The Influence of Self-Concept on Happiness State of Adolescents

Amrutha. V, M.Sc. and Dr. Vijayalaxmi A.H.M, M.H.Sc., Ph.D.

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Abstract

Self-concept is a feeling of knowing oneself and the dynamic construction of who one is in the moment. The development of self-concept is one of the major important tasks during the adolescence period. The successful establishment of positive self-concept has been found to have link with the happiness state of the individuals.

Hence the present study was taken up to find out "The influence of Self-concept on the happiness state of adolescents". A total of 200 adolescent girls and boys in the age group of 12-17 years, studying in 8th and 9th classes at various schools in Bangalore city were identified for the study. Saraswat R.K (1993), self-concept scale and Peter Hills, (1998) Oxford Happiness Questionnaire were used to elicit information from respondents. A basic data sheet was used to collect information regarding demographic details. The data was concluded and tabulated and analyzed. Statistical analysis was done using the student t test, F test and Coefficient of correlation.

The result showed that respondents selected for the study had either moderate levels or high levels of self-concept. There were no significant gender differences with regard to self-concept, while a significant gender differences was observed for the levels of happiness state. A significant positive co-relation was observed between Self-Concept and Happiness state among the female respondents while non- significant differences was noted among the male respondents. The number of siblings and type of family were found to have the highest influence on self-concept. The study, therefore, concludes that self-concept is an important predictor of happiness and hence fostering self-concept through various activities among adolescents is essential.

Keywords: Adolescents, Self-concept, Happiness state.

Introduction

Adolescence is the most crucial period of human development. It is characterized by rapid and revolutionary changes in the individual's physical, mental, moral, emotional, spiritual, sexual and social outlook. These changes transform adolescents' vision of the self into more complexes, well-organized and consistent picture. The important transformation that occur during this period is the way adolescent think about and characterize themselves that is, in their self-conception.

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Self-concept is very simply stated as the perception of an individual about himself/herself, involving attitudes, feelings, and knowledge about one's skills, abilities, appearance, and social acceptability. It is also defined as the value that individual places on his or her own characteristics, qualities, abilities, and actions.

During the adolescence period structurally, self-concept become more differentiated and better organized and changes in its structure in concurrence with their achievements, socialization, exposure to the outside world, opinions of others, and family support, they experience during the transition from childhood into adolescence.

Compared with children, who tend to describe themselves in relatively simple, concrete terms; adolescents are more likely to employ complex, abstract and psychological characterizations. Adolescents become highly critical of their previously constructed self-concept due to physical changes and the tensions between their ideal self and how they see themselves during this period.

However, during this process of redefining of self-concept, adolescents may experience vagueness, confusion, and discontinuity of the self, due to restating of their roles as they emerge from childhood. In a period of such uncertainty, strong approval from and a feeling of belonging with others may be very important to adolescents.

Peers exert dominant influence on them as in comparison to their parents during this period. Hence their satisfaction with these peer relationships and their approval are important to the development of a good self-concept.

An adolescent is more likely to have higher levels self-concept and self esteem if their peers accept them. On the other hand, those who are less accepted tend to be at greater risk for problems in later social and psychological functioning.

Thus, the development of self-concept is one of the major important tasks during this adolescence period. It is believed that the successful establishment of positive self-concept has been found to have link with the happiness state of the individuals.

Happiness is relative condition. At every developmental level there are times of happiness and satisfaction as well as times of unhappiness and dissatisfaction. When pleasant experiences outweigh the unpleasant, the individuals will be satisfied and regard themselves as happy. Since happiness is subjective, only the persons involved can say whether they are happy or unhappy.

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During the adolescence period, the positive self -concept formed with respect to their health, physical attractiveness, degree of autonomy, academic performance, living conditions etc are the major influence on their happiness state.

