



Co Relational Study of Self Concept and Youth Problem in College Female Students

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ABSTRACT

In order to research youth problems and self-concept and the relationship between them, the current study randomly selected 70 female college students between the ages of 18 and 20. The Self-Concept Questionnaire by Raj Kumar Saraswat (2011) and Youth Problem by Inventory Mithlesh Verma (1998) were employed in the study. The study found that although college-bound females displayed above-average self-concepts, they also displayed problems with their families, schools, and colleges, as well as social problems, personal issues, and excessive sensitivity. Self concept has a negative correlation with all four dimensions of youth problem i.e. family problems, school/college, social problems, and personal problems.

KEYWORDS: Youth problems, Self-concept

Introduction

Self Concept

Self-concept is the idea that people have about their own value. This comprises a sum of their emotions, a broad assessment of their social acceptance, and their individual self-perceptions (Belmore & Cillessen, 2006). According to Walz (1991), having a strong sense of self-worth, self-control, and competence, together with a positive outlook and high self-evaluation, is a sign of having high self-esteem. Brendgen (2002) contrasted this by defining poor self-esteem as having negative self-assessments, self-criticism, and depressive sentiments. As a kid develops, both self-concept and self-esteem can change, and supportive parental participation can have an impact on both. These normative behaviours must be present most of the time, along with flexibility "to shift to any point in interpersonal space if the context requires such a change" (Benjamin, 1993). The typical self-concept also includes self-affirmation, active self-love, and self-protection.

Youth Problem

Youth are the world's best hope for the future, or, to put it another way, they hold the key to the future of the planet. They are responsible for developing nations. The youth are the country's riches, and when they are empowered, so is the whole country. The youth are the hope of the current age. They are capable of taking on challenging tasks and are productive, energetic individuals. We are aware that today's youngsters have a number of issues despite their powerful and intransigent personalities. The majority of the time, these issues is psychological in nature and arises throughout developmental phases.

"Youth is not only a period of life, but also a state of mind and a matter of will," says Samuel Ullman. Any country's future depends on how well-educated its youth are. They are the nation's hidden talent and the treasures of its human resources. One of the most crucial times in a person's life is adolescence. It is characterized by a plethora of special problems. With the accompanying Problems, they undergo physiologic and psychological changes. It entails experimenting with the outside environment as well as adjusting to biological and psychological changes. Abraham (1974) noted that factors responsible for explaining the overall variation in the case of underachievers were group adjustment and socio personal adjustment.

Youth are the foundation of every country. They are the leaders of tomorrow. They deal with a variety of issues in their daily lives relating to their personal, familial, academic, and social lives. Good habits are more likely to be formed in children or adolescents by their parents and their family history. Because every child's parents serve as both their initial and lifelong teachers. In fostering their children's educational goals, parents are incredibly important. According to research, there is a link between a child's home environment and their achievement in school. Parents should support their children's activities, such as helping them read, encouraging them to complete their homework on their own, keeping an eye on what they do both inside and outside of their home, and offering tutoring services to help them learn more about various subjects. Youth will encounter several issues if they don't otherwise. Additionally, the college environment, a teacher's personality, the facilities for teaching and learning, etc., combined with some personal issues, can lead to conflicts among young people. Therefore, it is the responsibility of the nation to defend itself against various social barriers.

Youth is the time when a person builds and develops their sense of who they are. The self-concept of young people has been impacted by a variety of factors, including peers, lifestyle, gender, and culture. It is the time and space in a person's life when they make decisions that will have an impact on their future. One of the most crucial methods for empowering adolescents is through positive youth development. They deal with a variety of issues in their daily lives relating to their personal, familial, academic, and social lives. We can detect juvenile issues with the use of the current study's juvenile Problem Inventory. Additionally, it aids in giving young people the right direction for their healthy development.

Review of literature:

A person enters adolescence and continues through early adulthood, their self-concept changes dramatically and explosively as they progress through each stage and complete its evaluation. According to Atia et al. (2018), training programmes can help teenagers become better at solving social problems, which is a favourable predictor of how they feel about themselves.

