

Systematic Review

Evaluating Self-Concept Measurements in Adolescents: A Systematic Review

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Abstract: (1) **Background:** To evaluate the self-concept of adolescents, a proper evaluation of several existing self-concept measurements is needed. The objectives of this study are to conduct a systematic review of the available measures used to assess self-concept in adolescents, to evaluate the psychometric properties of each measurement, and to assess the attributes of patient-reported outcome measurements (PROMs) of self-concept in adolescents. (2) **Methods:** The systematic review was conducted on six databases: EMBASE, MEDLINE, Cochrane, PubMed, CINAHL, and Web of Science, from inception to 2021. A standardized evaluation of psychometric properties was carried out using the Evaluating the Measurement of Patient-Reported Outcomes (EMPRO). The review was conducted independently by two reviewers. Each attribute in EMPRO was assessed and analyzed to obtain an overall score. Only scores that exceeded 50 were considered acceptable. (3) **Results:** From 22,388 articles, we reviewed 35 articles with five self-concept measurements. Four measurements were obtained that had values above the threshold (SITPC, SPTA, SDQ-II, and SDQII-S). However, there is not enough evidence to support the interpretability attribute in self-concept measurement. (4) **Conclusions:** There are various measurements of self-concept in adolescents accompanied by their psychometric properties. Each measurement of adolescent self-concept has a characteristic of psychometric properties and measurement attributes.

Keywords: self-concept; adolescent; psychometric properties

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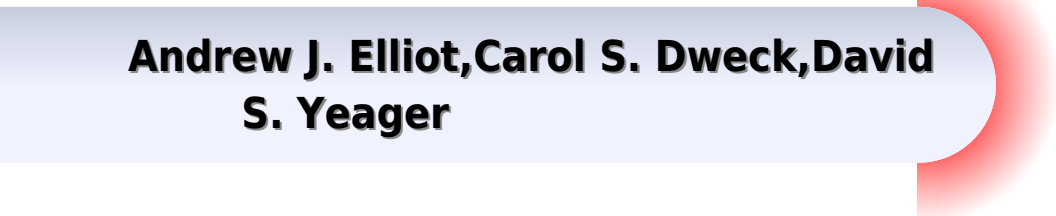
1. Introduction

Self-concept is a person's perception of himself/herself that is formed through experience and interpretation of one's environment. Self-concept is influenced by significant others, praise, or criticism, as well as attributes of one's behavior [1,2], so the formation of self-concept involves cognitive concepts and memory structures. Self-concept functions as autobiographical memory, an organizer of experience, an emotional barrier, and a source of motivation in a person [3]. In addition, self-concept is multifaceted, which means it involves categorizing large amounts of information [2].

The development of self-concept is influenced by cognitive development. The self-structure that occurs in cognitive development causes individuals to be able to differentiate and integrate. Differentiation allows individuals to be able to carry out self-evaluations in various domains so that they are able to create multiple selves in various contexts. Whereas integration allows individuals to construct higher-order generalizations, namely general self-concepts [4]. Several domains of self-concept in adolescents include the social domain referring to the adolescent's perception of his role in social relationships, the ability to be socially accepted by others, and skills in appreciating social interactions with others; the physical domain refers to the adolescent's perception of physical appearance, physical performance, and sports activities; academic domain refers to adolescents' assessment of academic achievement; emotional domain has the meaning of adolescents' perceptions

Measures Of Self Concept

**Andrew J. Elliot, Carol S. Dweck, David
S. Yeager**



Measures Of Self Concept:

