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Self concept and its relationship to reading

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Abstract

Self concept is a unique set of perceptions, ideas, and attitudes which mold the individual. It refers directly to the image each individual has about himself. Aspects of self concept include self, self in relation to others, self as achieving, self in school, and physical self. Self concept must be placed in its proper perspective of importance, regardless of the aspect being considered. One of the primary purposes of the teacher is to determine the nature and scope of the child's self concept and provide the necessary experiences to make that concept as useful to the student as possible. Self concept is the motivating force in human lives. As a result, every aspect of daily life is a significant factor in shaping self concept. While experiences mold the self concept, the self concept has an active role in shaping experiences. This is why the significant others is a child's life are so important. The teacher as a significant other must help mold the child's self concept and provide the necessary experiences to make that concept as useful to the student as possible.

SELF CONCEPT AND ITS

RELATIONSHIP TO READING

A Research Paper

Submitted to

The Department of Curriculum and Instruction

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts in Education

UNIVERSITY OF NORTHERN IOWA

by

Phyllis J. Demro

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INTRODUCTION

Self concept is a unique set of perceptions, ideas, and attitudes which mold the individual. It refers directly to the image each individual has about himself. Aspects of self concept include self, self in relation to others, self as achieving, self in school, and physical self.

Self concept must be placed in its proper perspective of importance, regardless of the aspect being considered. One of the primary purposes of the teacher is to determine the nature and scope of the child's self concept and provide the necessary experiences to make that concept as useful to the student as possible.

Self concept is the motivating force in human lives. As a result, every aspect of daily life is a significant factor in shaping self concept. While experiences mold the self concept, the self concept has an active role in shaping experiences. This is why the significant others is a child's life are so important. The teacher as a significant other must help mold the child's self concept and provide the necessary experiences to make that concept as useful to the student as possible.

The teacher and the child interact in an "I and thou" relationship of mutuality. Mutuality indicates the amount and kind of rapport that exists between the teacher and the child. It is the responsibility of the teacher to accept the child as he is, not as he should be. The spark of this perception within the child results from the teacher's actions. The impact of this revelation is the determiner of concept for the child.

PURPOSE OF THE STUDY

The main purpose of the paper is to determine the significance of

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self concept and its relationship to reading. The role and importance of significant others in relationship to the child is discussed. The specific role of the reading teacher is described to illustrate how important it is to provide positive learning approaches in the classroom. Two instruments for self concept measurement particularly in regard to reading are evaluated in terms of usefulness for the classroom teacher.

NATURE OF SELF CONCEPT

Historical Perspective

In the early 1900's concept was recognized as an important segment of early American psychology. The most outstanding contributor at that time was William James, who wrote "The Consciousness of Self" in his book, The Principles of Psychology (1890). The importance of James is that he considered the perceptions which an individual has of himself an important variable in understanding human behavior.[1]

The period during the 1920's through the 1940's was dominated particularly by the behaviorism of J. B. Watson (1925). As a result interest in the construct of self as well as the constructs of mind, consciousness, and awareness declined greatly. There were some motable exceptions in the 1930's. George H. Mead (1934) emphasized in his writings on the philosophy of society how the self is developed through interactions with the environment. Lewin (1935) described the self as giving consistency to the entire personality. Goldstein (1939) initiated the studies of the processes of self-actualization which were more foribly investigated by Maslow in the 1950's.

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[1]Donald W. Felker, Building Positive Self Concepts (Minneapolis: Burgess Publishing Co., 1974), p. 18.

Further studies were made in the 1940's. Lecky (1945) further emphasized self-consistency as the primary motivating force in human behavior. Bertow (1945) described the two aspects of self, differentiating between the self as the object, "me", and the self as the subject, "I". Allport stressed the importance of self in the rational man in all his writings from 1937-1961. Rogers, beginning in 1937, advocated the "self theory" in which the self is the central aspect of personality.

Combs and Snygg are credited with reintroducing the concept of self into psychology and education in the late 1940's. In their book, Individual Behavior (1949) they state that all behavior is determined by the totality of experience of which an individual is aware of at an instant of action.[2]

From this point on, the construct of self gradually reentered the psychological domain with increased significance attached to self concept. Brookover, Combs, and Coopersmith, among others, dominated the field with their research and writings on the importance of self in determining behavior.

CHARACTERISTICS OF SELF

Purky, in Self Concept and School Achievement, defined self as a complex and dynamic system of beliefs which an individual holds true about himself, each belief with a corresponding value.[3] From this, important characteristics to be considered are: (1) that the self is organized and dynamic, (2) that to the experiencing individual the self is the center of his personal universe, (3) that everything is observed, interpreted, and understood from

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[2]A. W. Combs, The Professional Education of Teachers (Boston: Allyn and Bacon, 1968), p. 123.

[3]William Watson Purky, Self Concept and School Achievement (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970), p. 7.

how the individual views himself, and (4) that human motivation is basic
to the maintenance, protection, and enhancement of the self.

In the process of understanding how self is organized, the following
aspects must be considered: (a) Each concept is basically consistent with
each having its own negative or positive values. (b) Each concept is
effected in its way by success or failure. (c) Each concept is unique.

Consistency of self implies that the beliefs held by each individual
do not change easily. Lowe deducted that some aspects of self concept are
on the outer rim of the core of the self and are therefore unstable while
those that are close to the core are very resistent to change.[4]

In relation to the positive or negative value of each concept, every
individual is born with basic features which cannot be denied, such as race.
However, the person, while being very proud of whomever he is, could very
well realize that there are characteristics of his being which make it
very difficult for him to cope with his environment.

The generalization of the effect of success and failure on an indivi-
dual is vital to the understanding of self. Diggary stated that when one
ability is important and highly rated, a failure of that ability lowers
one's self-evaluation of other seemingly unrelated activities. He continued
that conversely the success of an important and highly rated ability raises
the self-evaluation of other abilities.[5]

The uniqueness of the view which individuals have of themselves is
comprised of three main factors: perceptions, ideas, and attitudes.

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[4]C. M. Lowe, "The Self Concept: Factor Artifact?," Psychology Bulletin,
LVIII, (1961), p. 327.

[5]J. C. Diggary, Self-Evaluation: Concepts and Studies (New York:
John Wiley and Sons, Inc., 1966), p. 149.

