



## A Study of Adolescent Awareness of Adolescents in relation to Self-concept

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### Abstract:

*This study investigated the adolescent awareness of adolescents in relation to self-concept. Adolescence is important period in one's life that it cannot be neglected into the background. It is very important to understand this period for devising ways and means for introducing reforms in the fields of education of adolescents. The adolescent's intellectual capacity develops and changes from concrete thinking to abstract thinking. The attempts towards improving secondary education should be made keeping in view the interests, attitudes, self-concept and aptitudes of adolescents. Youngsters (teenagers) are lived in this period without any serious thoughts to their problem and discussion in this through proper channel. The sample consisted of 320 adolescents and measures the adolescent awareness and self-concept by standardized tools and data organized according to the variables of this study. There was no significant difference between adolescence awareness of high and low self-concept of adolescents, area and gender also not affected. Implications for further findings are discussed.*

**Keywords:** Adolescent, Self-concept

### 1. Introduction

Adolescence is important period in one's life that it cannot be neglected into the background. It is a quite favourable period from the point of view of education and also developed moral ethics and value. It is very important to understand this period for devising ways and means for introducing reforms in the fields of education of adolescents. The educational activities will bear no fruits, unless they are based on the needs and the interests of the educant. The attempts towards improving secondary education should be made keeping in view the interests, attitudes, Self-concept and aptitudes of adolescents. As well as realize, it is a sacred duty of the school authorities to help the adolescents to develop as worthy citizens of our democratic republic.

They lived in this period without any serious thought to their problem and discussion in this through proper channel. Here they show any worry about the future. This attitude they develop because they thought those friends and other magazines and also journals would come to their rescue and solve their problems. They can boost of their progress in their companions. Media system and other wrong way can deliver them even to the moon. The youngsters (teenagers) have taken a wrong decision from wrong way seriously after they were worried. The above basic ideas of the quotation have become hunch for this district research work for the investigator.

The adolescent's intellectual capacity develops and changes from concrete thinking to abstract thinking. Adolescents become capable of conceptual thinking and understanding logic and deductive reasoning. This increased ability tends to heighten self-esteem. Some adolescents tend to see things from an idealistic point of view.

It is a quite favourable period from the point of view of moral value. They lived in this period without any serious thoughts to their problem and discussion in this through proper channel. The youngsters have taken a wrong decision from wrong way seriously after they were worried. Teenagers have many problems and emotions emerge.

Furthermore, perceived peer influence tends to vary across different domains of life. It is quite strong with regard to appearance e.g. hairstyle, clothing and socializing e.g. dating, finding out where it is cool to be seen, but peer pressure is less influential when it comes to moral values, antisocial behaviour and career decisions.

Would it surprise you to know that self concept - how you see yourself, will determine the results and outcomes you derive from your goals. In the area of personal development, there is often a lot being said about the need to remain positive or to have a positive mental attitude. However, what is less talked about is the importance of your self concept, self- esteem and how these key aspects directly influence your ability to maintain a positive mental attitude. They do not know the reasons for the behavioural changes during teenage. The teens should be treated in such a way that they can be citizens of democratic country

Harter (1990) proposes that the adolescent differentiates the self in multiple domains. Harter developed the self perception profile for adolescents that identify eight domains of competence: scholastic, employment, athletic, physical, social, friendships, romantic appeal, and conduct. Further, the adolescents multiple self descriptions vary across contexts e.g. parents, peers, romantic relationships.

V. Ramkumar. (1979), has studied Characteristics of Adolescent Girls with Acute Self- concept and found that the community of students was found to be an important contributory factor for acute self-concept. A very high percentage of the backward community girls were found to have acute self-concept. The area of residence and the size of the family did not contribute to acute self concept. Personal and social adjustment scores of the extreme group were significantly lower than those of the normal group. Similarly, the mean withdrawing tendency score of the extreme group was lower than that of the normal group. The extreme group had significantly higher mean scores than the normal group on four values areas- religious, political, aesthetic and theoretical. The extreme group had significantly lower scores in social values and exhibited no difference in economic values.

Sinde. (1995), has studied Opinions of Students of Higher Secondary Science Stream Regarding Sex Education and found that 94% of the subjects of sample emphasize the need of sex education. They suggested that to control AIDS, sex education is needed. Sex education should be given by the experts of the subject. The entire boys and girls student were having same opinion that sex education, should be given by the school.

