

Self Concept Frustration and Conflict among Male and Female Adolescents of Different Socio-Economic Groups



Tatheer Fatma

Assistant Professor,
Deptt. of Home Science,
KMCUAFU,
Lucknow

Anshu

Associate Professor,
Deptt. of HDFs,
SHUATS,
Allahabad

Anjali Mathur

Assistant Professor,
Dept. of HDFs,
SHUATS,
Allahabad

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. Several psychological issues like depression and suicide occur as results of low self-esteem (Nikitha, et al, 2014), therefore a trial was created to know the self concept frustration and conflict 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 variety of women were further divided into fifty respondents every 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 almost all of the feminine adolescents from all the three socio-economic cluster were having moderate self concept frustration whereas male respondents solely from the middle socio-economic cluster were feeling the same in relation to self concept frustration, The result clearly portrayed that most adolescent girls from higher socio-economic cluster were having moderate self concept conflict whereas the male respondents from higher socio-economic cluster had moderate self concept conflict.

Keywords: Self-Concept, Socio-Economic Condition.

Introduction

Self-concept refers to self-evaluation or self perception, and it represents the total of an individual's beliefs regarding his or her own attributes. Self concept reflects however a teenager evaluates himself or herself in domains (or areas) within which he or she considers success necessary. A teenager will have a positive self-concept in some domains and a negative self-concept in others. Analysis additionally suggests that every individual includes a global (or overall) self construct that reflects however the individual evaluates his or her self-worth as a full. a teenager will create targeted self-evaluations in an exceedingly range of various domains. Researchers have known the subsequent eight domains that frame an adolescent's self-concept (Harter, 1999).

1. Scholastic competency
2. Athletic competency
3. Physical look
4. Peer acceptance
5. close friendships
6. Romantic relationships
7. Job competency
8. Conduct/morality

An adolescent's self-concept is dynamic, and relation is advanced. That is, issues and difficulties can lower self-concept; however low self-concept also can cause problems. As an example, researchers have found that levels of self-worth in every of the above domains are

E: ISSN No. 2349-9435

related to behaviors and accomplishments relevant to success in those explicit areas of development.

Review of Literature

Byrne, (1996) stated that adolescents, having a high educational self-concept is related to positive educational performance.

Marsh, et.al, (2006) having a high physical self-concept is said to enhance physical activity.

Tarrant, et.al (2006) Positive overall self-concepts are coupled to numerous markers of positive development, as well as positive peer relationships and overall happiness (Cheng & Furnham, 2004).

Lewinsohn, et.al, (1997) stated that an overall negative self-concept in adolescence has been related to depression and Drug use (Andrews, et.al, 1997), and intake disorders in female (Crowther et.al, 1986).

Harter, (1999) Each male and feminine adolescents struggle with negative self concepts, however feminine adolescents tend to stress additional concerning physical look than do males.

Ibid, In addition, Black adolescents tend to possess more positive self-concepts than do their white counterparts.

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Objectives of the Study

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

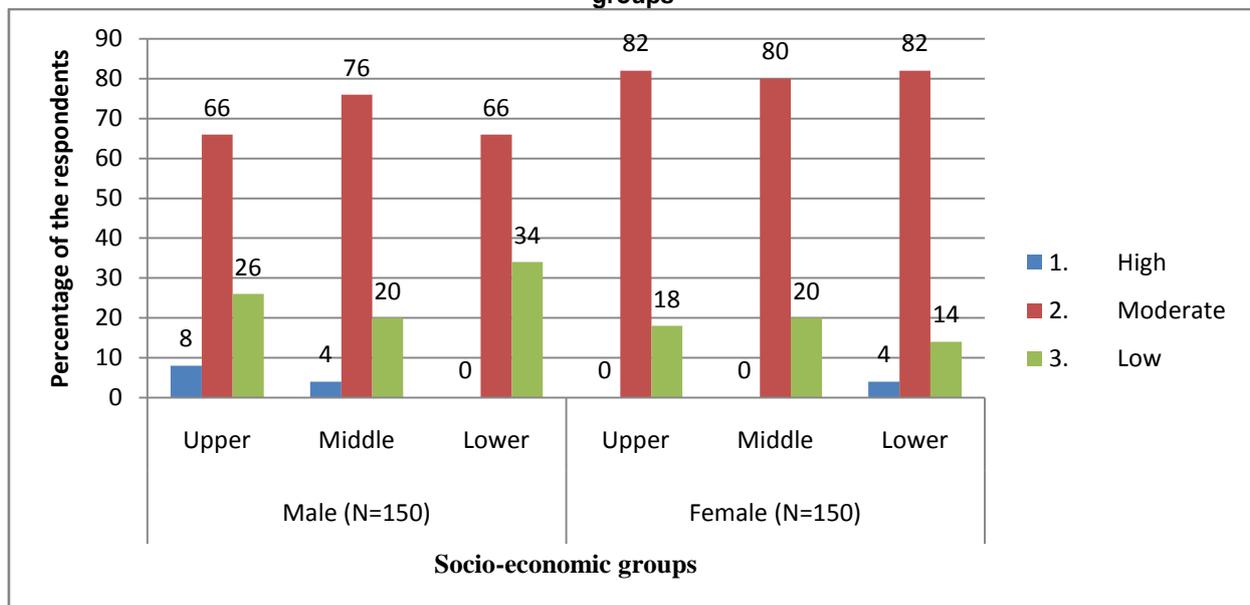
Table 1.1:- Distribution of adolescents in reference to their self concept frustration across socio-economic groups

