

**BUTLER SELF –IMAGE PROFILE NORMALIZATION ON ADOLESCENTS 12 TO BUTLER SELF –
IMAGE PROFILE NORMALIZATION ON ADOLESCENTS 12 TO 16 YEARS OLD IN KARAJ**

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ABSTRACT

Butler self - image profile is a short self-report scale that measures self-image and self-esteem .This profile is made based on the total personal structure and its evolutionary and organization alp tern proposed by Harter. The purpose of this study was to normalize this scale on adolescents 12 to16years old in Karaj. The sample size was 450subjects who were randomly selected. The self-image scale consists of 25phrases of which 12 items are positive, another 2 items are negative and 1item is neutral. At this scale, the subjects are asked to describe themselves s sona Likert scale and indicate how well they are and like to be. Cronbach alpha coefficients were used to measure test ability and correlation coefficients between the positive and negative self-image with their aspects were used to assure test validity .Cronbach alpha coefficients results of self-image profile and their aspect strange from 0/55 to 0/83. Also the results showed that there is a significant positive relationship between positive self-image and careful, sociable, educated and idealist aspects ($p<5\%$),while there is a significant relationship between negative self-image and hesitant, inactive, sad and creative aspects($p<5\%$).Also the cut-off points of positive and negative self-image and self-esteem for adolescents with different age were measured. Cut-off points were twice the standard deviation plus the average and the results of this profile can be used for increasing specialist understanding of subject's ability and planning for therapeutic interventions. Also it can be used in the treatment process for being aware of the treatment progress or its interventions.

KEY WORDS: self - image, normalization, Butler, adolescents

INTRODUCTION

Butler self-image profiles (SIP) are short self-report measures that provide visual display of both self-image and self-esteem. This instrument two versions: children self-image profiles (SIP-C),for children 7 - 11 years old and adolescents self-image profiles(SIP-A)for adolescents 12 -16years old .Content of the items related to children self-image profiles and adolescents self -image profiles ,proportional to specific age levels ,are two different versions .But the general for and the scoring method of the two versions are the same. Perhaps it can be said that self-interpretation is a basic aspect of psychological performance. This is confirmed that positive self-image is an essential component of individual adaptive performance (Harter, 1990). Many of the definitions are vague and changeable, resulting in notions like that self-image and self-esteem are used interchangeably (Hugz, 1984, Hani and Durlak , 1998) and a range of labels are described incorrectly and equally as self-value, self-sufficiency, self-image and self-awareness applied indistinctly (McGuire, 1994). Damon and Hart (1982) have worked on their theory related to William James (1961) and there are two aspects of self with subjective, objective and functionality titles. The difficulties of evaluating such aspects of self are well known. It seems that objective self-aspect is more objective that reflects attribution of children and adolescents for self-definition, including physical characteristics, behavior, socialization, academic notions and emotional responses. When subjects are asked to define themselves, they use these components (Hart and Damon, 1986).Objective and subjective self-assessments have reflected this division. Moreover, self-evaluation is widely based on self-report as methodology. Self-image (concept) is a formed personal interpretation. This image is based on "internal" reflections related to who we are and how we like to be. So self-feeling is an act of interpretation (Butler and Green, 1998). By thinking in this way, self-interpretation can be considered as a phenomenological process. Previous self-image scales have been criticized in terms of being affected by the experimenter determinant role and preventing self-image field formation of children .Hug z (1984) according to this view suggests that the tools making people describe themselves, should be considered as self-image scale. Self-image profiles attempt to achieve this goal by providing the scale according to the items given by a large sample of children and adolescents. So self-image profile is designed based on acknowledgment and acceptance of adolescents' perception of their own. Also it is thought that self-

