**PHI 600-2 Developmental Reading Log**

**Developmental Reading Log Self-Concept Course Objectives**:

1. Consider the concept of God’s self in relation to one’s self-concept.
2. Learn the different components of self-concept.
3. Examine the history of self-concept and the cultural assumptions.
4. Explore students’ self-concepts.
5. Analyze different aspects of self-concept and its relations to self-esteem.

Balloo, P. (n.d.). *Self-Concept*.

1. p .5 (Additive - Objective #1) self is defined by - (1) differing from the non-self; (2) action awareness; (3) identity over time.
2. p. 5 (Variant - Objective #4) evaluator of self’s high vs low-esteem.
3. p. 9 (Additive - Objective #1) to set mankind free from bondage is a reason why Christ came.
4. p. 14 (Additive - Objective #1) The idea of sin is overlooked by many professional philosophers, psychologists, and humanists.
5. p. 14 Variant - Objective #3) Many humanists blame society, peers, and parents for human problems.

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Elliott, A. (2007). *Concepts of the Self*. Polity.

1. p 6. (Additive - Objective #1)

Sociological theories emphasize how institutions, and culture as social constructs shape our sense of self.

1. p 9. (Variant - Objective #3)

the popular cultural view is that individuals are free to experiment with their sense of identity.

1. p.13. (Variant - Objective #5)

modern social trends lavish attention on self-nature, identity, and individuality.

1. p. 13. (Additive – Objective #3) A practical understanding of the self comes from knowing the consequences and implications of the self.

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Hattie, J. (2014). *Self-Concept*. Psychology Press. <https://doi.org/10.4324/9781315802183>

1. p. 14 (Variant - Objective #5)

In Self-concept cognitive therapy can change unhelpful thought patterns.

1. p. 12 (Additive - Objective #1) The misjudgment of expectations and your capabilities can produce undesirable results.

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Manstead, A. S. R. (2018). The psychology of social class: How socioeconomic status impacts thought, feelings, and behaviour. *British Journal of Social Psychology*, *57*(2), 267–291. <https://doi.org/10.1111/bjso.12251>

1. p 270 (Additive - Objective #5) The objectives of a person’s socioeconomic status tell the importance placed on different identities within their self-concept.
2. p. 267 (Variant - Objective #5)

lower/working-class people do not define themselves by status and possess interdependent self-concepts.

1. p. 271 (Variant - Objective #4)

Various forms of self-concept are formed at home, in school, and in the workplace.

1. p. 268 (Additive - Objective #4) a person’s socioeconomic upbringing would impact greatly one’s self-esteem
2. p. 277 (Variant - Objective #5) There exists a link of sensitivity between classes and emotions, i.e. lower class is more sensitive than the upper class.

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McArthur, G. M., Filardi, N., Francis, D. A., Boyes, M. E., & Badcock, N. A. (2020). Self-concept in poor readers: A systematic review and meta-analysis. *PeerJ*, *8*, e8772. <https://doi.org/10.7717/peerj.8772>

1. p.2 (Additive - Objective #1)

general self-concept or self-esteem gives an overall sense of well-being and satisfaction.

1. p.27 (Additive - Objective #5)

Poor reading, academia, behavior, physical appearance, and social life are associated with an average or moderate self-concept.

1. p.27 (Variant - Objective #4) A poor self-concept is connected with reading impairment.
2. p.2 (Additive - Objective #5) The influence of others, experience, and their environment influences a person’s concept of their self.

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Reinert, D. F., & Edwards, C. E. (2014). Attachment Theory and Concepts of God: Parent Referencing Versus Self-Referencing. *Sage Open*, *4*(4), 2158244014560547. <https://doi.org/10.1177/2158244014560547>

1. p.1 (Additive - Objective #1) Both our views and those of our parents can form the basis of our concept of God.
2. p. 4 (Variant - Objective #1) God is scaled as loving, controlling, and distant.
3. p. 4 (Additive - Objective #1) Among men and women, their concepts of God and self, differ.
4. p. 7 (Variant - Objective #4) A person’s concept of God is mainly based on their relationship with their mom, along with their own perception.
5. p. 6 (Additive - Objective #4) A nurturing concept of God is identified as stronger than a preference that of a parent.

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Weva, V. K., Napoleon, J.-S., Arias, K., Huizinga, M., & Burack, J. A. (2024). Self-concept and the academic achievement of students from collectivist countries: A scoping review of empirical findings. *School Psychology International*, *45*(4), 359–379. <https://doi.org/10.1177/01430343231194735>

1. p. 361 (Additive - Objective #5) Because self-concept has many different aspects, it is organized to represent and meaningful experience.
2. p. 362 (Variant - Objective #3) In most academic contexts Self-concept is seen as a protective factor and is a goal of education

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Wylie, R. C. (1989). *Measures of Self-concept*. U of Nebraska Press.

1. p. 67 (Additive - Objective #5) Lack of understanding, unwillingness, or distraction, can result in the poor evaluation of low self-concept.
2. p. 68 (Variant) - Objective #4) a learner’s self-concept can be evaluated personally by a teacher’s perception and feelings.
3. p. 1 (Additive - Objective - #2) Both laypersons and professionals consider self-concept valuable for accounting for human behaviors.

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**The summary and analysis of the readings are as follows** –

1. Total number of entries = 30
2. Total number of sources = 8
3. Total number of books = 5
4. Total number of journals = 4
5. Number of entries that were additive = 17
6. Number of entries that were variant = 13
7. Number of entries that met each course objective.
   * 1. Objective #1 = 9
     2. Objective #2 = 1
     3. Objective #3 = 4
     4. Objective #4 = 6
     5. Objective #5 = 12

**Reflection**:

**Question** – are my readings meeting my needs for the course of study and for my profession

Answer – Yes they are meeting my need for Self-Concept

**Question** – Am I balanced in my readings?

Answer -- Yes, I think so

**Question** – what types of sources I have used?

Answer -- Both books and Journals from Google Scholar

**Question** – Do I need to improve readings in a particular area?

Answer - Yes, especially in God’s-Self

**Question** – Do I need more information in some areas?

Answer -- Yes, I do

**Question** – How will the information from this reading be helpful or useful in your life?

Answer The information has given me more knowledge of the theory of the Self, which would indeed better equip me to deal with others and myself.

I have experienced an awareness or even awakening in certain areas of my professional life, which has allowed me to look at my involvement differently.

**Analysis & Summary of Readings**

1. Total number of entries.
2. Total number of books
3. Total number of journals
4. Number of entries that were additive
5. Number of entries that were variant
6. Number of entries that met course objective 1
7. Number of entries that met course objective 2
8. Reflection: (a few paragraphs that include the following information)
   1. Are my readings meeting my need for course of course of study and for my profession?
   2. Am I balanced in my readings?
   3. Types of sources I have used?
   4. Do I need to improve readings in a particular area?
   5. Do I need more information in some areas?
   6. How will the information from this reading be helpful or useful in your life?