

SDQII[®]

Self Description Questionnaire II

OUTLINE

The SDQII (Marsh, 1992) is designed to measure multiple dimensions of self-concept for adolescents. The instrument was built from its companion instrument, the SDQI; thus the multidimensional structure of the two instruments is very similar. In particular, the SDQII is designed to measure the same four non-academic areas (Physical Ability, Physical Appearance, Peer Relations, and Parents Relations), three academic areas (Reading, Mathematics, and School in general), and a global perception of self as in the SDQI. One important difference between the two instruments, however, relates to the Peer Relations subscale. Consonant with developmental theory, this subscale in the SDQII is made more specific by tapping perceived social relations with same-sex peers and opposite-sex peers (i.e., two subscales in lieu of one). Beyond this change, the SDQII includes two additional subscales: Emotional Stability and Honesty/Trustworthiness.

The SDQII instrument, like its companion instrument, evolved from the Shavelson et al. (1976) multidimensional/hierarchical self-concept model.

While the SDQII was designed for use with younger adolescents attending junior high and high schools (Grades 7-10), extensive research has now firmly established its appropriateness for students in Grades 7-12.

Summary

The SDQII is considered to be the most validated self-concept measure available for use with adolescents (Byrne, 1996). Following a similarly planned program of research as that of its predecessor over the past 10 years or so, the SDQII has undergone extensive testing to establish its psychometric soundness as a measure of self-concept.

References

- Byrne, B. M. (1996). *Measuring Self-Concept across the Life Span: Issues and instrumentation*. Washington, D.C.: American Psychological Association.
- Marsh, H. W. (1992). *Self Description Questionnaire (SDQ) II: A theoretical and empirical basis for the measurement of multiple dimensions of adolescent self-concept. A test manual and research monograph*. Macarthur, New South Wales, Australia: University of Western Sydney, Faculty of Education.
- 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.**