

Predominance of Self-concept in Students with Antisocial Behavior of Callao

Predominancia del autoconcepto en estudiantes con conductas antisociales del Callao

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Summary

The objective of the research was to determine the predominant dimension that has more influence over the self-concept in students with antisocial behaviors. This work is of a substantive type, of a non- experimental cross-sectional design. The method used was the hypothetical deductive. The sample consisted of 98 adolescents with antisocial behavior, the sampling used was intentional non- probabilistic. The instrument used was AF-5 by Garcia and Musitu (1999). The results indicated that the self-concept that influences adolescents was emotional self-concept.

Keywords: Self-concept; Academic; Social; Emotional; Family and Physical.

Resumen

El objetivo de la investigación fue determinar la dimensión predominante que más influye en el autoconcepto en estudiantes con conductas antisociales. El trabajo en mención es de tipo sustantiva, de un diseño no experimental de corte transversal. El método empleado fue el hipotético deductivo. La muestra estuvo conformada por 98 adolescentes con conductas antisociales, el muestreo utilizado fue el no probabilístico intencional. El instrumento utilizado fue AF-5 de García y Musitu (1999). Los resultados indicaron que el autoconcepto que influye en las adolescentes fue el autoconcepto emocional

Palabras clave: Autoconcepto; Académico; Social, Emocional; Familiar y físico.

Introduction

Self-concept is a mental representation that individuals have of themselves. Just as individuals have mental representations of the world around them, of other people and significant events, they also have representations of themselves. In order to build a self-concept, people pay attention to the feedback they receive in everyday life that reveals their personal attributes, characteristics, and preferences.

Self-concept plays a crucial and central role in the development of personality, as noted in the main psychological theories; a positive self-concept is the basis of good personal, social and professional functioning. Therefore, achieving a positive self-concept is one of the most pursued objectives in numerous psychological intervention programs (educational, clinical, community, civic) for which strategies and resources are demanded to improve it.

According to García and Musitu (1999), self-concept can be understood as the perception that the individual has of himself/herself, based on his/her experiences with others and on the attributions of his/her own conduct. It involves emotional, social, physical, and academic components. It is an organized configuration of perceptions of the self, admissible to awareness and knowledge. It is a very complex cognitive scheme constructed through previous experiences with the world around the individual.

In recent years, it has been observed that the regular schools and, even more so, social rehabilitation centers have been experiencing diverse difficulties and problems in the social skills manifested by students with a low or limited level of self-esteem, insecurity of communication, low tolerance for frustration, a heavy burden of aggressiveness and anger, and offensive or obscene language.

It is important to point out that the various students or patients in these social rehabilitation centers have a great history of antisocial behavior since many of them come from a situation of extreme poverty, prostitution, abandonment, drug consumption, and criminal acts; situations that have diminished their self-concept and personal security, creating in them instability, low tolerance for frustration, and other more social components of risk. Therefore, from an educational perspective, it is necessary to develop these patients' self-concept in order to build confidence and security for their social rehabilitation and, with them, their familiar and labor reinsertion; an indispensable situation given that all of these patients are in a critical transition stage that is adolescence, which makes them very vulnerable to the social risk situation.

Self-Concept

Kimmel and Weiner (1998, quoted in Schmidt, 2010) said, "self-concept is the opinion one has of oneself and a collection of ideas and feelings one has of oneself" (p. 96).

Self-concept is "the image of the known self that each person has. That is, the mental construction of how an individual sees himself/herself; it includes valuations of all parameters that are relevant to the individual: from physical appearance to social, intellectual and other capabilities".

Cardinal (1999) considered that self-concept is a set of descriptive and evaluative opinions about oneself, and how people represent themselves, know themselves, value themselves is manifested in it.

The most substantive definition is that proposed by Byrne and Baron (2005) who affirm that it is the opinion one has of oneself; they are the attitudes, emotions, and knowledge in relation to capabilities and social acceptance (p. 169).