Extroversion-introversion and psychoticism were the two most significant personality traits that affected the level of self-concept development with the aid of physical activity, according to a study by Qingfu Su et al. (2017), (Dhauta, R., 2017). Self-concept and personality were found to be mutually influenced and restrained in the process of development. However, it was discovered that adolescent boys had a better sense of who they were in terms of their physical, social, temperamental, and moral selves than adolescent girls (Agrahari and Kinra, 2017). Similar research conducted by Waghmare (2017) on 400 college-bound students revealed that girls experience more issues with their families and their education than do boys.

Objective of the Study

The purpose of the present study was to find out the relationship among college girl students on self concept and youth problems.

Hypotheses

There is no relationship exist between self concept and youth problems in college girls students.

Tools:

Self Concept Questionnaire (SCQ):

For the data collection A self concept Questionnaire by Dr.Raj Kumar Saraswat was used. It consists 48 items. These 48 items belong to the six dimensions of self concepts such as physical, social, temperamental, educational, moral and intellectual. Each dimension contains eight items. Reliability of the Inventory was found by test- retest method 0.91 for the total self-concept measure. The reliability coefficient of various dimensions varies from 0.67 to 0.88

Youth problem inventory (YPI):

This inventory developed by Dr. (Mrs.).M. Verma (2010): This scale consists 80 items belonging to the under mentioned 4 areas i.e. Family Problems, School/College Problems, Social Problems and Personal Problems and Over Sensitivity. There were three alternative true, partially true and false. The reliability Co-efficient of the entire Inventory is .80 and area wise reliabilities are .85, .86, .76, and .81 respectively.

Sample

The population for the present study was 70 Adolescents (female) from Sirsa. They were selected using purposive sampling technique. Mean age of the sample was 20 years. Standardized self concept questionnaire (SCQ) and youth problem inventory (YPI) were used for the purpose of study.

Table 1 Showing Descriptive Statistics of the variables Self Concept and Youth Problems

Variable	N	Mean	Std. Deviation
SELF-CONCEPT	70	170.31	15.93
FAMILY PROBLEM		19.8714	8.46
SCHOOL/ COLLEGE PROBLEM		10.6857	6.847
SOCIAL PROBLEM		2.8000	1.69
PERSONAL PROBLEM		20.2000	8.60

Self concept has a mean of 170.31 and a standard deviation of 15.93. The four dimensions of youth problems i.e. Family problem has a mean of 19.87 and a standard deviation of 8.46. School/College Problem has a mean of 10.68 and a standard deviation of 6.84. Social problem has a mean of 2.80 and a standard deviation of 1.69. Personal problem has a mean of 20.20 and a standard deviation of 8.60.

Table 2 Showing Correlation between the variables self concept and youth problems

Variable	Self concept	Family problem	School/ college	Social problem	Personal problem
Self concept	1	-.274*	-.416**	-.384**	-.470**

Family problem		1	.764**	.641**	.590**
School/ college problem			1	.821**	.752**
Social problem				1	.705**
Personal problem					1

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

Self concept has a negative correlation with all four dimensions of youth problems i.e. family problems $-.274^*$, school/college $-.416^{**}$, social problems $-.384^{**}$, and personal problems $-.470^{**}$. This means that as self-concept decreases, the other variables tend to increase. Family problem have a strong positive correlation with school/college $.764^{**}$ and social problems $.641^{**}$, and a moderate positive correlation with personal problems $.590^{**}$. This suggests that family problems tend to co-occur with other problems in these areas. School/college problem has a strong positive correlation with social problems $.821^{**}$ and with personal problems $.752^{**}$. This suggests that problems in school/college may spill over into social and personal areas. Social problems have a significant positive correlation with personal problems $.705^{**}$. This suggests that social problems and personal problems may be related, but not as strongly as other variables.

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