| S.N. | Stress level | Male (N=150) | | | | | | Female (N=150) | | | | | |
|------|--------------|-----------------------|----|--------|----|-------|----|------------------------------|----|--------|----|-------|----|
| | | Socio-economic groups | | | | | | Socio-economic status groups | | | | | |
| | | Upper | | Middle | | Lower | | Upper | | Middle | | Lower | |
| | | F | P | F | P | F | P | F | P | F | P | F | P |
| 1. | High | 04 | 08 | 02 | 04 | 00 | 00 | 00 | 00 | 00 | 00 | 02 | 04 |
| 2. | Moderate | 33 | 66 | 38 | 76 | 33 | 66 | 41 | 82 | 40 | 80 | 41 | 82 |
| 3. | Low | 13 | 26 | 10 | 20 | 17 | 34 | 09 | 18 | 10 | 20 | 07 | 14 |

F= frequency

P = percentage

Fig. 1.1:- Distribution of adolescents in reference to their self concept frustration across socio-economic groups



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Table 1.1 and Figure 1.1 depicts the distribution of adolescents in reference to their self concept frustration across socio-economic groups, it was reported that 76 per cent male and 80 per cent female adolescents from middle and 82 per cent each, female respondents from upper and lower socio-economic group respectively had moderate self concept frustration. Result also indicates that 26 per cent male respondents and 18 per cent female respondents from upper socio-economic group were going through low self concept frustration whereas 34 per cent male and 14 percent female from lower socio-economic group were feeling low level of self concept frustration while 20 per cent each from middle socio-economic group were suffering from low level of self concept frustration. Very few i.e.2 to 4 per cent of the respondents were undergoing high self concept frustration.

The table clearly shows that most of the female adolescents from all the three socio-economic group were having moderate self concept frustration whereas male respondents only from the middle socio-economic group were feeling the same in reference to self concept frustration, it indicates that female adolescents in the entire socio-economic group get frustrated easily probably because they always consider what people think and decide about them whereas males from middle socio-economic group think in the same way because of their socio-cultural constraints.

Another argument supported by this study is that society shapes individuals' self-concept, and people see exactly, . What they look for in others. The differences in the adolescent's self-efficacy, negative coping skills, negative self-concept, degrees of expressed anger and depression, and their locus of control exemplify the fact that adolescent students may experience cognitive dissonance and adverse affects during the development of their self-concept because they become victims of labeling and internalize these labels, perpetuating a "self-fulfilling prophesy."

Marsh and Shavelson, (1985) studied the self-concept of integrated course students in Pondicherry. the most objectives were: (i) to seek out the self-concept of the students finding out in integrated course: and (ii) to seek out the distinction between the self-concept of boys and girls, kind of family and size of family, hostellers and day students, arts and science students and on the premise of parental financial gain. The findings were: (i) the students' self-concept was higher than average, (ii) boys and girls disagree considerably in their self-concept, (iii) day students and resident students take issue considerably in their self-concept, (iv) students of joint and nuclear families, and enormous and small families don't take issue with one another, a similar result was additionally found within the case of the comparison between the humanities and science students, (v) there was a significance difference among financial gain teams in their self-concept.

