

Research Article

The Effect of Self-Concept on Resilience and Happiness among the Undergraduate Hostellers and Day-Scholars

Dr. V. Joshy Anthony^{1*}, Ms. S. Neethu Mol²

ABSTRACT

The purpose of the current study is to examine the effect of self-concept on happiness and resilience among undergraduate adolescent students both hostellers and day-scholars (35 hostel students and 35 day-scholar under graduates). Participants, aged between 18 and 19 years (late adolescence), were selected from private college in Palakkad, Kerala. The self-concept questionnaire by Rajkumar Saraswat (1984), Resilience Scale by Wagnild and Young (1990) and Subjective Happiness Scale by Lyubomirsky were used for collecting the data. The data was analyzed using independent sample t-test and Pearson Correlation. Findings found a positive relationship among two constructs- self-concept and happiness. Moreover, analysis revealed that the adolescent who has self-concept has higher in happiness and resilience.

Keywords: *Self- Concept, Adolescents, Resilience, Happiness, Hostellers, Day-Scholars*

Self-concept:

Self-concept refers to the self-evaluation or self-perception which represents the sum of an individual's beliefs and attributes in a given situation (Ryan & Deci, 2000). Self-concept is said to reflect an individual's comprehensive sense of self and is a stable or generalized sense of self (Leonard, Beauvais, & Scholl, 1999). Aspects of the self add to self-esteem in accordance with the importance of that aspect (Kling, Ryff, & Essex, 1997). Students have perceptions of three attributes: self-concept, resilience, and happiness. The adolescents who are in the process of formation of their self-concept and healthy personality were experiencing resilience and happiness (Joshy & Raj, 2013).

Resilience:

Resilience is the Psychic resistance despite of stressors, adversity and challenges. It refers to the process of overcoming the negative effects of risk exposure, coping successfully with traumatic experiences, and avoiding the negative trajectories associated with risks.

¹ Assistant Professor, Dept. of Psychology, Rajagiri Institute of Social Sciences Kalamassery, Kochi, Kerala, India

² MPhil., Assistant Professor, Dept. of Psychology, Yuvakshetra Institute of Management Studies (YIMS) Ezhakkad, Mundur, Palakkad,, Kerala, India

***Responding Author**

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The Effect of Self-Concept on Resilience and Happiness among the Undergraduate Hostellers and Day-Scholars

Eventhough, resilience deals with developmental psychopathology, there are related concepts, like, self-concept, emotional intelligence, self-regulation, and self-organization. A key requirement of resilience is the presence of both risks and promotive factors that either help bring about a positive outcome or reduce or avoid a negative outcome. Resiliency is the process of bouncing back from adversity. It encompasses the psychological damage and the enduring strength that can result from struggling with hardship. Some of the results from this study are that resilient adolescents have higher happiness than their peers, and have high self-concept. Resilience involves comprehensive characteristics of the whole child. (Anthony & Cohler, 1987, p. 95).

Happiness:

The concept of happiness is one of the refined concepts for all individual, ranging from life satisfaction and a sense of well-being. However, the term happiness has broadly described as positive subjective experiences. The existing review of literature has brought out this idea very beautifully and suggested that happy people are those that report feeling mild to moderate positive moods and emotions and eventually developed a deep sense of resilience the majority of the time. Being happy is advantageous to the individual in a multiple of life domains.

THE NEED FOR THE STUDY

The modern adolescents are in high risk of developing tensions due to their socio-cultural background. Gradually these students tend to develop a kind of masking personality and move accordingly. The advancement of technology and fast development of modern era has infused various alterations in one's entire identity. So these have created a false ideology in their whole life. As a result one often forgets the happiness and gets confused with false self-concept. With the emerging of positive psychology, the concept of PsyCaps (hope, optimism, self efficacy and resilience) has been gaining importance in facing adversities and challenges. Among them, Psychological resilience is particularly important to the current world, which is fast-paced as it develops a positive personality characteristic for adaptation. So developing a deep sense of self-concept is an essential to one's entire individuality. Hence the investigation is being conceived.

Objectives:

1. To identify the difference in self-concept between hostellers and day-scholars
2. To find out the difference in resilience between hostellers and day-scholars.
3. To analyse the difference in happiness between hostellers and day-scholars.
4. To identify the difference in self-concept on happiness and resilience between gender.
5. To find out the relationships between the dimensions of self-concept, happiness and resilience among the hostellers and day-scholars.

Hypotheses:

1. There is no significant difference in self-concept between hostellers and day-scholars.

The Effect of Self-Concept on Resilience and Happiness among the Undergraduate Hostellers and Day-Scholars

2. There is no significant difference in resilience between hostellers and day-scholars.
3. There is no significant difference in happiness between hostellers and day-scholars.
4. There is no significant difference in self-concept on happiness and resilience between hostellers and day-scholars.
5. There is no significant relationship between the dimensions of self-concept, happiness and resilience among the hostellers and day-scholars.