According to Cerviño (2008):

No person is born with a self-concept; on the contrary, self-concept is built and defined in the entire life's journey, and is influenced by the diverse experiences that people have in the education, social and family environment they have lived in (p. 34).

Self-Concept

Before the 1980s, most self-concept-related studies were based on a one-dimensional perspective of the self (Harter, 1990), but it is from this date that the multidimensional model is frequently used to study this construct. Accordingly, if the majority of instruments used to evaluate self-concept before the 1980s were based on a one-dimensional structure of the self, it is from this date that the instruments elaborated to evaluate it always start from the multidimensionality that inevitably defined this aspect of the personality (Byrne, 1996). It is interesting to consider the seven theoretical models that are used as an approach to define self-concept, according to Byrne's position (1996).

One-Dimensional Models

Nomothetic Model

It is the oldest model. It was created by Soares and Soares (1983) who understood self-concept from a very generalist and universal perspective. Some authors such as Marsh and Hattie (1996) defined it as the "general factor" model, logically, with a one-dimensional scope. Thus, general self-concept would be the sum of the different types of self-concept: family, academic, social, etc. Coopersmith (1967) supported this model because it helped him value the subjects' self-concept through pre-adolescence since, until an individual reaches this age, it is difficult to self-describe the different dimensions of which the individual is part, but he/she does perceive a general valuation of himself/herself as a person.

True Model

Proposed by Byrne (1996), it is based on the assumption that the general valuation of self-concept should be obtained from the sum of the general self-perceptions of the individual and not from specific self-perceptions, referring to specific dimensions. This model is based on Rosenberg's (1979) definition of global self-esteem. He understands that all the aspects integral to it have the sufficient category to be evaluated in a different way so that at no time is he confronted with a multidimensional model of self-concept. However, he rejects the nomothetic model because he considers that global self-esteem cannot be the sum of different specificities of it since there are many influences and interrelations between the different dimensions of self-concept and that produce important variations in this sum.

Multi-Dimensional Models

These models are based on the assumption that each person, besides having a global valuation of himself/herself, also has a specific valuation of each relevant environment of which he/she is a part, such as family, social, academic, etc. (Cava, Musitu & Vera, 2000). Starting from this affirmation, the subject can show a high valuation with respect to a specific environment, for example, the social one, and a low valuation with respect to another environment, for example, the academic one. These specific valuations of each environment are not equivalent to each other, although they all contribute to some extent to the perception each one has of his/her personal value.

Independent Factor Model

It was proposed by Soares and Soares (1980) who affirm that self-concept is made up of different dimensions that have a fundamental characteristic: being unrelated with each other or having an irrelevant correlation. Therefore, it opposes the understanding of self-concept as a global or one-dimensional construction, while also opposing the understanding of it as a set of significantly interrelated facets. ***Correlated Factor Model***

For this model, the different dimensions integral to self-concept show a high correlation between them; in addition, this correlation is equally important when it is related to the global measure of the self (Harter, 1990).

Compensatory Model

According to this model, self-concept would be formed by a general dimension and multiple dimensions of a smaller range, which would show a negative correlation between them. However, all of them would add a different value to the global self-valuation. The model is proposed by Marx and Winne (1978), and they define it as compensatory because they understand that if a person has a low self-valuation in a specific dimension, for example, in the academic dimension, the person will have to compensate it with a high score in another dimension, for example, the family dimension.

Taxonomic Model

Proposed by Soares and Soares (1977), and based on the intelligence model proposed by Guilford (1969). They suggest that self-concept has at least two facets, each of which has at least two levels. This structure would maintain a correlation between its different elements, which in turn would be hierarchically organized.

Hierarchical Model

This model includes a global self-concept and a series of specific self-concepts of a lower level, which are separate but show some correlation with each other. Consequently, it gathers certain principles of the previous models, even of the one-dimensional models, since it suggests that there is a general value of self-concept at the top of the hierarchy. A representative author of this model is Epstein (1973) who proposes a general self-concept and four types of specific self-concepts of a lower level: competence, moral self-approval, power, and self-love. However, the most representative model was that designed by Shavelson, Hubner, and Stanton (1976), in which, besides a general self-concept located at the top of the hierarchy, there is a series of minor self-concepts such as social, emotional, physical and academic. Each of them is also divided into other specificities of a lower level, such as academic, which would be based on perceptions of the personal competence in different areas of the curriculum.