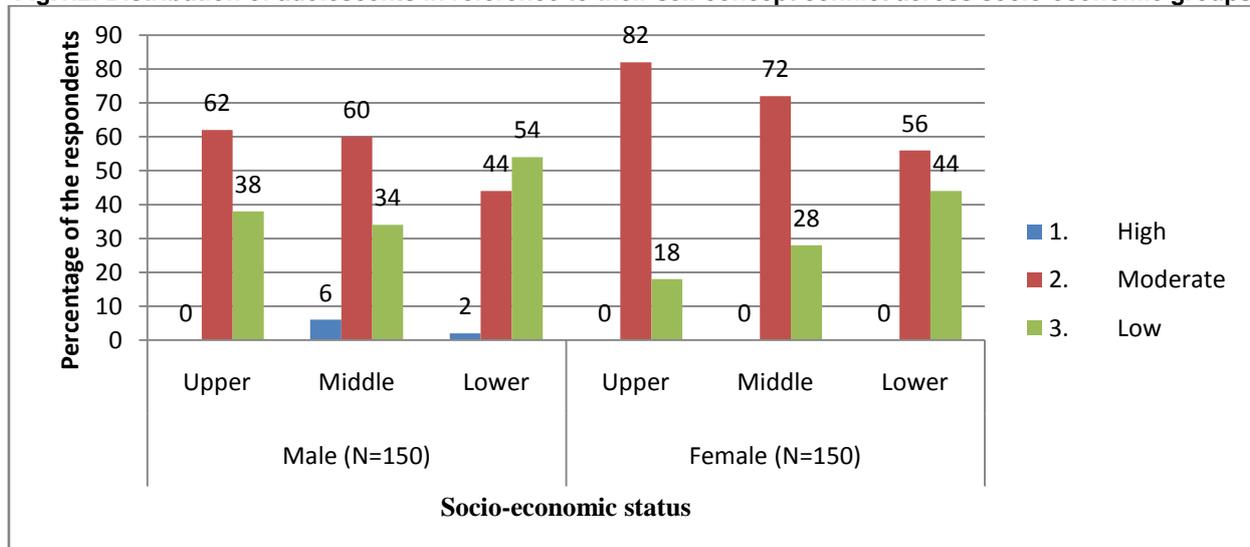
Table 1.2: Distribution of adolescents in reference to their self concept conflict across socio-economic groups

| 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 | 00 | 00 | 03 | 06 | 01 | 02 | 00 | 00 | 00 | 00 | 00 | 00 |
| 2. | Moderate | 31 | 62 | 30 | 60 | 22 | 44 | 41 | 82 | 36 | 72 | 28 | 56 |
| 3. | Low | 19 | 38 | 17 | 34 | 27 | 54 | 09 | 18 | 14 | 28 | 22 | 44 |

F= Frequency

P = Percentage

Fig.1.2: Distribution of adolescents in reference to their self concept conflict across socio-economic groups



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The above table showed the distribution of adolescents in reference to their self concept conflict across socio-economic groups, it is clear from the above table and graph that majority adolescents across socio-economic groups were suffering from moderate level self concept conflict. If we look at the percentages it becomes clear that in the upper socio-economic group 62 per cent male and 82 per cent female respondents had moderate self concept conflict. In the middle socio-economic sector it was 60 per cent in males and 72 per cent in females whereas, in lower socio-economic group least (44 per cent) cases were found in case of male respondents, but in case of female respondents it was 56 per cent.

A lot of adolescents were also found with low self concept conflict all across socio-economic groups. The upper socio-economic group it was found in 38 per cent male and 18 per cent female respondents. In middle socio-economic group the percentage of cases were 34 and 28 in male and female respondents respectively, whereas, in lower socio-economic group the percentage of the respondents with lower level self concept conflict were highest (54 and 44 per cent respectively in males and female).

Conclusion

All most negligible respondents i.e. 2 to 6 per cent reported high level of self concept conflict in them as the result clearly depicts that maximum adolescent girls from upper socio-economic group were having moderate self concept conflict whereas the male respondents from upper socio-economic group had moderate self concept conflict. As during these years, most adolescents find themselves at a myriad of crossroads. The emerging inner sense of self produces inner turmoil, disruption and many other problems. One of these problems is inner conflict. Conflict is inevitable during any period of transition, but the degree of strain during the teen-age years varies according to the individual's ability to successfully adopt their new roles and statuses. The conflict starts when the teenager must strive to complete the rugged progression from childhood and dependence on their parents to a new state of "autonomy".

The study was also supported by Crase et al.(1981) who found that inconsistent discipline indicate attainable influence of parental controlling techniques which affect children's self concept.

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