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Some Demographic Profiling of the Adolescent's Self-Concept in Ibadan

By

Helen O. Nwagwu & Carol A Nwaneri
Department of Guidance and Counselling,
University of Ibadan, Ibadan

Abstract

This study measured some demographic differences in adolescent's self-concept. The result indicated that there is no significant difference in the way boys and girls perceived themselves. The possible explanation for this result could be due to the fact that in the last few decades the social expectations of women have changed to a large extent. Women's choice of career and social relations are diversified. The distinctions between jobs for men and jobs for women are becoming hazier. Thus, this change in attitude about the role of women and the possible acceptance of the dignity of womanhood are likely to make women perceive themselves more positively. From the findings of the study, it was concluded that Nigerian adolescents generally perceived themselves positively; there was no difference in perception either as a result of sex, age or socio-economic status.

Introduction

Adolescence is an important era in the total life span and poets have described it as the spring of the human being. The word adolescence comes from a Greek word "adolescere" which means, "to grow, or grow to maturity". It is a state of mind as well as a period of swift physical change whose processes start several years before they are obvious and whose effects are shown in physical, psychological, cognitive and social development. It is started in the brain and operates by changes in the glands of internal secretions and their secretions go to all parts of the

nervous system. No part escapes their influence, not even the thought processes.

Psychologists have given a number of definitions to adolescence. Some define it as the transitional period, which runs between childhood and adulthood and is sometimes called the period of teenage (Chauhan, 1990). Akinboye (1983) sees adolescence as a period when the growing child experiences considerable acceleration in his growth sequence (the growth spurts) as he is growing towards adulthood. Adolescence comes roughly in-between the years 12 - 21. However, adolescence varies from culture to culture depending on the economic-socio-economic conditions of the country. The country's success in various fields of life depends on the proper guidance of adolescents. This is because the country's progress depends on the maximum exploitation of its human resources. Chauhan (1990), writing on the significance of the study of adolescence stated that every teacher, parent and guidance counsellor must understand the developmental characteristics and problems of adolescents; the maintenance of their mental health in order to preserve, cure and prevent incidences of maladjustment; adjustment to responsibilities, providing the knowledge of needs and developmental tasks for adolescents.

By understanding the needs of adolescents, the parents would know the best way to help them while the teacher and counsellor can frame appropriate curriculum, school policies and methodology of teaching them etc. so that the proper individual, educational and vocational guidance may be provided for adequate adjustment in school and in the society.

Literature Review

The adolescents self-concept

Human beings respond not only to objects and persons in the outer environment but to his own body, his own thoughts, and his own feelings. In doing so he develops cognitions about the self as a central and valued object. Important wants and goals emerge which have to do with the enhancement and defense of self. And the self becomes a

nucleus around which the many diverse wants and goals of the individual become organized. The self therefore plays a crucial role in motivation.

To understand the adolescent we need, therefore, to study not only all that we can see and measure in his make-up but we need to take account of his inner life – his experience of his existence as a separate self. The concept of selfhood is an essential concept when we try to understand the adolescent as a person. From the point of view of the adolescent himself, the “inner” or subjective dimensions of his life are the most important. This is due to the critical role self-perception plays in the feelings, motivations, attitudes and values of the individual.

The self is a composite of many psychological states, impressions and feelings. It includes the perceptions the adolescent has of himself. The impressions he has of his body, the image he has of his physical appearance and of the tangible properties of his person. It includes the perception he has of himself, his traits and abilities, his role, his background, his possibilities. It includes also the attitudes he has concerning himself and the beliefs, convictions, and values he holds. Among the attitudes are those he has concerning himself as a person, his worth, his attitudes regarding his right to have his own feelings and thoughts and to make his own choices. The self includes all that a person embraces in the words: I, me, mine myself. It is within each person, the core and substance of experience as a human being.

