

Self Concept Pressure and Anxiety among Male and Female Adolescents of Different Socio-Economic Groups



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Abstract

Children tend to experience a decline in positive self-concept throughout their adolescent years. This decline usually begins around age twelve in girls and age fourteen for boys. For some, the decline will become severe in early adolescence (between the ages fourteen and 16) before usually convalescent within the mid-teen years (Baldwin & Hoffmann, 2002). Having a negative self thought throughout adolescence has been related to non adaptive behaviors and emotions. In distinction, having a positive self-concept has been connected to positive social and emotional development. Educational stress is that the major source of stress among adolescents and it's going to cause low self-esteem. Therefore an attempt was made to know the self concept pressure and anxiety among adolescents across different socio-economic status. For the aim a complete sample of three hundred adolescents from 6 schools of Lucknow district were arbitrarily chosen, whereby one hundred fifty boys and one hundred fifty girls were further selected for this study. Hundred fifty boys & equal number of girls were further divided into fifty respondents belonging to lower, middle and higher Socio-economic status. For the study Bisht Battery of stress scale by Abha rani Bisht and Socio-economic scale by Kuppu swami was used. The result indicated that most of the male respondents from middle socio-economic status were having moderate self concept pressure whereas female respondents from upper and middle socio-economic status were having moderate self concept pressure. The result also revealed that most of the adolescent girls from lower socio-economic group and most of the adolescents irrespective of gender from middle socio-economic group suffer from moderate level self concept anxiety.

Keywords:

Introduction

Self-concept refers to a student's perceptions of competency or adequacy in educational and nonacademic (e.g., social, behavioral, and athletic) domains and is best depicted by a profile of self-perceptions across domains. Children's maturing psychological feature and language competencies play a role in the formation of their self-concept. Young children's self-concepts are thought-about to centre on behaviours and concrete characteristics, whereas those of older youngsters are targeted on additional abstract characteristics (Harter, 1990; Montemajor & Eisen, 1977). Youngsters sometimes outline themselves in terms of their look, actions, and possessions and have difficulty identifying between totally different domains and actions. Knapen et al. (2005) showed the connection between enhancements in physical self-concept and enhancements in global self-esteem, depression and anxiety supports the potential role of the physical self-concept within the recovery method of depressed and anxious psychiatric inpatients.

Review of Literature

Santrock, (2007) found that youth who find it too difficult to move between worlds can become alienated from their school family or peers. However those who are able to navigate effectively between different worlds can develop bicultural and multicultural selves and become culture brokers for others.

Harter and Mccarley, (2004) found High narcissism, low empathy and being sensitive to rejection combined with low self-esteem were linked to adolescents' violent thoughts.

E: ISSN No. 2349-9443

Baldwin and Hoffmen, (2002) stated that fluctuations in self-esteem during adolescents were related to life events and family cohesiveness.

Usher, (2000) and Zimmerman, (1997) stated that the high self-esteem may refer to accurate justified perceptions of one’s worth as a person and one’s successes and accomplishments. On the other hand low self-esteem can develop into other problems.

Fenzel, (1994) and Santrock, (2007) implicated depression, suicide, anorexia nervosa, delinquency and other adjustment problems. The seriousness of the problem depends not only on the nature of the adolescent’s low self-esteem but on other conditions as well, like difficult school transitions, troubled family life or other stressful events that can intensify an adolescents problem.

Heyman (1990) hypothesized that self-perception of one’s learning disability would be related positively to both academic self-concept and self-esteem.

Objectives of the Study

1. To understand the self concept pressure among male and female adolescents of upper, middle and lower socio-economic group.

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2. To study the self concept anxiety among male and female adolescents of upper, middle and lower socio-economic group.

Research Methodology

The present study was conducted in Lucknow city, drawing sample from the six schools of the city. The sample for the study was collected adopting stratified random sampling technique. The sample for the study consisted of 300 adolescents of class 7 to12 between the age group of 12-18 years, studying in co-educational Senior Secondary schools belonging to lower, middle and upper socio-economic groups. A total sample of 300 adolescents was selected, wherein 150 boys and 150 girls were selected for the present study. Hundred fifty boys & equal number of girls were further divided into 50 respondents each belonging to lower, middle and upper Socio-economic Status.

Tools Used

Bisht Battery of stress scale (BBSS) by Dr. Abha Rani Bisht and Socio-economic status scale by Kuppu Swami were administered for data collection.