In view of the above discussion the present study has made an attempt to find out the influence of self- concept on happiness state among the adolescents with the following objectives

The Specific Objectives of the Study
1. To assess the following dimensions of self-concept among the adolescents.
     a) Physical
     b) Social
     c) Temperamental
     d) Moral
     e) Educational
     f) Intellectual
     g) Overall self-concept

2. To assess the happiness state among the adolescents.

3. To examine the influence of self-concept on the happiness state of adolescents.

Hypotheses
1. Majority of the respondents will have moderate level of self concept for the following dimensions of self-concept.
     a. Physical self-concept
     b. Social self-concept
     c. Temperamental self-concept
     d. Educational self-concept
     e. Moral self-concept
     f. Intellectual self-concept

2. Gender do not exert any differential influence on the self-concept among the respondents.
3. There is no significant gender difference among respondents with respect to Happiness state.
4. The self-concept does not have any influence on the happiness state of the respondents.
5. The Self -Concept is significantly correlated with Happiness state among the respondents.

Research Design
 The entire study was divided into five phases

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PHASE -1   Identification of appropriate tools

An extensive survey was conducted to identify the most appropriate tools for assessing the self-concept and happiness state of the respondents selected for the study . The tools identified and selected for the present study were.

1. **R.K. Saraswat (1981) SELF-CONCEPT QUESTIONNAIRE**
2. **PETER HILLS, (1998) OXFORD HAPPINESS QUESTIONNAIRE**

PHASE -2   Selection of schools

Initially a survey of different schools in Bangalore city was carried out.

The researcher personally met and briefed about the current study and the relevance of such study in today's society was highlighted. The schools that evinced keen interest in the research study were short listed.

Finally taking into consideration the logistic reasons and interest evinced, four schools located in Bangalore city, namely, Jnanaganga Public School, Byelakeri, Bangalore. Navodaya Kishore Kendra, near Singapura circle, Vidyaranyaura Post, Bangalore. Sheshadripuram High School, Sheshadripuram, Bangalore and Athena Public School, Bangalore were selected for drawing the samples necessary for the present study.

PHASE- 3   Selection of the samples

Since it is not feasible in the research to study the entire population, a sample or portion of finite population is taken as representing a wider universe. A random sample of 200 adolescents including both boys and girls between 12 to 17 years studying in classes of 8th and 9th standard were selected for the study. Initially an ice-breaking session was held with the sample selected for the present study to establish a rapport. The researcher introduced herself and then explained the sample the purpose of study.

PHASE-4   Administration of the tools

After the rapport was built with the samples selected for the present study, the investigator first administered the self-concept questionnaire. She assured the respondents that there was no right or wrong response. She requested the respondents to answer as honestly as possible. She assured the respondents about the confidentiality of their responses and asked them to feel free to seek any clarification or explanation for the statements provided in the scale identified for the study. They were also assured that there was no time limit for answering.

After the respondents had filled the self-concept questionnaire, the filled questionnaires were collected back from the respondents. They were then provided with 30 minutes of relaxation

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time. During this period casual discussion, sharing of jokes, etc. were carried out. At the end of the relaxation period the happiness state questionnaire was administered to the respondents.

PHASE -5   Statistical Analysis
Compilation, analysis and interpretation of data

The data obtained from the respondents through questionnaire was complied, systematically tabulated and statistically analyzed.

The date is analyzed statistically using the following measures:
1. Student 't' test
2. 'F' test
3. Coefficient of correlation.

