

ASDQII[©]

Academic Self Description Questionnaire II

OUTLINE

Like the ASDQI, the ASDQII instrument has been developed by Marsh to measure multiple subject matter dimensions of academic self-concept, as well as a single dimension of general school self-concept. However, whereas the ASDQI was derived from the Self Description Questionnaire I (SDQI), the ASDQII is designed for use with early adolescents and, as such, is an extension of the Self Description Questionnaire II (SDQII).

As with the ASDQI, the ASDQII evolved from construct validity research related to the revised Shavelson et al. (1976) model, which was subsequently termed the *Marsh/Shavelson model*. In consultation with school administrators, Marsh (1990, 1992) determined a set of school subjects taken by all students. A separate self-concept sub-scale was then constructed to match each content area.

Summary

The ASDQII instrument contains 17 scales; including nine core subject matter subscales (English Language, English Literature, Foreign Languages, History, Geography, Commerce, Computer Studies, Science, and Mathematics), six non-core subject subscales (Physical Education, Industrial Art, Art, Music, Religious Studies, and Health), one physical subscales (Physical) and one General-School subscale (School Subjects).

References

- Byrne, B. M. (1996). *Measuring self-concept across the life span: Issues and instrumentation*. Washington, D.C.: American Psychological Association.
- Marsh, H. W. (1990). The structure of academic self-concept: The Marsh/Shavelson model. *Journal of Educational Psychology*, 82, 623-636.
- Marsh, H. W. (1992). Content specificity of relations between academic achievement and academic self-concept. *Journal of Educational Psychology*, 84, 35-42.
- Shavelson, R. J., Hubner, J.J., & Stanton, G. C. (1976). Self-concept: Validation of construct interpretation of test scores. *Review of Educational Research*, 46, 407-441.

*** Please note that the SELF Research Centre does not provide statistical support to researchers who use this instrument.**