

THE METADIMENSIONS OF SELF CONCEPTS: EXPLORATORY CORRELATES

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American Personnel and Guidance Association Convention  
Washington, D.C., April, 1966

## Appendix A

### OPERATIONAL DEFINITIONS OF THE METADIMENSIONAL MEASURES EMPLOYED IN THE STUDY

The Modified Role Construct Repertory Test (M-RCRT) combines the Kelly RCRT technique with a series of five 6-point rating scales, causing subjects to produce and then assign ratings to a sample of their own personal constructs. Scores are obtained for the following metadimension measures:

- 1) Scope 1  
The number of personal constructs produced which a subject indicates are relatively characteristic of his private picture of himself, i.e. the number of Core Self constructs produced.
- 2) Scope 2  
Percentage of Core Self constructs among the total number of unduplicated constructs a subject produces.
- 3) Certainty  
The mean score expressing a subject's relative confidence in his self-ratings for each of his Core Self constructs.
- 4) Idiosyncrasy  
The mean score discrepancy between a subject's self-rating and his rating of "Others" for each of his Core Self constructs.
- 5) Self Esteem 1  
The mean score discrepancy between a subject's self-rating and his rating of "Ideal Self" for each of his Core Self constructs.
- 6) Self Esteem 2  
The percentage of total Core Self constructs which a subject rates as being relatively "Unfavorable" qualities.
- 7) Stability  
The mean score discrepancy between a subject's self-ratings on two different occasions for each of his Core Self constructs.
- 8) Structure  
The average score deviation of self-ratings for all of a subject's unduplicated constructs from his overall mean for such ratings.

Table 1  
RELIABILITIES AND INTERCORRELATIONS OF METADIMENSION MEASURES  
FROM THE INITIAL M-RCRF ADMINISTRATION

N = 102

Metadimensions	$r_{xx}^c$	Idiosyncrasy	Scope 1	Scope 2	Self Esteem 1	Self Esteem 2	Stability	Structure
Certainty	.88	.03	-.12	.05	.08	.07	.09	.20*
Idiosyncrasy	.86		.03	-.18	-.04	-.02	-.12	.47***
Scope 1	.90			.46***a	.16	.18	-.01	-.23*
Scope 2	.65				.31**	.37***	.34***	-.54***a
Self Esteem 1	.81					.74***	.11	-.12
Self Esteem 2	.73 <sup>b</sup>						.14	-.13
Stability	.53							-.24*
Structure	.70							

<sup>a</sup>In part a measurement artifact

<sup>b</sup>Estimated

<sup>c</sup>Odd-even correlations corrected by the Spearman-Brown formula

Note: The signs of the above correlations have been arranged so that high scores reflect possession of the named metadimension.

\*\*\*Significant at the .001 level

\*\*Significant at the .01 level

\*Significant at the .05 level

Table 2

MATRIX OF ZERO-ORDER CORRELATION COEFFICIENTS BETWEEN INDIVIDUAL METADIMENSION MEASURES  
AND SELECTED EXPLORATORY VARIABLES  
(significant at or beyond  $p < .05$ )

N = 102

Metadimensions	Social Participation	Neuroticism	Achievement	Social Desirability	Manifest Anxiety	Verbal SAT Score	Junior Year GPA	Maturity of Planning	Positive Social Choices Rec'd	% Pos. of Total Rec'd	% Pos. of Total Made
Certainty	---	---	---	.24*	-.19*	-.30*	---	---	---	---	---
Idiosyncrasy	---	.26**	---	---	.21*	.22*	---	---	---	---	---
Scope 1	.27**	---	---	---	---	---	---	---	---	---	---
Scope 2	.25*	-.32***	.22*	---	-.41***	---	.21*	.25*	---	---	.24*
Self Esteem 1	.25*	-.42***	---	.33***	-.54***	---	---	.27**	---	---	.28**
Self Esteem 2	.24*	-.44***	---	.42***	-.53***	-.27**	---	.29**	.21*	.20*	.30**
Stability	---	---	---	---	-.29**	---	---	---	---	---	---
Structure	-.24*	.29**	---	---	.25*	---	---	-.21*	---	---	---

\*\*\* Significant at the .001 level  
\*\* Significant at the .01 level  
\* Significant at the .05 level

Note 1: The signs of the above correlations have been arranged so that high scores reflect possession of the named metadimension.