structure is distinguished during growth. It is assumed that a multidimensional model constitutes network complexity of evaluative judgments related to self in adolescence. In this study, validity and reliability of Butler self-image profiles of adolescents 12 to 16 years old in Karaj are examined. Method: The instrument used in this study is Butler self-image profile (2001) that measures positive and negative self-image and self-esteem. This instrument has two versions. Children self-image profile and adolescent's self-image profile. These lf-image profile consists of 25phrases of which 12 items are positive, another 2 items are negative and litem is neutral. A list of 25 self-descriptive phrases is shown to a child or adolescent and it is explained that people usually describe themselves in this way. Then the person is asked to consider each phrase (or descriptive self) and based on he thinks how he is, fill the box using a scale from zero to six. On this scale, zero means that he is "not" like the description and six means that he is "too much" like the description. The experimenter by pointing to the first phrase, calling "kind" says if you think that you are not kind, give yourself a score of zero. If you think that you're some kind, give yourself a score of one or two. You can use all scale scores to show how kind you think you are. Whatever be more merciful, you give yourself a higher score. Six means very kind. Likewise, one should continue to read the items. If subjects said that they would like to read or complete the test, they will be allowed. After all 25 items were scored, the experimenter says now return again, and this time based on "how they like to be" put star in the box. This measures their self-esteem. Items 1-12 measure positive self-image, items 14-25 measure negative self-image and item 13 also detects feeling different. The difference of items 1-25is considered to measure self-esteem. Self-image profile has aspects of "expressive", "careful", "sociable", "educated", "emotional", "hesitant", and "feeling different", inactive, "sad" and "creative". Total scores are items 23,21,20,19,17,15,7 for "expressive", items 5,3,2,1 for "careful", items 12,11,9,8,4 for "sociable", items 10 and 6 for "educated" and "emotional", items 24 and 16 for "hesitant", item 18 for "feeling different", item 13 for "inactive", item 14 for "sad" and item 22 for "creative". Self-image profile items were translated by a person fluent in English and then were back translated. Time to respond to the items was12-25 minutes. This scale can be implemented individually or in group. The population consisted of all adolescents 12 to16 years old of primary school to high school in Karaj in the academic year 92-93. They are 20 thousand persons and about four hundred and fifty subjects were considered proportional to this population using Morgan table, which were selected randomly. The sample was 450 subjects who were selected randomly among the students 12 to 16 years old in Karaj. This descriptive study's method was normative .For measuring test reliability; internal consistency and Cron bach alpha were used. Descriptive statistics methods (mean, standard deviation, cut-off point) and inferential statistics (Pearson correlation) were used. All measurements were performed using software SPS version 21.

Descriptive data of self-image profile and its aspects are shown in table 1.

Table 1: Mean and standard deviation, children self-image 12 to 16 years old (female)

Age										age profile
16 y		15 y		14 y		13 y		12 y		
s	m	s	m	s	M	s	m	s	m	
6.36	49.15	9.90	48.49	9.79	51.64	9.76	52.35	9.27	52.84	Positive self - image
9.79	26.59	10.44	26.52	10.75	25.21	10.32	23.42	10.36	21	Negative self - image
9.03	0	16.24	2.05	15.41	0	13.06	0	11.08	0	Self - esteem

As table 1 shows, positive self-image averages range from 48/49 to 52/84. Also negative self-image averages range from 21 to 26/59, self-esteem averages also range from 0 to 15/41.

Table2 : Mean and standard deviation of adolescents self-image 12 to 16 years old (male)

Age										age profile
16 y		15 y		14 y		13 y		12 y		
s	m	s	m	s	M	s	m	s	m	
12.1	53.0	9.2	52.8	10.5	52.1	8.3	55.7	9.0	56.8	Positive self - image
14.0	26.9	12.7	23.1	9.6	20.6	12.7	24.7	10.9	19.8	Negative self - image
20.8	0	10.2	1.3	13.1	0	11.4	0	9.0	1.2	Self - esteem

As table 2 shows, positive self-image averages range from 5/21 to 56/8 . Negative self-image averages range from 19/8 to 26/9. Self-esteem averages range from 0 to 1/3.