Results and Discussion

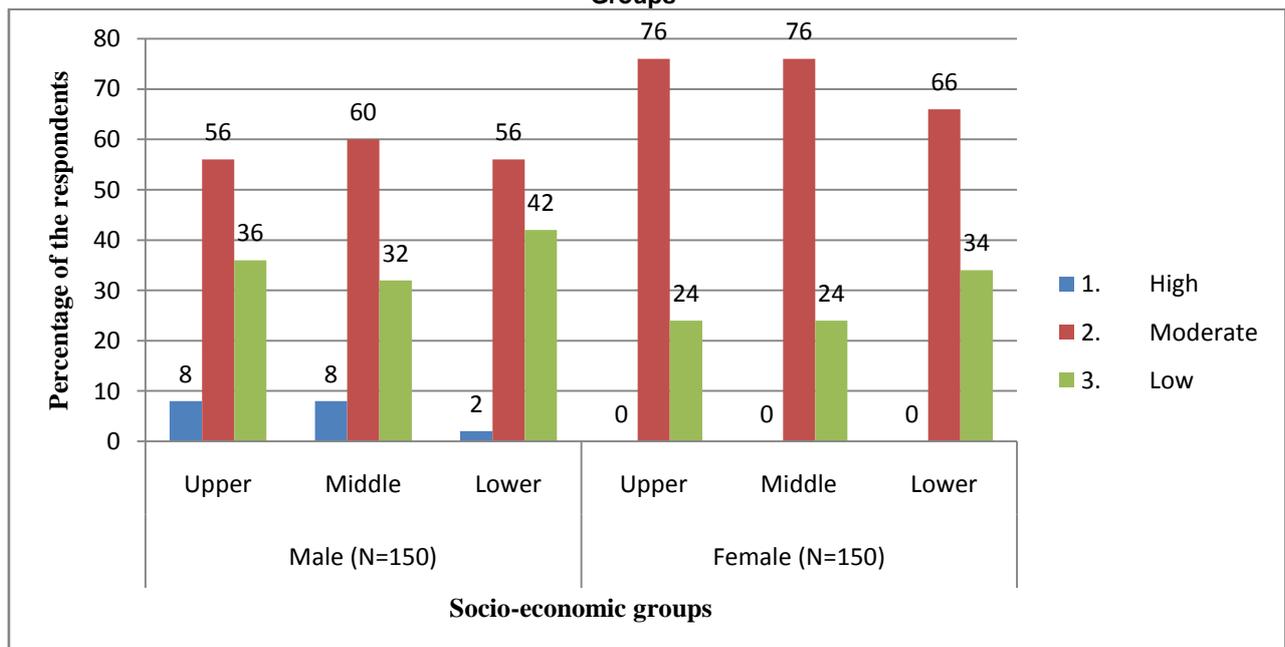
Table 1.1:- Distribution of adolescents in reference to their self concept pressure across socio-economic groups

S.N.	Stress level	Male (n=150)						Female (n=150)					
		Socio-economic group						Socio-economic group					
		Upper		Middle		Lower		Upper		Middle		Lower	
		F	P	F	P	F	P	F	P	F	P	F	P
1.	High	04	08	04	08	01	02	00	00	00	00	00	00
2.	Moderate	28	56	30	60	28	56	38	76	38	76	33	66
3.	Low	18	36	16	32	21	42	12	24	12	24	17	34

F= Frequency

P = Percentage

Fig. 1.1:- Distribution of Adolescents in Reference to Their Self Concept Pressure across Socio-Economic Groups



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Table 1.1 and Figure 1.1 indicates the distribution of adolescents in reference to their self concept pressure across socio-economic groups and found that 64 per cent adolescent males and 76 per cent females from middle socio-economic group had moderate self concept pressure whereas 56 per cent male and 76 per cent female respondents from upper socio-economic groups followed by lower SES i.e. 52 per cent male and 66 per cent female were going through moderate self concept pressure. Male and female respondents from lower socio-economic groups i.e. 42 per cent and 34 per cent respectively had low self concept pressure followed by male and female from upper socio-economic group i.e.36 and 24 per cent respectively and middle socio-economic group i.e. 32 and 24 per cent male and female respectively. Whereas a few of male respondents i.e. 2 to 8 per cent were having high self concept pressure

while no female respondents were having high self concept pressure.

It is clearly understood from the results that most of the male respondents from middle socio-economic status were having moderate self concept pressure whereas female respondents from upper and middle socio-economic status were having moderate self concept pressure because of the wishes to be praised by the society and adolescents also seeks for social acceptance and social approval which causes self concept pressure among the adolescents.

The study was also supported by Jing (2007) in her study on the 'analysis of the relationship among test anxiety, self-concept and academic competency' found that self-concept negatively affected students' self-perceived academic competency.

Table 1.2:- Distribution of adolescents in reference to their self concept anxiety across socio-economic groups

S.N.	Stress level	Male (n=150)						Female (n=150)					
		Socio-economic groups						Socio-economic groups					
		Upper		Middle		Lower		Upper		Middle		Lower	
		F	P	F	P	F	P	F	P	F	P	F	P
1.	High	08	16	03	06	03	06	01	02	03	06	01	02
2.	Moderate	26	52	33	66	26	52	38	76	37	74	41	82
3.	Low	16	32	14	28	21	42	11	22	10	20	08	16

F= Frequency

P = Percentage

Fig. 1.2:- Distribution of Adolescents in Reference to Their Self Concept Anxiety across Socio-Economic Groups

