

TO STUDY THE IMPACT ON SELF-ESTEEM AND SELF-EFFICACY OF ADOLESCENT STUDENTS

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ABSTRACT

Self-concept is widely understood to be one's perception and assessment of oneself in particular areas. The environment and people have an impact on one's self-concept, which in turn affects how they perceive themselves, others, and the environment. It serves as a mirror for students to view themselves and get insight into their thoughts and feelings towards the material, their classmates, and their teachers. Academic proficiency was higher among students with better self-concept than the average. It is the collection of perceptions the subject has about himself or herself, as well as the collection of traits, qualities, limitations, capacities, values, and relationships the subject is aware are descriptive of him or her. Self-concept is developed through interactions with the environment and is influenced, in particular, by reinforcing from the family environment and important people in one's life.

KEY WORDS: *Self-Esteem, Self-Efficacy, Adolescent Students.*

SELF-CONCEPT

The way a person views oneself is called their self-concept. It is distinct, dynamic, and constantly changing. This internalised self-image affects a person's identity, self-worth, body image, and social role. The similarities between a person's multiple role performances are tied to how he views himself. The self attracts higher and longer-lasting interest and attention than other environmental stimuli, which helps to strengthen distinctions between the self and the not-self.

Self-concept, as a comprehensive idea of oneself, moulds and determines who we are, the choices we make, and the connections we create. The person's self-concept is made up of all of his or her perceptions, meanings, and attitudes. Self-Concept does not come from genetics; rather, it is the outcome of a person's interactions with their

surroundings. It is a continual process that lasts a lifetime. Environment has a significant impact on how a person develops their sense of self in a place. In a nutshell, a person's environment determines and shapes his or her self-concept.

Self-concept in people is a crucial aspect of their personality. An individual's personality is influenced by how their self-concept is developing. The definition of self-concept is "one's attitude toward oneself." Self-concept as an individual's overall, composite, or collective perception of themselves based on many domain-specific views. These opinions are formed through encounters with and interpretations of the environment, as well as self-awareness and an assessment of the value or worth of one's own skills. Self-concept will cover a more factual aspect of a person's life, such as understanding what they like or how they typically think.

A fulfilling adulthood might result from having a healthy sense of self. The environment under which pupils develop their self-concept can vary widely. According to Marsh (2005), a student's environment might have an impact on how they perceive themselves. Using the Big-Fish-Little-Pond Effect, he refers to this (BFLPE). Equally capable students are likely to have a more unfavourable perception of their academic abilities if their classmates' average academic competence is high. However, a student is more likely to have a favourable academic self-concept if the average ability in his or her class is low. Because so much of a child's everyday engagement with others revolves upon school during the middle school years, having a positive academic self-concept is crucial. Once these academic self-concepts are formed, it might be challenging to change them.

Additionally, found that parental participation affects kids' self-concept. It has been discovered that adolescent adolescents' favourable overall self-concept and personality development are related to their perception of their relationship with their parents. The family's home environment serves as a critical learning environment for the child. The youngster experiences things that are related to life and is greatly impacted by the home environment's sources.

A vital component of pleasure and success is having a positive self-concept. People who have a favourable view of themselves are self-assured and establish attainable goals. The accomplishment of their aims strengthens their confident self-image.

Positivity about oneself is characterised by self-assurance, the capacity to tolerate criticism without getting defensive, the ability to set attainable goals, and the desire to take chances and try new things.

Factors affecting Self-Concept

The self-concept of a person can be impacted by their life experiences, genetics and culture, stress and coping mechanisms, health status, and developmental stage.

- **Personal Experiences**

A person's self-concept will evolve and be influenced by their life events, including their successes and failures. Experiences in which the person has achieved achievement and accomplished a goal will help to positively reinforce the growth of a positive self-concept. If a person does not have coping mechanisms in place to properly handle these challenges to their self-concept, difficult events and/or failures can have a detrimental impact on their sense of self. Coping mechanisms are developed as a person experiences and manages a variety of life situations.

- **Heredity and culture**

Typically, as people mature, they learn about and incorporate the culture and genetics of their family into their daily lives. From the moment of birth, a person's self-concept is shaped and impacted by both heredity and culture. People tend to have a healthier sense of self-identity and self-concept when they have integrated their culture and genetics into their lives.

- **Stress and coping**

Everyday stress affects everyone to varying degrees. Financial, employment-related, interpersonal, and health-related problems are typical pressures. Depending on their prior experiences, success, and failure in coping with stress, people respond and handle stress in various ways. People with a good self-concept are more likely to acquire and employ appropriate stress management techniques. People who experience overwhelming stress may feel helpless and hopeless, which can result in a lack of self-confidence and self-esteem.

RESEARCH METHODOLOGY

Design

An inquiry is planned to tackle the problem of a research systematically. As demonstrated in the following table, a two-group design was chosen for this reason on a group of students with learning disabilities in the Pre (Before intervention) and Post (After intervention) conditions. As an independent variable, cognitive behaviour therapy will be administered throughout sessions. Academic achievement and emotional maturity are considered to be

dependent variables. In the study, demographic characteristics such as gender, school type, and location (rural vs. urban) are used.

Table 1: Research design of the present research.

