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PSYCHOMETRIC PROPERTIES OF THE SELF- DESCRIPTION QUESTIONNAIRE-I (SDQ-I): PRELIMINARY STUDY TO GREEK ELEMENTARY SCHOOL STUDENTS

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Abstract Self-concept became a popular research field concerning children's developmental process. Several research methods and instruments have been proposed for the study of self-concept. Over the last years, hierarchical self-concept models have been adopted for the thorough children's self-perceptions examination. Self Description Questionnaire-I (SDQ-I: Marsh, 1988) has prevailed for the study of self-concept for 10-12 years old children. The present study aimed to examine the psychometric properties of SDQ-I. Greek primary school children ($N = 634$, $M_{age} = 11.2$, $SD = \pm .98$) from grades 6 and 7 participated to the study. Confirmatory factor analysis results showed adequate fit ($CFI = .947$). Pearson's correlation analysis between SDQ-I's subscales enhanced questionnaires' concurrent validity, whilst correlations with Harter's Perceived Competence Scale (1982) supported the convergent validity of the instrument. ANOVA results showed that schoolboys scored higher to non-academic self-concept subscales, whereas schoolgirls had higher scores in academic self-concept. In conclusion, the use of the SDQ-I for the examination of academic and non-academic self-concept to 10-12 years old school children was supported.

Key-words: Self-concept, Hierarchical self-concept model, Psychometric properties.

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