Verma. (1990), has studied Sex-related differences in risk-taking, self-confidence and anxiety among adolescent learners. This study attempts to analyze sex differences in risk-taking, self confidence and anxiety among adolescent learners in order to confirm the findings of previous researchers in the Indian context. The sample consisted of 200 adolescents with equal number of male and female students studying in class X, selected randomly. The data were collected using Risk-taking Questionnaire by Sinha and Arora, Self-confidence Inventory by Basavanna and Dutt. Male adolescent learners showed significantly higher mean risk-taking than female adolescent learners. Male adolescent learners possessed significantly higher self confidence than female adolescents. Female adolescent learners had significantly more anxiety than male adolescent learners.

Beaty, (1995), studied 40 ethnically diverse, middle-school boys from father-absent and father-present homes, 20 each, on peer adjustment and masculine self-image. The researcher hypothesized that boys

with father deprivation prior to age five would show more dysfunction with respect to Self-concept development in adolescence with resultant difficulties in peer relationship adjustment. Father-absent boys scored significantly lower on the sociometric measures for perceived masculinity and peer group adjustment. However, multifactorial influences stood as an alternative possibility for the differences in scores.

Kaur, Fuljeet, (1990), has studied the adolescent Loneliness: Correlates Attribution and Coping and found that Females experienced greater loneliness, anxiety and depression than males. Males expressed more hopelessness. In males, loneliness was positively related to hopelessness and external locus of control. Emptiness and isolation were major causes of loneliness. Males attributed loneliness to a selfish world and uncertain future, while females stressed on low esteem.

Prasad S. (1982), has studied a Factors that Influence Stability of the Self Concept and formed that anxiety, insecurity, self concept incongruence and Self- Satisfaction were the factors which influence Stability of the self concept social change had not been identified as an independent factor of self consistency, older and younger generations differ significant on anxiety, insecurity, self-role incongruence and self- satisfaction.

Kale, P.S. (1982), has studied of the Development of self concept at preadolescent level with references to some family and school facing and found that the self concept did not remain static and showed graded development up to the end of the Preadolescent period, boys and girls did not differ significantly in self concept development, Perception of family factors as well as school factors showed significant development in concept perception of parent- child relationship, parent relationship was highly significant related to self concept, Teacher students relationship was important in self concept, parent- child relationship was significant as social with self concept, peer relations were important in development of self concept, school factors joining were significantly associated with self concept. Family factors joining were significant associated with self concept.

Gupta. P. (1984), has studied self-concept, dependency and adjustment pattern of abandoned Institutionalized Preadolescents and found that there was some relation between self concept, anxiety, dependency and adjustment for the experimental subjects reared in artificial family atmosphere with surrogate mother had better self concept and adjustment with less anxiety than subjects reared in general homes without any substitutes parent figure, self concept and adjustment were positively correlated and they had negative correlation with anxiety., The whole experimental group differed from the control group.

Bharathi, G. (1984), has studied Self-concept and Achievement Motivation of Early Adolescents and found that no age different were found in Self-concept with respect to adjustment, no significant age differences were found in the personal social in condition aspect of Self concept in the real Self concept, in the masculinity-feminity aspect of Self concept age differences were not significant, in the ability aspect on self concept no sex differences were observably the self concept of ability was not affected by socio-economic status.

Agrwal R. (1985) has studied of feelings of security in morally developed and underdeveloped Adolescents as related to their Self-concept and personality pattern and the 16 PF Questionnaires. The family scale, Self-concept Scale, and security. In security Inventory were translated in to Hindi after respectively used. And found that the adolescents were to be secure, self concept was not related with moral development and moral underdevelopment, moral development was related the feeling of security, family was positively related moral Development and moral underdevelopment and there was a significant relationship between Self-concept and personality characterize. So, researcher has following research questions in his mind.

1. Whether is there any difference in adolescent awareness of adolescents in relation to Self-Concept?
2. Whether is there any difference in adolescent awareness of boys and girls in relation to Self-Concept?
3. Whether is there any difference in adolescent awareness of rural and urban students in relation to Self-Concept?

## 2. Problem

A study of Adolescent Awareness of Adolescents in relation to Self-Concept.

## 3. Objectives

This study was going to investigate under the objectives as under.

1. To study the adolescent awareness of adolescents in relation to Self-Concept.
2. To study the adolescent awareness of rural adolescents in relation to Self-Concept.
3. To study the adolescent awareness of urban adolescents in relation to Self-Concept.
4. To study the adolescent awareness of boys adolescents in relation to Self-Concept.
5. To study the adolescent awareness of girls adolescents in relation to Self-Concept.

## 4. Hypotheses

The hypotheses of the study are given below.