Table3: Mean and standard deviation of self-image in age groups 12 to 16 years old based on gender

standard deviation	mean	age	gender
10.35788	21.0000	12	female
10.31607	23.4215	13	
10.74778	25.2069	14	
10.44196	26.5231	15	
9.78769	26.5854	16	
10.50507	24.6359	total	
10.92932	19.7500	12	male
12.67616	24.7333	13	
9.60027	20.6296	14	
12.74101	23.1111	15	
14.04008	26.8667	16	
11.91692	22.4963	total	
10.57171	20.4304	12	total
10.97056	23.7826	13	
10.62735	24.1228	14	
11.20290	25.5217	15	
10.94827	26.6607	16	
10.97824	23.9940	total	

Table 4: Cronbach alpha coefficient of the questionnaire variables

Alpha coefficient	number	Profile aspect
0/79	12	how you are (Positive self-image profile
0/76	12	how you are(Negative self-image profile
0/62	7	how you are(Expressive self-image profile
0/66	4	how you are(Careful self-image profile
0/63	5	how you are(Sociable self-image profile
0/55	2	how you are(Educational self-image profile
0/57	2	how you are(Emotional self-image profile
0/58	25	Self-esteem
0/81	12	you like what to be(Negative self-image profile
0/83	12	you like what to be(Positive self-image profile

As you can see, the results of Cronbach coefficients self-image profile and their aspects

Table 5: Pearson correlation for positive aspects

idealistic	Self-image	educated	sociable	careful	expressive	emotional	Self-esteem	Negative self-image	Positive self-image	Pearson test	
									1	R	Self-image
										Sig	
								1	-.277**	R	Negative self-image
									.000	Sig	
							1	-.371**	-.329**	R	Self-esteem
								.000	.000	Sig	
						1	-.301**	.732**	-.298**	R	emotional
							.000	.000	.000	Sig	
					1	.394**	-.314**	.804**	-.074	R	expressive
						.000	.000	.000	.119	Sig	
				1	-.139**	-.290**	-.183**	-.264**	.767**	R	careful
					.003	.000	.000	.000	.000	Sig	
			1	.507**	-.029	-.237**	-.307**	-.203**	.886**	R	sociable
				.000	.538	.000	.000	.000	.000	Sig	
		1	.455**	.318**	-.132**	-.202**	-.237**	-.238**	.658**	R	educated
			.000	.000	.005	.000	.000	.000	.000	Sig	
	1	.326**	.520**	.365**	.629**	.405**	-.589**	.644**	.546**	R	Self-image
		.000	.000	.000	.000	.000	.000	.000	.000	Sig	
1	.425*	.088	.220**	.191**	.331**	.103*	.481**	.283**	.224**	R	idealistic
	.000	.062	.000	.000	.000	.030	.000	.000	.000	Sig	
**. correlation on 0.01 error level											
*. correlation on 0.05 error level											

As shown above, there is a significant positive relationship between positive self-image and careful, idealistic, sociable and educated aspects, ($p \leq 0.5$). Self-esteem is also correlated with all aspects and there is a significant relationship between the scores of positive and negative self-image, self-esteem and their aspects.

Table 6: Pearson correlation coefficient for negative aspects

creative	sad	inactive	Feeling different	hesitant	Self-esteem	self-image	negative self-image	Positive self-image		
								1	R	Positive self-image
									Sig	
							1	-.277**	R	negative self-image
								.000	Sig	
						1	.644**	.546**	R	self-image
							.000	.000	Sig	
					1	-.589**	-.371**	-.329**	R	Self-esteem
						.000	.000	.000	Sig	
				1	.026	-.047	.344**	-.439**	R	hesitant
					.582	.317	.000	.000	Sig	
			1	-.091	-.231**	.368**	.025	.279**	R	Feeling different
				.053	.000	.000	.600	.000	Sig	
		1	-.007	.177**	-.198**	.261**	.542**	-.265**	R	inactive
			.888	.000	.000	.000	.000	.000	Sig	
	1	.114*	.062	.266**	-.265**	.426**	.519**	-.028	R	sad
		.015	.191	.000	.000	.000	.000	.558	Sig	
1	.317**	.240**	.021	.153**	-.249**	.426**	.602**	-.116*	R	creative
	.000	.000	.658	.001	.000	.000	.000	.014	Sig	
**: correlation on 0.01 error level										
*: correlation on 0.05 error level										

As shown above, there is a significant relationship between negative self-image and hesitant, inactive, sad, creative aspects ($p \leq 0.5$). Self-esteem is correlated with all aspect sand there is a significant relationship between the scores of positive and negative self-image, self-esteem and their aspects.

