sort of True for me			Sort of True for me	Really True for me	
12.	<input type="checkbox"/>	<input type="checkbox"/>	Some students have a mother who really cares about how they feel	BUT	Other students have a mother who doesn't really care how they feel	<input type="checkbox"/>	<input type="checkbox"/>
13.	<input type="checkbox"/>	<input type="checkbox"/>	Some students feel they have the support of people in campus organizations to which they belong	BUT	Other students do not feel they have the support of people in campus organizations to which they belong	<input type="checkbox"/>	<input type="checkbox"/>
14.	<input type="checkbox"/>	<input type="checkbox"/>	Some students have a father who doesn't really care how they feel	BUT	Other students have a father who really does care how they feel	<input type="checkbox"/>	<input type="checkbox"/>
15.	<input type="checkbox"/>	<input type="checkbox"/>	Some students have instructors who are understanding when you tell them about a problem	BUT	Other students have instructors who are not very understanding about their problems	<input type="checkbox"/>	<input type="checkbox"/>
16.	<input type="checkbox"/>	<input type="checkbox"/>	Some students don't have a close friend who really cares about how they feel	BUT	Other students do have a close friend who really cares about how they feel	<input type="checkbox"/>	<input type="checkbox"/>
17.	<input type="checkbox"/>	<input type="checkbox"/>	Some students have a mother who doesn't seem to want to hear about their problems	BUT	Other students have a mother who does want to hear about their problems	<input type="checkbox"/>	<input type="checkbox"/>
18.	<input type="checkbox"/>	<input type="checkbox"/>	Some students feel that people in campus organizations would prefer them if they were different	BUT	Other students feel that the people in campus organizations like them the way they are	<input type="checkbox"/>	<input type="checkbox"/>
19.	<input type="checkbox"/>	<input type="checkbox"/>	Some students have a father who likes them the way they are	BUT	Other students have a father who wishes they were different	<input type="checkbox"/>	<input type="checkbox"/>
20.	<input type="checkbox"/>	<input type="checkbox"/>	Some students have instructors who do not take what they say seriously	BUT	Other students have instructors who usually do take what they say seriously	<input type="checkbox"/>	<input type="checkbox"/>

People In My Life: Scoring Key

	Really True for me	Sort of True for me			Sort of True for me	Really True for me	
1.	4	3	Some students have a close friend who wants to hear about their problems	BUT	Other students don't have a close friend who wants to hear about their problems	2	1
2.	1	2	Some students have a mother who doesn't really understand them	BUT	Other students have a mother who really does understand them	3	4
3.	4	3	Some students feel the people in their organizations treat them like a person who matters	BUT	Other students feel like the people in their organizations do not treat them like a person who matters	2	1
4.	1	2	Some students have a father who doesn't seem to want to hear about their problems	BUT	Other students have a father who does want to listen to their problems	3	4
5.	4	3	Some students do feel they have the support of their instructors	BUT	Other students feel they do not have the support of their instructors	2	1
6.	1	2	Some students don't have a close friend who really understands them	BUT	Other students do have a really close friend who understands them	3	4
7.	4	3	Some students have a mother who likes them the way they are	BUT	Other students have a mother who wishes they were different	2	1
8.	1	2	Some students feel that people in their campus organizations don't take what they say seriously	BUT	Other students feel that people in their campus organizations do take what they say seriously	3	4
9.	4	3	Some students feel their father is pleased with the way they are	BUT	Other students feel that their father is disappointed with the way they are	2	1
10.	1	2	Some students have instructors who don't really listen to what they say	BUT	Other students have instructors who do really listen to what they say	3	4
11.	4	3	Some students have a friend they can confide in about things that bother them	BUT	Other students don't have a friend they can confide in about things that bother them	2	1