METHOD

Samples:

The samples for the present study were identified from a private college situated in the Palakkad District, Kerala. Using the purposive sampling technique, 70 undergraduate adolescent students both hostellers and day-scholars who willingly accepted the invitation from the investigator, participated in the study. The age range of the sample is from 18 to 19 years.

Instruments:

1. Self-Concept Questionnaire developed by Rajkumar Saraswat (1981). It has 48 items and measures the self-concept.
2. Resilience Scale by Wagnild and Young (1990) -. The scale has 25 items.
3. Subjective Happiness Scale by Lyubomirsky. It has four items

Statistical Analysis:

The objectives of the study required the use of independent sample t-test and correlation techniques for analysing the data.

RESULTS AND DISCUSSION

Table 1 shows mean of the hostellers is 171.60 and the SD is 13.55. For the day scholars, the mean is 170.82 and the SD is 13.01 respectively.

Table 2 shows the result of independent sample t-test in self-concept between Hostellers and day-scholars. In this table the f-value is 0.37 and t-value is .243 and df is 68. The significance is at .847 which shows that it has not attained any significant difference in self-concept between Hostellers and day-scholars. Hence, the hypothesis there is no significant difference in self-concept between Hostellers and day-scholars is accepted.

Table 3 indicates, mean of the hostellers on resilience is 113.25 and the SD is 23.81. For the mean of the day- scholars is 123.48 and the SD is 19.62 respectively.

Table 4 shows the result of independent sample t-test in resilience between hostellers and day-scholars. In this table the f-value is 0.185 and t-value is -1.961 and df is 68. The significance is at .668 which shows that it has not attained any significant difference in

The Effect of Self-Concept on Resilience and Happiness among the Undergraduate Hostellers and Day-Scholars

resilience between hostellers and day-scholars. Hence, the hypothesis there is no significant difference in resilience between Hostellers and day-scholars is accepted.

Table 5 shows mean of the hostellers on happiness is 17.17 and the SD is 3.87. For the mean of the day- scholars is 16.80 and the SD is 4.62 respectively.

Table 6 shows the result of independent sample t-test in happiness between hostellers and day-scholars. In this table the f-value is 0.665 and t-value is 0.364 and df is 68. The significance is at 0.665 which shows that it has not attained any significant difference in happiness between hostellers and day-scholars. Hence, the hypothesis there is no significant difference in happiness between hostellers and day-scholars is accepted.

The table 7 shows the mean and SD of self-concept, happiness and resilience between gender. Mean scores of the male and female on happiness is 18.06, 16.08 and the SD is 4.19, 4.10 respectively. Mean scores of the male and female on self-concept is 171.19, 171.24 and the SD is 11.36, 14.71 respectively. Mean scores of the male and female on resilience is 117.50, 119.11 and the SD is 17.77, 25.66 respectively.

Table 8 shows the result of independent sample t-test in self-concept on happiness and resilience between genders. In this table the f-value on happiness is 0.12 and t-value is 1.993 and df is 68. The significance is at 0.729 which shows that it has not attained any significant difference in self-concept on happiness genders. The table shows the f-value of self-concept is 4.05 and the t-value is -0.015 and df is 68. The significance is at 0.048 which shows that it has not attained any significant difference in self-concept between genders. Furthermore, the table shows the f-value of resilience is 1.66 and the t-value is -0.298 and df is 68. The significance is at 0.202 which shows that it has not attained any significant difference in self-concept between genders. Hence, the hypothesis there is no significant difference in self-concept on happiness and resilience between Genders is accepted.

The table 9 displays the correlation on the results obtained among the variables. The correlation has done in all psychological variables. First, correlation between self-concept and happiness, and it shows significant positive correlation at the $P < .05$ level, and whereas, between self-concept and resilience there was no significant correlation found. The increase in the levels of self-concept, and happiness will be influencing factors and positive enhancement of self-concept can be a corner stone and helpful to students in order to motivate and mould constructive behaviours as its high levels of performance. Hence, the hypothesis 5, there will be not be significant relationships between the self-concept, happiness and resilience among the hostellers and day-scholars is rejected.

DISCUSSION

The results of present study seem to be successful in measuring the effect of self-concept on happiness and resilience among the holsters and day-scholars. The current investigation

The Effect of Self-Concept on Resilience and Happiness among the Undergraduate Hostellers and Day-Scholars

focused on undergraduate students who are in any society the energy of in up building the strength of that society. For this, one needs to build up a strong sense of self-concept, which is an important factor, as it has a critical relationship with the situations an individual face during his developmental period (Zimmerman & Arun kumar, 1994). This is the fundamental to have successful life where in, success indicates that a person is able to adapt to the society in expected ways (Masten & Coatsworth, 2009).