The Self Concept in Theory, Measurement, Development, and Behaviour Robert Bruce Burns,1979 Measures of Self-concept Ruth C. Wylie,1989-01-01 Ruth C Wylie s two volumes of The Self Concept published by Nebraska in 1974 and 1979 evaluated psychological and sociological studies of self concept and self esteem Looking at a plethora of tests Wylie found in 1974 that very few had been adequately conceived or implemented Many produced results that were unverifiable or specious Her findings had disturbing implications not only for the tests themselves but for substantive research based upon them In the 1980s psychometric tests of self concept have continued to proliferate Wylie has continued to assess them Measures of Self Concept briefly summarizes the psychometric criteria for self concept tests as fully discussed in Wylie s 1974 book and the present general state of methodological adequacy of currently used earlier tests and some promising new ones still under development Although Wylie still finds serious shortcomings she notes a greater attempt today to increase and evaluate the validity of self concept indices This book presents detailed up to date information about and psychometric evaluations of ten self concept tests that appear to be the most meritorious candidates for current use and for further research and development It is the first book since her 1974 volume to review specific as well as general measures of self esteem for a range of ages from preschool to adult **Measuring Self-concept Across the Life Span** Barbara M. Byrne,1996-01-01 This book provides a review of self concept measures that can be used with individuals across the life span from preschool through late adulthood These measures were selected according to the prevalence of their use in research and practice their psychometric soundness the strength of their theoretical base and their demonstrable utility in a variety of research and practice situations For each measure there is a description of the instrument the target population the scale structure administration and scoring procedures normative data and related psychometric research as well as an evaluative summary and source information Byrne also provides a comprehensive review of the literature related to 7 empirically testable models of self concept Finally the author identifies the most important psychometric issues related to measuring self concept describes the limitations associated with the current state of self concept measurement and points to promising directions for future research and application **The Self Concept in Theory, Measurement, Development, and Behaviour** Robert Bruce Burns,1979 **Practitioner's Guide to Empirically Based Measures of School Behavior** Mary Lou Kelley,David Reitman,George H. Noell,2006-05-02 Children s display of unacceptable behavior in the school setting school violence academic underachievement and school failure represent a cluster of problems that touches all aspects of society Children with learning and behavior problems are much more likely to be un ployed exhibit significant emotional and behavior disorders in adulthood as well as become incarcerated For example by adolescence children with Attention Deficit Hyperactivity D order are more likely to be retained a grade drop out of school have contact with the law or fair worse along a number of dimensions than their unaffected siblings Barkely 1998 Identification assessment and treatment of children with

externalizing behavior problems and learning disabilities is critical to optimizing development and prevention of relatively tractable behavioral and emotional problems in adulthood. For example, poor interpersonal problem solving and social skills excesses and deficits are strongly associated with poor outcomes in adolescence and adulthood. The school is where children learn essential academic, social, and impulse control skills that allow them to function effectively in later years. School is where problems in these areas can be most easily identified and addressed. The purpose of this book is to provide an overview of assessment practices for evaluating children's externalizing behavior problems exhibited in the school environment. Reviews of approximately 100 assessment devices for measuring children's externalizing problems are included. Instruments include structured interviews, rating scales, and observational methods.

Measurement in Sport and Exercise Psychology Gershon Tenenbaum, Robert C. Eklund, Akihito Kamata, 2011-11-18

Measurement in Sport and Exercise Psychology provides a complete analysis of the tools and methods used in sport and exercise psychology research. Each chapter of this accessible text presents key measurement variables and concepts, including their definitions, an evaluation of the measurement constructs and tools available, and an explanation of any controversies in each topic. The text includes access to an online resource that presents 14 measurement instruments in their entirety. This resource also contains additional web links to many other measurement instruments. Drawing on their experience as leading researchers in the field, editors Tenenbaum, Eklund, and Kamata have selected a team of recognized scholars to bring both breadth and depth to this essential resource. By thoroughly examining each measurement tool, *Measurement in Sport and Exercise Psychology* assists readers in determining strengths and limitations of each tool and discovering which tools are best suited to their research projects. Readers will also gain critical knowledge to expand the field by recognizing opportunities for new methods of measurement and evaluation. The text begins with a historical review of measurement in sport and exercise psychology, followed by a comprehensive description of theories and measurement issues. It provides detailed information regarding ethical and cultural issues inherent in the selection of specific testing protocols, as well as issues in interpreting meta-analysis. This is followed by discussion of the commonly used constructs and inventories in three areas: cognition, perception, and motivation; measurement of emotion, affect, and coping; measurement of social and behavioral measurement. Recommendations for researchers and practitioners included at the end of each chapter provide starting points for considering ways to incorporate chapter content into research projects and professional practice. Tables located at the end of each chapter summarize key information for quick reference and provide online sources when available so that readers can access each measurement tool. Original source information is provided for those tools not available online. *Measurement in Sport and Exercise Psychology* assists readers in evaluating the effectiveness of specific measurement tools. As the most complete and up-to-date directory of tools and inventories in the field of sport and exercise, this text offers a thorough explanation of considerations, controversies, recommendations, and locations for accessing these measurement tools.

