

### Self Concept

Ruth C. Wylie's two volumes of *The Self-Concept*, published by Nebraska in 1974 and 1979, evaluated psychological and sociological studies of self-concept and self-esteem. Looking at a plethora of tests, Wylie found in 1974 that very few had been adequately conceived or implemented. Many produced results that were unverifiable or specious. Her findings had disturbing implications not only for the tests themselves but for substantive research based upon them. In the 1980s psychometric tests of self-concept have continued to proliferate. Wylie has continued to assess them. *Measures of Self-Concept* briefly summarizes the psychometric criteria for self-concept tests, as fully discussed in Wylie's 1974 book, and the present general state of methodological adequacy of currently used earlier tests and some promising new ones still under development.

Although Wylie still finds serious shortcomings, she notes a greater attempt today to increase and evaluate the validity of self-concept indices. This book presents detailed, up-to-date information about and psychometric evaluations of ten self-concept tests that appear to be the most meritorious candidates for current use and for further research and development. It is the first book since her 1974 volume to review specific as well as general measures of self-esteem for a range

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of ages from preschool to adult.

This book contributes to our growing understanding of the nature and development of language learner self-concept. It assesses the relevant literature in the disciplines of psychology and applied linguistics and describes in-depth, qualitative research examining the self-concepts of tertiary-level EFL learners. Although researchers in applied linguistics and SLA have recognized the importance of self-constructs, there remains little empirical work in the context of foreign language learning that focuses exclusively and at length on this central psychological construct. The content of this monograph draws on interdisciplinary sources, with input from psychology and applied linguistics. It will appeal to students and researchers interested in language-learner psychology as well as self-related constructs in general. The text provides insights into how learners view themselves, and how these self-beliefs can develop and affect the progress of an individual's language learning.

Self-concept is broadly defined as a person's perceptions of himself or herself. Self-concept is one of the most extensively researched constructs in educational psychology. This book provides new research, perceptions, cultural influences and gender differences of self-concept. Chapter One discusses a process called fusion which states that various constructs may be perceived to be more or less

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integrated within the self-concept. Chapter Two focuses on academic self-concept and its correlation to academic achievement. Chapter Three analyses the different relationships among self-beliefs, metacognition and mathematics achievement in Japan, mainland China, Singapore, South Korea, Taiwan and the United States. Chapter Four derives a structural model for the multidimensional self-concept construct. Chapter Five examines how a belief system of a Chinese student, who is a learner of Japanese as a foreign language, impacts on his self-concept as a foreign language learner. Chapter Six assesses how sport and exercise psychology textbook authors portray disability to readers.

This volume highlights the effects of self-concept on L2 learning and teaching by considering a wide range of theories as well as their practical application. The book includes chapters discussing various approaches related to self-concept; empirical studies related to the selves of the learners; research from the teachers' perspective on students' self-concept and L2 motivational intervention studies associated with the development of self-concept of language learners.

There have been a countless new developments in the field of education. It is a fact that in recent years Education has emerged as a professional subject knowledge of which is essential for an effective instruction. The utility of the book is further enhanced by the provision of summary and references and appendices.

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Not only this the logistic and lucid presentation of the book will foster critical thinking and creative imagination in dealing with the students. It is hoped that this book will enable the teachers to perceive classroom situations with a deeper insight and also increase his/her professional competence. They can focus on the shortcomings of the students so that they can be tackled well in time and can groom and excel in all fields of life.

The Self-concept: Theory and research on selected topics U of Nebraska Press Relationship is a lifestyle and important aspect of our lives. Most people failed while others are having challenges in their relationships in view of the fact that they did not build their self-concept before going into relationship. In Building Your Self-Concept for a Successful Relationship, Author Anyaele Sam Chiyson dealt intensively with the critical parts of your self-concept which you need to build in order to have a satisfying and rewarding relationship. From the way you see yourself to how you like yourself in order to attract the partner you want and the impressions, and ideas you need to be successful in your relationship; you will discover how to think about yourself and identify your emotions, work and improve on yourself, set and live your standard, make the first move and be in charge of your life. Learn how to be positive and have a relationship you want, celebrate and keep living your success as you create a rightful friendship that

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supports your relationship. You can build your complete personality and enjoy a successful relationship.

Self-concept and coping behaviour are important aspects of development in adolescence. Despite their developmental significance, however, the two areas have rarely been considered in relation to each other. This book is the first in which the two areas are brought together; it suggests that this interaction can open the way to new possibilities for further research and to new implications for applied work with adolescents. Two separate chapters review research carried out in each of the areas. These are followed by a series of more empirically focussed chapters in which issues such as changes in relationship patterns, difficult school situations, leaving school, use of leisure, anxiety and suicidal behaviour are examined in the context of self-concept and coping. The final chapter seeks to identify some of the central themes emerging from this work and discusses possible research and applied implications.