Self-perception is special to individuals as they constantly receive
and absorb sensory data. No two people can experience the same smells,
tastes, or tactual sensations. This information provides the basis for
self concept as well as the ideas and attitudes which an individual has
toward the self.

Self-ideas are the unique set of ideas which form the core of self
concept. The self concept is formed as each individual absorbs the sensory
data of his environment and attachs meaning to it. Each person interprets
differently the sensory data from his environments. In turn, the conclusions
derived from his perceptions form the basis for meanings of definite ideas.

This is the point where the environmental feedback is crucial. If the
sensory data is of a positive nature, the development of a positive self
concept is relatively assured. In contrast, if the sensory data has more
or less consistent negative connotations, it is equally true that a negative
self concept could result.

The third aspect referring to the uniqueness of self concept is self-
attitudes. Felker defined attitudes as the unique set of feelings which
individuals have toward themselves.[6] Attitudes are developed from the
ideas and internal thoughts about the self of each person and can be associ-
ated with strong emotional feelings. Positive self-attitudes pose no problem
for the individual while in sharp contrast negative self-attitudes cannot
be avoided and can cause considerable emotional discomfort.

Self-attitudes are more powerful because they are not easily controlled

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[6]Donald W. Felker, Building Positive Self Concepts (Minneapolis:
Burgess Publishing Co., 1974), p.4.

by the usual defenses individuals use to handle negative attitudes directed toward them. Negative attitudes from external sources can be controlled by avoidance or rationalization. In rationalization the individual toward whom the negative attitude was directed usually maintains that it was unjustified and the fault of the person who directed it. It is much easier for a person to analyze the feelings of others than for that same person to analyze his own feelings and try to change his own self-directed attitudes.

The self concept is a dynamic force in human lives as eneryone is constantly striving to maintain, protect, and enhance the self of which he is aware. Combs and Snygg stated that the self is the individual's basic frame of reference, the central core, around which the remainder of the perceptual field is organized. In this sense the phenominal self is both the product of the individual's experience and producer of whatever new experience he is capable of.[7]

The self concept as a result exerts considerable force in determining bahavior in that it shapes the way in which individuals interpret the things that happen to them. No two people interpret an experience in exactly the same way. The significant fact at this point is whether the experience had negative or positive connotations attached to it which in turn affect the self concept.

The self concept also provides a set of expectancies which operate to determine how an individual is going to act. In fact McCandless defined self concept as a "set of expectancies, plus evaluations of the areas or behaviors with reference to which these expectancies are held."[8] If an

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[7]A. W. Combs and D. Snygg, Individual Behavior (2d ed.; New York: Harper & Row, 1959), p. 146.

[8]B. R. McCandless, Children Behavior and Development (2d ed.; Chicago: Holt, 1967). p. 255.

individual expects good things to happen to him, he acts in ways which make these expectations come true. In contrast, children who perceive themselves as being unlikable expect people not to like them and then either act in ways consistent with this or interpret everything so that it fits with this expectancy.[9] Furthermore individuals are generally unwilling to accept evidence that is contrary to the ways they already perceive themselves.

THE IMPORTANCE OF SELF CONCEPT

The self concept is a significant aspect of the individual. In education and psychology there are many writers who have emphasized the importance of self concept in regard to personality and learning. Combs and Snygg stated that learning can never be separated from the personality of the learner. Since the perceptual field is always organized with respect to self, differentiations and learning may occur with more or less reference to self; it can never occur unrelated to self.[10]

At the present time leaders in education realize that the school program which emphasizes the value of the individual and helps him to make effective adjustment to other people is truly preparing him for the future. Purky stated that if the child sees the educative process as meaningful and self-enhancing, and if the degree of threat provided by the school experience is not over-powering, then he is likely to grow in self-esteem and in academic achievement.[11]

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[9] Donald V. Felker, Building Positive Self Concepts (Minneapolis: Burgess Publishing Co., 1974), p. 11.

[10] A. W. Combs and D. Snygg, Individual Behavior (2d ed; New York: Harper & Row, 1959), pp. 190-209.

[11] William Watson Purky, Self Concept and School Achievement (Englewoods Cliffs, New Jersey: Prentice-Hall, Inc., 1970), p. 12.

The self concept is basically a function of experience. What happens to students during their time spent in school must be of vital importance in the development of the phenominal self. Combs and Snygg stated that there is probably no other agency in society outside the family which has a more profound influence on the development of the individual's concept of self.[12]

Dinkmeyer reported that there is a considerable body of evidence indicating that a child with a poor self concept tends to be more anxious and less adjusted, less effective in groups and in the tasks of life, whether they be work, social, or sexual, when compared with a child who has a more adequate self concept.[13]

Lecky's work illustrated the significance of studying self concept within an educational framework. In his studies of self he described cases where pupils, after undergoing changes in self concept, have made considerable improvements in their levels of achievement.[14]

Certain theories imply that helping a child gain self respect will help him develop a more adequate personality. Combs and Snygg define an adequate personality as one in which the individual is capable of admitting any and all experiences and of integrating this experience into his existing self structure.[15] As a result the child will feel less threatened in the

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[12] A. W. Combs and D. Snygg, Individual Behavior (2d ed.; New York: Harper & Row, 1959), p. 377.

[13] Don C. Dinkmeyer, Child Development: The Emerging Self (Englewoods Cliffs, New Jersey: Prentice-Hall Inc., 1965), p. 212.

[14] Prescott Lecky, Self-Consistency: A Theory of Personality (New York: Island Press, 1945), p. 73.

[15] A. W. Combs and D. Snygg, Individual Behavior (2d ed.; New York: Harper & Row, 1959), p. 243.

future and be more adequate in exploring his environment and in dealing with people.

Dinkmeyer contended that the individual who is developing an adequate personality has positive perceptions of self that give him the courage to function. He is open to total experience and free to choose. He assesses himself honestly and as a result his level of aspiration is more realistic. This individual does not feel inadequate, but instead is spontaneous, creative, and original. He trusts himself and is free to accept others without any negative anticipation that social interaction provides a bad experience.[16]

The inadequate personality does not feel equal to the problems of life. This person thinks of himself as inferior and incompetent. His definitions of self are negative, and he lacks the necessary stamina and courage to meet the demands of life's tasks.

