**Self Concept**

 **Self Efficacy**

**A Study on the relationship between Self Concept and Self Efficacy among**

**Adolescent Girls**

 Hithakshi B and Athena Aranha

Department of Psychology, St Agnes College (Autonomous), Mangaluru

**ABSTRACT**

Self Concept and Self Efficacy are two well-researched self -constructs. Self Concept is the perception we have about ourselves and Self Efficacy is the optimistic belief about an individual’s ability to deal with tasks at hand. An attempt has been made to examine the relationship between Self Concept and Self Efficacy among the 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. The results indicated that there is a positive relationship between the Self Concept and Self Efficacy among Adolescent Girls and also there is no influence of age on the Self Concept and Self Efficacy among Adolescent Girls.

**Key words:** Self Concept, Self Efficacy, Adolescent Girls

 **A Study on the relationship between Self Concept and Self Efficacy among**

 **Adolescent Girls**

“Adolescence” is a theoretical construct that is evolving dynamically through physiological, psychosocial, temporal and cultural perspectives. This period of critical developmental is conventionally understood as the years between the onset of puberty and the formation of social independence (Steinberg, 2014). The most commonly used chronological definition of adolescence includes the ages of 10 to 18 years, but may incorporate a span of 9 to 26 years depending upon the source (APA, 2002). Adolescence is that period of life’s transition in which the sense of ‘self’ changes profoundly**.** The changes transform the individual’s vision of self into more complexes, a well-organized, as well as consistent picture. Self- conception of adolescents changes in structure and content; structurally it becomes more differentiated and organized, the evaluative aspect of Self Concept is what we call self esteem.

Self Concept is “the set of perceptions or reference points that the subject has about himself; the set of characteristics, attributes, qualities and deficiencies, capacities and limits, values and relationships that the subject knows to be descriptive of himself and which he perceives as data concerning his identity” (Hamachek, 1981; Machargo, 1991). Harter (1986) says that general or global Self Concept is determined by the degree of importance one assigns to each of its specific components. 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. Self Concept as defined by Shavelson, Hubner and Stanton (1976) is the ‘‘perception that each one has about himself, formed from experiences and relationships with the environment, where significant people play an important role.” Self Concept is not innate, but is developed or constructed by the individual through interaction with the environment and reflecting on that interaction. This aspect of Self Concept is important because it indicates that it can be modified or changed (Franken, 1994).

We can say that the perceptions we develop about the self are formed through our interaction with the environment influenced especially by environmental reinforcements and significant others. Studies that include personal beliefs strongly suggest that individuals who have positive self perception strive to succeed and overcome even the greatest obstacles in life. On the other hand, those with negative views about self fail to reach their complete potential and fall short of their expected performance in terms of their objective capacity. The way an individual views himself depends largely on his success in life. An adolescent who has an adequate Self Concept is more likely to adopt a problem solving approach, be more creative, original, spontaneous and also have high self esteem. Whereas negative Self Concept is associated with various maladaptive behaviors and emotional problems. Just as problems and difficulties can lower Self Concept, low Self Concept can also cause difficulties. Self Concept and Self Efficacy are two well-researched self -constructs. Franken (1994) suggests that Self Concept is related to self-esteem in a way that people with good self-esteem have a clearly differentiated Self Concept. He says that when people are aware about themselves, they can maximize their outcomes as they know very well what they can do and cannot do.

Self Efficacy (coined by Albert Bandura (1986) as part of his *social-cognitive* theory), refers to optimistic beliefs about individuals ability to deal with tasks at hand. It deals primarily with the cognitive perception of the capability of the self. It involves one’s own assessment of competence in a given domain of functioning among other personal attributes that may be available in their self-schema. Bandura (1977) has defined Self Efficacy as “the conviction that one can successfully execute the behavior required to produce the outcomes”. Therefore, an efficacy judgment of the self can reveal if one is capable enough to carry out a certain course of action that will lead to a successful accomplishment of goals. Self Efficacy, thus, is the cognitive dimension of Self Concept (Pajares, 1996).

