

A Study of Correlation between the Self-Concept and Anxiety amongst Adolescent Students

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Introduction

Adolescence is a period of life in which the sense of “self” changes profoundly. Recent behavioral and neuroimaging studies on adolescent development of the self-concept have shown that adolescence is an important developmental period for the self and its supporting neural structures (Sebastian C., et.al.). A full understanding of self encompasses the physical, the socially defined identity including roles and relationship, the personality and the person’s knowledge about self-concept is a determinant of human behavior. Infact, awareness is the cause of behavior, how a person feels and thinks determines his cause of action. The awareness of self comes through the gradual process of adaptation to the environment (Piaget; 1989).

Hence, Self-concept can be developed and maintained through the process of taking action and then reflecting on what has been done and what others tell about what we have done (James; 1990, Brigham; 1989).

By in the gradual building process of self-concept individual seeking approval from his family, society and peer groups and the higher expectations from our self in any sense and environment sometime raise the level of stress which sources are uncertain or vague and if such kind of situations persist for the long period leads to anxiety.

Anxiety is a complex and multidimensional phenomenon (Young, 1991) and can be defined as a “subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the automatic nervous system.” (Mac.Intyre and

Gardner, 1991). Several research studies have been done in the contextual relationship of self-concept and anxiety.

Researchers Knapen et.al. (2005) showed the relationship between enhancement in physical self-concept and improvement in global self-esteem, depression and anxiety. Study supports the potential role of the physical self-concept in the recovery process of depressed and anxious psychiatric patients.

If one accepts that anxiety is a results of feeling being threatened or sensing hazards it can be said that is in the territory which self-concept has been threatened (Coopersmith, 1967).

Another research work done by in Kerman University of Medical Sciences on University students showed that there is no relationship between self-concept and anxiety but age showed a significant relationship with anxiety in a way that anxiety decreased with age increases. (Sara Ramesh K et.al; 2016)

Krull T. et.al. (2014) have been studied the self-concept of patients with social anxiety disorder. The results suggested that patient with social anxiety disorder exhibited a significantly more negative self-concept.

The previous review of extant research support linkages between self-concept and anxiety components.

Thus the researcher tried to find out there is any correlation between the different component of anxiety and the distinct component of self-concept among adolescent students.

Hypothesis

Null hypothesis has been formed which states “there is no significant correlation between Self –concept and Anxiety.”

Methodology:-

A survey was undertaken for the purpose of studying the statistical relationship between different dimensions of self-concept and the dimensions of anxiety among adolescent students.

400 adolescent students were taken to gather the data. The results were tabulated and statistics generated for the purpose of exploring correlation between self-concept and anxiety.

Tools:-

Two tools were presented to the adolescent students. One was the SCQ (Self-Concept Questionnaire), the 6 dimensional questionnaires with 48 items, developed by Dr. RajkumarSaraswat (1981).

The other measure was Anxiety test the Hindi version of Cattell’sself analysis form of ASQ(Anxiety Scale Questionnaire-1973) with 5 categories including 40 items.

Coefficient of correlation was calculated by using the formula of Pearson’s product moment correlation.

Data Analysis and interpretation:

The values for Coefficient of Correlation are presented in the following table, only the significantly correlated dimensions of self-concept and anxiety among adolescents are showing:

Areas of Anxiety →	Apprehension	Tension	Total Anxiety
Areas of Self-Concept ↓			
Temperamental	- 0.116*	-	- 0.105*
Moral	-	- 0.127*	-

The data revealed that the dimension of anxiety i.e. apprehension has negative significant correlation with temperamental self-concept at 0.05 level of significance, which evident that adolescent students who are apprehensive like they are unstable, unable to sleep through worrying, unequal to the challenges of daily life and easily gets downhearted and remorseful have lack of temperamental self-concept. It can be concluded that students whom are less aware about their prevailing emotional state of dominance in particular emotional reaction are more apprehensive.

In the other dimension of anxiety i.e. “tension” is negatively correlated with the “moral self-concept” which is found significant at the 0.05 level of significance. It’s

evident that adolescent students who have higher moral self-concept like they have the ability to estimation of their moral worth, right and wrong activities are less tensed, frustrated, driven and overwrought.

Whereas the temperamental dimension of self-concept is negatively correlated with the total anxiety scores which found significant on the 0.05 level of significance. It can be concluded as the adolescent students whom are more aware about their emotional state would be less anxious.

Conclusion:-

There is no significant correlation found between self-concept and anxiety, whereas there is slightly negative correlation found between the temperamental area of self-concept and apprehension area of anxiety, where temperamental area of self-concept has slightly negative correlation with the total anxiety of adolescent students.

The moral of adolescent students has been also correlated with their tension, these two has slight negative correlation with one another.

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