The development of a positive self concept is necessary for an individual's effectiveness as a learner and also for his mental health.[17] Olson and Wattenberg stated:

> Mental health is dependent on the strength of ego, the wholesomeness of the self concept. As psychoanalysts gain more experience with children as contrasted with adult neurotics, they have more and more stressed understanding of ego psychology. Meanwhile, the proponents of client-centered counseling, led by Carl Rogers, have found their work consisting largely of helping clients gain a self concept which leads to inner harmony.[18]

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[16]Don C. Dinkmeyer, Child Development: The Emerging Self (Englewoods Cliffs, New Jersey: Prentice-Hall Inc., 1965), p. 213.

[17]Ibid., p.214.

[18]W. Olson and W. Wattenberg, "The Role of the School in Mental Health," Mental Health in Modern Education, Fifth-fourth Yearbook of the National Society for the Study of Education (Chicago: University of Chicago Press, 1955), p. 105.

SELF CONCEPT AND ITS RELATIONSHIP TO READING ACHIEVEMENT

It is sometimes difficult to evaluate the effect of self concept on learning, but a student with a poor self concept often experiences academic difficulties, especially in the area of reading.

Educators today are faced with the problem of determining why some students are positively oriented toward academic pursuits while others are negatively inclined when both have comparable ability. There is considerable research available indicating that a relationship exists between self concept and achievement in reading.

Wattenberg and Clifford did a study to show the relationship of the self concept to beginning achievement in reading. The results suggested that measures of self concept at the kindergarten level would add significantly to the predictive efficiency now found through tests of mental ability. They concluded that self concept stands in a causal relationship to reading achievement.[19]

Purky cited the following research showing the effect of self concept on reading achievement: In an investigation of the relationship between children's perceptions of themselves and their world while in kindergarten and their subsequent achievement in reading in the first grade, Lamy found that these perceptions, obtained from inferences made by trained observers, gave as good a prediction of later reading achievement as intelligence test scores. When I.Q. and self-evaluations were combined, the predictive power was even greater.[20] In concluding her study, Lamy suggested

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[19] W. W. Wattenberg and C. Clifford, "Relationships of Self Concepts to Beginning Achievement in Reading," Child Development, XXXV, (1964), pp. 461-467.

[20] M. W. Lamy, "Relationship of Self-Perceptions of Early Primary Children to Achievement in Reading," Human Development (Chicago: Scott, Foresman & Co., 1965), p. 251.

that the perceptions of a child about himself and his world are not only related to, but may in fact, be causal factors in his subsequent reading achievement.[21]

Lumpkin, in studying the relationship of self concept to reading achievement of fifth grade children, found significant relationships between pupils' self concepts as revealed in an analysis of the data secured and achievement in reading. Overachievers revealed significantly more positive self concepts, high levels of adjustment, and saw themselves as liking reading. Both teachers and peers viewed these children positively. Under-achievers in reading made significantly lower scores on measures of academic achievement. A negative perception of self and a desire to be different from the self as seen by themselves was manifested by the underachievers.[22]

Cummings offered further evidence through a study of the relationships between self concepts and reading achievement at the third grade level. The study specifically compared self concepts of groups of children selected in terms of their reading achievement in relation to that of others in their classroom with the self concepts of other groups of children selected in terms of their reading achievement in relation to their anticipated reading levels. She concluded from the analysis of the comparisons that there was evidence to support the existence of definite relationships between self concept and reading achievement. Positive self concepts were found to be related to adequate reading achievement.[23]

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[21]William Watson Purky, Self Concept and School Achievement (Englewoods Cliffs, New Jersey: Prentice-Hall, Inc., 1970), p. 23.

[22]Donavan D. Lumpkin, "Relationship of Self Concept to Achievement in Reading," Dissertation Abstracts, XX (1959), pp. 204-205.

[23]Ruby N. Cummings, "A Study of the Relationship between Self Concept and Reading Achievement at the Third Grade Level," Dissertation Abstracts, XXXI (1970-71), p. 5195-A.

Williams and Cole attempted to relate self concepts to several areas of the child's experience believed basic to effect academic adjustment. It was hypothesized that a child's conception of school would be related to his concept of himself and thus might be construed as an extension of his self concept. In final analysis they concluded that a child's academic success is certainly not determined by any one variable. Significantly positive correlations were obtained between self concept measures and the following variables: conception of school, social status at school, emotional adjustment, mental ability, reading achievement, and mathematical achievement.[24]

Zimmerman and Allebrand compared two matched groups of subjects in grades four and five to examine how reading achievement is related to self concept. One group was reading at grade level and the other was reading at least two years below grade level. They found that good readers want to achieve and cast themselves in this role while poor readers, who admit to feelings of discouragement, inadequacy, and nervousness, avoid achievement. Scores from the "Sense of Personal Worth" subtest of the California Test of Personality were significantly different (.05 level) when the two groups were compared.[25]

The results of this study are consistent with Bodwin's, who found a significant positive relationship between immature, low self concepts and reading disabilities among students in the third and sixth grades. The correlations obtained on this part of the investigation were .72 on the

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[24] Robert L. Williams and Sturgeon Cole, "Self Concept and School Adjustment," Personnel and Guidance Journal, XLVI (1965), pp. 478-481.

[25] I. L. Zimmerman and G. N. Allebrand, "Personality Characteristics and Attitudes Toward Achievement for Good and Poor Readers," Journal of Educational Research, LIX (1965), pp. 28-30.

third grade level and .62 on the sixth grade level both of which were significant on the one per cent level of confidence.[26]

Both Lovinger and Carlton and Moore in investigations have compared gain scores or improvement in reading with gain scores or improvement in self concept. No significant correlation was found between the gain scores in these two areas in either study. In both studies, children in the experimental groups were involved with single specific and experimental reading programs.[27]

Hake, using a self-devised test, found a significant difference (.01 level) in self concept between above average and below average sixth-grade readers. Specifically, this research suggests certain relationships: First, poor readers more often saw their parents and home as more threatening than did good readers. Secondly, significantly more poor readers than good readers identified with story characters who had teachers who punished them freely for not having assignments finished without any understanding of the nature of their learning difficulties. Thirdly, poor readers in contrast to good readers were inclined to tell stories of children who used defense mechanisms to solve their personal problems rather than facing reality. Another interesting result of this study was that sex differences among both good and poor reader groups in covert motivations were not highly significant. However, the significance was great enough (.06) to suggest some trend in this direction with girls in both reader groups

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[26]F. B. Bodwin, "The Relationship Between Immature Self Concepts and Certain Educational Disabilities" (unpublished PhD disseration, Michigan State University, 1952), pp. 1645-1646.

