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## SELF CONCEPTS OF ADOLESCENTS

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### ABSTRACT

*Self concept refers to the totality of a complex, organized and dynamic system of learned beliefs, attitudes and opinion that each person holds to be true about his or her personal existence. Self concept is typically defined as a person's general composite or collective view of themselves across multidimensional sets of domain specific perceptions based on self knowledge and evaluation of value or worth of one's own capabilities formed through experiences with and interpretations of the environment. For adolescents self concept may influence their decisions and motivation. The purpose of the study was to determine the self concept of adolescents of Amravati District. The sample of 800 students selected randomly from the 10 State Board Schools of Amravati District. Data collected by descriptive survey method. Self concept questionnaire developed by Rajkumar Saraswat was used for data collection. Mean, S.D. and 't' value were used to analyse the data. The study concluded that most of the adolescents have average level of self concept. Female and Urban adolescents have higher self concept than male and rural adolescents.*



**KEYWORDS:** *Self concept refers , self knowledge and evaluation of value.*

### INTRODUCTION

Self concept is very simply stated the perception of one about himself/ herself. On the other hand it can be said that self concept is the perception of us involving our attitudes, feeling and knowledge about our skills, abilities, appearance and social acceptability (Byrne 1984) Self concept is made up of one's self schemas and interacts with self esteem, self knowledge and social self to form the self as whole. It includes the past, present and future selves, where future selves represent individual's idea of what they might become. Self concept is our idea or picture of us, often in relation to others. An understanding of self concept can help clarify and solidify who you are as a person, what you like about yourself, what you don't like about yourself and what you need to change.

The term self concept is used in psychology as a means of identifying the thoughts and beliefs that a person has about themselves and how they perceive themselves. Self concept encompasses what a person believes their attributes are who and what they are. The term self concept refers to the ordered set of attitudes and perceptions that an individual holds about self. Self concept is defined as the value that an individual places on his or her own characteristics, qualities, abilities and actions (Woolfolk 2001). Self concept heavily influences behavior because it causes a person to dictate to themselves what they may or may not be able to accomplish through self categorization. Every person

holds beliefs and biases of different categories in their life, whether they are aware of them or not. People will make many of their decisions based on their beliefs and biases.

Self concept is nothing but the self identity of a person and it refers to the ideas one holds a person for himself or herself. The self concept has a direct impact on our communication with others. We should know that our vocabulary and the tone of voice indicate how we feel about ourselves. The impression that we make to others with our daily contacts and interaction with them are the indicators of our self concept. Our speech habits and voice inflection plays a major in portraying the image of ourselves. People with positive self concept make a positive statement to others. Their voice is enthusiastic and the manners in which they communicates to others show that they are confident. Therefore, we cannot ignore the importance of self concept in our communication.

The self concept is a complicated, intricate and multifaceted part of an individual personality (Rosenberg 1985) and the task of defining oneself in adolescence may be very difficult because there are many influences on identity formation during this period of transition (Carter and Hall 1993, Mac Iver and Epstein , 1993). A factor that can affect the development of self concept during adolescence is social status. Status play an important part in how we define ourselves and the way groups function by defining who and what we are in relation to specific others (Marionis 1993, Baron & Byrnes 1994).

Adolescence is the period of heightened sensitivity for rapid learning and of critical acquisitions which determine the general style of adult life. Adolescents with high self concept are considered to achieve high academic achievements which will provide their identity in the society, get good career opportunities, develop, leadership qualities and enhance their life skills also.

Adolescence is a period of life in which the sense of self changes profoundly. Recent studies shows that adolescence is an important developmental period for the self and its supporting neural structures. Recent neuroimaging research has demonstrated that activity in brain regions associated with self processing, including the medial prefrontal cortex, changes between early adolescence and adult hood. These studies indicate that neurocognitive development might contribute to behavioural phenomena characteristic of adolescence, such as heightened self-consciousness and susceptibility to peer influence.

An adolescent who has an adequate self concept is likely to follow the problem solving approach and tends to be spontaneous, creative, original and have high self-esteem. He trusts himself and is free to accepts others without any negative feelings. Problems and difficulties lower self concept but low self concept can also cause problems and they may lose motivation in learning. Hence the present study was taken up to findout the self concepts of adolescents in Amravati District.

### OBJECTIVES OF THE STUDY

The study was conducted with the following objectives.

- To determine the self concept among the adolescents of state board schools.
- To find out the difference between Male and Female State Board Students on the criteria of self concept.
- To find out the difference between Urban and Rural State Board students on the criteria of self concept.
- To find out the difference between Std. IX<sup>th</sup> and Std. X<sup>th</sup> State Board students on the criteria of self concept.

### HYPOTHESES

- ❖ There is a Low level of Self concept among the State Board students of Amravati District
- ❖ There is no significant difference between Male and Female State Board students on the criteria of self concept.
- ❖ There is no significant difference between Urban and Rural State Board students on the criteria of self concept.
- ❖ There is no significant difference between the Std. IX<sup>th</sup> and Std. X<sup>th</sup> State Board students on the criteria of self concept.

**METHODOLOGY**

The present study is based an survey method particularly the descriptive survey research method.

**POPULATION**

All the State Board students (Std. IX<sup>th</sup> and Std. X<sup>th</sup>) in Amravati district of Maharashtra (India) comprised the population of the study.

**Sample and Sampling**

The researcher selected 800 students of 10 State Board Schools of Amravati district through random sampling technique. The sample profile is given in Table 1.