The result of the present investigation has brought out clear and candid conclusion. In all the aspects hostellers and day-scholars remained similar in self-concept, happiness and resilience. Undergraduates belong to both groups have moderate level of self-concept. The finding on self-concept has obviously and bluntly establishes that, it is the usual and normal behaviour pattern observed among undergraduates.

CONCLUSION

- The self-concept found to be a common feature during the late adolescent age.
- The hostellers seem to be little higher in their self-concept than day scholars.
- The late adolescent girls have higher levels of resilience than their counter parts.

IMPLICATIONS/RECOMMENDATIONS

- Absorption of values, prompting to have self-worth feeling, awareness programs, behavioural therapy, and meditation and yoga techniques in order to enhance self-concept among these groups.

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Conflict of Interests: The author declared no conflict of interests.

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The Effect of Self-Concept on Resilience and Happiness among the Undergraduate Hostellers and Day-Scholars

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TABLES

Table 1: Mean, Standard Deviation of all the variables.

CATEGORY	N	MEAN	SD
HOSTELRES	35	171.60	13.55
DAY-SCHOLARS	35	170.82	13.01
TOTAL	70		

Table 2: Independent sample t-test in self-concept between hostellers and day-scholars.

	f-value	Sig.	t-value	df	Sig.(2-tailed)
equal variances assumed	.037	.847	.243	68	.809
equal variances not assumed			.243	67.886	.809

Table 3: Mean, standard deviation on resilience all the variables between hostellers and day-scholars.

CATEGORY	N	MEAN	SD
HOSTELRES	35	113.25	23.81
DAY-SCHOLARS	35	123.48	19.62
TOTAL	70		

Table 4: Independent sample t-test in resilience between hostellers and day-scholars.

	f-value	Sig.	t-value	df	Sig.(2-tailed)
equal variances assumed	.185	.668	-1.961	68	.054
equal variances not assumed			-1.961	65.60	.054

Table 5: Mean, Standard Deviation on happiness of all the variables between hostellers and day-scholars.

CATEGORY	N	MEAN	SD
HOSTELRES	35	17.17	3.87
DAY-SCHOLARS	35	16.80	4.62
TOTAL	70		

The Effect of Self-Concept on Resilience and Happiness among the Undergraduate Hostellers and Day-Scholars

Table 6: Independent sample t-test in happiness between hostellers and day-scholars.

	f-value	Sig.	t-value	df	Sig.(2-tailed)
equal variances assumed	0.665	0.418	0.364	68	0.717
equal variances not assumed			0.364	66.01	0.717

Table 7: Mean, Standard Deviation in self-concept on happiness and resilience between Gender.

CATEGORY		N	MEAN	SD	Std. Error Mean
HAPPINESS	MALE	32	18.06	4.19	0.742
	FEMALE	38	16.08	4.10	0.667
SELF-CONCEPT	MALE	32	171.19	11.36	2.008
	FEMALE	38	171.24	14.71	2.388
RESILIENCE	MALE	32	117.50	17.77	3.143
	FEMALE	38	119.11	25.66	4.164
	TOTAL	70			

Table 8: Independent sample t-test in self-concept on happiness and resilience between Gender.

CATEGORY		f-value	Sig.	t-value	df	Sig.(2-tailed)
HAPPINESS	equal variances assumed	0.12	0.729	1.993	68	.050
	equal variances not assumed			1.989	65.49	.051
SELF-CONCEPT	Equal variances assumed	4.05	0.048	-.015	68	.988
	Equal variances not assumed			-.016	67.53	.987
RESILIENCE	Equal variances assumed	1.66	0.202	-.298	68	.766
	Equal variances not assumed			-.308	65.71	.759

Table 9: shows the relationships between the self-concept, happiness and resilience among the hostellers and day-scholars.

CORRELATION				
VARIABLES		SELF-CONCEPT	RESILIENCE	HAPPINESS
SELF-CONCEPT	Pearson Correlation	1	0.157	0.287*
	Sig. (2-tailed)		0.195	0.016
RESILIENCE	Pearson Correlation	0.157	1	0.159
	Sig. (2-tailed)	0.195		0.189
HAPPINESS	Pearson Correlation	0.287*	0.159	1
	Sig. (2-tailed)	0.016	0.189	

* Correlation is significant at 0.05 levels.

The Effect of Self-Concept on Resilience and Happiness among the Undergraduate Hostellers and Day-Scholars

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