

SDQI[®]

Self-Description Questionnaire I

OUTLINE

The Self Description Questionnaire I (SDQI; Marsh, 1992) is designed to measure multiple dimensions of self-concept for pre-adolescents. In particular, the scale taps self-perceptions relative to four non-academic areas (Physical Ability, Physical Appearance, Peer Relations, and Parent Relations) and three academic areas (Reading, Mathematics, and school in general), as well as a global perception of self.

The SDQI instrument is solidly grounded in Shavelson/Marsh's multidimensional/hierarchical self-concept model (1985). In fact, it was the SDQI that was used in testing several specific hypotheses bearing on the Shavelson et al. (1976) model and that eventually led to its reformulation as the Marsh/Shavelson model of self-concept.

Summary

The SDQI has served as a prototype from which all subsequent SDQ instruments have been developed. It is the product of an exceptionally rigorous construct validity research portfolio that over this past decade, has continuously focused on the interplay between theory and empirical research.

References

- Marsh, H. W. (1992). *Self Description Questionnaire (SDQ) I: A theoretical and empirical basis for the measurement of multiple dimensions of preadolescent self-concept. An interim test manual and research monograph*. Macarthur, New South Wales, Australia: University of Western Sydney, Faculty of Education.
- Marsh, H. W., & Shavelson, R. J. (1985). Self-concept: Its multifaceted, hierarchical structure. *Educational Psychologist*, 20, 107-125.
- 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.**