

Tennessee Self-Concept Scale

TSCS:2

W. H. Fitts, Ph.D.
and W. L. Warren, Ph.D.

Second Edition
Manual

Published by

wps[®]
Publishers Distributors

1

INTRODUCTION

The Tennessee Self-Concept Scale (TSCS) was originally developed to fill the need for a scale that would be simple for the respondent, broadly applicable, and multidimensional in its description of self-concept. Over the years, this approach has proven widely useful. The TSCS has allowed for a vast amount of clinical and research knowledge about the relationship between self-concept and human behavior to be accumulated and tied together with a common instrument. The success of the TSCS in meeting the needs of clinicians and researchers in this area is reflected in the large number of published references to the TSCS since its development in the 1960s. By the time the 1988 edition of the TSCS was published, the scale averaged more than 200 references annually in a wide variety of publications in the fields of education, psychology, and the social and health sciences. A high level of interest in the test and its application in a wide variety of settings have continued into the current decade.

The Tennessee Self-Concept Scale: Second Edition (TSCS:2) has been updated and streamlined to provide researchers and clinicians with materials that are easy to use, yet which retain the characteristics that have given the test such a wide appeal over the past several decades. Although inefficient and outdated items have been eliminated and scoring procedures have been simplified, most of the original items have been retained and the obtained scores are psychometrically equivalent to their counterparts in the 1988 edition. An Academic/Work Self-Concept scale has been added. In addition, the TSCS:2 has been restandardized on a nationwide sample of over 3,000 individuals ranging in age from 7 to 90 years old. Substantially improved and expanded guidance in interpreting obtained scores and designing therapeutic interventions has been added to the TSCS:2. The comprehensive bibliography has also been updated. Finally, the first 20 items of the TSCS:2 can now be administered as a short form of the scale when only a brief summary measure of self-concept is desired.

General Description

There are two forms of the TSCS:2—the Adult Form and the Child Form. The Adult Form has 82 items and the Child Form has 76 items. Both forms consist of self-descriptive statements that allow the individual to portray his or her own self-picture using five response categories—“Always False,” “Mostly False,” “Partly False and Partly True,” “Mostly True,” and “Always True.” The forms can be administered individually or in groups, and can be completed in 10 to 20 minutes. The Adult Form can be completed by individuals who can read at approximately a third-grade level or higher, and it is standardized on 1,944 individuals aged 13–90. The Child Form can be completed by children who can read at a second-grade level or higher, and it is standardized on 1,784 children aged 7–14.

The TSCS:2 can be easily scored in a few minutes by hand. It can also be scored by computer, in which case an interpretive report is generated that includes a section that can be shared directly with the client. For information about computer scoring options, see the section titled “Computer Services for the TSCS:2” at the end of this Manual. Scoring yields the same scores for both the Adult Form and the Child Form. These are listed in Table 1. The basic scores are the two Summary Scores, Total Self-Concept and Conflict, and the six Self-Concept Scales: Physical, Moral, Personal, Family, Social, and Academic/Work. Four Validity Scores for examining response bias—Inconsistent Responding, Self-Criticism, Faking Good, and Response Distribution—are provided. There are also three Supplementary Scores, which involve combining items from some of the basic scales in a way that reflects the original theoretical thrust of the test. The Supplementary Scores are Identity, Satisfaction, and Behavior. The TSCS:2 can be easily administered and scored by a trained technician, although the resulting scores should be interpreted by a professional with advanced training in the application of psychological tests. The results of the test should always be verified against informed professional judgment.

Table 1
TSCS:2 Scores

Validity Scores	Summary Scores	Self-Concept Scales	Supplementary Scores
Inconsistent Responding (INC)	Total Self-Concept (TOT)	Physical (PHY)	Identity (IDN)
Self-Criticism (SC)	Conflict (CON)	Moral (MOR)	Satisfaction (SAT)
Faking Good (FG)		Personal (PER)	Behavior (BHV)
Response Distribution (RD)		Family (FAM)	
		Social (SOC)	
		Academic/Work (ACA)	

Comparison of the TSCS:2 and the 1988 Edition of the TSCS

The 1988 edition of the TSCS represented a major effort to consolidate and streamline materials that had previously been available only in fragmented form. A comprehensive manual was made available and a computer report was developed. Adolescent norms for individuals as young as 13 years of age were also assembled. Many scores for use in research settings were suggested to users of the test in the hope that a network of researchers and users could explore their utility, and in the expectation that a restandardization effort would eventually be mounted that would take into account the information base built upon these research efforts. The TSCS:2 represents the results of that restandardization effort and also incorporates the results of current research using the test.

In the TSCS:2, those 13 of the 34 scores from the 1988 edition of the TSCS that have proven most useful to TSCS users have been retained. Although the test has been shortened, the retained scores are psychometrically equivalent to those in the 1988 edition. The median correlation of scale scores in the two editions of the test is .94. The reliability and scale structure of the two editions was examined in detail and a solid correspondence between them was revealed. Therefore, clinicians and researchers who wish to draw upon existing literature and experience regarding the historically strong TSCS can use this new edition with confidence. Chapter 4 contains a detailed presentation of the comparability of these shortened TSCS:2 scale scores with 1988 edition scores.

A new Academic/Work Self-Concept scale has been added to the TSCS:2 that allows individuals to describe how they believe they perform in academic and work settings, and how they believe others see them in those settings. The Child Form of the TSCS:2 is also new. It represents a downward extension of the test that allows its use in the evaluation and study of self-concept across the life span. Thus, age-stratified norms for the TSCS are now available for ages 7 through 90. Finally, the WPS TEST REPORT for the TSCS has been redesigned and simplified in a continuing effort to address the needs of TSCS users in both clinical and research settings. The distinct forms from the 1988 edition of the TSCS, Form C and Form C & R, are no longer necessary, as the TSCS:2 has been constructed for use in either setting.

Contents of This Manual

Chapters 1, 2, and 3 make up Part I of this Manual, the Administration and Scoring Guide for the TSCS:2. Chapter 2 describes the administration and scoring procedures for the TSCS:2. A basic description of the interpretation of TSCS:2 scale scores and some illustrative case examples are presented in chapter 3. Chapters 4 and 5 constitute Part II of the Manual, the Technical Guide for the TSCS:2. The theoretical and conceptual foundations of the TSCS:2 and the psychometric work upon which the scoring is based are reported in chapter 4. Research related to the validation of interpretive concepts for each scale is presented in chapter 5.