Result and Discussion
TABLE -1
Personal Characteristics of the respondents

Socio-demographic variables	Category	Respondents					
		Males N=100		Females N=100		Combined N=200	
		N	%	N	%	N	%
Age in years	12-13 years	21	21	20	20	41	41.0
	14-15 years	75	75	76	76	151	151.0
	16-17 years	4	4	4	4	8	8.0
Ordinal position	First born	42	42	54	54	96	96.0
	Second born	38	38	34	34	72	72.0
	Third born	18	18	12	12	30	30.0
	Later born	2	2	-	-	2	2.0
	Nil	34	34	42	42	76	76.0
	One	44	44	50	50	94	94.0

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Number of Siblings							
	Two+	22	22	8	8	30	30.0
Type of family	Nuclear	71	71	77	77	148	148.0
	Joint	25	25	23	23	48	48.0
	Extended	4	4	-	-	4.0	4.0
Total		100	100.0	100	100.0	200	200.0

Table 1 Depicts the personal characteristics of the respondents. Table 1 indicates that majority of both male (75%) and female (76%) respondents were 14 -15 years old. The next highest percentage of them (male -21% and female -20%)) were 12 -13 years old. Least percentage of both male and female respondents were 16 -17 years old. The majority of both the male (42%) and female (54%) respondents were first born. The next highest percentage of them were second born.

When the number of siblings was considered, reveals that majority of both male (44%) and female (50%) respondents had only one sibling. With regard to type of family, the majority of both male (71%) and female (77%) respondents had hailed from nuclear families. The next highest percentage of both male (25%) and female (23%) respondents were belong to joint family.

When the total sample was considered, majority of the respondents were 14-15 years old (151%), first born (96%) and were belong to nuclear family.

TABLE -2

Assessment of physical self-concept among male and female respondents.

Physical		12-13 years		14-15 years		16-17years	
		N	%	N	%	N	%
Male	**High**	09	31	33	45	01	25
	Moderate	12	57	38	53	03	75
	Low	-	-	02	02	-	-
	High	05	28	31	41	03	75

| Female | Moderate | 13 | 72 | 43 | 56 | 01 | 25 |
| | Low | - | - | 02 | 03 | - | - |

Table 4 depicts the assessment of physical self-concept among the respondents. Majority of both the male and female respondents belonged to all the age groups had 'Moderate' level of physical self-concept except among the female respondents belonged to 16-17 years old who indicated 'High' level of physical self-concept.

The next highest majority of male respondents belonged to all the age group (31% of 12-13 years, 45% of 14-15 years and 25% of 16-17 years) had 'High' self-concept, while among female respondents the next highest percentage of the respondents belonged to the 12-13 years (28%) and 14-15 years (41%) had 'High' self-concept, and the respondents of 16-17 years (25%) had 'Moderate' level of physical self-concept.

Validation of Hypothesis

Hence Hypothesis (**1a**) stating that majority of the respondents will have moderate level of physical self-concept was accepted for all the age groups except for 16-17 years old female respondents.

Table -3

Assessment of Social self-concept among male and female respondents.

Social		12-13 years		14-15 years		16-17years	
		N	%	N	%	N	%
Male	High	10	47	32	43	02	50
	Moderate	11	53	38	53	01	25
	Low	-	-	03	04	01	25
Female	High	11	62	42	55	01	25
	Moderate	07	38	32	43	02	50
	Low	-	-	02	02	01	25

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Table 3 depicts the assessment of Social self-concept among the male and female respondents. Among the male respondents, majority and equal percentage of the respondents belonged to the age group of 12-13 and 14-15 (53% each) had 'Moderate' level of social self-concept, whereas the respondents of 16-17 years (50%) had 'High' level of social self-concept. Among female respondents, majority belonged to the age group of 12-13 years (62%) and 14 - 15years (55%) had 'High' level of social self-concept, while the respondents belonged to 16-17 years (50%) age group had moderate level of social self-concept.

Validation of Hypothesis

Hence Hypothesis **(1b)** stating that majority of the respondents will have moderate level of social self-concept was accepted for 12-13 and 14-15 male respondents and 16-17 years old female respondents. While the hypothesis was rejected for 16-17 years old male respondents and12-13 and 14-15 years old female respondents.