Note 2: There were no significant correlations between metadimensions and the following exploratory variables: Cultural Participation, Independence, Cumulative GPA, Total Social Choices Received/Made, Positive Social Choices Made.

Table 3

MULTIPLE CORRELATION COEFFICIENTS BETWEEN THE FULL SET OF  
EIGHT METADIMENSION MEASURES AND SELECTED VARIABLES  
(significant at or beyond  $p < .05$ )

N = 102

Dependent Variables	Mult. R with Set of Eight Metadimensions	R <sup>2</sup>
Manifest Anxiety	.67**	(.45)
Neuroticism	.58**	(.33)
Social Desirability	.55**	(.30)
Verbal SAT Score	.48**	(.23)
Social Participation	.41*	(.17)
Maturity of Planning	.40*	(.16)

\*\* Significant at the .01 level

\* Significant at the .05 level

#### Summary

This study represented an attempt to explore a promising direction for self concept research in response to recent criticisms of theory and methodology. The notion of self concept metadimensions proposed by Super was adopted, and an objective phenomenological assessment technique was developed which yields a variety of metadimensional measures from a single test administration.

The experimental instrument - the Modified Role Construct Repertory Test (M-RCRT) - was administered to a sample of 102 college juniors stratified into sub-groups representing categories of overall functioning. The reliability of the resulting metadimension scores was determined, and the scores were related to a variety of measures of behavior and personal adjustment. Each metadimension measure was significantly correlated with at least one dependent variable, however the strongest and most systematic relationships found were between the two highly intercorrelated Self Esteem measures and variables reflecting aspects of personal adjustment. The Scope 2 measure tended to follow this same pattern of relationships, however there was evidence to indicate that it may also be related to aspects of effective task performance. The metadimensions of Self Esteem and Structure appeared also to differentiate meaningfully between certain sample sub-groups.

## Appendix A

### OPERATIONAL DEFINITIONS OF SELF-CONCEPT METADIMENSIONS

1. Clarity: the mean of the self-referent statements, rated for specificity or sharpness of meaning by a trained judge using an eight point scale.
2. Self-Esteem: the mean of the self-referent statements, rated for positive-negative quality by a trained judge using a nine point scale.
3. Abstraction: the average concreteness - abstraction rating of self-referent statements, using a five point scale.
4. Scope: the number of a person's self-referent statements which are distinct in meaning. This is the total number of groups plus the number of single, ungrouped statements.
5. Structure, Central Constructs: the percentage of a person's self-references which are included within the four largest of the groups, when his statements are grouped on the basis of similarity of meaning.
6. Structure, Principal Constructs: the percentage of a person's self-references which are included within the seven largest of the groups based on similarity of meaning.
7. Structure, Representative Constructs: the percentage of a person's self-references which are included within the ten largest of the groups.
8. Harmony: the mean of a judge's ratings on a nine point scale, assessing the extent to which a person's groups of self-referent statements block or enhance one another. A person's four most important groups are compared with one another, one at a time. Then the four most important groups are considered as a unit and are compared with each of the remaining groups, using the rating scale.
9. Idiosyncrasy: the average extent to which a person's scores for Clarity, Self-Esteem, Abstraction, Scope, Structure-Principal Constructs, and Harmony, depart from the mean of the sample population, expressing this average deviation in standard deviation units.
10. Overall Regnancy: the total number of self-references extracted from an individual's interviews.
11. Regnancy of Central Constructs: the number of self-referent statements included in a person's four largest groups, when statements are grouped on the basis of similarity of meaning.
12. Stability, All Construct Groups: a mean of a judge's ratings of the extent to which a person's groups of self-references at one interview time are repeated or included in the material derived from interviews held three years later. A five point rating scale is employed; and the ratings are weighted to reflect the size of the group at the time of the earlier interviews.
13. Stability, Central Constructs: a mean of a judge's ratings of the extent to which the four largest of a person's groups of self-references at one interview time are repeated in the later interview material. Ratings, using a five point scale, are weighted to reflect size of the four groups.