Measures of

Self-concept, Grades K-12 Instructional Objectives Exchange (Los Angeles, Calif.),1972 *Social Psychology in Sport* Sophia Jowett,David Lavalley,2007 The book is designed to allow readers to study issues in isolation or as part of a course or a module The five main parts are Relationships in Sport Coach Leadership and Group Dynamics Motivational Climate Key Social and Cognitive Processes in Sport and The Athlete in the Wider Sport Environment Each chapter is cross referenced and provides a clear description of the topic and a concise theoretical overview along with a discussion of existing research The chapters also introduce new research ideas suggest practical research applications and conclude with summaries and questions to help instructors engage the class in discussion and to help students follow the key points Publisher s website

Self-Concept Clarity Jennifer Lodi-Smith,Kenneth G. DeMarree,2018-01-03 This welcome resource traces the evolution of self concept clarity and brings together diverse strands of research on this important and still developing construct Locating self concept clarity within current models of personality identity and the self expert contributors define the construct and its critical roles in both individual and collective identity and functioning The book examines commonly used measures for assessing clarity particularly in relation to the more widely understood concept of self esteem with recommendations for best practices in assessment In addition a wealth of current data highlights the links between self concept clarity and major areas of mental wellness and dysfunction from adaptation and leadership to body image issues and schizophrenia Along the way it outlines important future directions in research on self concept clarity Included in the coverage Situating self concept clarity in the landscape of personality Development of self concept clarity across the lifespan Self concept clarity and romantic relationships Who am I and why does it matter Linking personal identity and self concept clarity Consequences of self concept clarity for well being and motivation Self concept clarity and psychopathology Self Concept Clarity fills varied theoretical empirical and practical needs across mental health fields and will enhance the work of academics psychologists interested in the construct as an area of research and clinicians working with clients struggling with developing and improving their self concept clarity **Handbook of Tests and Measurement in Education and the Social Sciences**

Paula E. Lester,Deborah Inman,Lloyd K. Bishop,2014-12-05 The Handbook is intended for all researchers in education and the social sciences undergraduate students to advanced doctoral students and research faculty Part I provides an introduction to basic quantitative research methods including analysis and interpretation of statistical tests associated with each method Examples of qualitative designs and mixed methods research are also included A chapter on measurement techniques in education and the social science is provided Part II of the Handbook includes over a 130 instruments organized under 40 topics extracted from the research literature Each instrument is discussed in detail concerning its measurement characteristics used in its development A section also includes Instruments Available through Commercial Organizations which provide the latest sources for teacher and principal evaluation New to This Edition Enhanced chapters concerning Quantitative research methods with analysis and interpretation of research data appropriate to each statistical test Detailed

chapter of measurement procedures used in instrumentation development including the appropriate application of reliability and validity tests item analysis and factor analysis with analysis and interpretation of research data Introduction to Qualitative research design and appropriate methods and the application of mixed methods in research design Expanded section of actual research instruments available for measurement purposes in education and social science research Enhanced section including Instruments Available through Commercial Organizations This provides the latest sources for teacher and principal evaluation

Handbook of Educational Psychology David C. Berliner, Robert C. Calfee, 2004
Sponsored by Division 15 of APA the second edition of this groundbreaking book has been expanded to 41 chapters that provide unparalleled coverage of this far ranging field Internationally recognized scholars contribute up to date reviews and critical syntheses of the following areas foundations and the future of educational psychology learners development individual differences cognition motivation content area teaching socio cultural perspectives on teaching and learning teachers and teaching instructional design teacher assessment and modern perspectives on research methodologies data and data analysis New chapters cover topics such as adult development self regulation changes in knowledge and beliefs and writing Expanded treatment has been given to cognition motivation and new methodologies for gathering and analyzing data The Handbook of Educational Psychology Second Edition provides an indispensable reference volume for scholars teacher educators in service practitioners policy makers and the academic libraries serving these audiences It is also appropriate for graduate level courses devoted to the study of educational psychology s teacher educators in service practitioners policy makers and the academic libraries serving these audiences It is also appropriate for graduate level courses devoted to the study of educational psychology

The Self-concept: A review of methodological considerations and measuring instruments Ruth C. Wylie, 1974-01-01 This first volume of two in the revised and greatly expanded edition of Professor Wylie s now classic work describes and evaluates measurement methods research designs and procedures which have been or might appropriately be used in self concept research Offering comprehensive treatment of the voluminous recent literature in the field it constitutes a unique and invaluable guide to scholars and students of self theories and self concept research Many of the methodological issues considered here also have broader relevance for personality research and theory

Topics in Cognitive Psychology Serge P. Shohov, 2003 Cognitive psychology is concerned with several mental processes including those involved in perception attention learning memory problem solving decision making and the use of language Therefore it is very extensive and of great relevance to other areas of psychology This new series presents research on the leading edge of cognitive psychology Contents Preface The Structure and Measurements of Self Concept for University Students The Dynamics of Classroom and Cognitive Activity of Students Confirmatory Factor Analysis of the Wechsler Adult Intelligence Scale III WAIS III 1 2 and 4 Factor Models Prospective Memory Why do we Remember to Perform Intended Actions Gifted Brain and Twinning Integrative Review of the Recent Literature Developing