[27]Sophie L. Lovinger, "The Interplay of Some Ego Functions in Six-Year-Old Children," USEO Cooperative Research Project #5-8457-24-2-12-1 (New York: New York University, 1967). Lessie Carlton and Robert H. Moore, "A Study of the Effects of Self-Directive Dramatization on the Progress in Reading Achievement and Self Concept of Culturally Disadvantaged Elementary School Children," The Reading Teacher XXII (May, 1969), pp. 125-130.

exhibiting more covert maladjustment than boys.[28]

Fillmer, Busby, and Smittle investigated the relationship between reading achievement, self concept, and visual perception of one hundred randomly selected junior high school pupils. Findings from this study indicated that: (1) both two- and three-dimensional perception had significant relationships with reading at the .01 level; (2) a significant relationship existed between reading and two of the self concept components; and (3) there was a significant relationship between two-dimensional perceptions and eight of the self concept components. They concluded that there is a significant relationship between self concept and reading and hypothesized that in some instances reading disability might well be a conditioned attitude.[29]

From the studies reviewed an implication that may be reasonably drawn is that the building of good self concepts has a positive effect on a child's ability to read. In sharp contrast, unsuccessful readers, whether underachievers, nonachievers, or poor readers, are likely to hold attitudes about themselves and their abilities which are extremely negative.

In light of the influence of the self concept on reading, it would seem feasible for teachers to follow the precept as stated by Purky: "Every effort should be made to insure that each entry has a reasonable chance of victory."[30]

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[28] James M. Hake, "Covert Motivations of Good and Poor Readers," The Reading Teacher XXII (1966), pp. 731-738.

[29] H. T. Fillmer, W. A. Busby and Patricia Smittle, "Visual Perception and Self Concept: New Directions in Reading," Journal of Reading Behavior IV (1971-72), pp. 17-20.

[30] William Watson Purky, Self Concept and School Achievement (Englewoods Cliffs, New Jersey: Prentice-Hall, Inc., 1970), p. 26.

SIGNIFICANT OTHERS IN RELATIONSHIP TO THE CHILD

The only way a child learns about himself is from significant others in his environment.[31] The parents are the first to influence the child. A child's view of his relationship with his parents often does not coincide with the parent's view. However, the feelings that the parents show toward the child shape his inner perceptions of positive and negative subjectivity - - - feelings of being loved and wanted or feelings of being unloved and unimportant. It is not the actual fact as to whether the parents love the child that counts but rather how the child perceives the existing relationship.

The child receives the first image of himself from his parents' reactions to his actions. Their reactions may shape strong attitudes and feelings which become subconscious motivation in the child's later life. Therefore, since self concept is a learned state of consciousness, the child learns quickly what actions on his part will evoke positive parental responses.

A sustained warm, genuine home environment produces warm feelings within the child as he responds positively to his environment. Showing pride in what the child accomplishes, confidence in the child's ability to perform affection whether he performs successfully or unseccessfully, and interest in all activities of the child are ways of assisting in the acquistion of a positive self concept.

In direct contrast, constant negativism such as criticism, family quarrels, and general family dissonance, within the home can have a marked effect on the development of a negative self concept. Constant extreme criticism will soon evoke negative responses from the child as well. Family

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[31]A. X. Mixer, "Teaching and the Self," Clearing House (February, 1973), pp. 346-350.

quarrels generate hostility, and the child intuitively shows signs of relating to one parent or the other; he usually relates the best to the one who is semmingly being unjustly treated. Over-all family dissonance tends to sustain the pervailing negativism that can lead to family dis-integration. The significant factor here is not the happening but the effect of the happening upon the family members. These activities tend to produce a negative self-image within the child; the child tends to begin to dislike himself.

Second to the parents in order of importance as significant others are the child's peers. The desire to be accepted within the peer group is a strong motivational factor in childhood behavior. While a child's self concept has usually been substantially developed by the time he enters school, it is still in the formative stage. The child who has developed feelings of security, adequacy, and belonging will usually encounter few problems within the peer group. However, if the child cannot get positive approval, he may be forced to receive recognition and belonging by behaving unappropriately. For some children the negative reaction of others is of much greater value than merely being ignored. When peer needs are not met effectively, the child does not develop a proper sense of social feeling which soon becomes evident in terms of self concept.[32]

Peer ridicule causes the child to develop feelings of peer rejection. As a result the child, because of anxiety, will refuse to perform in their presence. Observable bahavior patterns brought about by a negative concept include nail biting, constant attention seeking, and an infrequent amount of volunteering in a positive manner.

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[32]Don C. Dinkmeyer, Child Development: The Emerging Self (Englewoods Cliffs, New Jersey: Prentice-Hall Inc., 1965), p. 290.

The questions listed below can be used as a checklist when observing a student's behavior during reading activities. The questions are formulated so that "No" responses are considered desirable. A considerable number of yes responses indicates the need for concern about concept consequences.

1. Does the student frequently make negative comments about himself?

2. Does the student frequently avoid working with peers?

3. Do the student's peers usually avoid working with him?

4. Do the student's peers often ridicule him?

5. Does the student constantly seek attention?

6. Does the student seldom volunteer?

7. Does the student compulsively seek information concerning his progress?

8. Does the student rarely seek information concerning his progress?

9. Does the student frequently manifest negative non-verbal behavior (for example: nail biting, facial expressions)?

10. Does the student often set goals for himself that are not within his ability to attain?[33]

While the checklist is designed to ascertain inadequacies in a child's reading self concept, it could also be used in relation to his global self concept. The two concepts are so closely related that if a student cannot read, it could lead to overall feelings of inadequacy. Similarly if the child's global self concept is low, it could negatively affect the reading self concept.

The teacher is the third significant other in the child's life. Since

[33]Joseph Sanacore, "Reading Self Concept: Assessment and Enhancement," Reading Teacher (November, 1975), pp. 164-168.

the school is concerned with the child's social adjustment, the teacher is active in shaping the child's goals, concepts, convictions, and attitudes. He provides the experiences and environment within which concepts, convictions, and assumptions are formulated.[34] Olson provides us with a concise summary of research in this area:

> Recent studies of the classroom emphasize the group climate as the most important factor in the child's socialization at school, the teacher as a principal agent in establishing this climate, and the interpersonal relationships as the method for establishing the process. Thus the class, in addition to being a place for the provision of content of instruction in the formal sense, is also a laboratory for social learning.[35]

ROLE OF THE TEACHER

The effective teacher is formally defined as an unique human being who has learned to use himself effectively and efficiently to carry out his own and society's purposes is the education of others.[36] Of necessity the teacher must have a positive concept of his/her own self to make a significant difference to the student and be able to exert sufficient influence for change. This usually means that adequate people see themselves, among other things, as liked, wanted, acceptable, able, and worthy. To be more specific Combs cites several studies that reached the following conclusions about the way good teachers typically see themselves.