**Table 1 Sample Profile**

	Std. IX		Std. X		Total
	Male	Female	Male	Female	
Urban	100	100	100	100	400
Rural	100	100	100	100	400
Total	200	200	200	200	800

**Tool of the Study**

The self concept questionnaire developed by Dr. Raj Kumar Saraswat was used to find out level of self concept among the State Board students. In this questionnaire 6 dimensions and 48 items (Each dimension has eight questions) were included to measure the self concept. The dimensions are physical, social, intellectual, moral, educational and temperamental. The test –retest reliability of the Questionnaire was found to be .91 for the total self concept.

In scaring procedure the respondents were provided with five alternatives to give responses raging from most acceptable to least acceptable description of self concept. The alternatives or responses were arranged in such a way that the scoring system for all the items will remain same i.e. 5, 4, 3, 2, 1 though the item positive or negative.

**Variables of the study**

In the present study there were two types of variables independent and dependent variables. These variables are given in Table 2.

**Table 2 : Showing the variables.**

Variables	
Dependent	Independent
1 Self Concept	II Gender (Male and Female) III Location (Urban & Rural) IV Standard (IX <sup>th</sup> & X <sup>th</sup> )

**Statistical Techniques used**

Both descriptive and inferential statistics were employed for analysis of data. The descriptive statistics such as Mean and S.D. were used.

Inferential statistics such as ‘t’ test was employed. ‘t’ value was calculated to know the significant difference between self concept of male and female students, urban and rural students and Std. IX<sup>th</sup> and Std. X<sup>th</sup> students of State Board schools.

**Analysis of the data**

**Testing of Ho<sub>1</sub>**

There is low level of self concept among the State Board students of Amravati District.

**Table 3 : Showing the level of self concept among State Board students**

Variable	Level	Std. IX <sup>th</sup> Students (400)	Std. X <sup>th</sup> Students (400)	Male Students (400)	Female Students (400)	Urban Students (400)	Rural Students (400)
Self Concept	High	0	0	0	0	0	0
		-	-	-	-	-	-
	Above Average	124	136	65	195	168	92
		31 %	34 %	16.25 %	48.75 %	42 %	23 %
	Average	271	259	325	205	232	298
		67.75 %	64.75 %	81.25 %	51.25 %	58 %	74.5 %
Below Average	5	5	10	0	0	10	
	1.25 %	1.25 %	2.5 %	-	-	2.5 %	
Low	0	0	0	0	0	0	
	-	-	-	-	-	-	

From the table 3 it is observed that most of the State Board students have average level of self concept and then secondly the level of self concept of state board students is above average. Hence Ho<sub>1</sub> is rejected.

**Testing of Ho<sub>2</sub>**

**Table 4 : Showing the significance of difference between Self concept of Male and Female State Board students**

Sample (Students)	Number	Mean	S.D.	't' value	Level of significance
Male	400	129.3	16.15	14.17	0.05 Significant
Female	400	145.45	16.17		

Table 4 shows that the mean self concept score for Male state board students is 129.3 and for Female state boards is 145.45. Calculated 't' value for 798 degree of freedom at 0.05 level of significance is 14.17 which is more than the table value 1.96.

Therefore it is inferred that there is significant difference between self concept of Male and Female state board students. Hence the Ho<sub>2</sub> is rejected.

It is concluded that females have much higher self concept than male students.

**Testing of Ho<sub>3</sub>**

**Table 5 : Showing the significance of difference between self concept of Urban and Rural State Board students.**

Sample (students)	Number	Mean	S.D.	't' value	Level of significance
Urban	400	143.95	14.95	11.06	0.05 Significant
Rural	400	130.79	18.52		

Table 5 shows that mean self concept score of Urban State Board students is 143.95 and that of Rural students is 130.79. Calculated 't' value for 798 degree of freedom is 11.06 at 0.05 level of significance which is more than the expected 't' value 1.96.

Therefore, it is inferred that there is significant difference between the self concept of urban and rural State Board students. Hence Ho<sub>3</sub> is rejected.

It is concluded that urban state board students have for better self concept than rural state board students.

**Testing of Ho<sub>4</sub>**

**Table 6 : Showing the significance of difference between self concept of Std. IX<sup>th</sup> and Std. X<sup>th</sup> State Board students.**

Sample (students)	Number	Mean	S.D.	't' value	Level of significance 0.05
Std. IX <sup>th</sup>	400	136.9	19.26	.63	Not Significant
Std. X <sup>th</sup>	400	137.7	16.79		

Table 6 shows that mean self concept score of Std. IX<sup>th</sup> State Board students is 136.9 and that of Std. X<sup>th</sup> State Board students is 137.7. Calculated 't' value for 798 degree of Freedom is .63 at 0.05 level of significance which is less than the expected 't' value 1.96.

Therefore it is inferred that there is no significant difference between the self concept of Std. IX<sup>th</sup> and Std. X<sup>th</sup> State Board students. Hence the Ho<sub>4</sub> is accepted.

It is concluded that self concept of Std. IX<sup>th</sup> and Std. X<sup>th</sup> State Board students is much similar.

**CONCLUSIONS**

The findings of the study revealed that higher percentage of state board students have average level of total self concept. Females have much higher self concept than male students. Urban state board students have better self concept than rural state board students. Std. IX<sup>th</sup> and Std. X<sup>th</sup> students are much similar in respect of their self concept.

Teacher and parents should never behave in a way with students which is harmful for their good self concept. Boys should work to improve their temperamental and moral self concept. Rural students should work hard to strengthened their educational self concept. School should arrange different socially interactive activities and psychological counseling sessions to strengthened the social and temperamental self concept of students.

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