Appendix B

DESCRIPTION OF CRITERIA OBTAINED AT AGE 25

1. Educational Level is the highest grade completed including graduate school, converted to a scale grouping drop-outs.
2. Educational Level Comparison is the extent to which the educational level attained by the individual at age 25 exceeded the level attained by the parent whose level was closest to that of the subject.
3. Educational Success, Academic is a composite score reflecting educational level, quality grade point average, and progress pace.
4. Quality Grade Point Average is a composite of grade point average and a quality rating applied to the educational institution concerned.
5. Educational Progress Pace consists of faculty assessments of student progress.
6. Occupational Level is a rating of the position held by the subject at age 25, based upon the Hamburger revision of the Warner Scale.
7. Attainment of School-Leaving Occupational Goal indicates whether the person entered an occupation discussed during the age 18 interview.
8. Career Establishment (Self-Estimated) is a composite score indicating whether an occupational choice has been made, the likelihood of remaining in the occupation and the wish to do so.
9. Position Success (Self-Estimated) is an average of seven ratings made by the individual with respect to various aspects of his performance in his most recent job.
10. Occupational Success (Self-Estimated) is a coded response to a questionnaire item assessing the person's view of his success relative to others of his age in his field.
11. Career Success (Self-Estimated) is a coded response to a question asking the individual to evaluate his progress toward his goal since leaving high school.
12. Career Satisfaction (Self-Actualization Measure) is a judgment based upon interview content and upon the reply to a question asking for the individual's evaluation of the direction his career has been taking.
13. Occupational Satisfaction (Self-Actualization Measure) indicates the strength of the subject's desire to continue in his present occupation, based on questionnaire responses.
14. Occupational Satisfaction (Self-Estimated) is a coded response to a question asking whether a person would have chosen the same or a different job if he could have had a wide range of choices.

Appendix B  
(Continued)

15. Position Satisfaction (Self-Estimated) is a coded response to a question asking whether the individual was satisfied or dissatisfied with his last held regular position.
16. Utilization of Assets is a coded response to a question asking whether a person believes his personal characteristics could be considered utilized in his present, past, and future jobs.
17. Congruence A is derived from an inventory of questions, and expresses the extent to which the person believes his characteristics fall below his concept of his occupational role.
18. Congruence B is derived from an inventory of questions and expresses the extent to which a person feels overqualified in respect to his job.
19. Opportunity for Self-Expression is a coded response to a question asking the extent to which the present position permits the use of initiation, knowledge and other aspects of self-expression.
20. Geographical Location indicates whether or not the individual has left his home community by age 25.
21. Marital Status is a coded figure, with married persons receiving a 1 and single or divorced persons a 2.
22. Cultural Participation is the score on a scale of the Biographical Inventory (Form HAS).
23. Independence is the score on a relevant scale of the Biographical Inventory (Form HAS).
24. Incomplete Sentences Blank indicates the score on the Career Pattern Study's revision of the Rotter.
25. Family Social Mobility expresses the change in Parental Occupational Level between the subject's 15th and 25th years, approximately.
26. Parental Occupational Level is the occupational level of the parent at the time of the age 25 interview, using the Hamburger revision of the Warner Scale.
27. Number of Moves represents the number of changes in jobs since leaving high school.
28. Number of Times Unemployed indicates the number of periods of unemployment since leaving high school, excluding times of illness.
29. Number of Months Unemployed indicates the length of unemployment since leaving high school, excluding illness.
30. Number of Months Self-Supporting indicates the length of time that an individual's earned income reached or exceeded an adequate level, based on budget data of the U.S. Department of Labor.