Offering a timely snapshot of current theory and research in the field of psychology in foreign language learning, this book is accessible to both specialists and non-specialists. Each chapter focuses on a different psychological construct and provides an overview of current thinking in the area drawing on insights from educational psychology.

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This research proposes and empirically tests the impact of brand personality dimensions on brand desirability in a cross-cultural context. Further, the concept of brand-self-congruity is tested on its mediating role between brand personality dimensions and brand desirability. The results reveal that certain brand personality dimensions can have a direct and/ or indirect impact on brand desirability. Yet, this effect mechanism has not only been found to be brand-dependent but also culture-dependent. In this context, the mediating role of brand-self-congruity was confirmed across all cultures and brands investigated. Important implications are derived for research and brand management. In different countries, different brand personality dimensions lead to brand desirability. Therefore, brand managers should know their markets, understand cultural differences and adjust their brand strategy accordingly in order to attain brand desirability.

Summarizing and integrating the major empirical research of the past twenty years, this volume presents a thorough review of the subject, with a special focus on what sets people with low self-esteem apart from others. As the subject is central to the understanding of personality, mental health, and social adjustment, this work will be appreciated by professionals and advanced students in the fields of personality, social, clinical, and organizational psychology.

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All stages are important in a person's life, whether it is infancy, childhood, adolescence or adulthood, but arguably the most sensitive stage is adolescence; which starts at around 13 and ends at approximately 19 years. It is the stage when the urge of life reaches its highest peak. Accidents, Natural death and conflicts are creating generations of orphaned children. In addition the loss of a parent, orphaned children may face many hardships during their adolescence including decline in health, nutrition and psychological wellbeing. The number of children estimated to be orphaned due to all causes is estimated to be between 143 million and 210 million (UNICEF, 2012). Children and adolescents in particular are at increased risk for unresolved or complicated bereavement because of their development, vulnerability and emotional dependency. The purpose of the present investigation was to examine the differences in self-concept, mental health and academic achievement of orphan and non-orphan adolescents. The study adds to the existing literature and will become a guideline for researchers, educators, administrators and counselors to guide the students in a proper way and to frame the suitable educational environment where the adolescents can be accommodated and their self-concept, mental health and academic achievement may improve.

From the Preface: "The purpose of this book is to present the state-of-the-art of the study of

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the self-concept in Eastern and Western Europe. It offers an overview of the type of questions, points of emphasis, employed methodologies, and major findings in the various European countries... while some of the issues treated in this book relate to well researched areas in the study of the self-concept, others present new ideas, approaches, and methodologies."

The concept of the Self has a long history that dates back from the ancient Greeks such as Aristotle to more contemporary thinkers such as Wundt, James, Mead, Cooley, Freud, Rogers, and Erikson (Tesser & Felson, 2000). Research on the Self relates to a range of phenomena including self-esteem, self-concept, self-protection, self-verification, self-awareness, identity, self-efficacy, self-determination etc. that could be sharply different or very similar. Despite this long tradition of thinkers and the numerous studies conducted on the Self, this concept is still not very well defined. More precisely, it is not a precise object of study, but rather a collection of loosely related subtopics (Baumesiter, 1998). Also, in the philosophical literature, the legitimacy of the concept of "self" has been brought into question. Some authors have argued that the self is not a psychological entity per se, but rather an illusion created by the complex interplay between cognitive and neurological subsystems (Zahavi, 2005). Although no definitive consensus has been reached regarding the Self, we emphasize in this volume that the Self and its related phenomena including self-concept, motivation, and identity are crucial for understanding consciousness and therefore important to understand human behavior. Self-concept, motivation and identity: Underpinning success with research and practice provides thus a unique insight into self-concept and its relationship to motivation and identity from varied theoretical and empirical perspectives. This volume is intended to develop both theoretical and methodological ideas and to present empirical evidence demonstrating the importance of

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theory and research to effective practice.

This 1991 book addresses the question of stability and change in our concepts of ourselves. The self is described as part of an ecological system, seen as a conjunction of other people, environments and objects. These serve as the sources and settings, instruments and symbols of social experience. The external elements of the ecological system are reflected in self-related cognitions: so long as the ecology of the self is stable, the self-concept will likewise achieve stability. Self-concept change, therefore, can be studied from the point of view of change in the relationship between person and environment. Using a multi-method, multi-study approach, Stefan Hormuth takes relocation as his paradigm for assessing the meaning of the physical environment for the self-concept and everyday social behaviour. This book presents results from an original and important research programme which is innovative both theoretically and methodologically.

The issue of self-concept is central to the studies and practices of education and psychology. The research presented in this book are the explorations of how self-concept translates into and has an effect on these far reaching and unavoidable aspects of life.