- Ho<sub>1</sub>:** There will be no significant difference between the meanscore of Adolescent Awareness of High and Low Self-concept Students.
- Ho<sub>2</sub>:** There will be no significant difference between the meanscore of Adolescent Awareness of High and Low Self-concept Rural Students.
- Ho<sub>3</sub>:** There will be no significant difference between the meanscore of Adolescent Awareness of High and Low Self-concept Urban Students.
- Ho<sub>4</sub>:** There will be no significant difference between the meanscore of Adolescent Awareness of High and Low Self-concept Boys.
- Ho<sub>5</sub>:** There will be no significant difference between the meanscore of Adolescent Awareness of High and Low Self-concept Girls.

## 5. Research Design

The present research was the survey of adolescent awareness in relation to Self-concept of secondary school students who were studying in 8<sup>th</sup> and 10<sup>th</sup> standard during the year 2010-2011.

## 6. Population and Sample

Population of the present study was the students studying in Gujarati medium secondary schools of Gujarat. According to the district of Gujarat, researcher has selected two districts Anand and Vadodara for the present study. Two secondary schools, one from urban and one from rural area of both the districts were selected. Researcher has selected 80 students randomly from each secondary school, 40 students from standard 8<sup>th</sup> and 40 students from standard 10<sup>th</sup>. Thus, the sample of the study consist of 320 students (160 from std 8<sup>th</sup> and 160 from std 10<sup>th</sup>)

## 7. Tools

To measure adolescent awareness, the adolescent awareness scale was constructed and standardized by the Investigator. It contains in all 52 statements regarding the different aspects of adolescent awareness viz. Personal Adjustment, Physical Development, Homo-Hetero Relation, Class-room Problem, Home and Social Problem. Its test-retest reliability index was found to be 0.90; as per component of the scale reliability coefficients was ranged from 0.87 and 0.93 and split-half reliability was found to be 0.81. Construct validity of the scale was established and coefficients of correlation were ranged from 0.30 to 0.77.

To measure the Self-concept, researcher has used Self-concept Inventory constructed and standardized by K. S. Likhia. In the present inventory, there are 80 items which measure the self-concept. Test-retest reliability of the inventory was found 0.89 and split-half reliability was found 0.79 and validity of the inventory was established using construct validity method was found 0.85. Thus, the tool used was standardized in Gujarat and sample of the standardization was High school students. So, the tool used is reliable as well as valid measure the self-Concept.

### 8. Data Collection and Analyses of Data

Researcher has administered students' bio-data form, Adolescent Awareness Scale and Self-concept Inventory. Data were organized according to the variables of the study. Scores of adolescent awareness and Self-concept were obtained and organized. Descriptive statistics of adolescent awareness were computed. To study the adolescent awareness of high and low Self-concept students, according to Self-concept scores, upper group and lower group of adolescents were formed and t-test was used to test the null hypotheses.

### 9. Results

Results of the study are as under

(1) To study the significant difference between the mean score of Adolescent Awareness of High and Low Self-concept Students, Mean, SD and t-ratio were computed and presented in table-i below-

**Table :1 Difference between mean score of Adolescent Awareness of High and Low Self-concept Students**

| Self-concept Level | N   | Mean  | S.D. | t     | Sig. level |
|--------------------|-----|-------|------|-------|------------|
| High               | 160 | 76.81 | 9.67 | 0.732 | N.S.       |
| Low                | 160 | 77.56 | 8.63 |       |            |

It can be observed from the table-i, Mean score of Adolescent Awareness of students of High level Self-concept is 76.81 and that of students of Low level Self-concept is 77.56. Obtained t-ratio for significance difference between two mean score is 0.732, which is not significant at any level of confidence.

Therefore, Null Hypotheses, "There will be no significant difference between the mean score of Adolescent Awareness of Students of High and Low Self-Concept" is not rejected at any level of confidence. Therefore, there is no significant difference between the mean score of Adolescent Awareness of both the groups.

(2) To study the significant difference between the mean score of Adolescent Awareness of High and Low Self-concept Rural Students, Mean, SD and t-ratio were computed and presented in table-2 below-

**Table :2 Difference between mean score of Adolescent Awareness of High and Low Self-concept Rural Students**

| Self-concept Level | N  | Mean  | S.D. | t    | Sig. level |
|--------------------|----|-------|------|------|------------|
| High               | 80 | 71.84 | 9.47 | 1.53 | N.S.       |
| Low                | 80 | 73.94 | 7.84 |      |            |

It can be observed from the table-2, Mean score of Adolescent Awareness of Rural Students of High level Self-concept is 71.84 and that of Rural Students of Low level Self-concept is 73.94. Obtained t-ratio for significance difference between two mean score is 1.53, which is not significant at any level of confidence. Therefore, Null Hypotheses, "There will be no significant difference between the mean score of Adolescent Awareness of Rural Students of High and Low Self-Concept" is not

rejected at any level of confidence. Therefore, there is no significant difference between the mean score of Adolescent Awareness of both the groups.

