



**National Conference on Emerging Trends in Engineering,
Science, Arts & Humanities (NCETESAH – 2022)**

27th February, 2022

CERTIFICATE NO : NCETESAH/2022/C0222312

**FRAMEWORK OF SELF CONCEPT WITH SPECIAL REFERENCE
TO CHILDREN**

Sheetal M Singhvi

¹ Research Scholar, Department of Psychology, Sri Satya Sai University of Technology & Medical Sciences, Sehore, M.P.

ABSTRACT

Self-concept is the culmination of knowledge including views about personalities, bodies, skills, values, and duties. Children begin gathering and organizing information about themselves in infancy in order to help them grasp the relationship between themselves and their social environment. Children's developing cognitive abilities and their interpersonal connections with family, friends, and other children directly affect this developmental process. The self-concept develops into more abstract, sophisticated, and hierarchically ordered mental representations or self-schemas during childhood and adolescence, which control how self-relevant information is processed. In this article, framework of self-concept with special reference to children has been highlighted.

Keywords: Framework, Self-concept, Children

INTRODUCTION

According to Nez, Pienda González-Garca, González-Pumariiega, Rods, Alvarez, and González Torre (1998), one of the most crucial factors in psychology is self-concept. The self is a psychological construct that has been investigated in practically all disciplines of psychology. Because it fosters a healthy sense of self-worth, safety, and personal trust to help people learn new abilities, it contends that the self is to blame for many achievements and failures. Since self-concept is seen to be closely tied to one's overall wellbeing, it is important for the encouragement of positive emotions.



National Conference on Emerging Trends in Engineering, Science, Arts & Humanities (NCETESAH – 2022)

27th February, 2022

The study of the "self" and the "self-concept" has captured the interest of psychologists and educators for a considerable amount of time. It has been suggested that a teacher's self-concept has a significant impact on his overall effectiveness in the classroom. As a result, it has been emphasized that the self-concept has a very significant impact on overall work effectiveness. A perceptive individual can improve his flawed "self-concept" through self-assessment, ongoing observation of his own behaviour, intellectual discipline, self-discipline, advice from others, and by tweeting into his own self-images for sane appraisal. It hardly needs to be said that having a realistic "self-concept" aids in both professional development and healthy emotional acculturation to one's surroundings.

FRAMEWORK:

The concept of self has not yet been thoroughly or intensively investigated by researchers or even psychologists in educational study. The development of one's "self-concept" is a lifelong process that is fundamentally connected to the difficulty of thinking. The way one views themselves and creates an image of themselves that is conveyed is crucial in this regard. The sense of "self" is greatly influenced by the function that a person is perceived to play through image creation.

Human behaviour is an extremely complex phenomenon that is very challenging to comprehend and forecast. But in recent years, "self-concept" must have tended to become a significant tool for interpreting, comprehending, and forecasting it. According to Rogers, the concept of "self" entered the field of psychology as a research subject in the latter quarter of the 19th century. He believed that the "self" is an important factor in the formation of personality and the determination of behavior. William James created the concept of "self" in 1890 so that he might build a comprehensive understanding of mental existence. Such a view of the self-gave rise to ideas like "personality traits" and "personality dimensions," which ultimately paved the way for statistical formulations, objective measurement, and quantitative evaluation.

As it aids in understanding human behaviour, "self-concept" is now considered a potent tool for conducting a thorough study of personality. The self is now thought to be the primary controlling factor that determines a person's fate. The majority of self-psychologists actually see the "self" as the centre of the human body. As a result, the self is not only associated with motivating activity but also regulates and coordinates how we see, learn, remember, plan, take risks, judge, and make decisions about various



National Conference on Emerging Trends in Engineering, Science, Arts & Humanities (NCETESAH – 2022)

27th February, 2022

things and circumstances. The degree of performance when completing a task or solving a problem is influenced by the picture one has formed of themselves generally as well as the problem's difficulty or ease. As one matures, they get to understand how others perceive them in terms of high or low, friendly or hostile, dominant or subordinate.

Self-concept is the idea that people have about their own value. This contains a sum of their emotions, an overall assessment of their social acceptance, and their subjective self-perceptions. High self-esteem involves loving oneself and realizing one's value, self-control, and competence, along with a positive outlook and high self-evaluations; in contrast, low self-esteem involves self-criticism and depressive feelings. As a kid develops, both self-concept and self-esteem can change, and supportive parental participation can have an impact on both.