	Really True for me	Sort of True for me			Sort of True for me	Really True for me
12.	4	3	Some students have a mother who really cares about how they feel	BUT	Other students have a mother who doesn't really care how they feel	2 1
13.	4	3	Some students feel they have the support of people in campus organizations to which they belong	BUT	Other students do not feel they have the support of people in campus organizations to which they belong	2 1
14.	1	2	Some students have a father who doesn't really care how they feel	BUT	Other students have a father who really does care how they feel	3 4
15.	4	3	Some students have instructors who are understanding when you tell them about a problem	BUT	Other students have instructors who are not very understanding about their problems	2 1
16.	1	2	Some students don't have a close friend who really cares about how they feel	BUT	Other students do have a close friend who really cares about how they feel	3 4
17.	1	2	Some students have a mother who doesn't seem to want to hear about their problems	BUT	Other students have a mother who does want to hear about their problems	3 4
18.	1	2	Some students feel that people in campus organizations would prefer them if they were different	BUT	Other students feel that the people in campus organizations like them the way they are	3 4
19.	4	3	Some students have a father who likes them the way they are	BUT	Other students have a father who wishes they were different	2 1
20.	1	2	Some students have instructors who do not take what they say seriously	BUT	Other students have instructors who usually do take what they say seriously	3 4

Data Coding Sheet for People In My Life for College Students

Susan Harter, Ph.D., University of Denver, 2012

		Close Friends					Mother					Campus Organization					Father					Instructors				
S#	Sex	1	6	11	16	Mean	2	7	12	17	Mean	3	8	13	18	Mean	4	9	14	19	Mean	5	10	15	20	Mean

Domains Tapped by our Instruments at each Period of the Lifespan
(Harter, 2012; *Construction of the Self*)

<i>Early childhood</i>	<i>Middle to late childhood</i>	<i>Adolescence</i>	<i>College years</i>	<i>Early through middle adulthood</i>	<i>Late Adulthood</i>
Cognitive competence	Scholastic competence	Scholastic competence	Scholastic competence Intellectual ability Creativity	Intelligence	Cognitive abilities
Physical competence	Athletic competence	Job competence Athletic competence	Job competence Athletic competence	Job competence Athletic competence	Job competence
Physical appearance	Physical appearance	Physical appearance	Physical appearance	Physical appearance	Physical appearance
Social competence	Social competence	Social competence	Peer acceptance	Sociability	
		Close friendship Romantic relationships	Close friendship Romantic relationships Relationships with parents	Close friendship Intimate relationships	Relationships with friends Family relationships
Behavioral conduct	Behavioral conduct	Conduct/morality	Morality Sense of humor	Morality Sense of humor Nurturance Household management Adequacy as a provider	Morality Nurturance Personal, household management Adequacy as a provider Leisure activities Health status Life satisfaction Reminiscence
	Global self-worth	Global self-worth	Global self-worth	Global self-worth	Global self-worth

Harter and Colleagues' Self-Report Manuals Available Online

- (a) The Pictorial Scale of Perceived Competence and Social Acceptance for Young Children

Manual for all four versions:

Picture Plates for preschool-kindergarten BOYS
Picture Plates for preschool-kindergarten GIRLS
Picture Plates for first-second grade BOYS
Picture Plates for first-second grade GIRLS

- (b) The Self-Perception Profile for Children: Manual and Questionnaires
- (c) The Self-Perception Profile for Adolescents: Manual and Questionnaires
- (d) The Self-Perception Profile for Learning Disabled Students: Manual and Questionnaires
- (e) The Self-Perception Profile for College Students: Manual and Questionnaires
- (f) The Self-Perception Profile for Adults: Manual and Questionnaires
- (g) The Self-Perception Profile for those in Late Adulthood: under preparation, 2012
- (h) The Social Support Scale for Children and Adolescents: Manual and Questionnaire
- (i) The Dimensions of Depression Scale for Children and Adolescents: Manual and Questionnaire
- (j) Intrinsic versus Extrinsic Motivation in the Classroom for Children and Adolescents: Manual and Questionnaire