Self-Concept in Education

Education in general needs to evolve in the search for new ways of teachers and students will use to work together. This is why the importance of the self-knowledge that students have in the course of their education where they will acquire new styles and concepts of themselves that they will perceive together with the agents of the educational institution with whom they will reinforce these acquired models.

According to Esnaola (2008):

A possible educational intervention through self-concept will allow approaching as far as possible the visions of the current world of the students, the adult and the educator, which implicates that they know better and value the significant social groups of the context where they develop, at the same time that their values are worked to have a satisfactory outcome in their education. (p. 48).

Naturally, this requires a deeper knowledge of the representation to understand life by

young people regarding their attitudes and motivation. Such intervention would be based on the following essential assumptions. In the first place, self-concept is included as a central variable of the personality of the students because it is the evolutionary moment in which it is being consolidated. The important influence exerted by the social context in which they develop is taken into account. This is going to involve planning different forms of educational intervention, depending on the social groups of such context with teachers and peers. Education in general needs to evolve in the search for new ways of working of teachers and students with their current vision of the world, which will require specific training.

In the same way, the possible educational intervention should take into account the development of different work techniques leading the student to feel free to work and to show his/her academic, physical, social and emotional potential. In short, such approach would allow students to integrate into their social and academic environment and to have a perception more adjusted to the reality of the external world where they live in and a perception of themselves. At the same time, this would also be a way of reinforcing a positive perception of their academic performance and of their role as students.

In this sense, education plays a predominant role in students with respect to academics, the dimension of which is interrelated with self-concept. The satisfactory development of the students' abilities together with the development of skills and abilities allow us to infer that these students have received positive stimuli to achieve emotional security; therefore, favorable results will be obtained. However, there is the other side of the coin with students who have a low self-concept and do not manage to fully develop their academic performance because they are not stimulated at an early age due to many factors. Research studies indicate that it is not only in the family and in the society, but jointly with the educational institutions.

Therefore, it is extremely important that students from the different educational institutions take into account the values that interfere negatively in their development, causing difficulties in the coexistence of students, with gender issues and the models associated with such differences that are the stereotypes to follow.

Esnaola (2008) pointed out that self-knowledge needs a deeper knowledge of the way young people understand life regarding their attitudes and motivations. Such intervention would be based on the following essential assumptions:

Firstly, self-concept is included as a central variable of the personality of the students because it is the evolutionary moment in which it is being consolidated. Secondly, the important influence exerted by the social context in which they develop is taken into account. This is going to involve planning different forms of educational intervention, depending on the social groups of such context with teachers and peers. Thirdly, education in general needs to evolve in the search for new ways of working of teachers and students with their current vision of the world, which will require specific training. Fourthly, the possible educational intervention should take into account the development of different work techniques leading the student to feel free to work and to show his/her academic, physical, social and emotional potential. In short, such approach would allow students to integrate into their social and academic environment and to have a perception more adjusted to the reality of the external world where they live in and a perception of themselves. At the same time, this would also be a way of reinforcing a positive perception of their academic performance and of their role as students. (p. 82).

Dimensions of Self-Concept

García and Musitu (2009), in their research studies on self-concept in adolescents, covered these dimensions: Academic self-concepts, social self-concepts, emotional self-concepts, family self-concepts, and physical self-concepts.

Dimension 1: Academic Self-Concept

It refers to the feeling that the individual has about the quality of the development of his/her own role, in the area that he/she develops. The domain reflects two contexts: the academic and the work environments. Likewise, the domain is developed based on two axes: the first axis is referred to the emotions that the individual has about the performance of his/her duties through his/her tutors or superiors, and the second axis is referred to specific evaluative qualities mainly in that context.