Table -4

Assessment of Temperamental self-concept among male and female respondents

Temperamental		12-13 years		14-15 years		16-17years	
		N	%	N	%	N	%
Male	High	06	29	26	35	02	50
	Moderate	15	72	46	54	02	50
	Low	-	-	01	01	-	-
Female	High	07	44	40	53	02	50
	Moderate	10	55	35	46	01	25
	Low	01	01	01	01	01	25

Table 4 represents the assessment of temperamental self –concept among the male and female respondents. Majority of the male respondents belonged to the age groups of 12-13 , 14-15 years (72% and 54% respectively) had moderate level of temperamental self-concept while the male respondents of 16-17 years (50% each) had either high or moderate level of temperamental self-concept .Among the female respondents majority of the respondents belonged to the age groups of 12-13 years (55%) had moderate level of temperamental self-concept ,whereas the

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majority of the respondents belonged to the age category of 14-15 years (53%) and 16-17 years (50%) had high level of temperamental self-concept.

Validation of Hypothesis

Hence Hypothesis (**1c**) stating that majority of the respondents will have moderate level of temperamental self concept was accepted for 12-13 and 14-15 male respondents and 12-13 years old female respondents. While the hypothesis was rejected for 16-17 years old male respondents and 14-15 and 16-17 years old female respondents.

Table -5
Assessment of Educational self-concept among male and female respondents

Educational		12-13 years		14-15 years		16-17years	
		N	%	N	%	N	%
Male	High	14	67	46	64	03	75
	Moderate	07	33	26	35	01	25
	Low	-	-	01	01	-	-
Female	High	11	65	50	65	01	25
	Moderate	06	34	23	31	03	75
	Low	01	01	03	04	-	-

Table 5 shows the assessment of Educational self-concept among male and female respondents. The majority of the male respondents belonging to all the groups and female respondents belonged to the age groups of 12-13 and 14-15 years (65% each) had high level of educational self-concept. Whereas the female respondents belonged to the age group of 16-17 years (75%) had moderate level of educational self-concept.

Validation of Hypothesis

Hence Hypothesis (**1d**) stating that majority of the respondents will have moderate level of educational self-concept was rejected for all the age groups except for 16-17 years old female respondents.

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Table -6

Assessment of Moral self-concept among male and female respondents

Moral		12-13 years		14-15 years		16-17years	
		N	%	N	%	N	%
Male	High	15	72	36	50	02	50
	Moderate	06	28	35	48	02	50
	Low	-	-	02	02	-	-
Female	High	13	73	48	63	03	75
	Moderate	05	27	23	31	01	25
	Low	-	-	05	06	-	-

Table 6 indicates the assessment of Moral self-concept among male and female respondents. The majority of the male respondents belonging to the age groups of 12-13 (72%) and 14-15 years (50%) had high level of moral self-concept while the respondents of 16-17 years (50% each) had either high or moderate level of moral self-concept. And female respondents belonged to all the groups had high level of Moral self-concept.

Validation of Hypothesis

Hence Hypothesis **(1e)** stating that majority of the respondents will have moderate level of moral self-concept was rejected for both male and female respondents.

Table -7

Assessment of Intellectual self-concept among male and female respondents

Intellectual		12-13 years		14-15 years		16-17years	
		N	%	N	%	N	%
Male	High	06	29	28	38	01	25
	Moderate	15	71	44	61	03	75
	Low	-	-	01	01	-	-

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	High	08	44	32	24	03	75
Female	**Moderate**	10	56	62	56	01	25
	Low	-	-	05	06	-	-

Table 7 indicates the assessment of Intellectual self-concept among male and female respondents. The majority of the male respondents belonging to the age groups of 12-13 (71%), 14-15 years (61%) and 16-17 (75%) had moderate level of Intellectual self-concept. Among the female respondents, the respondents belonged to the age group of 12-13 and 14-15 years (56% each) had moderate level of Intellectual self-concept. Whereas the female respondents belonged to the age group of 16-17 years (75%) had high level of Intellectual self-concept.