This series catalogues the Educational Test Service (ETS) database of standardized tests. Each volume describes tests used in a specific academic or diagnostic discipline. Every entry includes a full description of the test, its title, author, source and age or grade level.

Theory and Research on Selected topics. In this book we are provided with careful, critical, and lucid discussions of such topics as the relationship between race, sex, socioeconomic status, age and self-concept.

Research and theory on self-esteem have flourished in recent years. This resurgence has

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produced multiple perspectives on fundamental issues surrounding the nature of self-esteem and its role in psychological functioning and interpersonal processes. *Self-Esteem Issues and Answers* brings together these various perspectives in a unique format. The book is divided into five sections. Section I focuses on core issues pertaining to the conceptualization and assessment of self-esteem, and when self-esteem is optimal. Section II concentrates on the determinants, development, and modifiability of self-esteem. Section III examines the evolutionary significance of self-esteem and its role in psychological processes and therapeutic settings. Section IV explores the social, relational, and cultural significance of self-esteem. Finally, Section V considers future directions for self-esteem researchers, practitioners, parents and teachers. This volume offers a wealth of perspectives from prominent researchers from different areas of psychology. Each expert contributor was asked to focus his or her chapter on a central self-esteem issue. Three or four experts addressed each question. The result is that *Self-Esteem Issues and Answers* provides a comprehensive sourcebook of current perspectives on a wide range of central self-esteem issues.

The aim of this book is to discuss the notions of self-concept, self-esteem, and related terms from an educational and psychological perspective. Specifically, this book is concerned with developing a model of self-concept -- and corollaries to this model -- that assesses the dimensionality of self-concept, reviews tests of self-concept, discusses the relationship between self-concept and other variables (particularly achievement), describes the development of self-concept, and evaluates programs to enhance self-concept. Throughout this volume, emphasis is placed on ordering the many studies using recent methodological advances such as meta-analysis and the analysis of covariance structures. After detailing a

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conceptual model of self-concept, the book offers various experimental and statistical discussions of the model. Unlike many other models, the claim is not that this model is the correct one but that it may serve as a useful "coathanger" until a better one is devised. This book addresses the important area of dyslexic children's perception of themselves and how this is shaped by people and processes within their early school careers. It draws upon hitherto neglected psychological concepts such as self-efficacy, locus of control and learned helplessness to explain within a social-interactivist framework the powerful effect of self-perceptions on the social, emotional and academic development of dyslexics. Techniques for assessing these factors are described and research evidence is provided to demonstrate how a sense of dyslexic pride associated with positive academic outcomes can be achieved. The book is aimed at teachers, teacher-trainers, parents and academics researching developmental aspects of dyslexia, but combines scholarship and research in a manner that makes it accessible to adult dyslexics also.

This welcome resource traces the evolution of self-concept clarity and brings together diverse strands of research on this important and still-developing construct. Locating self-concept clarity within current models of personality, identity, and the self, expert contributors define the construct and its critical roles in both individual and collective identity and functioning. The book examines commonly-used measures for assessing clarity, particularly in relation to the more widely understood concept of self-esteem, with recommendations for best practices in assessment. In addition, a wealth of current data highlights the links between self-concept clarity and major areas of mental wellness and dysfunction, from adaptation and leadership to body image issues and schizophrenia. Along the way, it outlines important future directions in

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research on self-concept clarity. Included in the coverage: Situating self-concept clarity in the landscape of personality. Development of self-concept clarity across the lifespan. Self-concept clarity and romantic relationships. Who am I and why does it matter? Linking personal identity and self-concept clarity. Consequences of self-concept clarity for well-being and motivation. Self-concept clarity and psychopathology. Self-Concept Clarity fills varied theoretical, empirical, and practical needs across mental health fields, and will enhance the work of academics, psychologists interested in the construct as an area of research, and clinicians working with clients struggling with developing and improving their self-concept clarity. The book is most useful for research scholars, faculties of Education. It is an important learning resources and reference material for M. Ed and M.A. Education students. The book contains basically 6 chapters. In chapter-1 (Introduction) contains the concept, features, characteristics, researches in different variables self-concept, personality – traits (aggression), adolescents, Government and Private schools, objective, hypothesis and delimitation of the study. The second chapter contains review of related literature studies on self-concept, self-concept and gender, interest, academic achievement, adjustment, aggression, aggression and self-concept, level of aspiration, aspiration and achievement, researches on personality, personality and gender, adjustment, aggression, academic achievement, adolescent, personality and aspiration, self-concept and aspiration, self-concept and personality. Chapter-3 contains Research paradigm, design of the study, population and sample, procedure, tools and techniques, detail description of tools, collection of data. Chapter- 4 contains analysis and interpretation of data to measure level of self-concept, aggression and aspiration. Analysis the relationship and significant difference among boys and girls and Govt. And Pvt. School.