1. Good teachers see themselves as identified with people rather than withdrawn, removed, apart from, or alienated from others.

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[34]Don C. Dinkmeyer, Child Development: The Emerging Self (Englewoods Cliffs, New Jersey: Prentice-Hall Inc., 1965), p. 201.

[35]W. Olson, Child Development (2d ed.; Boston: Heath, 1959), p. 228.

[36]A. W. Combs, Helping Relationships (Boston: Allyn & Bacon, 1971), p. 9.

2. Good teachers feel basically adequate rather than inadequate. They do not see themselves as generally unable to cope with problems.

3. Good teachers feel trustworthy rather than untrustworthy. They see themselves as reliable, dependable individuals with the potential for coping with events as they happen.

4. Good teachers see themselves as wanted rather than unwanted. They see themselves as likable and attractive (in personal, not physical sense) as opposed to feeling ignored and rejected.

5. Good teachers see themselves as worthy rather than unworthy. They see themselves as people of consequence, dignity, and integrity as opposed to feeling they matter little, can be overlooked, and discounted.[37]

Areas to be considered when working for change in this direction are (1) what the teacher believes, and (2) what the teacher does. Combs also found that the teacher's attitude toward himself and others are as important as, if not more important than, his techniques, practices, or materials. He continued to state that effective teachers can be distinguished from ineffective teachers on the basis of their attitudes toward themselves and others.[38] In short, a teacher with positive attitudes can promote a positive classroom atmosphere, while a teacher with negative attitudes promotes a feeling of negativism to the children.

A teacher's personal concept philosophy includes the following basic characteristics: guidelines for self-directedness, acceptance of responsible action, and awareness of the need for personal evaluation from time to time for sustained positive performance. A personal feeling of assurance is indicative that the teacher is confident that his/her actions will be acceptable most of the time. Self-assurance also indicates that the teacher is confident that if his actions are wrong or evoke criticism, he will be

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[37]A. W. Combs, The Professional Education of Teachers (Boston: Allyn & Bacon, 1965), pp. 83-84.

[38]Ibid., p. 102.

flexible enough to make the necessary adjustment. This is more basically
interpreted by the pupil as the teacher being a "regular guy" . . . the
"no one is perfect" idea.

For a sustained positive self concept the teacher must remain self-
directing. Guidelines for self directedness include:

1. being responsible in regard to self

2. being trustworthy

3. being genuine in thought and action

4. being truthful

5. being personable

Acceptance of responsible actions on the part of the teacher infers
that because other variables have been stabilized within the teacher's
conceptual being, he/she is a caring individual who is concerned about
pupils or objects within his/her range of authority. He/she will show
enough concern to indicate involvement until situations are resolved sat-
isfactorily.

An awareness of the need for personal evaluation for a sustained
positive performance involves judging both input and output. For mainten-
ance of a positive attitude there must be more positive input than negative
input; the teacher must strive to accept only input with a high degree of
rightness or constructiveness. The negative input must be analyzed; it should
either be placed in its proper perspective or discarded.

What the teacher believes about students is usually reflected in
their classroom achievement. Just as a teacher must have positive feelings
about himself, he must also view his students in a constructive manner
and expect good academic performance.

Rosenthal and Jacobson conducted research on the self-fulfilling
prophecy in 1968 in a public elementary school of 650 students. The teachers

were told that approximately one-fifth of the students could be expected

to evidence significant increases in mental ability during the year. They

were also given the names of the high-potential students. It is interesting

to note that while the names of the children had been chosen at random by

the experimenters, when the intelligence tests were given some months later,

these students tended to score significantly higher than the children who

had not been identified. In addition, the teachers also described these

students as happier and better adjusted than other children. The conclusion

drawn by Rosenthal and Jacobson is that through subtle teacher actions or

expressions these children were more highly motivated to learn than the

other children. In their final summary the authors stated that "elementary

children who are expected by their teachers to gain intellectually do in

fact show greater intellectual gains after one year than do children of whom

such gains were not expected." It is also stated that this same relationship

between performance and expectations is true at all grade levels.[39]

It is also interesting to note the results of a less technical research

study done on the importance of teacher expectation in the San Francisco

School District in 1971.[40] First grade students in San Francisco have

generally maintained reading scores close to the national average. However,

the scores for some evasive reason began to drop in second grade. This drop

initiated the research study in which four elementary schools in San Francisco

were isolated which had second grade classes containing students whose reading

scores were above the national average. The investigation examined six

[39]Robert Rosenthal and Lenore Jacobson, Pygmalion in the Classroom
(New York: Holt, Rinehart, & Winston, Inc., 1968), pp. 116-118.

[40]Stanley J. Zehm, "Teacher Expectations: A Key to Reading Success,"
Reading Improvement XII (Spring, 1975), pp. 24-25.

variables: 1) class size, 2) number of minority students, 3) capital expenditure for reading materials, 4) type of instructional material, 5) type of instruction, whether structured or open, and 6) the kind of teachers. The research team examined the depth and importance of each variable, they concluded that the success factor was the teacher. The teacher of the successful students in reading were positive in their description of their students and emphasized the reading act throughout the school day in all subjects. Of prime importance, concluded the researchers, was that the teachers expected the students to read well, and they did.

The classroom behaviors of the teacher and the experience she/he provides appears to have a strong impact on the way pupils perceive them. The attitudes of the teacher are therefore, an important part of the over-all effect a teacher has on pupils. Because negativism from past experiences can easily surface unknowingly, the teacher must continuely asses his/her attitudes toward his/her pupils and consider his/her classroom behavior by using the following questions.[41]

1. Am I projecting an image that tells the student that I am here to build, rather than to destroy him as a person?

2. Do I let the student know that I am aware of and interested in him as a unique person?

3. Do I convey my expectations and confidence that the student can accomplish work, can and is confident?

4. Do I provide well-defined standards of values, demands for competence, and guidelines toward solutions to problems?

5. When working with parents, do I enhance the academic expectations which they hold of their children's ability?

6. By my behavior, do I serve as a model of authority for the student?

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[41]William Watson Purky, Self Concept and School Achievement (Englewoods Cliffs, New Jersey: Prentice-Hall, Inc., 1970), pp. 49-50.