Experimental group N= 100	(Pre-Test) Emotional Competence & Academic Performance	Sessions with C.B.T. Intervention (12 Sessions)	(Post-Test) Emotional Competence & Academic Performance
Control Group N=100	(Pre-Test) Emotional Competence & Academic Performance	No Intervention	(Post-Test) Emotional Competence & Academic Performance

Sample

A sample of 200 kids with learning disabilities who had been evaluated and diagnosed was chosen for the experiment. Students from several regular schools were specifically chosen for the Learning Disability school (private & government). Students with learning disabilities from regular schools of both sexes were chosen based on inclusion criteria. Students with learning disabilities attend both private and public schools, and they come from both rural and metropolitan areas. There was an attempt to match the different socio-demographic factors.

Exclusion Standards: Educational Students of other disability except associated condition with learning disability.

PROCEDURE

The goal of the current study was to determine how cognitive behaviour therapy affected children with learning disabilities' emotional intelligence and academic performance. The researcher began gathering age-appropriate study instruments for this purpose from a variety of sources, and she then followed the tool manuals' instructions for administration, scoring, and interpretation. In addition, the researcher used experts to translate two research tool items (the Learning Disability Diagnostic Inventory and the Learning Disability Self-Screening Tool) from English to Hindi, and then used the Cronbach alpha test to measure the coefficient of reliability because the subjects were better able to comprehend the instructions and questions in Hindi than in English. As a result, the data collection tools were completed.

RESULTS AND DISCUSSION

SELF- CONCEPT OF CHILDREN WITH READING DIFFICULTIES

The data relevant to the Self-Concept of Children with Reading Difficulties is presented, evaluated, and interpreted in this sub-section.

TABLE- 1 : SELF-CONCEPT OF CHILDREN WITH READING DIFFICULTIES

Range	Score	F	(%) percentage
Low	42-49	14	28.0
Average	50-55	20	40.0
High	56-65	16	32.0
F = Frequency		$N = 50 =$	Total 100 Number of students

INTERPRETATION

After reading the data from table -1, it is obvious that 20 children out of 50 are in the average range, accounting for 40.0 percent of Children with Reading Difficulties. In the low and high ranges of Self-Concept, 14 children are in the low range and 16 children are in the high range, with percentages of 28.0 and 32.0, respectively. As a result, it is obvious that the majority of children fall into the average range, with 28.0 and 32.0 percent falling into the low and high ranges of Self-Concept, respectively. The same results are displayed, which depicts the low, average, and high levels of Self-Concept of Children with Reading Difficulties.

SOCIAL SKILLS OF CHILDREN WITH READING DIFFICULTIES

Deals with the presentation, analysis and interpretation of data related to level of Social Skills of Children with Reading Difficulties.

TABLE – 2: SOCIAL SKILL OF CHILDREN WITH READING DIFFICULTIES

Level	Score	F	(%) percentage
Low	96-114	16	32.0
Average	115-128	22	44.0
High	129-149	12	24.0

Perception and accounting for 30.0 percent. Only ten youngsters (22.0 percent) were found to have low Academic Self-Perception.

SELF-EFFICACY OF CHILDREN WITH READING DIFFICULTIES

Presents, analyzes, and interprets data relating to the level of Self-Efficacy of Children with Reading Difficulties.

TABLE- 4: SELF-EFFICACY OF CHILDREN WITH READING DIFFICULTIES

Level	Score	F	(%) percentage
Low	75-86	17	34.0
Average	87-94	18	36.0
High	95-109	15	30.0
		N = 50	100

F = Frequency

N = Total Number of Students

INTERPRETATION

According to table-4, 18 of the 50 youngsters had an average degree of self-efficacy. Another comparable number of children, 17, scored low on the score range, indicating a poor level of Self-Efficacy, while 15 children out of 50 scored high with 30.0 percent. It shows that children with reading difficulties have varying levels of self-efficacy.

CONCLUSION

The current study attempted to investigate the association between Self-Concept, Social Skills, Academic Self-Perception, and Self-Efficacy in Children with Reading Difficulties. There was no significant link between Academic Self-Perception and Self-Concept of Children with Reading Difficulties in this study. Because texts have become associated with failure and unpleasant feelings, this decreased Self-Concept may lead to an avoidance of the printed words. In difficult situations, a poor Self-Concept might operate as a barrier, excluding the pupil from essential information due to his own ego defences, resulting in a stereotyped way of thinking and acting. Thus, the child's dread of another failure and further loss of Self-Concept may obstruct his or her meta-cognitive abilities, leading to the deployment of ineffective techniques. The youngster will develop a bad

academic self-perception and, in many circumstances, long-term learning problems. If a child arrives to school with low confidence in his own worth and competence as a result of poor treatment from significant others, this can have harmful implications. Still, for children with RD, Academic Self-Perception and Self-Concept have been major practical concerns for academic institutions, as well as major theoretical concerns for academics, educators, and practitioners. Children with RD frequently have to deal with the consequences of poor academic performance. Because these youngsters may be accustomed to failing in school, this can show as a lack of drive to learn. As a result, motivation is essential for developing excellent reading skills. It also influences how students with RD approach school in general, how they interact with teachers, how much time and effort they dedicate to their studies, how much help they seek when they are suffering, and many other elements of education. In order to overcome feelings of inefficiency, weakness, fear, and behavioural problems in children with RD, educators must maintain an attitude of never-ending encouragement.

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