According to García and Musitu (1999), this dimension is positively related to psychosocial matters, academic and work performance, consideration of the quality of work performance, acceptance and valuation of peers, leadership and responsibility, and negatively related to academics/work and conflict (p. 19).

Furthermore, Machargo (1991) stated, "the experiences of difficult situations in school will ensure that the student develops a negative academic self-concept, and in this way the probabilities of developing a negative self-concept will grow" (p. 56).

Dimension 2: Social Self-Concept

According to the authors of the scale, "social self-concept is positively related to psychosocial adjustment and psychosocial benefits in academic and work performance, to the valuation and affection of teachers and superiors, to the valuation of peers, universal values, and is negatively related to disruptive behaviors, aggression, and depression. (Garcia & Musitu, 1999).

Dimension 3: Emotional Self-Concept

It refers to the individual's perception of the emotional situation and responses to particular contexts, with a level of commitment and implications in his/her daily life. It has two bases of significance; the first one corresponds to the main opinion about his/her emotions, and the second one refers to more particular contexts where the other individual is of a higher degree.

García and Musitu (1999) stated that emotional self-concept positively correlates with social skills, self-control, the feeling of well-being and "the acceptance of peers; and negatively correlates with depressive symptomatology, anxiety, consumption of alcohol and drugs and poor social integration in the classroom and in the work environment".

Dimension 4: Family Self-Concept

It refers to the individual's perception of his/her participatory and integrating involvement in the family environment. "The meaning of this element is articulated in two axes. It refers specifically

to the family environment that has to do with the relationships of the parents and how these relationships are: trust and affection that should be present in the family. The second aspect refers to the family context and the home environment, and these developed variables are formulated positively and the other two are formulated negatively, and they indicate the feeling of not being involved and not being accepted by other family members.

This factor, which "is one of the most important factors of self-concept, according to García and Musitu (1999), correlates positively with academic and work performance, with psychosocial matters, "with the feeling of well-being, with school and work integration, with prosocial behavior, with universal values, and with the perception of physical and mental health. It also correlates negatively with depressive symptomatology" to anxiety and drug consumption (García & Musitu, 1999).

Dimension 5: Physical Self-Concept

This aspect refers to the individual's perception of his/her physical appearance and condition. The factor has two axes that are complementary in their meaning. The first axis refers to the practice of sports in its social, physical and ability aspects. The second axis refers to the physical aspect. A high physical self-concept means that the person sees himself/herself as physically pleasant, takes care of himself/herself physically and may practice a sport properly" and successfully.

Physical self-concept is positively correlated with the opinion about health, with self control and with the opinion people have about well-being, with the performance of sports and with the motivation for achievement, and with the integration into the social and academic environments. In this case, physical self-concept correlates negatively with academic imbalance, anxiety and, to a lesser degree, with the presence of problems with peers (García & Musitu, 1999).

Method

Within the positivist paradigm, the quantitative approach and the hypothetical-deductive research methodology were used. The research carried out was substantive and adopted a non-experimental, descriptive, correlational, cross-sectional design. The population consisted of 122 adolescents. A sample of 98 adolescents aged 14 to 17, who wanted to participate in the study, was extracted from the population using an intentional non-probability sampling method. The technique was the survey and the instrument used was the five-factor self-concept questionnaire (AF5) (Musitu, 1991), with certain changes made according to the context; therefore, it was validated with expert judgment. The instrument reliability determined by Cronbach's Alpha was good ($=0.937$). The SPSS 23 software was used to analyze the data, and made it possible to perform descriptive and inferential analysis. The binary logistic regression non-parametric test was used to verify the hypothesis.

Results

The verification of the hypotheses was tested by means of logistic regression because, according to the data normality test, the variable and the factors do not present normality in the data since their "p" value is lower than the theoretical significance value $\alpha = .01$.