The self is a product of social interaction and tends to be defined in terms of group membership. Self-evaluation consists mainly of comparisons of self with reference groups, groups to which the person belongs and those to which he aspires to belong. Self-evaluation depends heavily upon achievement of goals, which reflect group values.

The sense of ego then is the accrued confidence of one's ability to maintain inner sameness and continuity.... Is matched by the sameness and continuity of one's meaning for others (Erikson, 1959).

This summarizes the role of other people in the growth of an individual's sense of identity. The other people include the whole culture, since the person's concept of himself has to be one that is acceptable in his culture. The most important people, as far as “one's meaning for others” is concerned, are those individuals who play

important parts in his life: family, friends, teachers, employers. The adolescent sees himself partly through reflections mirrored by all the significant people in his life. He also models his self-concept on the ways in which he sees other people, identifying with some pictures, rejecting others. Part of his problem is to hang on to a feeling of being the same person who is changing but who is still continuous and identifiable as the person he has always been and always will be.

The person who enters adolescence is one who "accepts himself as one who is able to live comfortably with himself while also retaining the ability to change. He takes life in stride and is reasonably realistic about himself and his assets and is free to make use of his endowments. He feels that he has the right, so to speak, to live and to be, to use his capacities and to develop his interests without having constantly to apologize or make amends or feel guilty or ashamed or pretend to be what he is not. He has a good deal of spontaneity. He possesses a kind of inner freedom that makes it possible to venture, to dare, and to do. He allows himself the right to feel his own emotions, to enjoy things, to feel gladness, anger, fear, tenderness and love.

The self-rejecting person, on the other hand, is one who – basically or in important ways – is not comfortable with himself as he is or realistically might be. He tends to blame himself. He may have a low respect for his own worth or a low regard for his right to be himself. He may show contempt for himself and even go so far as say that he "hates" himself.

One expression of self-rejection appears when a person belittles what he has achieved, even if his achievements are impressive, is unable to give himself credit for what he is and has a driving need to overreach himself. An adolescent's self-rejecting attitudes may also show themselves by way of a lack of freedom to try out his abilities and to trust his own promptings. He may express self-distrust by showing off and pretending to an unusual degree. He may show it by being rather rigid and unbending and lacking in spontaneity. He may act on principles that he has no right to think and choose until he has been given a go-ahead signal from others.

In facing the possibility of being accepted or rejected by others, the adolescent, like older and younger persons, usually has a certain

amount of freedom in choosing where he will go and whom he will seek out in order to gratify his need for approval and to escape the pain of disapproval.

The adolescent's subjective or inner world may or may not correspond to his world as seen or interpreted by someone else. Others may, for example, regard him as attractive in appearance but in his own image he may be too short or too ugly. An adolescent's view of himself or any aspect of person may be realistic as measured by any standard that can be applied, or it may be unrealistic as judged by external standards. The perception he has of his mental ability, for example, may be closely in accord with what tests and his own achievements reveal or it may be quite out of line with them.

Similarly, the attitudes he has regarding his worth as a person may correspond or not correspond in varying degrees to the attitudes others have regarding him. He may, for example, feel that he is selfish while others regard him as generous.

Healthy and unhealthy conditions within the self

As has already been implied, the attitudes and concepts a person develops during adolescence with respect to his qualities, desires, and worth may be relatively healthy or relatively unhealthy. They may be healthy in the sense that he is free to be himself and to use his assets and abilities, free to learn, to judge, to grow, to benefit from experience and to enjoy what life offers. Or these attitudes may be unhealthy, for example, when a person is not free to draw upon and enjoy his potential resources or feels guilty or inferior to such an extent that he hems himself in and shies away from new experiences. They may be unhealthy also, in the sense that a person cannot accept his limitations and has to spend energy in denying they exist or in pretending to be something he is not.