Erik Erikson is of the view that adolescents are typically in an identity crisis state and thereby gradually construct their identity. Supposing there are developmental problems in childhood it could result in negative outcomes (alternate to positive outcomes) such as mistrust (alternate to trust), shame (alternate to autonomy), guilt (alternate to initiative), inferiority (alternate to industry). Self Efficacy also could develop preconceived notions of self, perceived belief about self and others in society and also active interactions with family and peers. Self Efficacy is thus highly affected by successes (and failures) during childhood and early adolescence, which might cause the person to either completely avoid a task completely (negative outcome or low Self Efficacy) or gain expertise with repetition (positive outcome or high-Self Efficacy) (Moshman, 2011)

Adolescents with low Self Efficacy are prone to develop behavioral and emotional problems later on in life. In the presence of co-existing psychological issues, it might further complicate the situation and such individuals might have complex psychological disorders, get emotionally abused, be extremely conscious of self, unable to regulate one’s own emotions and also to communicate their feelings and needs during later parts of the lives. Low Self Efficacy seen over a larger period of time can cause negative effects such as suppression of ability or even internalize it as an inability (of self).Long term effects can lead to a disability and even qualify as a psychological disorder. A negative body image might develop into an eating-disorder, anxiety and depression. Lack of attachment, care, social skills and even academic failures can create mistrust and impact relationships which lead to social withdrawal and social anxiety.

Thus, Self Concept is a general concept which changes over time whereas; Self Efficacy encompasses a more specific focus on the actual behaviors and cognitive skills necessary for a task.

 **REVIEW OF LITERATURE**

A study was conducted by T. Aruna Bharathi and Dr. P. Sreedevi (2013) on the Self Concept of Adolescents. The Self Concept scale (Saraswat, 1984) was used on 40 adolescents of twin cities of Hyderabad and Telangana Stage. The findings showed that a higher percentage of adolescents had above average levels of Self Concept in temperamental (85), intellectual (77.5), physical (60) and social (52.5) dimensions respectively. About 47.5% of adolescents equally had high and above average self- concept in education. And 57.5% had high moral self- concept. The overall Self Concept was found to be 27.5% in high category and 72.5 % in above average.

Kaur and Singh (2017) in a study conducted to measure the Self Concept among adolescents in context to gender chose the location of area i.e rural & urban and schools both Government & Private. And their results show that males were having better Self Concept than females. And there were no differences between rural and urban as well as government and private school adolescents on Self Concept.

Kulshreshtha P (2016) conducted a comparative study on Self Concept of the boys and girls among school-going adolescents. The results indicated that there is a significant group differences on physical, temperamental Self Concept. And the female students scored lower on physical Self Concept than male students, but higher on temperamental and moral Self Concept.

Dekovic M and Meeus W (1997) conducted a study titled Peer relations in adolescents: effects of parenting and adolescents' Self Concept. The link between the parent-adolescent relationship and the adolescent's relationship with peers was analyzed. A sample of 508 families with adolescents (12- 18 years) were assessed on parental acceptance, involvement, responsiveness, attachment, love, withdrawal and monitoring of child. Adolescent Self Concept was measured through Harter's Perceived Competence Scale for Adolescents and Rosenberg's Self-Esteem Scale. The indicators of the quality of peer relations were: degree of peer activity, having a best friend, perceived acceptance by peers and attachment to peers. Results concluded that Self Concept plays a mediating role in the relationship between maternal child-rearing style and involvement with peers. The mediating role of Self Concept was found to be greatest for maternal acceptance. Paternal child-rearing style appeared 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.

**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.

**Research Problem:**

The study will examine the relationship between Self Concept and Self Efficacy among Adolescent Girls.

**Research Question:**

* What is the relationship between Self Concept and Self Efficacy among Adolescent Girls?
* What is the influence of age on the Self Concept and Self Efficacy of Adolescent Girls?

**Objectives:**

1. To assess the Self Concept of Adolescent Girls under the different domains.
2. To assess Self Efficacy of Adolescent Girls.
3. To explore the relationship between Self Concept and Self Efficacy among Adolescent Girls.
4. To find whether age influences Self Concept and Self Efficacy.

**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.

**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. The data was collected by sending a secure link to an online web based survey that contained the questionnaire package, including informed consent of the participants.

**Tools used**

For the purpose of collecting relevant information for the study, the following scales have been used:

1. **Self Concept**

Participants were asked to fill in the Self Concept Questionnaire developed 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. 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. Reliability coefficients of its various dimensions varies from .67 to .88. Content and construct validity are also well established.

1. **Self Efficacy**

Participants were given the Self Efficacy Scale developed by Mark Sherer and James E Maddux which is a Likert format 17-item scale. The response format is a 5-point scale (1 = strongly disagree, 5 = strongly agree). Sum of scores shows the general Self Efficacy. The higher the total score is, the more self efficacious the respondent is said to be. Chen et al. (2001) found internal consistency reliabilities to be moderate to high (α = .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.

