

A STUDY ON THE RELATIONSHIP BETWEEN SELF CONCEPT AND SELF EFFICACY AMONG ADOLESCENT GIRLS

Abstract

Self Efficacy and Self Concept are two constructs of the self that have a good base of research. Having a certain perception of ourselves is what is called as Self Concept and Self Efficacy is the optimistic belief about an individual's ability to deal with tasks at hand. Here, the attempt is to examine the relationship between Self Concept and Self Efficacy among Adolescent Girls. In the present study, Hundred Adolescent Girls were randomly sampled from a reputed college in Mangaluru. Tools used for data collection were Self Concept Questionnaire (Dr. Raj Kumar Saraswat) and Self Efficacy Scale (Mark Sherer and James E Maddux). The participants were compared with respect to their level of Self Concept and Self Efficacy. As indicated by the results, there shows a positive relationship between the Self Concept and Self Efficacy among Adolescent Girls and also there is nil influence of age on the Self Concept and Self Efficacy among Adolescent Girls.

Key words: Self Concept, Self Efficacy, Adolescent Girls

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I. INTRODUCTION

“Adolescence” is a theoretical construct that is evolving dynamically through psychosocial, physiological, cultural and temporal perspectives. This period of critical developmental is conventionally understood as the years between when puberty hits and when social independence is formed. (Steinberg, 2014). The chronological definition of adolescence that is commonly used is the ages of 10 to 18 years, but may include 9 to 26 years depending upon the source as per APA (2002). Adolescence is said to be the period of transition in life, in which the ‘self’ changes tremendously. Here, the individual is transformed into a version of the self that is more complex, well-organized, and consistent. Self- conception that is seen in adolescents changes in terms of its structure as well as the content; it becomes organized and differentiated in terms of structure, the evaluative aspect of Self Concept is what we call self esteem.

Self Concept is the set of perceptions or the set of reference points that one has regarding himself ie the set of traits, qualities, shortcomings, capacities, and values and relationships that the subject knows is a description of himself and which he perceives to be the information regarding his identity (Hamachek, 1981; Machargo, 1991). According to Harter (1986), the level of priority one accords to each of a self concept's unique components determines whether it is universal or global. For instance, when we describe ourselves, if our value judgments appear to be satisfactory, it results in a positive global Self Concept, in contrast, it can produce a negative global Self Concept. Shavelson, Hubner and Stanton (1976) say that Self Concept is the perception that each one has about themselves, and is formed by the experiences and relationships with the environment, where significant people play an important role. Self Concept isn't innate; rather, it is created by the person via contact with and reflection upon their surroundings. This crucial component of self-concept shows that it is malleable and subject to change (Franken, 1994).

We can say that the perceptions we develop about the self are formed through the interaction we have with our environment that is influenced especially by reinforcements by the environment as well as significant others. Studies that include personal beliefs strongly report that individuals who have positive self perception strive to succeed and also overcome any obstacles in life. Whereas, those with a negative view about self fail to reach the complete potential and also fall short of the performance expected as far as their own capacity is concerned. The way an individual views himself depends largely on his success in life. An adolescent whose Self Concept is adequate, might to adopt a problem- solving approach, be more original, creative, spontaneous and also have good self esteem. Whereas negative self concept is connected with different maladaptive behaviors and emotional problems. Just as problems and difficulties lower Self Concept, low Self Concept can also cause difficulties. Self Concept and Self Efficacy are well-researched constructs of the self. According to Franken (1994), self-esteem and self-concept are related in a way that those having high self-esteem have a distinct self-concept. According to him, when people are aware of who they are, they may maximize their results because they are extremely aware of what they are capable of and what they are not.

Self Efficacy, as is described by Bandura in 1977, is "the belief that one can successfully carry out the action necessary to create the outcomes." It deals primarily with the

cognitive perception that the self is capable of. It involves one's own assessment of competence in a given domain of functioning and among other personal attributes that might be available in one's schema. Therefore, an efficacy judgment of the self can reveal if one is capable enough to have a certain course of action which will lead to a successfully accomplishing of goals. Self Efficacy, thus, is the cognitive dimension of Self Concept (Pajares, 1996).

According to Erik Erikson, adolescents often experience an identity crisis and gradually form their identities as a result. If a child has developmental issues, this could lead to negative results (instead of positive outcomes) including mistrust (instead of trust), shame (instead of autonomy), guilt (instead of initiative), and inferiority (instead of pride) (alternate to industry). Self-efficacy can also lead to the development of preconceived ideas about oneself, perceived beliefs about oneself and others in society, as well as engaging in social relationships with peers and family. Successes (and failures) during childhood and early adolescence have a significant impact on self-efficacy, which may lead a person to either completely avoid a task (a negative outcome or low self-efficacy) or gain expertise through repetition (a positive outcome or high self-efficacy) (Moshman, 2004).

