MEASUREMENT OF SELF-CONCEPT
The 'self' as a phenomenon has intrigued man for centuries. It has been a topic of interest to behavioural scientists since the time of James (1890). Sociologists, psychologists, psychiatrists, theologians, philosophers, educators and anthropologists have increasingly come to accept the self-concept as a kind of central construct for the understanding of people and their behaviour (Fitts, 1972). As Crandall (1973) suggests, self-concept has been related to almost everything at one time or the other. Several investigators have hypothesised that the self is the core around which all other conceptions are organised, thereby giving consistency and continuity to the personality. McGuire and Padawar-Singer (1976) state that "This continuing fascination with the self-concept is easy to understand; what we think about ourselves is probably the central concept in our conscious lives". This increasing interest in the concept of self during the recent decades is followed by several attempts at empirical measurement of the aspects associated with the phenomenon of self.

While highlighting the importance of self-concept, Burns (1979) feels that this search for identity is a "......... pressing need for many individuals involved in the
rapid flux of the contemporary technological and impersonal era. According to him "self-concept" is unique to man and distinguishes man from the rest of the living matter. Concern about the scientific legitimacy of the self have waned in the recent years, mainly due to the advances in computer technology. As pointed out by Wegner & Vallacher (1980) one can liken human beings to computers which selectively encode and systematically transform environmental events in accordance with internal programmes, producing "output" behaviour. Some of the more intriguing human "programmes" involve the selection and transformation of data concerning the self.

The self is a construct rooted in Gestalt and phenomenological psychology and is defined as "... the individual's dynamic organisation of concepts, values, goals and ideals which determine the ways in which the person should behave" (Brammer and Shostrom, 1968). According to Shostrom Knapp and Knapp (1976) "The concept of self is a learned attribute. The various terms that are used to define the self-concept - all reflect what individuals speak of as 'I' or 'me' The main sources of these personal evaluations are direct experiences and the values and concepts of parents and important 'others' which are incorporated as directly experienced" Snygg and Combs (1949) and Combs and Snygg (1959) refer to the self as both the object and the doer. This total self as experienced by the individual is labelled as 'the phenomenal
Thus the self theorists associated with, the phenomenological orientation consider it to be a key perspective from which an individual's behaviour can be understood.

Lowe (1961) states that self is an artifact which is invented to explain experience. Thus self is a workable entity which facilitates interaction and reduces dissonance in the interaction. Self is the most prominent aspect of the individual's phenomenal world in the constantly shifting and changing environment (Pitts 1972).

An aspect of self which plays a pivotal role in the study of behaviour is self-esteem. Franks and Marolla (1976) point out that the concept of self-esteem is often used interchangeably with self-concept and has found an eminent place in current psychology. According to Wells and Marwell (1976), "along with intelligence, self-esteem may be the attribute of individuals most commonly considered in both professional and lay discussions of personality and social functioning. Further, the nature of self-esteem has profound effects on a man's thinking processes, emotions, desires, values and goals. To quote Branden (1981) "..... it is the single most significant key to his behaviour. To understand a man psychologically one must understand the nature and degree of his self-esteem and the standards by which he judges himself."

Research on self-esteem indicates that it is an
Important variable in influencing a person's reactions to a wide range of psychological situations. Experimental evidence indicates that it has been a variable of interest in several areas such as, causal attribution (Fitch, 1970) conformity (Gergen and Bauer, 1967), interpersonal functioning (Rogers, 1951; Diggory, 1966 and Leonard, 1973) group attraction (Dittes, 1959), competitive behaviour (Graf and Hearne, 1970), productivity (Gilmore, 1971), persuasibility (Gelfand, 1962), cognitive dissonance (Cooper and Duncan, 1971), helping and help seeking behaviour (McMillen and Reynolds, 1969), equity maintenance (Pepitone, Fraucheux, Cesa-Bianchi, Iacono, Asprea, Mosovici, Magistretti and Villone, 1967), failure (Solley and Shagam, 1956; Stotland, Thorley, Thomas, Cohen and Zander, 1957; Gerard, 1961 and Cohen, 1966) and electroencephalograph and systolic blood pressure (Bedinger, 1984). Several investigators have found a relationship between self-esteem and academic achievement (Bruck and Bodwin, 1962; Lavin, 1965; Cooperbum, 1967, Williams and Cole, 1968; Purkey, 1970; Yamamoto, 1972; Bachman and O'Malley, 1977; O'Malley and Bachman, 1979). Torshen, Kroeker and Peterson (1977) report that 12 states in the United States of America have included self-concept measure as a part of their state wide educational assessment programme. Self-esteem has been related either empirically or theoretically, to such vital phenomena as depression (Beck, 1967), anxiety (Doris and Sarason, 1955; Doris, 1959; Mitchell, 1959; Lamp 1968; Wittrock and Husek, 1962, 1962; Deo and Sharma, 1971; Many

Along with the increasing importance accorded to the concept of self and self esteem in research the number of instruments purporting to measure them has also increased. There are varieties of self-concept instruments for e.g., adjective check lists, Q sorts, projective techniques and self report questionnaires. Using these instruments, researchers have attempted to measure this salient construct presuming it to be unitary or multidimensional in nature. However research evidence favouring unitary self-esteem solutions are rare. Self-esteem is more often considered as multifaceted in nature, and the largest portion of the factor analytic studies reported in the literature seem congruent with this prediction (e.g., Mitchell, 1962; Gunderson and Johnson, 1965; Richards, 1966; Parker and Veldman, 1969). Gergen (1971) postulates that self-esteem should be thought of not as a consistent global self evaluation but rather as a set of attitudes about the self that produces a different
overall self evaluation, depending on the circumstances. Thus a person might have high self-esteem in a competitive work situation, but low self-esteem in a social situation involving informal peer interactions. However, Burke and Tully (1977) feel that, 'Because the self is so multifaceted and rich in content, theoretical discussion has far outstripped concrete empirical research'. In the wake of the critical reviews by Wylie (1961, 1968, 1974) and Wells and Marwell (1976) there have been attempts at constructing more reliable and valid tools. Such tools would help in the clinical set up, serving as a base for understanding patient dynamics and generating treatment implications.

The current status of the classification of the mental disorders is under constant revision revealing the baffling nature of mental illness. Attempts have been there to examine the pathological types not only symptomatically but also from a psychological viewpoint. The concept of self probably with its many facets has been viewed on a dimension from normality to severe psychopathology. Measurement of the self would help to provide insight into the different types of psychopathology. This may be possible by studying the patterning of the multidimensions of self in the clinical population, by way of deficiencies, exaggerations or distortions.

There are efforts at evolving tools measuring both global and segmental aspects of self, on the clinical and
normal populations in other countries. Relatively few attempts are being made for the Indian set up and its clinical population. Moreover in a survey of research in psychology in India Shammugam (1972) pointed out that, "The concept of self is regarded as one of the main aspects of personality but very few studies have concerned themselves with this aspect." It can be said that the same is true in the area of tool development. Though the situation may be slightly better currently, a need for further research was felt in the area of self. In the next chapter, an attempt would be made to delineate the major trends in tool construction in this area in the West as well as in India to facilitate the planning of the present investigation in developing a tool for the measurement of self in the Indian context.