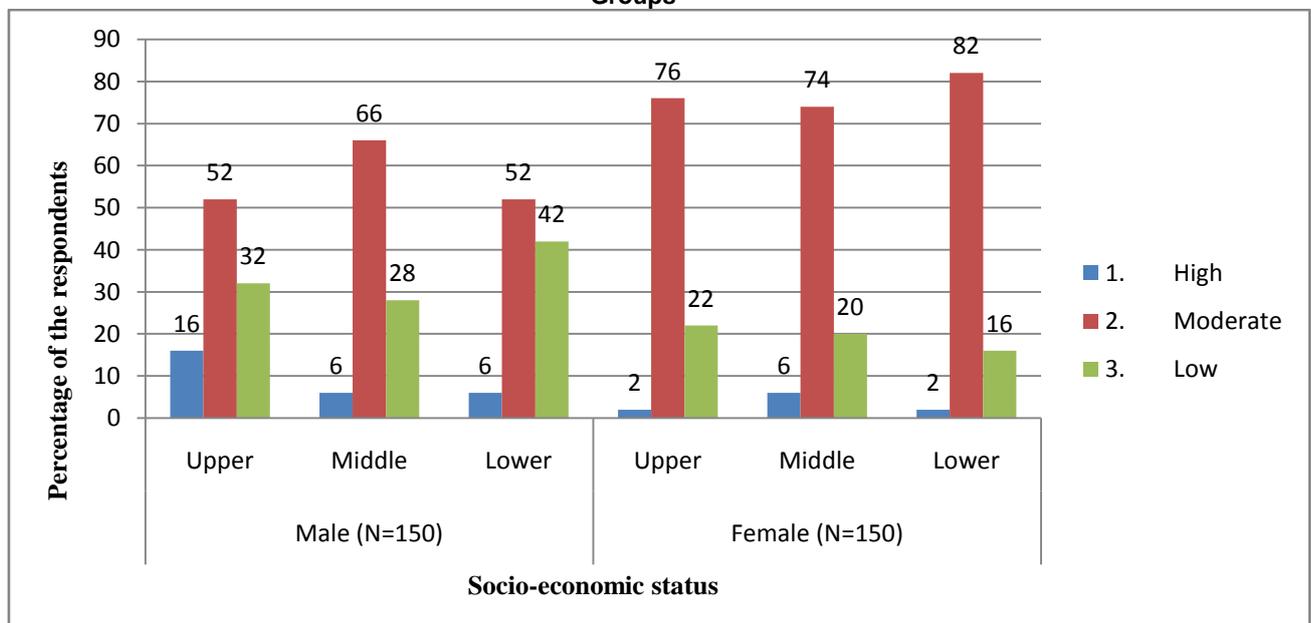


Table 1.2 and Figure 1.2 shows distribution of adolescents in reference to their self concept anxiety across socio-economic groups, result indicates that majority of the adolescents were going through moderate level self concept anxiety i.e.52 per cent male and 76 per cent female respondents from upper socio-economic group had moderate self

concept anxiety and majority of the male i.e.66 per cent male and 74 percent female adolescents from middle socio-economic group and 52 percent male and 82 percent respondents were having moderate self concept anxiety. It is clear from the table that 32 per cent male and 22 per cent female from upper socio-economic group followed by middle socio-

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economic group (28 per cent males and 20 per cent females) were having lower self concept anxiety 42 per cent male and 16 per cent female from lower socio-economic group also had low self concept anxiety. Only 16 per cent male and 2 per cent female from upper, 6 per cent each male and female from middle and 6 per cent male and 2 per cent female from lower socio-economic group reported with the high level of self concept anxiety.

The table reveals that most of the adolescent girls from lower socio-economic group and most of the adolescents irrespective of gender from middle socio-economic group suffer from moderate level self concept anxiety. As shown in this study, social stratification by gender, race, ethnicity, economic level and school track placement may affect adolescent students' lives by shaping the feelings the students have about themselves. Differences in students' gender, race, ethnicity, socio-economic status, and other socially stratified patterns appear to have some adverse effects on adolescents' self-concepts, the study was also supported by **Chan (2003)** who attempted to explore the relationship between students' academic achievement, self-concept, and test anxiety. He found that high band students had more emotional disturbances during examinations, whereas low achievers had greater worries about academic failure. Gender effect was found on self-concept and test anxiety. A weak negative correlation was found between self-concept and test anxiety. Results also demonstrated the importance of academic achievement within school comparisons on students' self-concept. Categorizing students into different band schools may generate a labeling effect on students' self-concept, which may in turn affect their academic achievement. Hence, schools reputation and status has its psychological impact on students that ultimately became instrumental for varying level of academic performance.

Conclusion

In our society, boys are expected to become independent, ambitious, competitive, self reliant and achievement oriented. Boys are taught to be assertive and encouraged to control their expression of feeling, whereas girls are taught to express concern for others and to control their assertion. The present study revealed that most of the male respondents from middle socio-economic status were having moderate self concept pressure whereas female respondents from upper and middle socio-economic status were suffering from moderate level of self concept pressure. The result also revealed that most of the adolescent girls from lower socio-economic group and

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most of the adolescents irrespective of gender from middle socio-economic group suffer from moderate level self concept anxiety.

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