7. Do I take every opportunity to establish a high degree of
   private or semi-private communication with my students?

The foregoing guidelines imply that there is a uniqueness with which
each child must be treated. However, for the child to feel unique, the
teacher must establish an environmental climate that stimulates personal
growth. For this to take place, the teacher must demonstrate a sincere
liking for the child by developing empathy. He/she must give each child
the feeling that he is liked, understood and appreciated.[42]

The basic criterion in the role of confimation is sincerity perceived
in both work and sense. The child through daily contact with the teacher
knows how honestly he is being treated. The teacher who judges himself
to be the epitome of knowledge usually portrays himself to the student as
the opposite when he makes a flat, definite statement regarding truth and
error.

Confidence is the second criteria in the act of confirmation. This
involves having the courage to let the child's innate developmental behaviors
mature without any great infringements. This is a natural demonstration
of teacher integrity. By being completely honest with the child, the teacher
can establish confidence. This is best shown to the pupil by making fair
decisions, saying no instead of yes, giving backing to the pupil when the
need arises, and being unbiased.

By assessing in this manner, the teacher can move in the direction
of improvement. To the degree she/he accepts himself/herself as one capable
of change, he/she will be able to help others. His/her beliefs and attitudes
toward himself/herself and others greatly determines his/her effectiveness

[42]Clark Moustakas, The Authentic Teacher, Sensitivity, and Awareness
in the Classroom (Cambridge: Doyle Publishing Co., 1966), p. 14.

in the classroom. Effective teaching is often hampered by letting personal
problems get in the way, and by not realizing the degree to which students
can be indirectly influenced by situations of this nature.

The atmosphere the teacher creates whithin the classroom is a signi-
ficant part of the teacher's overall role in developing positive self
concepts in pupils. It is the generation of the teacher's own self concept
that determines to a great degree the modification of the pupil's self
concept.

Challenge, freedom, respect, warmth, control, and success are major
factors to be considered when working to create positive self concepts.
The teacher's challenge to learn helps create that "moment of teachability."
The teacher must know intuitively when and how to encourage pupils to do
better work. This can be done by focusing on a child's unique talents
rather than on his shortcomings. The child must not be made to feel per-
sonally inadequate because of an unsuccessful performance in the classroom.
However, if the challenge is made correctly by the teacher, there should
be few failures. While motivation which is fostered by the teacher is
vitally important to most pupils, the only way a pupil can learn to cope
in an environment is by making decisions for himself without undue fear
of failure. Pupils who have a high anxiety level for failure, refuse to
even attempt any kind of achievement whenever they can. As a result, the
teacher should strive for the creation of a normal pattern of daily living
within the classroom allowing only occasional failures to be expected.

Freedom of choice is characterized by values of sustenance which are
part of the innate makeup of the student. Self-values are interest, meanings,
and desires that are derived from the uniqueness of the child. The student
will be able to make meaningful decisions for himself in an atmosphere of

faith. An atmosphere of faith is one absent of teacher derision, sarcasm, or any aspect of pupil disrespect which could be interpreted by the child as being negative. Mutual trust and respect can be fostered only if the teacher is genuinely concerned with the emotional needs of the child. Self-values are in jeopardy in any climate where freedom and choice are denied, in any situation where the individual rejects his own senses and substitutes for his own perceptions the standards and expectations of others.[43]

The questions listed below are helpful guidelines in determining whether the aspects of freedom of choice and challenge are being met.[44]

1. Do I encourage students to try something new and to join in new activities?

2. Do I allow students to have a voice in planning and do I permit them to help make the rules they follow?

3. Do I permit students to challenge my opinions?

4. Do I teach in as exciting and interesting a manner as possible?

5. Do I distinguish between students' classroom mistakes and their personal failure?

6. Do I avoid unfair and ruthless competition in the classroom?

A good teacher is motivated by a deep sense that every pupil is endowed with great human dignity and great potential.[45] It is the respect for these qualities within the child that builds a self concept that can expand sufficiently to fulfill at least a part of this potential. The student usually produces to the best of his ability if the teacher is sincere in

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[43]Clark Moustakas, The Authentic Teacher, Sensitivity, and Awareness in the Classroom (Cambridge: Doyle Publishing Co., 1966), pp. 4-5.

[44]William Watson Purky, Self Concept and School Achievement (Englewoods Cliffs, New Jersey: Prentice-Hall, Inc., 1970), p. 52.

[45]N. E. A., "On the Role of the Teacher," (Washington D. C.: National Policies Committee, 1967), p. 7.

expressing his thoughts and actions. Thus "by cherishing and holding the child in absolute esteem, the teacher is establishing an environmental climate that facilitates growth and becoming."[46]

Respect and warmth can be expressed by the teacher by identifying students in a positive manner. Students feel almost immediate rapport with teachers who call them by name as soon as possible. A teacher can also create much warmth by simply sharing his/her own feelings of joy, dismay, etc. in class. Reciprocal courtesy between student and teacher is a positive affirmation for both.

In addition, a specific conference time for each child can be a concept builder. It need not be long, but it must be conducted in good faith displaying confidence and caring. It is also important for the teacher to notice the child who has been absent. He should let the child know that he has been missed and express happiness that he is back in shcool.

Classroom control is one of the vital factors in developing self concept. It is here where the action is. The teacher must effectively utilize the environment to benefit all children. Control which is right emphasizes firm guidance characterized by strong leadership qualities in the teacher. The child must know what form of behavior is expected. The teacher who has a well-formulated plan for each day can expect less disruption within the classroom than the teacher who does not.