Self-concept emerges as a product of environmental experiences and assessments of those experiences. Additionally, the process of developing one's self-concept is greatly influenced by the perspectives of important people, causal attributions, and real feedback (Shavelson, Hubner, & Stanton, 1976). A child's formative middle school years are a crucial time for the development of a healthy self-concept. A person's self-concept affects a lot of different aspects of their life, from childhood through maturity.

Since it has been discovered that these are intricately and closely tied to one another, there has been an increased emphasis over the past few decades on the study of self-concept as a means of comprehending and forecasting the various factors that influence human behaviour. One of the key determinants of behaviour is one's self-concept, yet this idea is also influenced by one's past experiences. While failure, frustration, and other demeaning situations tend to decrease one's image of themselves, successes and other enjoyable life events lead to the strengthening of their self-concept.

It has been noted that self-concept has close ties to some personal aspects like learning, motivation, attitudes, perception, and adjustment, which determine the academic and other successes of the individual in and out of school. Rogers originally saw self-concept as the cornerstone of non-directive counselling, and it is now regarded as being of major importance in the field of education as well. Since everyone always strives for self-actualization, self-realization, and self-enhancement and constantly wishes to avoid self-condemnation and self-lowering experiences, self-concept is thought



National Conference on Emerging Trends in Engineering, Science, Arts & Humanities (NCETESAH – 2022)

27th February, 2022

to be the most important factor in human life. Self-appears in various covert and overt forms in every action as the controlling factor among the forces influencing the activity (Deo, 1998).

A set of attitudes toward oneself make up one's self-concept. The entirety of one's self-perceptions, feelings, attitudes, aspirations, and ideals is referred to as one's self-concept (Deo, 1998). The best way to think of self-concept is as a set of attitudes toward oneself. A person develops attitudes toward themselves as a result of experiences, which he or she organizes into a self-consistent system and protects against dangers and attacks. All of a person's views, feelings, attitudes, aspirations, and values about themselves make up their self-concept (Deo, 1998).

The notion of oneself as a behaviour organizer is crucial. The sense of one's own being is referred to as one's self-concept. It contains the things that people learn about themselves through experience, introspection, and outside input. It is a structured cognitive framework made up of a person's attitudes, beliefs, values, range of behaviour, skills, physical appearance, thoughts, and emotions. Two of the main characteristics of the self-concept are consistency of behaviour and continuity of identity. According to Wylie (1974) and Mishra (1989), students' self-concept and academic success are strongly correlated. Self-concept is an aspect that aids in the study of human behaviour and personality.

CONCLUSION

A person's self-concept is how they perceive their skills in a range of areas of life, such as academics, athletics, and interpersonal connections. Self-concept and self-esteem are related, but they are not the same thing. Self-concept has an impact on one's self-esteem. In other words, self-concept is a more inclusive term for self-understanding than self-esteem. Additionally, self-esteem is founded on an assessment of one's own talents, whereas a less judgmental self-concept. It would seem that a person does not possess a self-concept at birth but instead develops one over time as a result of his interactions with his surroundings. The process by which a kid increasingly separates himself from the entirety of his consciousness and defines more precisely who he is, what he is, and how he fits into his surroundings is necessary for the development of self-concept. The person's assets and liabilities in relation to his surroundings serve as the foundation for the formation of his self-concept. Early parent-child relationships play a significant role in how well one develops one's self-concept (Deo, 1998).



**National Conference on Emerging Trends in Engineering,
Science, Arts & Humanities (NCETESAH – 2022)**

27th February, 2022

REFERENCES:

- 1) Deo, P. (1998). Manual for Self-Concept List. Agra, India: National Psychological Corporation.
- 2) Mishra, N.K. (1989). A comparative study of achievement motivation and scholastic achievement in relation to self-esteem. Perspectives in Psychological researcher, Vol. (14) (1).
- 3) Núñez, J.C., González-Pianda, J.A., García, M., González-Pumariega, S., Roces, C., Álvarez, L. and González, M.C. (1998). Estrategias de aprendizaje, autoconcepto y rendimiento académico. Psicothema, 10(1), 97-109 of Applied Psychology (Vol. 2, pp. 31S-321). UK: Oxford.
- 4) Shavelson, R. J., Hubner, J. J. and Stanton, G. C. (1976). Validation of Construct Interpretations. Review of Education Research, 46:407-441.
- 5) Wylie, R.C. (1974). The Self-concept: A critical survey of pertinent research literature. Lincoln, University of Nebraska Press.