Table 1
Logistic Regression Coefficients of Self-Concept

Variables in the equation		B	Standard	Wald	gl	Sig.	Exp(B)
Step 1 ^a	ND1	2.435	.75	10.522	1	.001	11.417
	ND2	1.490	.70	4.523	1	.033	4.436
	ND3	2.294	.70	10.565	1	.001	9.911
	ND4	20.193	5928,096	.000	1	.997	588250528.80
	ND5						156759198468
			37.291	10027.270	.000	1	.997
	Constant	-86.922	19536.751	.000	1	.996	.00

a. Variables specified in Step 1: ND1, ND2, ND3, ND4, ND5.

Table 1 shows that the emotional self-concept dimension has a Wald statistic equal to 10.565 and $p = .001 < \alpha: .01$, and influences significantly the prediction of self-concept. Therefore, the general research hypothesis is accepted since the predominant dimension or factor is the emotional self-concept dimension.

Table 2
Logistic Regression Coefficients of Indicators inside Academic Self-Concept

Variables in the equation		B	Standard error	Wald	gl	Sig.	Exp(B)
Step 1 ^a	NI1	2.099	1.56	1.789	1	.181	8.161
	NI2	20.654	15494.368	.000	1	.999	932871965.02
	NI3	5.555	1.31	17.857	1	.000	258.654
	NI4	2.081	.96	4.632	1	.031	8.016
	NI5	2.783	1.16	5.756	1	.016	16.172
		Constant	-44.951	15494.369	.000	1	.998

a. Variables specified in Step 1: NI1, NI2, NI3, NI4, NI5.

Table 2 shows that the indicator 3 intelligence has a Wald statistic equal to 17.857 and $p = .000 < \alpha: .01$, and influences significantly the prediction of academic self-concept.

Table 3.
Logistic Regression Coefficients of Indicators inside Social Self-Concept

Variables in the equation		B	Standard error	Wald	gl	Sig.	Exp(B)
Step 1 ^a	NI6						3672402230.7
		22.024	9896.480	.000	1	.998	1
	NI7	5.049	1.22	17.137	1	.000	155.871
	NI8	3.003	.73	16.796	1	.000	20.153
		Constant	-35.465	9896.481	.000	1	.997

a. Variables specified in Step 1: NI6, NI7, NI8, NI9, NI10.

Table 3 shows that the indicator 7 interpersonal relationships has a Wald statistic

equal to 17.137 and $p = .000 < \alpha: .01$, and influences significantly the prediction of social self-concept.

Table 4.
Logistic Regression Coefficients of Indicators inside Emotional Self-Concept

Variables in the equation		B	Standard error	Wald	gl	Sig.	Exp(B)
Step 1 ^a	NI9	2.408	.74	10.323	1	.001	11.111
	NI10	20.465	7625.030	.000	1	.998	772109841.05
	Constant	-44.764	15250.061	.000	1	.998	.00

a. Variables specified in Step 1: NI9, NI10.

Table 4 shows that the indicator 9 self-confidence has a Wald statistic equal to 10.323 and $p = .000 < \alpha: .01$, and influences significantly the prediction of emotional self-concept.

Table 5.
Logistic Regression Coefficients of Indicators inside Family Self-Concept

Variables in the equation		B	Standard error	Wald	gl	Sig.	Exp(B)
Step 1 ^a	NI11	3.888	2.38	2.661	1	.103	48.792
	NI12	2.789	.98	8.037	1	.005	16.266
	NI13	3.063	1.29	5.611	1	.018	21.399
	NI14	-20.409	28420.619	.000	1	.999	.00
	NI15						24434775362.5
	Constant	23.919	28420.619	.000	1	.999	.
	Constant	-21.819	6.18	12.451	1	.000	.00

a. Variables specified in Step 1: NI11, NI12, NI13, NI14, NI15.

Table 5 shows that the indicator 13 family integration has a Wald statistic equal to 5.611 and $p = .018 < \alpha: .05$, and has a significant influence on the family self-concept.

