Self-Concept of Adolescent Students: A Study

Dr. Chirag Darji

Associate Professor

Children's Research University

Gandhinagar

Abstract

The concept of self is probably the most distinctive and indispensable concept in psychology. Self-concept is the overall idea we have about who we are and includes cognitive and affective judgments about ourselves. Self-concept is multi-dimensional, incorporating our views of ourselves in terms of several different aspects (e.g., social, religious, spiritual, physical, emotional.

With a view to construct and standardize the self-concept tool, the researcher selected research components such as self-awareness, self-direction, self-esteem, self-control and self-image to collect the research data. Survey research method was used to collect the quantitative data from the secondary level students. The students of Kutch district from the total population of Central Gujarat were selected for the study through simple random sampling technique. The researcher prepared 50 statements in the tool under 5 dimensions of self-concept. 10 questions were there in each dimension. After revising and editing carefully the tool was given to the research expert for their valuable suggestions and corrections to ensure the quality before standardizing the tool. Thus, content reliability was established. The students of self-financing English medium schools were given the questionnaire. The collected quantitative data were analyzed through correlation analysis technique. The major findings of the study indicate that the students are having a positive correlation between their self-concept and the given dimensions which are self-esteem, self-control and self-image.

Key Words

Self Concept, Adolescent, Correlation

Introduction

When we say holistic education, it must prepare children for their future and help them tackle any of life's uncertainties. The school is the only place where this type of holistic education can be inculcated. The lack of holistic education is the major reason why students are not able to face failures or rejections which may lead to engaging in antisocial activities, choosing destructive behaviours out of guilt and anger, or taking the ultimate step of ending their life, etc. Each child learns best by using predominant learning style by

constructing his/her own understanding based on natural instincts, knowledge gained and life experiences and not mere testing or consuming knowledge through normative standardized practices.

The concept of self is probably the most distinctive and indispensable concept in psychology. As a theoretical construct, the self has been an object of interest since the 17* century, when Rene Descartes first discussed the cogito, or self, as a thinking substance. Throughout the ages, theories of Sigmund Freud, Carl Rogers, Abraham Maslow and others have been directed toward understanding the conduct of human beings by examining the feelings and beliefs that individuals hold about themselves.

Self-concept is the overall idea we have about who we are and includes cognitive and affective judgments about ourselves. Self-concept is multi-dimensional, incorporating our views of ourselves in terms of several different aspects (e.g., social, religious, spiritual, physical, emotional).

Reviews

Varshney,B. (2013) studied Construction and Standardization of Self-confidence Scale of Teachers: A Study and found that there is no significant difference between the mean scores of the self-confidence of the Male and Female teachers of Gujarat will not be rejected at 0.05 level. The males and female teachers do not differ in their self-confidence.

Bose,P & Banerjee,D (2015) studied Construction and Standardization of a Scale for Measuring Self-concept of the Learners Studying Through Formal and Distance Mode at all Levels and found that the maximum possible score on the whole scale could be 350 and minimum score can be 70. A high score indicates high self-concept and the low score indicates lower self-concept.

At the level of secondary school, student's self-concept about their academic capabilities plays an important role. Students with positive self-concept tend to reflect socially acceptable behaviors. Researchers have also supported that academic self-concept is developed through process of social comparison, which comes into place when students compare their ability with others. The stage of secondary school level or adolescence is usually a period of developmental transition which an individual passes from childhood to maturity. During this transition, adolescents face so much psychological and sociological pressure in their life. They face psychological maturation, cognitive changes, sifting of societal and parental expectations, conflicting role demands, complexity in relation with parents and peers, choice of school and subject and adjustment in the school environment. Despite of all these changes, adolescence is also characterized as a time of evaluation of self and subsequent reformation of perceptions.

Objectives

1. To study the effect of Self-awareness, Self Esteem, Self Direction, Self Control and Self image on Self-concept
2. To study the self concept of adolescent students of English medium schools

Variables of the Study

Dependent variables: Self-awareness, Self-esteem, Self-direction, Self-control and Self-image

Independent variables: Students, Gender, School and Area.

Research Hypotheses

H_{o1} There will be no significant correlation between self-awareness and self-concept of an individual.

H_{o2} There will be no significant correlation between self-esteem and self-concept of an individual.

H_{o3} There would be some correlation between self-direction and self-concept of an individual.

H_{o4} There will be no significant correlation between self-control and self-concept of an individual.

H_{o5} There will be no significant correlation between self-image and self-concept of an individual.

Delimitations

The study was delimited to the CBSE students from grade XI-XII.

The study was also delimited to the concept and situations related to the self concept and its sub components i.e. Sefl Awareness, Self Direction, Self image and self control.

Research Methodology

A descriptive surevey research method was use and the study was quantitative in nature.

