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A Study of Self-Concept among Adolescents

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Abstract

In the present paper, an attempt was made to study self-concept among adolescents. A descriptive study was conducted to elaborate the relationship between self-concept and socio-emotional school climate among adolescents. A sample consisting of 200 adolescents was taken from schools situated in Ludhiana district. Data was collected with the help of Self-concept list Rating Scale by Deo (2008) and Socio-emotional School Climate Inventory by Sinha and Bhangane (1998). Subsequently data was subjected to statistical analysis. Results clearly indicated a significant relationship between overall self-concept and socio-emotional school climate of adolescent students. No Significant difference was found between mean scores of self-concept of rural and urban adolescent students. No significant difference was found between mean scores of self-concept of adolescent boys and girls.

Keywords: self-concept, socio-emotional school climate, adolescents, students

1. Introduction

Self-Concept like motivation is a major psychological factor operating within the individual that determines his behavior. The formation of self-concept is fundamental to the individual's personality. As a person grows, he not only forms concepts about his environment and other people, he also gradually forms an image or idea of himself. Through integration of the individual with his total environments, (Family environment, neighborhood environment, playground environment and School environment), he begins to form an image of his own self-his physical health, structure of his body, physical features, strength and vitality, and other potentialities, like intelligence and attitudes etc. A word that is commonly used in the field of psychology is self-concept. Human behavior seems to be based on the belief that one has about one self 'who am I?' 'Who am I?' 'Who am I in his or her relationship?' There are a few persistent questions in the human mind. It is based

on responses to such questions that human behavior shifts from person to situation, time to time and type.[1-5]

1.1. Self-Concept

Self-concept is multidimensional construct that relates to the individual's understanding of "Self" by a person in relation to any number of characteristics, like academic (nonacademic) gender roles and sexuality, racial identify and many others. Self-concept is also global evaluation made about one's own personality. It is derived from the subjective evaluations. We tend to make our own behavioral traits. As a sequence, the self-concept will be positive or negative. Self-concept of a child, his family relations can be made better through the child's thinking and his knowledge. Some psychologists have said that self-concept may be increased by fulfilling the needs of the child.

Good (1973) Self-concept is characterized as perception of the individual that includes his skills, appearance, work performance and other daily

living. Hattie (1992) Typically self-concept has been defined in terms of one's cognitive assessment ,expectations, descriptions and prescriptions that one holds about one's self. Stephanie (1995) operationally defined self-concept as an attitude towards one's self reflecting both a description and an evaluation of one's own behavior and attributes.

Self-conception affects the growth of an individual's personality in two ways. One is that it strengthens our self-image and self-acceptance if other individuals have a highly positive outlook towards us. The other is that if others have a negative attitude towards us, it causes feelings of worthlessness and may thus lead to self-defense or with-drawl from social situation. It has been discovered in numerous adolescent studies, his personality can be completely formed by a positives self-concept.

1.2. Socio-emotional school climate

The word socio-emotional school environment reflects the emotional tone that is a concomitant of interpersonal contact of every organizational system. The socio-emotional environment of educational institution is a bridging term between pupils and the school in which they study and is the understanding by students of the structure, method and values by the students and faculty. In a specific schooling system to which they belong, it is linked to their task, success, happiness and conduct. Sinha and Bhargava(1998) Socio-emotional climate consists of social as well as emotional climate of school organization as perceived by the pupils themselves in terms of warmth, support, structure and autonomy. Gupta and Lakhani (2017) found that the school is the main source of the child's social environment allowing emotions and action in conformity with its tradition and customs. Aggarwal (2017) reveals that building of the healthy self-concept is a part of emotional development. Kumar and Kumar (2017) found that the younger generation should be emotionally stable in order to succeed in their academic performance and enhance life skills in order to face potential problems. Beld et al. (2019) recorded stronger correlations between on one hand classroom environment, school identity and overall self-worth and on the other hand academic self-concept.

In the life of children, two home and school, settings share an influential room and there is peculiar juxtaposition between the two. The family is the social – biological entity that has the greatest effect on the growth and perpetuation of the actions of the individual. The most critical experience in the course of child's growth is the school next to home. When the infant reaches the school arena, new socialization and cognitive growth possibilities are introduced to him or her.

This study will help parents and teachers in becoming aware of their concern, encouragement, effective relationship, proper discipline, co-curricular activities that play a very important role in development of proper self-concept of child. Therefore, the investigator realizing the importance socio-emotional climate in the development of self-concept of an individual felt inspired to undertake the present study. [6-10]

1.3. Objectives of the Study

1. To study the relationship between Self-Concept and Socio-Emotional School climate of adolescents.
2. To compare Self-Concept among adolescent boys and girls.
3. To compare Self-Concept among urban and rural adolescents.

1.4. Hypotheses of the study

1. There exists a significant relationship between Self-concept and Socio-emotional school climate of adolescents.
2. There exists a significant difference between the Self-concept of adolescent boys and Girls.
3. There exists a significant difference between the Self-concept of rural and urban adolescents.

2. Method and Materials

The purpose of this research was to study the self-concept among adolescents in relation to socio-emotional school climate of school. Descriptive survey method was used for the conduct of the current research to fulfil the objectives of the study and statistical techniques were used to analyze and interpret the results. To assess the relationship between self- concept and socio-emotional school climate, the correlation coefficient was calculated, t-ratio was used to see the difference. For the present study, 200 students (100 boys and 100 girls) were chosen. From

various government and private schools situated in Ludhiana district. Data was gathered by using Deo’s (2008) Self-concept list Rating Scale and Sinha and Bhagnane’s Socio –emotional School Climate Inventory (1998).