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Chapter-5 contains findings, discussion of result, suggestion and recommendations for further research. The last chapter is summary which summarizes the thesis.

I tell my story about overcoming my self-esteem and self-concept who am I? I wonder back into my childhood to find whom I am and where it is I belong in this world. Growing up on the streets of the south side of Chicago was hard. I was young and did not understand the world, while on my journey to womanhood I was repeatedly abused and manipulated by men. One of which is deceased god rest his soul. At age 20, I lost everything I believed in. My children father was murdered, my children were taken away, and my mother was in a mental home. Never say you cannot make it out.

**EDUCATION** Education is a life-long learning process of an individual for a meaningful life in the world. Only with the help of education, the man may be a civilized and cultured individual. Different educationists interpreted the term 'Education' differently. Tagore remarks, "Education means entering the mind to find out that ultimate truth which emancipates us from the bondage of the dust and gives us the wealth, not of things but of inner light, not of the power but of love, making this truth its own and giving expression to it". Conenius says "All those who are born as human-beings need education because they are destined to be real men not wild beasts, dull animals and clumps of wood" (Regunath Safaya, 1994, P. 5). John Dewey defines, "Education is the process of living through a continuous reconstruction of experiences. It is the development of all those capacities in the individual which will enable him to control his environment and fulfill his responsibilities" (Regunath Safaya, 1994, P. 5).

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The issue of self-concept is central to the studies and practices of education and psychology. The varying degrees of self-esteem that exist between individuals can offer insight into the varying degrees of health and efficiency that exist for individuals in the worlds of education, family and sport. The research presented in this book are the latest explorations of how self-concept translates into and has an effect on these far reaching and unavoidable aspects of life.

This volume provides an overview of the theoretical and empirical work on relationship-induced self-concept change that has occurred over the last 10-15 years. The chapters in this volume discuss the foundations of relationship self-change, how and when it occurs, how it influences relationship decisions and behavior, and how it informs and modifies subsequent knowledge structures, all examined over the course of the relationship cycle (i.e., initiation, maintenance, and dissolution). Additionally, this volume identifies novel applications and extensions of the relationship self-change literature, including applications to health and behavior, intergroup relations, and the workplace. Among the topics discussed: Self-disclosure in the acquaintance process Commitment readiness Bolstering attachment security through close relationships Self-concept clarity and self-change The role of social support in promoting self-development Relationship dissolution and self-concept change Intergroup and sociocultural factors of self-expansion Self-concept change at work Measurement of relationship-induced self-concept change Interpersonal Relationships and the Self-

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Concept serves both as a comprehensive overview of the existing empirical research as well as a roadmap for future research on self-change, including a discussion of emerging theoretical frameworks. It will interest researchers focusing on romantic relationships, self and identity, and the intersection of self and relationships, spanning the disciplines of psychology, sociology, communication, and family studies.

Grade level: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, k, p, e, i, s, t.

Research on the self relates to various phenomena including self-esteem, self-concept, self-verification, self-awareness, identity, self-efficacy, passion, self-determination, and goals. Moreover, research on self is multidisciplinary and of interest to a broad range of areas, such as education, economics, (social) psychology, neuro sciences, motivation, physical activity and behavior sciences, philosophy, and learning sciences. Chapters in this volume will illustrate some of the best of the research within these disciplines examining different aspects of self from various perspectives. A feature of this volume is that we will explore not only positive aspects of high perceived levels of self-determination and competence or self-concept on achievement, motivation and wellbeing, but also the dark side of an uncertain and negative self on identity and wellbeing. We learn from this that the self is a dynamic and powerful, yet fragile and highly amenable construct that needs self-care and constant reassurance. SELF – A Multidisciplinary Concept thus highlights the broad application of self-research and its diversity. This volume is intended to develop both theoretical and methodological ideas

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and to present empirical evidence of various disciplines and applications dealing with self. The scope of this seventh volume of the International Advances in Self Research series, started in 2000 by Herbert W. Marsh, Dennis M. McInerney, and Rhonda G. Craven, is thus very broad. Keeping within the tradition of the series, this volume will highlight the applicability of a multitude of empirical approaches and methods to self-research. We also aimed to maintain a balance between discussing theoretical research in SELF and deriving implications for effective practice. This volume thus includes chapters covering self-related topics within an educational, social, emotional, psychological, physiological, managerial, and health context.

This first volume of two in the revised and greatly expanded edition of Professor Wylie's now classic work describes and evaluates measurement methods, research designs, and procedures which have been or might appropriately be used in self-concept research. Offering comprehensive treatment of the voluminous recent literature in the field, it constitutes a unique and invaluable guide to scholars and students of self theories and self-concept research. Many of the methodological issues considered here also have broader relevance for personality research and theory.

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