Autobiographical Memory in the Cultural Contexts of Parent Child Reminiscing Thought Suppression in Phobia Success and Strategies Effects of Training on the Timing of Simple Repetitive Movements The Influence of Vocal and Instrumental Background Music on the Cognitive Performance of Introverts and Extraverts Reversal Learning in Concurrent Discriminations in Rats Index **Handbook of Competence and Motivation, Second Edition** Andrew J. Elliot, Carol S. Dweck, David S. Yeager, 2018-02-21 Now completely revised over 90% new this handbook established the concept of competence as an organizing framework for the field of achievement motivation With an increased focus on connecting theory to application the second edition incorporates diverse perspectives on why and how individuals are motivated to work toward competence in school work sports and other settings Leading authorities present cutting edge findings on the psychological sociocultural and biological processes that shape competence motivation across development analyzing the role of intelligence self regulated learning emotions creativity gender and racial stereotypes self perceptions achievement values parenting practices teacher behaviors workplace environments and many other factors As a special bonus purchasers of the second edition can download a supplemental e book featuring several notable highly cited chapters from the first edition New to This Edition Most chapters are new reflecting over a decade of theoretical and methodological developments Each chapter now has an applied as well as conceptual focus showcasing advances in intervention research Additional topics self regulation in early childhood self determination theory challenge and threat appraisals performance incentives achievement emotions job burnout gene environment interactions class based models of competence and the impact of social group membership Supplemental e book featuring selected chapters from the prior edition **Measures of Personality and Social Psychological Attitudes** John P. Robinson, Phillip R. Shaver, Lawrence S. Wrightsman, 2013-10-22 Measures of Personality and Social Psychological Attitudes Volume 1 in Measures of Social Psychological Attitudes Series provides a comprehensive guide to the most promising and useful measures of important social science concepts This book is divided into 12 chapters and begins with a description of the Measures of Personality and Social Psychological Attitudes Project s background and the major criteria for scale construction The subsequent chapters review measures of response set the scales dealing with the most general affective states including life satisfaction and happiness and the measured of self esteem These topics are followed by discussions of measures of social anxiety which is conceived a major inhibitor of social interaction as well as the negative states of depression and loneliness Other chapters examine the separate dimensions of alienation the predictive value of interpersonal trust and attitudes in studies of occupational choice and racial attitude change and the attitude scales related to locus of control The final chapters look into the measures related to authoritarianism androgyny and values This book is of great value to social and political scientists psychologists nurses social workers non academic professionals and students *Measures of Self Concept, Grades K to 12* University of California, Los Angeles. Center for the Study of Evaluation, Instructional Objectives Exchange, 1970 Handbook of Competence and

Motivation Andrew J. Elliot, Carol S. Dweck, David S. Yeager, 2017-03-24 Now completely revised over 90% new this handbook established the concept of competence as an organizing framework for the field of achievement motivation With an increased focus on connecting theory to application the second edition incorporates diverse perspectives on why and how individuals are motivated to work toward competence in school work sports and other settings Leading authorities present cutting edge findings on the psychological sociocultural and biological processes that shape competence motivation across development analyzing the role of intelligence self regulated learning emotions creativity gender and racial stereotypes self perceptions achievement values parenting practices teacher behaviors workplace environments and many other factors As a special bonus purchasers of the second edition can download a supplemental e book featuring several notable highly cited chapters from the first edition New to This Edition Most chapters are new reflecting over a decade of theoretical and methodological developments Each chapter now has an applied as well as conceptual focus showcasing advances in intervention research Additional topics self regulation in early childhood self determination theory challenge and threat appraisals performance incentives achievement emotions job burnout gene environment interactions class based models of competence and the impact of social group membership Supplemental e book featuring selected chapters from the prior edition **The Measurement of Self-esteem and Other Self-concept Dimensions** Carl Cornelius Epp, 1981 **Bibliography on Racism, 1972-1975** Center for Minority Group Mental Health Programs (U.S.), 1978 *The Psychological Effects of Aerobic Fitness Training* David G. McDonald, James A. Hodgdon, 2012-12-06 Numerous provocative studies on the psychological effects of aerobic fitness training are available today and more are appearing almost on a daily basis This book reviews and evaluates the research and it asks and attempts to answer significant background questions What are the various motivating factors that have contributed to the emergence of the national fitness movement What are the public health considerations concerning the relationship between physical fitness and coronary heart disease What exactly do we mean by physical fitness especially aerobic fitness This book contains essential in depth data for everyone interested in the most solid and reliable information on the psychology of aerobic fitness

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