Pearson’s Product Moment correlation methodology was used as the present study is intended to find out the relationship between self-concept and socio-emotional school climate among adolescent students.

3. Results and Discussion

Table.1. Correlation Coefficient between adolescent s’ self- concept and socio-emotional school climate (N=200)

Correlation Coefficient between adolescent s’ self- concept and socio-emotional school climate (N=200)			
S.No	variable	Number of Students	Coefficient of correlation
1	Self- concept	200	0.41**
2	socio-emotional school climate		

****Significant at .01 level**

- Table 1. Shows that the coefficient of correlation between self- concept and socio-emotional school climate among adolescent students as 0.41 that is significant at .01 level of confidence that shows that there exists a significant and positive relationship between self- concept and socio-emotional school climate among adolescent students.
- Therefore hypothesis 1, ‘there exist a significant relationship between self -

concept and socio-emotional school climate among adolescent students’ stands accepted.

- To explore the value of discrepancy between the means, if any, of self- concept and socio-emotional school climate of senior secondary school students on the bases of gender (boys and girls) and type of locale (rural and urban), t-test was employed.

Table.2. Significance of the Difference between Mean Scores of Self- Concept of adolescent Boys and Girls (N=200)

Significance of the Difference between Mean Scores of Self- Concept of adolescent Boys and Girls (N=200)							
S. No.	Group	Variable	N	M	S.D	SE _M	t-value
1	Boys	Self -Concept	100	161.24	14.14	1.71	0.33
2	Girls		100	162.04	17.52	1.75	

- The mean scores of the self-concept of boys and girls of adolescent students as 161.24 and 162.04 respectively. The t-value is 0.33 that is non-significant at 0.05 level of confidence,
- Showing that there is no significant difference between mean scores of self -concept of

adolescent boys and girls.

Hence hypothesis 2, ‘there exists a significant difference between self -concept of boys and girls is rejected. Because these days same opportunities are provided to adolescents boys and girls in our society.



Chart.1. Bar Graph showing Difference between Mean Scores of Self- Concept Of adolescent boys and girls (N=200)

Table. 3. Significance of the Difference between Mean Scores of Self- Concept of Rural and urban Adolescents (N=200)

Significance of the Difference between Mean Scores of Self- Concept of Rural and urban adolescents (N=200)							
S. No.	Group	Variable	N	M	S.D.	SE _M	t-value
1	Boys and Girls Rural	Self-Concept	100	160.85	16.88	1.69	0.65
2	Boys and Girls urban		100	162.43	17.75	1.77	

The mean of scores of the self-concept of rural and urban adolescents are 160.85 and 162.43 respectively. The t-value is 0.65 that is non-significant at 0.05 level of confidence. This depicts no significant difference exists between mean scores of the self-concept of rural and urban

adolescent students. Now rural environment has same facilities as urban environment. Therefore, hypothesis 3 stating ‘there exist a significant difference between self- concept of rural and urban adolescent students,’ is rejected.

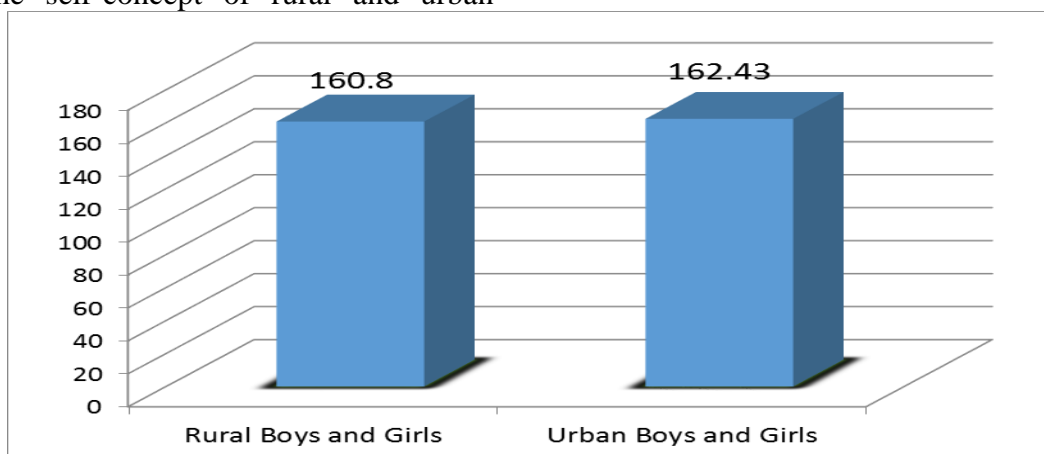


Chart .2. Bar Graph showing Difference between Mean Scores of Self- Concept of Rural and Urban adolescent Students (N=200)

Conclusions

Results showed a positive relationship between self-concept and socio-emotional school climate of adolescent students. No Significant difference was found between mean scores of self-concept rural and urban adolescent student. It may be concluded that no significant difference exists between self-concept of rural and urban adolescent Students. No significant difference was found between mean scores of self-concept of adolescent boys and girls. It may be concluded that no significant difference exists between self-concept of boys and girls adolescent Students. These results are in line with the findings of Arora (2017) which also showed no significant difference between self -concept of male and female of senior secondary school students. Results of the present study highlights that a healthy school environment allows individuals in school to feel secure. It includes the standards, values, relationships, teaching and learning habits of students, parents and school staff, as well as organizational and institutional characteristics of the school .Many factors can influence the quality and character of school life. School dimensions such as protection, teaching and learning (*academic climate*), relationships are correlated with greater academic performance and better mental health. It involves the high self – concept of students and less coercion. Improving school environment can be seen as a preventive strategy for reducing disruptive behaviour and increasing attendance, performance and school satisfaction of students and parents.

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