Adolescents who have low Self Efficacy are prone to develop emotional and problems at a later stage. Co-occurring psychological problems can make matters worse and increase the risk of complicated psychological disorders, emotional abuse, being overly self-aware, being unable to control own emotions, and being unable to express needs and wants in later stages of life. When low self-efficacy persists over time, it can have detrimental repercussions including suppressing ability or even internalizing it as an inability (of self). Long-term impacts may cause a disability or even be considered a mental disease. An eating disorder, anxiety, or despair could all result from having a poor body image. Relationships can be impacted by a lack of attachment, care, social skills, and even intellectual success, which can breed mistrust and cause social retreat. Thus, Self Concept is a general concept which changes over time whereas; Self Efficacy is a more specific focus on actual behaviors and cognitive skills that are required for a task.

II. REVIEW OF LITERATURE

A study was conducted by T. Aruna Bharathi and Dr. P. Sreedevi (2013) on Self Concept among Adolescents. The Self Concept scale (Saraswat, 1984) was used on 40 adolescents from the cities of Hyderabad and Telangana. Findings revealed that higher percent of adolescents showed above average levels of Self Concept in temperamental (85%), physical (60%) intellectual (77.5%), and social (52.5%) dimensions, respectively. Almost 47.5% of adolescents had high and above average self- concept in terms of education, 57.5% of them had high moral self- concept. Overall Self Concept of the adolescents was found to be 27.5% in high category and 72.5 % in above average category.

Kaur and Singh in 2017, conducted a study, measuring the Self Concept among adolescents with regard to gender and chose rural & urban areas and schools both private & government. The results show that males have better Self Concept when compared to females. With regard to rural and urban and government and private school, there was no difference found.

Kulshreshtha P (2016) conducted a comparative study to measure the Self Concept of boys and girls among school-going adolescents. The results indicated that there was significant differences in the group on temperamental and physical Self Concept. Female students had lower scores in physical Self Concept than the male students, but they had higher scores in temperamental and moral Self Concept.

Dekovic M and Meeus W (1997) conducted a study titled Peer relations in adolescents: effects of parenting and the adolescents Self Concept. The link between the parent and adolescent relationship and adolescent's relationship with their peers was analyzed. A sample of 508 families having adolescents (age 12- 18 years) were assessed on involvement, acceptance by parents, responsiveness, attachment, love and withdrawal as well as monitoring of children. Adolescent Self Concept was measured through Harter's Perceived Competence Scale for Adolescents and Rosenberg's Self-Esteem Scale. The level of peer activity and having a best friend, perceptions of acceptability of peers, and attachment to them served as indicators of the quality of peer relationships. Results concluded that Self Concept plays a mediating role in relationship between maternal child-rearing style and the involvement with peers. The mediating role of Self Concept was found to be greatest in maternal acceptance. Paternal child-rearing style showed to have an independent effect on the adolescent's involvement with peers. The results revealed that a positive Self Concept and warm supportive parenting contribute to satisfactory peer relations.

- 1. Need for the study:** As there exists a gender difference in terms of Self Concept and Self Efficacy in adolescents, this study aims to explore the relationship between Self Concept and Self Efficacy particularly in Adolescent Girls and also assesses the influence of age on Self Concept and Self Efficacy.
- 2. Research Problem:** The study will examine the relationship between Self Concept and Self Efficacy among Adolescent Girls.
- 3. Research Question:**
 - The link between self-concept and self-efficacy in adolescent girls is the subject of research.
 - What is the influence of age on the Self Concept and Self Efficacy of Adolescent Girls?
- 4. Objectives:**
 - To assess the Self Concept of Adolescent Girls under the different domains.
 - To assess Self Efficacy of Adolescent Girls.
 - To explore the relationship between Self Concept and Self Efficacy among Adolescent Girls.
 - To find whether age influences Self Concept and Self Efficacy.

5. Hypothesis:

H1: There is a Positive relationship between Self Concept and Self Efficacy among Adolescent Girls.

H0: There is no significant influence of age on the Self Concept and Self Efficacy of Adolescent Girls.

III. METHOD

The present study has opted for a Correlational research design. The sample was selected using Convenient Sampling method. The participants included 100 Adolescent Girls studying in Science, Commerce and Arts streams (Bachelor's course), from a reputed college in Mangaluru city. Sending a secure link to an online web survey that contained the participant's informed consent and the questionnaire package allowed for the collection of the data.

1. Tools used: The following scales were employed in order to gather pertinent data for the study:

- **Self concept:** Participants were asked to fill in the Self Concept Questionnaire by Dr. Raj Kumar Saraswat consisting of 48-items that measures global Self Concept of the individual under the different domains: Physical, Social, Temperamental, Educational, Moral, and Intellectual. Each dimension contains eight items and each item is provided with five alternatives. The scoring pattern of 5,4,3,2,1 remains standard. Apart from dimensional scores, a summated score of all items gives the total Self Concept score. Higher score is indicative of higher Self Concept. Its various dimensions' reliability coefficients range from .67 to .88. Content and construct validity are also well established.
- **Self efficacy:** The Mark Sherer and James E. Maddux-created Self Efficacy Scale, a 17-item scale with a Likert format, was administered to participants. A 5-point scale is used for scoring responses (1 being strongly disagree, and 5 being strongly agree). The sum of the scores depicts overall self-efficacy. The respondent is deemed to be more self-effective the higher their overall score is. Chen et al. (2001) found internal consistency reliabilities to be moderate to high ($\alpha = .76$ to $.89$). It also showed low to moderate convergent validity.