(3) To study the significant difference between the mean score of Adolescent Awareness of High and Low Self-concept Urban Students, Mean, SD and t-ratio were computed and presented in table-3 below-

**Table :3 Difference between mean score of Adolescent Awareness of High and Low Self-concept Urban Students**

| Self-concept Level | N  | Mean  | S.D. | t     | Sig. level |
|--------------------|----|-------|------|-------|------------|
| High               | 80 | 81.78 | 6.95 | 0.511 | N.S.       |
| Low                | 80 | 81.18 | 7.88 |       |            |

It can be observed from the table-3, Mean score of Adolescent Awareness of Urban Students of High level of Self-concept is 81.78 and that of Urban Students of Low level of Self- concept is 81.18. Obtained t-ratio for significance difference between two mean score is 0.5, which is not significant at any level of confidence. Therefore, Null Hypotheses, “There will be no significant difference between the mean score of Adolescent Awareness of Urban Students of High and Low Self-Concept” is not rejected at any level of confidence. Therefore, there is no significant difference between the mean score of Adolescent Awareness of both the groups.

(4) To study the significant difference between the mean score of Adolescent Awareness of High and Low Self-concept Boys.

**Table :4 Difference between mean score of Adolescent Awareness of High and Low Self-concept Boys**

| Self-concept Level | N  | Mean  | S.D. | t     | Sig. level |
|--------------------|----|-------|------|-------|------------|
| High               | 80 | 76.65 | 9.03 | 1.315 | N.S.       |
| Low                | 80 | 78.51 | 8.88 |       |            |

It can be observed from the table-4, Mean score of Adolescent Awareness of Boys Students of High Level Self-concept is 76.65 and that of Boys Students of Low level Self-concept is 78.51. Obtained t-ratio for significance difference between two mean score is 1.315, which is not significant at any level of confidence. Therefore, Null Hypotheses, “There will be no significant difference between the mean score of Adolescent Awareness of Boys of High and Low Self-Concept” is not rejected at any level of confidence. Therefore, there is no significant difference between the mean score of Adolescent Awareness of both the groups.

(5) To study the significant difference between the mean score of Adolescent Awareness of High and Low Self-concept Girls.

**Table :5 Difference between mean score of Adolescent Awareness of High and Low Self-concept Girls**

| Self-concept Level | N  | Mean  | S.D.  | t     | Sig. level |
|--------------------|----|-------|-------|-------|------------|
| High               | 80 | 76.96 | 10.31 | 0.245 | N.S.       |
| Low                | 80 | 76.60 | 8.33  |       |            |

It can be observed from the table-5, Mean score of Adolescent Awareness of Girls Students of High Level Self-concept is 76.96 and that of Girls Students of Low Level Self-concept 76.60. Obtained t-ratio for significance difference between two mean score is 0.245, which is not significant at any level of confidence. Therefore, Null Hypotheses, “There will be no significant difference between the mean score of Adolescent Awareness of Girls of High and Low Self-Concept” is not rejected at any level of confidence. Therefore, there is no significant difference between the mean score of Adolescent Awareness of both the groups.

## 10. Findings

- There was not significant difference between Adolescence Awareness of High and Low level Self-concept of students.
- There was not significant difference between Adolescence Awareness of High and Low level of Self-concept Rural Students.
- There was not significant difference between Adolescence Awareness of High and Low level of Self-concept Urban Students.
- There was not significant difference between Adolescence Awareness of High and Low level Self-concept Boys Student.
- There was not significant difference between Adolescence Awareness of High and Low Level Self-concept Girls Students.

## 11. Conclusion

There is no effect of Self-concept on adolescent awareness. It shows that high and low Self-concept students are equally aware about adolescence. Self-concept incongruence and Self-Satisfaction were the factors which influence Stability of the self concept social change had not been identified as an independent factor of self consistency. This study opens up a new horizon in the area of research on psychomotor development. Adolescent awareness is the main criterion for development of awareness of the students. In such a challenging ground the enhancement of the adolescent awareness of school students may be useful to solve the challenges and problems regarding adolescence. It is our first and foremost duty to prepare such programme to enhance the adolescent awareness and to find out its effect through research work.

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