Classroom climate conducive to good learning is success oriented. It does not dwell on pupils' past mistakes but encourages future accomplishments. The effective teacher notes success regardless of the task or the

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[46]Clark Moustakas, The Authentic Teacher, Sensitivity, and Awareness in the Classroom (Cambridge: Doyle Publishing Co., 1966), p. 13.

ability of the pupil. Comments identifying successful pupil efforts written on papers handed in by students are easy to write. Teachers who regularly point to successful attempts are surprised at the significance the pupil attaches to these comments. The pupil soon learns to anticipate these reactions and sometimes, it appears, gears his daily efforts to past successful performances. According to Combs, people learn that they are able, not from failure but from success.[47]

Guidelines teachers can use to promote healthier self concepts are listed by Purky as:[48]

1. Do I permit my students some opportunity to make mistakes without penalty?

2. Do I make generally positive comments on written work?

3. Do I give extra support and encouragement to slower students?

4. Do I recognize the successes of students in terms of what they did earlier?

5. Do I take special opportunities to praise students for their successes?

6. Do I manufacture honest experiences of success for my students?

7. Do I set tasks which are, and which appear to the students to be, within his abilities?

INSTRUMENTS OF MEASUREMENT

Teachers use instruments of measurement such as self-report inventories to determine the degree to which self concept has been developed. However, It must also be stressed that after giving a test of this nature, the

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[47]A. W. Combs, Helping Relationships (Boston: Allyn & Bacon, 1971), p. 48.

[48]William Watson Purky, Self Concept and School Achievement (Englewoods Cliffs, New Jersey: Prentice-Hall, Inc., 1970), p. 56.

teacher should understand his limitations in giving and interpreting the tests and should attempt to get a correct interpretation; a school psychologist should be able to assist classroom teachers in this area. The teacher remains as open-minded as possible throughout the entire process.

Research on the validity and reliability of self-report inventories centers on Rogers' findings that they are valuable and on Comb's conclusions that the individual does not reveal enough information. However, self-reports when used appropriately do reveal some characteristics of the self and are valuable to the teachers.

Evaluating self through observations is another measurement technique; it, too, should be done with as much objectivity as possible. While observing, the teacher should remember that the pupil's perception of his own appearance and behavior is the essential element; the items themselves are not important.

The following general description of the role of the teacher has been given inorder to progress to the specific procedures reading teachers use in furthering self concept. The reading teacher is the teacher who daily teaches reading, using any one of the acceptable methods prevalent at this time. She is involved with twenty-three children, each with a completely different reading self concept and a different way of expressing it. She has followed basic procedures closely enough to realize the presence of the reading potential of each child but is frequently unable to tap the inner variables that are blocking the pupil's progression to becoming a better reader.

It must be stressed that, while the reading teacher is emphasizing the development of a positive self concept regarding the child's ability to read, she is more concerned about the child's development as a whole. In order to do this she must use a vaiety of techniques to determine the

level at which the child reads with ease, his attitudes toward reading, and the topics he is interested in reading about. From this point on it is a matter of creating within the child a desire to read and then using the teaching method which is best suited to the child.

A preliminary step to changing or reinforcing attitudes is that of determining attitudes. "A Scale of Reading Attitudes Based on Behavior" by C. Glennon Rowell is especially suitable for children who have severe problems with reading since no reading is required of the students in order to complete the scale.[49] Attitudes, as reflected in specific behavior, are recorded by the teacher over a period of two to four weeks. The scale covers three broad concepts of reading: basal group reading, reading for pleasure, and reading in the content area. Each item is given a rating of 5, 4, 3, 2, or 1. Items one through six define various reading situations as they would take place in reading classes. Items seven through thirteen represent the area of reading for pleasure. The last three items on the attitude scale relate to how children feel about reading in the content areas.

Initially this scale could be used advantageously as a pretest of attitudes early in the school year. In the spring a retest could be given; the scores could be compared to determine if there was a change in attitudes.

Another objective measuring device is "The Incomplete Sentence Projective Test" by Boning and Boning.[50] This test can be used with individuals or groups. It gives an indication of how the child feels at the time

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[49]C. G. Rowell, "An Attitude Scale for Reading," Reading Teacher XXIV (February, 1972), pp. 442-447.

[50]Thomas Boning and Richard Boning, "I'd Rather Read Than . . .," Reading Teacher XVIII (April, 1957), pp. 196-200.

A SCALE OF READING ATTITUDE BASED ON BEHAVIOR

Name of student_____ Grade_____ Date_____

School_____ Observer_____

Directions: Check the most appropriate of the five blanks by each item below. Only one blank by each
item should be checked.

	ALWAYS OCCURS	OFTEN OCCURS	OCCASIONALLY OCCURS	SELDOM OCCURS	NEVER OCCURS
1. The student exhibits a strong desire to come to the reading circle or to have reading instruction take place.	_____	_____	_____	_____	_____
2. The student is enthusiastic and interested in participating once he comes to the reading circle or the reading class begins.	_____	_____	_____	_____	_____
3. The student asks permission or raises his hand to read orally.	_____	_____	_____	_____	_____
4. When called upon to read orally the student eagerly does so.	_____	_____	_____	_____	_____
5. The student very willingly answers a question asked him in the reading class.	_____	_____	_____	_____	_____
6. Contributions in the way of voluntary discussions are made by the student in the reading class.	_____	_____	_____	_____	_____
7. The student expresses a desire to be read to by you or someone else, and he attentively listens while this is taking place.	_____	_____	_____	_____	_____

A SCALE OF READING ATTITUDE BASED ON BEHAVIOR, cont.

	ALWAYS OCCURS	OFTEN OCCURS	OCCASIONALLY OCCURS	SELDOM OCCURS	NEVER OCCURS
8. The student makes an effort to read printed materials on bulletin boards, charts, or other displays having writing on them.	____	____	____	____	____
9. The student elects to read a book when the class has permission to choose a "free-time" activity.	____	____	____	____	____
10. The student expresses genuine interest in going to the school's library.	____	____	____	____	____
11. The student discusses with you (the teacher) or members of the class those items he has read from the newspaper, magazines, or similar materials.	____	____	____	____	____
12. The student voluntarily and enthusiastically discusses with others the book he has read or is reading.	____	____	____	____	____
13. The student listens attentively while other students share their reading experiences with the group.	____	____	____	____	____
14. The student expresses eagerness to read printed materials in the content areas.	____	____	____	____	____
15. The student goes beyond the textbook or usual reading assignment in searching for other materials to read.	____	____	____	____	____
16. The student contributes to group discussions that are based on reading assignments made in the content areas.	____	____	____	____	____

I'D RATHER READ THAN . . .