Table 7: The cut-off points of adolescent self-esteem profile based on age and gender

		Age						
16	15	14	13	12				
77	71	73	72	75	positive self-image	Male		
55	49	40	50	42	egative self-image			
38	22	25	19	19	Self-esteem			
62	68	71	72	71	positive self-image	Female		
46	47	47	44	42	egative- self-image			
14	35	29	24	22	Self-esteem			

As shown above, the cutoff point of adolescent’s self-esteem profile range from 7/6 to 65/8 that has been measured by the method of twice the standard deviation plus the average.

Table 8: The cut-off points of adolescent’s self-esteem profile based on age (female)

Age					Age
16	15	14	13	12	Cut of points
62	68	71	72	71	Positive self-image
46	47	47	44	42	negative self-image
14	35	29	24	22	Self-esteem

As shown above, the cut-off points of positive and negative self-image profile and self-esteem in adolescent 12 to 16 years old are given (female). Positive self-image ranges from 62 to 72, negative self-image ranges from 42 to 47 and self-esteem ranges from 14 to 35. The cut-off points of adolescents self - image profile 12 to 16 years old

Table 9: The cut-off points of self-esteem profile, positive and negative self-image and self-esteem of adolescents based on age (male)

Age					Age
16	15	14	13	12	Cut of points
77	71	73	72	75	Positive self-image
55	49	40	50	42	negative self-image
38	22	25	19	19	Self-esteem

As shown above, the cut-off points of positive and negative self-image profile and self-esteem of adolescents 12 to 16 years old were obtained (male). Positive self - image ranges from 72 to 77, negative self- image ranges from 40 to 55 and self-esteem ranges from 19 to 38.

Table 10: Variance analysis of the relationship between positive self-image and age and gender

Standard deviation	Mean	Age	Gender
9.27087	52.8372	12	Female
9.75605	52.3544	13	
9.79200	51.6437	14	
9.89969	48.4923	15	
6.35831	49.1463	16	
9.45067	51.0095	total	
9.01229	56.7500	12	Male
8.33080	55.6667	13	
10.51711	52.0741	14	
9.16235	52.7778	15	
12.10077	53.0000	16	
9.64180	54.3630	total	
9.30440	54.6203	12	Total
9.46499	53.2661	13	
9.92254	51.7456	14	
9.83672	49.7500	15	
8.34507	50.1786	16	
9.62144	52.0156	total	

Table 11: Variance analysis of the relationship between positive self-image and age and gender

Sig	F	MS	DF	SS	
.002	9.704	863.106	1	863.106	Gender
.026	2.788	247.938	4	991.751	Age
.703	.544	48.420	4	193.681	Age*gender
a. R Squared = .059 (Adjusted R Squared = .039)					

Based on the table above that shows the relationship between gender and positive self-image, there is a significant relationship between age and positive self-image and also there is not a significant relationship between age and gender and positive self-image because of $P > 0/05$. So we can conclude that there is a significant relationship between gender and negative self-image.

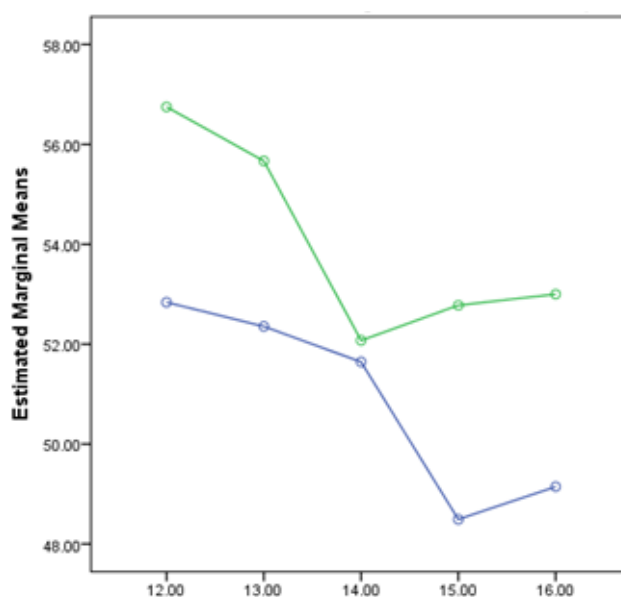


Figure 3: The relationship between positive self-image in both male and female groups based on age