Table 6.
Logistic Regression Coefficients of Indicators inside Physical Self-Concept

Variables in the equation		B	Standard error	Wald	gl	Sig.	Exp(B)
Step 1 ^a	NI16	3.252	.733	19.709	1	.000	25.853
	NI17	-2.686	1.147	5.485	1	.019	.068
	NI18	2.502	.695	12.975	1	.000	12.203
	Constant	-6.648	1.637	16.488	1	.000	.001

a. Variables specified in Step 1: NI16, NI17, NI18.

Table 6 shows that the indicator 16 Participation in Sports has a Wald statistic equal to 3.252 and $p = .000 < \alpha: .01$, and has a significant influence on the physical self-concept.

Discussion

The study presented six objectives in relation to the General Objective (To determine the predominant dimension that most influences self-concept in students with social problems). The predominant factor of this research is the emotional self-concept due to the fact that its dimensions show us a low perception of emotional self-concept. In this regard, the research work conducted by Chávez (2016) concludes that out of the sample of 151 students in the study, 53% exhibits a medium level, while 39.7% shows a high level and 7.3% presents a low level with respect to the self-concept variable. With respect to each of the components of self-concept, out of the 151 students, 53.6% shows a high level, while 41.7% exhibits a medium level and 4.6% presents a low level with respect to the academic self-concept dimension. Furthermore, 51.7% shows a medium level, while 43% exhibits a high level and 5.3% presents a low level with respect to the social self-concept dimension. Likewise, 53% shows a medium level, while 33.8% exhibits a high level and 13.2% presents a low level with respect to the emotional self-concept dimension. Moreover, 47% shows a high level, while 46.4% exhibits a medium level and 6.6% presents a low level with respect to the family self-concept dimension. Finally, 47.7% shows a high level, while 45% exhibits a medium level and 7.3% presents a low level with respect to the physical self-concept dimension.

The predominant indicator within the academic self-concept dimension is the indicator intelligence. In agreement with the research of Martínez and Mañas (2014), it concludes that there is a general trend that would indicate that as academic self-concept increases, academic performance increases. Students who are academically competitive are also those who have a positive physical image and feel accepted in their peer group. The stereotype of the classic "nerd" with a disheveled appearance and socially unaccepted is increasingly disappearing. According to our research data, students who consider themselves academically good are also those who believe that they have good physical appearance and are skillful in their relationships with the peer group, as supported by other research studies (García & Musitu, 2009).

The predominant indicator within the social self-concept dimension is interpersonal relationships. In this regard, Gómez (2010) concludes that self-concept is very important for students' mental health and emotional development. Self-concept is understood as the knowledge that the person has consciously about himself/herself, or also, is the perception that we have of ourselves.

The predominant indicator within the emotional self-concept dimension is the indicator self-confidence. In this regard, Bandura (1986) indicates that self-concept is formed through the social learning theory. Children learn behaviors, attitudes, movements, etc. through observation. They tend to imitate the behavior of those people who are important to and loved by them (the other significant ones) and therefore are their role models. These people are the close relatives, at first, and the characters of the school environment, later. Through the imitation process, the child makes his/her own the observed behaviors and attitudes he/she likes until incorporating them into his/her own schemes, identifying them later as personal characteristics.

The predominant indicator within the family self-concept dimension is the indicator family integration. In agreement with Huarhua (2016), the results obtained in this study revealed in the descriptive statistics that out of 200 students, 13% has a low level, 63% exhibits a medium level and 24% shows a high level of self-concept, with the family self-concept being the most

representative with a 49% level, for the sample with a 49% and for the hypothesis were contrasted using the regression model, which indicates statistically significant, $X^2 = 16.455$; $p = .012 < .05$, and the model explains that 9.5% (Nagelkerke R²) is due to age and self-concept; therefore it was decided to accept the alternative hypothesis, that is, age influences self-concept.

The predominant indicator within the physical self-concept dimension is the indicator Participation in Sports. The results agree with the research study conducted by Véliz (2010) concluding that at the physical self-concept level, male university students present a higher level of Emotional and Physical self-concept, elements to be taken into account when working with students. It is also observed that as students get older, they improve their levels of academic, emotional, family and physical self-concept, so the emphasis should be on working with the youngest students.

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