As the psychometric properties of the above mentioned scales are satisfactory, the investigators have adopted the same for the current study.

- **Data analysis:** Before conducting the data analyses, the data has been groomed and the statistical significance was set at $p < .05$. Pearson's Product Moment Correlation was used to study the data and examine the relationship between the variables. One way ANOVA was used to find the influence of age on the Self Concept and Self Efficacy among Adolescent Girls.

IV. RESULTS AND DISCUSSION

This present study aimed to find out the relationship between Self Concept and Self Efficacy among Adolescent Girls.

Table 1: Showing the correlation between overall Self Concept and overall Self Efficacy of Adolescent Girls (n=100).

| Variables | Overall Self Concept | Overall Self Efficacy |
|-----------------------|----------------------|-----------------------|
| Overall Self Concept | - | |
| Overall Self Efficacy | .208* | - |

Significant at 0.05 level

Table 1 indicates the correlation score between overall Self Concept and overall Self Efficacy. The correlation between overall Self Concept and overall Self Efficacy is ($r=.208$, $p<0.05$). This implies that there is significant positive relationship between overall Self Concept and overall Self Efficacy of Adolescent Girls. Thus the H1 stated there is a Positive relationship between Self Concept and Self Efficacy among Adolescent Girls is accepted.

Table 2: Showing the mean and standard deviation scores of Adolescent Girls on Self Concept in relation to age

| Variable | Age of Adolescent Girls (n=100) Self Concept | |
|----------|---|------------------|
| | 18-19 years (n=69) | 20-25 years (31) |
| Mean | 160.26 | 157.26 |
| SD | 15.96 | 25.84 |

Table 2 depicts the mean and SD scores of Adolescent Girls on Self Concept in relation to age. The results reveal that Adolescent Girls belonging to 18-19 years age group have higher Self Concept score of 160.26 (SD=15.96) compare to the Adolescent Girls belonging to the age group of 20-25 years having the mean score of 157.26 (SD=25.84). The One way ANOVA results are provided below.

Table 2: Showing the One way ANOVA for Self Concept among Adolescent Girls in relation to their age

| Variable | Sources of Variance | Sum of Squares | df | Mean Sum of Squares(MS) | F |
|--------------|---------------------|----------------|----|-------------------------|------|
| Self Concept | Between groups | 214.951 | 1 | 214.951 | .539 |
| | Within groups | 39057.239 | 98 | 398.253 | |
| | Total | 39272.190 | 99 | | |

Table 2.1 shows the one way ANOVA for Self Concept among Adolescent Girls with regard their age. The obtained F ration is .539, which is not significant. Therefore, it is clear from the above mentioned findings that age has no appreciable impact on adolescent girls' self-concept.

Table 3: Showing the mean and standard deviation scores of Adolescent Girls on Self Efficacy in relation to age.

| Variable | Age of Adolescent Girls (n=100) Self Efficacy | |
|----------|--|------------------|
| | 18-19 years (n=69) | 20-25 years (31) |
| Mean | 49.57 | 51.05 |
| SD | 7.07 | 6.92 |

Table 3 depicts the mean and SD scores of Adolescent Girls on Self Efficacy in relation to age. The results reveal that Adolescent Girls belonging to 18-19 years age group have higher Self Efficacy score of 49.57 (SD=7.07) compare to the Adolescent Girls belonging to the age group of 20-25 years having the mean score of 51.05 (SD=6.92). The One way ANOVA results are provided below.

Table 3: Showing the One way ANOVA for Self Efficacy among Adolescent Girls in relation to their age

| Variable | Sources of Variance | Sum of Squares | df | Mean Sum of Squares(MS) | F |
|---------------|---------------------|----------------|----|-------------------------|-------|
| Self Efficacy | Between groups | 51.935 | 1 | 51.935 | 1.055 |
| | Within groups | 4822.815 | 98 | 49.212 | |
| | Total | 4874.750 | 99 | | |

Table 3 shows the one way ANOVA for Self Efficacy among Adolescent Girls with regard their age. The obtained F ration is 1.055, which is not significant. Therefore from the above results it is evident that there is no significant influence of age on the Self Efficacy of Adolescent Girls.

Thus the H₀ stating there is no significant influence of age on the Self Concept and Self Efficacy of Adolescent Girls is accepted.

V. LIMITATIONS

1. The study being conducted through an online survey, has hindered personal contact with participants.
2. The sample of 100 participants has limited generalization of findings.

3. Consideration of only female population could give rise to questions of gender differences.

VI. SUGGESTIONS

1. Increase in sample size to enhance the quality of generalization.
2. Explore other constructs of self that could act as confounding variables.

VII. CONCLUSIONS

1. There is a positive relationship between the Self Concept and Self Efficacy among Adolescent Girls.
2. Age has no bearing on adolescent girls' self-concept or sense of efficacy.

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