Table 12: Variance analysis of the relationship between negative self-image and age and gender

Sig	F	MS	DF	SS	
.190	1.719	202.270	1	202.270	Gender
.018	3.000	352.965	4	1411.858	Age
.407	1.000	117.655	4	470.620	Age*gender
a. R Squared = .043 (Adjusted R Squared = .024)					

Based on the table above that shows the relationship between gender and negative self-image, there is a significant statistical relationship between age and self-esteem, because of $P < 0/05$ and also there is not a significant relationship between age and gender with negative self-image, because of $P > 0/05$. So we can conclude that gender and age are not correlated with negative self-image. Gender is not correlated with negative self-image.

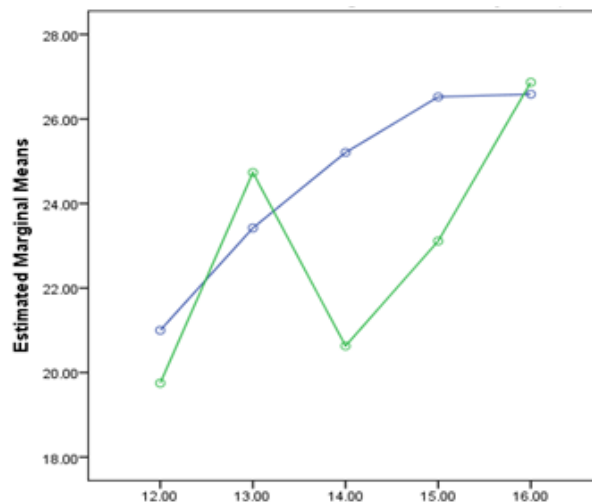


Figure 4: The relationship between negative self-image in male and female groups based on age

DISCUSSION AND CONCLUSION

The results of correlation coefficients among children self-image profile scores and their aspects scores show that there is a significant relationship between positive and negative self-image and self-esteem and their aspects. Aspects of positive characteristics (careful, idealistic, sociable and educated) had a significant relationship with positive self-image, and aspects of negative characteristics (hesitant, inactive, sad, and creative) had a significant relationship with negative self-image. Self-esteem is correlated with all aspects. The obtained results correspond to the study of Butler (2001). In item to item level, the pattern of obtained scores from the difference between self-image and self-esteem shows that where someone likes to change. Any item of self-image profile that has a significant difference shows a special aspect in which the subject tends to be different from what now he is. This may be the focus of interventions design to assist individuals moving in a better self-path. The high score of self-esteem scale reflect significant difference between "what I am", "what I like to be" and thus is indicative of low self-esteem. This score may indicate that how much the subject does not like what already he is. The low self-esteem score shows the correlation between "what I am" and "what I like to be" and can reflect high self-esteem. Cut-off points show self-esteem (Cut-off points were twice the standard deviation plus the average, the values of twice the standard deviations above and below the mean) based on age and gender. The higher the values of self-esteem require further investigations. Unusual scores are the beginning point of child understanding process. Self-aspects scores correspond to this theoretical idea (Harter, 1985) that self-formation is multidimensional. For those who have graded themselves in unexpected ways or those who have differences between the scores of their actual and ideal self, more investigation is important. Based on the work of Harter (1985), Ted shy (1977), Butler and Green (1998), questions that show experimenter curiosity and if asking them is not like an interrogation are useful. For example, what you are feeling in this way?

The results of the validity of self-image profile scale by measurement results of correlation coefficients between positive and negative self-image with their aspects show that there is a significant relationship between the scores of adolescents self-image profile scale (positive and negative self-image, self-esteem) and their aspects.

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