1. Today I feel_____

2. When I have to read, I_____

3. I get angry when_____

4. To be grown up_____

5. My idea of a good time is_____

6. I wish my parents knew_____

7. School is_____

8. I can't understand why_____

9. I feel bad when_____

10. I wish teachers_____

11. I wish my mother_____

12. Going to college_____

13. To me, books_____

14. People think I_____

15. I like to read about_____

16. On weekends I_____

17. I'd rather read than_____

18. To me, homework_____

19. I hope I'll never_____

20. I wish people wouldn't_____

21. When I finish high school_____

22. I'm afraid_____

23. Comic books_____

24. When I take my report card home_____

25. I am at my best when_____

26. Most brothers and sisters_____

I'D RATHER READ THAN . . ., cont.

27. I don't know how_____

28. When I read math_____

29. I feel proud when_____

30. The future looks_____

31. I wish my father_____

32. I like to read when_____

33. I would like to be_____

34. For me, studying_____

35. I often worry about_____

36. I wish I could_____

37. Reading science_____

38. I fook forward to_____

39. I wish_____

40. I'd read more if_____

41. When I read out loud_____

42. My only regret_____

he or she completes the sentence. The responses are not weighted for scaling. However, the responses given by the child are highly indicative of how the child really feels about reading. This information is of great value to the teacher as he/she attempts to identify specific attitudes. Efforts to change or reinforce attitudes can be begun only when the teacher knows how the student presently feels toward reading.

Of particular significance is the responses given to the incomplete sentence: "I'd rather read than . . . ." This is an attempt to place reading on a scale of comparative values. If the child equates reading to something pleasurable, it would be considered a positive reaction. If the child responds by comparing reading to some distasteful job like doing the dishes, the value judgment begins to take on a negative aspect. If the experience he relates to reading is "getting drowned" or something equally disastrous, the value judgment inferred is extreme negativism.

As a whole if the child responds to a majority of the forty-two items in a more or less positive manner, the teacher can safely assume that the child does have a reasonable positive self concept. It would appear that when responses to less than half the sentences take on a negative connotation, the self concept will also be described with negative aspects. Therefore, it is reasonable to assume that the greater the number of negative responses the greater the need for improvement of self concept.

The teacher can receive enough information from this appraisal to form at least a fair picture of the child's self concept. Reading skills can now be gradually integrated into the child's thinking processes in order to enable him to read with greater ease and comfort. Initially it is easier to arouse a child's interest if the material presented has a

high interest level. Therefore, the "I like to read about" statement
helps the teacher determine one of the interest areas the child has. If
the child does not indicate an interest area, proper motivation must be
used to guide him into at least one thing he might like to investigate.
Once the child latches on to something to investigate through reading,
he begins to feel of value because he is involved.

In over-all evaluation of the two attitude tests, each is valuable
as a tool for assessing the types of attitudes it is testing. The Rowell
scale is oriented specifically to the reading area. The Boning test is
an inferred judgment measurement device which can be used in pinpointing
the reasons for the child's inability to read.

The creative approach to reading is attitude oriented. This approach
shows that the teacher realizes the importance of a child's need to create
and his need to be able to read. It can be used at any level and with
any type of reading program. There are five basic principles that can
be used in carrying out the creative approach: 1) Be respectful of
unusual questions. 2) Be respectful of imaginative, unusual ideas.
3) Show your pupils that their ideas have value. 4) Pupils should
once in a while, do something "for practice" without the threat of evalu-
ation. 5) Tie in evaluation with causes and consequences.[51]

Teachers must put questions in their proper perspective. For children
and adults alike questions are the one way new information can be gained.
A question to a child is his way of saying "I am here" and "This is my
way" of interacting with the environment. A quickly answered question
immediately stops this interaction. Unless the child is persistent in

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[51]E. P. Torrance, Rewarding Creative Behavior (Englewoods Cliffs,
New Jersey: Prentice-Hall, 1965), p. 241.

signalling his presence by further questions, he begins to feel shut out or that his contribution was not of importance.

Imaginative, unusual ideas from children should be encouraged. What appears at the time to be a "wild idea" from a child quite often is the successful solution. This is true because it is operating on a child's level and not of the teacher's level. Because it is not operating on the teacher's level, she either discourages it or rejects it completely. A child's whole attitude may change when he finds that the teacher feels he has good ideas and allows him to express them.[52]

A teacher can best show pupils that their ideas have value by letting them put their ideas to work. This is one of the most important phases of the self concept building process. Teachers should operate on the premise that attempts in most cases will be successful to some degree. Accept the unsuccessful attempts as part of the normal pattern of success and failure. Children must learn to realize that failure does come and that it is necessary to learn to cope with it. Failure must be assessed not as having done something of no value by having attempted something of value in the wrong way.

Teachers should be open-minded in evaluating anything a child does in school. Once an evaluation has been made of the child's work or progress, he begins to view himself as being at that particular level. A word of encouragement will do much to build a positive self concept in the child, even if the work by the teacher's standard is inferior. A child evaluates his work by his own standards, and the two levels of evaluation do not necessarily coincide.

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[52]E. P. Torrance, Rewarding Creative Behavior (Englewoods Cliffs, New Jersey: Prentice-Hall, 1965), p. 267.

SUMMARY

Self concept has been discussed in terms of its relationship to
significant others and the impact they have upon the childs attitude
formation. The effectiveness of the teacher has been evaluated both in
aspects of subjectivity and objectivity in relating to the reading process.
Sample instruments of measurement for self concept have been reviewed
and illustrated. An attribute of the creative approach to reading as
stressed by Torrance has been briefly discussed to show its relationship
to concept development.

Accountability is the keynote of education in this present decade
and humanization is accented. This kind of teaching is possible only
if the importance of the self concept as a motivation for learning is
maintained. This is possible only if teachers provide warm human relation-
ships while teaching.

Self concept is the mirror of educational effort. If the teacher
has been successful, the satisfaction of achievement is reflected in the
student. What we believe is important shows in spite of what we do.

It can safely be assumed therefore that the reading teacher plays
a vital role in the elementary school child's development of a positive
self concept. It can also be correctly assumed that by determining the
child's attitudes and interests, the teacher can more adequately work to
expand the child's existing reading world. It can also be correctly
assumed that the creative approach to reading is the correct trend to
be developed. It might be challenged if the correct method to the creative
approach to reading was met in the right way. In this challenge it must
be considered that there is no one right way to teach reading. The way
is right if it fulfills the specific needs of the child involved. The
uniqueness of the teacher has then met the uniqueness of the child.

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