The population of the study comprised of the Students of CBSE schools of Anand District of Gujarat.

The study has been conducted on a representative sample of 200 adolescents, taken from two CBSE schools of Anand District.

Tool: In this study the researcher has selected questionnaire as a tool to know about students' personal experience on their self-concept. The researcher used three scales Agree, Disagree and Neutral. Students were asked to select the best option. The questionnaire consisted of 50 statements in 5 sections.

The researcher has selected both the male and female students from the classes IX TO XII and distributed the questionnaire (which was made in google form) in their respective class group. Before administering questionnaire, participants were made clear about the purpose of collecting the data and were told that the result of test would be kept strictly confidential, so that they can respond the questionnaire items without any hesitation Students were asked to read the instructions and statements carefully and were asked to select the right option according to their experience and opinion. All the students responded very properly and within the given time limit. With the great cooperation the researcher got the right and valid responses from the students.

Analysis and Interpretation

1. There will be no significant correlation between self-awareness and self-concept of an individual.

Table:4.1 1Correlation of self-awareness with self-concept

School Name	No. of Students	Dimension	Correlation	Interpretation	Decision
Sardar Patel Vidyalaya	100	Self-Awareness	-0.138	Negative Low Correlation	Rejected H_0
Sadhu Vaswani International School	100				Questions Deleted

*Significant at 0.01 level.

Here the hypothesis was that there would be some significant effect of self-awareness on self-concept of an individual. As the value of correlation has found in negative that is -0.138, which means there is no significant effect of self-awareness on self-concept of an individual. So accordingly, the hypothesis is rejected and the questions related to self-awareness from the questionnaire are deleted.

1Correlation of all the Dimensions with self-concept

Sardar Patel Vidyalaya	Sadhu Vaswani international School				
	Self-Awareness	Self-Esteem	Self-Direction	Self-Control	Self-Image
Self Awareness	-0.1381	-0.0261	-0.0861	-0.2361	-0.2118
Self-Esteem	-0.0890	-0.1081	-0.0081	0.0123	0.0577
Self Direction	0.1735	0.1218	0.0373	0.0634	0.0288
Self Control	0.0676	0.0519	0.0588	0.0212	0.0040
Self Image	0.2285	0.1760	0.3246	0.0449	0.1668

Findings

All the hypothesis were tested with r-test statistical. Data were collected through questionnaire from a sample of 200 students drawn from two schools.

From the hypothesis 1 and 2 analysis, the researcher discovered that there is no any significant effect of self-awareness and self-esteem on the self-concept of students of secondary level. The researcher has deleted the questions related to self-awareness and self-esteem from the self-concept scale. Hypothesis 2,3 and 4 were tested positive, so accordingly the researcher discovered that there is a significant effect of self-direction, self-control and self-image on the self-concept of the students of secondary level. The researcher has retained all the standardized questions based on self-direction, self-control and self-image in the prepared self-concept scale.

1. There is no significant effect of self-awareness on self-concept of an individual.
2. There is no significant effect of self-esteem on self-concept of an individual.
3. There is a significant effect of self-direction on self-concept of an individual.
4. There is a significant effect of self-control on self-concept of an individual.
5. There is a significant effect of self-image on self-concept of an individual.
6. The correlation of self-awareness with self-esteem, self-direction, self-control and self-image is negative. That means there is no significant effect of self-awareness on other dimensions which are self-esteem, self-direction, self-control and self-image.

Implications

1. By making use the scores of the Self-Concept Scale, Students can be given guidance to improve their Self-Concept.
2. To improve students' Self-Concept, appropriate counselling with the help of standardized Self-Concept Scale can be arranged to lift them from a lower self-Concept to higher one.

3. Emphasis can be given to those students having excellent self-Concept, rather than lower self-Concept.

4. The researchers and teachers can classify the students as per their level of self-concept with the help of this scale.

5. The teachers or counselors can improve the self-concept of the students by using this research tool.

6. The teachers or counselors can motivate their students to improve their self-concept by using this tool.

7. Parents, teachers or counselors can teach their children or students to set the goal, to work independently, to improve the listening skills, to face the obstacles in their life and overall to improve their behavior and thinking process.

8. With the help of this research tool the students can start looking at their inner selves, their belief systems and daily thoughts.

9. With the help of this research tool the students can feel that their bodies and minds are connected. Sometimes, what they feel may reflect in their body language.

10. The tool will be helpful to teachers and researchers to do further research in the field of Self-Concept.

Conclusion

In conclusion, the current study indicated that the Self-Concept Scale has satisfactory properties to use as a tool to measure the level of the self-concept of the students of English medium schools. As a measure, Self-concept is very useful for the further research in this field; this tool will provide the facility to measure self-concept to the future researcher. This tool may be very useful to the teachers, parents and counsellors to guide students for their future.

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