Validation of Hypothesis

Hence Hypothesis (**1f**) stating that majority of the respondents will have moderate level of intellectual self-concept was accepted for all the age groups except for 16-17 years old female respondents.

Table -8
Mean comparative Assessment of self-concept dimensions

Dimensions of Self Concept	Number	Male		Female		Significance of t value
		Mean	**SD**	**Mean**	**SD**	
Physical	100	28.45	4.71	28.39	4.90	0.0882^{NS}
Social	100	28.72	5.53	29.80	4.93	1.4578^{NS}
Temperamental	100	27.81	4.36	28.85	4.74	1.6149^{NS}
Educational	100	30.83	4.63	30.90	5.23	0.1002^{NS}
Moral	100	29.73	4.74	30.42	5.80	0.9212^{NS}
Intellectual	100	28.61	5.22	27.37	5.12	1.6960^{NS}
Overall	100	174.18	18.71	175.77	18.68	0.6014^{NS}

NS   Not significant

Table 8 depicts the Mean assessment of self-concept dimensions among the respondents. Among both the male and female respondents, the highest mean scores were observed for the Educational dimension of the self-concept. The next highest mean score (male-29.73 and female-

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30.42) was noted for the moral dimension of the self-concept .The least mean score was observed for the temperamental dimension (27.81) among the male respondents while among the female respondents the least mean score (27.37) was observed for intellectual dimension of self-concept.

The comparison of mean assessment between the genders indicated that the male respondents had scored slightly highest mean scores for physical and intellectual dimensions of self-concept when compared to female respondents. Whereas the female respondents had scored slightly highest mean scores for social, temperamental, educational and moral dimensions of self-concept compared to male respondents.

When the above data was subjected to statistical analysis, a non-significant difference was observed between the gender.

Validation of Hypothesis
Hence hypothesis (**2**) stating that gender do not exert any differential influence on the self-concept among the respondents is accepted.

Table -9
Comparison of mean levels of Happiness state among Male and female respondents

Dimension	Number	Male		Female		Significance
		Mean	SD	Mean	SD	of t value
Happiness state	100	69.98	22.66	79.04	21.71	2.8870**

** Significant at 1% level

Table 11 shows the Comparison of mean levels of Happiness state among Male and female respondents.

It is evident from the table that highest mean score was observed among the female respondents 79.0) when compared to the male respondents (69.98).

Hence when the above data was subjected to statistical analysis a significant difference at 1% level was observed between the genders.

The probable reason for the significant differences between male and female respondents could be that the females are more expressive and vent out their feelings unlike the males and hence maintain the happiness state.

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Validation of Hypothesis

Hence the hypothesis **(3)** stating that there is no significant gender difference among respondents with respect to Happiness state is rejected.

Table-10

Correlation between Self -Concept and Happiness state among males and Females

Correlation	Males	Females
Self -Concept V/s Happiness state	0.0880^{NS}	0.1976^{*}

* Significant at 5% level   NS   Not significant

Table 16 reveals Co-relationship between Self-Concept and Happiness state among male and Female respondents.

A significant positive co-relation at 5% level was observed between Self-Concept and Happiness state among the female respondents while nonsignificant differences were noted among the male respondents.

The results clearly indicated that as the self concept increases the happiness state of the female respondents as self-concept increases, whereas among male respondents there is no significant relationship between the variables.

Validation of Hypothesis

Hence the hypothesis **(6)** stating that the Self-Concept is having significant correlation with Happiness state among the respondents was rejected for the female respondents, while accepted for the male respondents.

Conclusion

The result showed that respondents selected for the study had either moderate levels or high levels of self-concept. There were no significant gender differences with regard to self-concept, while a significant gender differences was observed for the levels of happiness state. A significant positive co-relation was observed between Self-Concept and Happiness state among the female respondents while non-significant differences were noted among the male respondents. The study, therefore, concludes that self-concept is an important predictor of happiness and hence fostering self -concept through various activities among adolescents is essential.

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