**RESULTS AND DISCUSSION**

The 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 overallSelf 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 |
| 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 2.01:** 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 2.01 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 from the above results it is evident that there is no significant influence of age on the Self Concept of Adolescent Girls.

**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 |
| 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 3.01:** 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 3.01** 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.

**Limitations:**

* The study being conducted through an online survey, has hindered personal contact with participants.
* The sample of 100 participants has limited generalization of findings.
* Consideration of only female population could give rise to questions of gender differences.

**Suggestions:**

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

**Conclusions:**

* There is a positive relationship between the Self Concept and Self Efficacy among Adolescent Girls.
* There is no influence of age on the Self Concept and Self Efficacy among Adolescent Girls.

 **REFERENCE**

APA, (2002).*Developing adolescents: A reference for professionals*. Washington, DC: American

 Psychological Society.

Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice-Hall.

Chen, G., Gully, S. M., & Eden, D. (2001).*Validation of a New General Self Efficacy Scale*.

 Organizational Research Methods, 4 (1), 62-68.

Franken, R. (1994). *Human motivation* (3rd ed.). Pacific Grove, CA: Brooks/Cole Publishing Co.

Harter, S. (1986).*Processes underlying children’s’ Self Concept.*In J. Sule (Ed.), Psychological

 perspectives in the self (vol. 3). Hillsdale, New Jersey: Lawrence Erlbaum Associates.

Hamachek, D. E. (1981).*Encounters with the ego [In Mexican]*. Mexico: Interamericana.

Huitt, W. (2011).*Self and self-views*. Educational Psychology Interactive. Valdosta, GA:

 Valdosta State University. Retrieved.

[Kaur,A.,&](http://www.i-scholar.in/index.php/ijhw/search/authors/view?firstName=Amrinder&middleName=&lastName=Kaur&affiliation=Desh%20Bhagat%20University,%20Mandi%20Gobindgarh,%20Punjab&country=IN) [Singh, A. (2017).](http://www.i-scholar.in/index.php/ijhw/search/authors/view?firstName=Agyajit&middleName=&lastName=Singh&affiliation=Department%20of%20Psychology%20(Retd.),%20Punjabi%20University,%20Patiala&country=IN)*Self Concept of Adolescents in Context to their Gender*. Location

 and Type of Schools 8, 188-190.

Kulshreshtha, P. (2016). *A Comparative Study on Self Concept of the Boys and Girls among*

 *School-Going Adolescent*, 7, 204-207.

Moshman & David.(2011). *Adolescent Rationality and Development* , 3 rd edition

Machargo, J. (1991). *The teacher and Self Concept in his or her students*.Theory and practice [In

 Spanish]. Madrid: Escuela. Espanola.

Pajares, F. (1996).*Self Efficacy beliefs in academic settings*. Review of Educational Research, 66,

 543-578.

Steinberg, L. (2014). *Age of opportunity:Lessons from the new science of adolescence*. Boston,

 MA: Houghton Mifflin Harcourt.

Shavelson, R. J., Hubner, J. J., & Stanton, J. C. (1976).*Self Concept: Validation of construct*

 *interpretations.* Review of Educational Research, 46, 407-441.

**Citations:**

<http://consortiacademia.org/wp-content/uploads/IJRSP/IJRSP_v1i2/82-283-1-PB.pdf>

<https://www.ijsr.net/archive/v5i10/ART20162167.pdf>

[file:///C:/Users/Personal/Downloads/BongClarkSelfConcept-Efficacy1999Final.pdf](file:///C%3A%5CUsers%5CPersonal%5CDownloads%5CBongClarkSelfConcept-Efficacy1999Final.pdf)

[https://cse.unl.edu/~ssamal/edps851/Self Efficacy-in-Adolescents.pdf](https://cse.unl.edu/~ssamal/edps851/Self-Efficacy-in-Adolescents.pdf)

[file:///C:/Users/Personal/Downloads/Arunaandsreedevi..Selfconcept-ART20162167%20(1).pdf](file:///C%3A%5CUsers%5CPersonal%5CDownloads%5CArunaandsreedevi..Selfconcept-ART20162167%20%281%29.pdf)

<https://www.sciencedirect.com/science/article/abs/pii/S0140197196900743>

<https://shodhganga.inflibnet.ac.in/bitstream/10603/112095/11/11_appendix.pdf>

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.507.1337&rep=rep1&type=pdf>

<http://www.edpsycinteractive.org/topics/self/self.html>

<http://www.i-scholar.in/index.php/ijhw/article/view/146987>

<http://www.i-scholar.in/index.php/ijhw/article/view/122214>