Conscious and unconscious aspects

Another important consideration pertaining to the concept of the self is that conditions within the inner world of the person may be more or less

clearly or consciously recognized and perceived, or they may be unrecognized. For example, the adolescent may flare with anger when someone criticizes him and know why he is angry. In this case he recognizes what is happening – he is or, if he gives thought to it, can become aware of the nature of his feelings and impulses.

On the other hand, he may become angry because of an attitude or condition within himself of which he is unaware or which he is “unconscious”. For example, getting angry when he is mildly criticized and he does not recognize why he becomes so angry. Perhaps he is made angry by a mild criticism because he has long-standing grievances against others, without recognizing that he carries a chip on his shoulders etc.

Resistance to change and the striving for consistency

A person at adolescence, or at any time of life, is likely to try to protect the picture he has of himself. He will resist any suggestions or ideas that might refute or accept any notion or attitude he has concerning himself. The more unhealthy and unrealistic his ideas and feelings about himself are, the more resistant he is likely to be.

His view of himself develops by a process of learning beginning early in childhood, but the view he acquired at any time also influences the nature and course of what he is able to learn. To this extent, the self is self-perpetuating: a person tends to see things or to ignore them in a manner consistent with the kind of person he already is or desires to believe himself to be. A person's tendency to be consistent in his conception of himself not only leads him to seek out those who will express what he would like to hear but it also influences the impressions he gets and retains from what he sees and hears.

While a young person's notion about himself tend to be self-perpetuating, it is also true that a growing person's views of himself are constantly undergoing change if all goes well in his development. There are changes in his view of himself brought about by changes actually taking place within him in the process of growth, such as the changes in body stature. There are changes in the self-picture brought about by challenge offered by the circumstances of life. An adolescent's view of

himself may be altered by the way others respond to him. He may discover that others find in him a capacity for friendliness and tenderness that he previously did not know he owned. He may discover that others trust him to such an extent that he has greater courage to trust himself.

Partly in the interest of preserving his view of himself and partly in order to spare himself the hurt of painful self-discovery, the adolescent, like older and younger folk, is likely to have many devices for protecting his view of himself. Some of these devices have been referred to as defenses of the ego.

The self-concept of Nigerian adolescents

In a study by Akinboye (1983) where a sample of 254 Nigerian adolescents were asked to rate a series of self-perception adjectives, the results indicate that Nigerian youngsters see themselves as primarily hard-working, active, cheerful, easy-going, ambitious, good-natured, confident and social. It was also reported that the Nigerian adolescents see themselves as neither impulsive nor lazy. Commenting on this, he opined that these self-perceptions tell a lot about the psychological characteristic of the Nigerian adolescents. He noted that the youngsters struggles to live, might possibly be, because they want to work hard to improve their lot, get a good job in society and would then be socially accepted by the high socio-economic class. Akinboye also noted that the self-perception of being ambitious, confident and good natured could help to dispel the fear of the adult world that the adolescents are by nature bad, difficult to handle and impossible to understand. The results show that the Nigerian adolescent value honesty, they want to be taken as reliable, courageous, having independent thought and action, having considerations for others, just and fair in dealing with others, ready to help others and essentially disciplined. These go to show that the value characteristics of the Nigerian adolescents have a desirable self-concept of themselves.

Factors influencing adolescents self-concept

One of the assumptions basic to all current theories of self is that the concept of self is a product of social reaction. More specifically, it is generally assumed that development and change in the concept of self are direct functions of the response of significant others. A person's attitude regarding himself as an adolescent has been influenced by the attitudes others showed toward him from childhood years. The growing child's ability to accept himself is influenced by the way he is accepted by others. If others like him as a child, accept him, approve of him, give him right to try himself out and the freedom to make mistakes, it will be easier for him to acquire similar attitudes toward himself. It is hard for the growing child, on the other hand, to view himself with approval if others reject him, ignore him as though he did not count, take no notice of him, imply that he is inferior to others, punish him unjustly, interfere with his endeavour to try himself out, deride him, or tell him he is mostly bad. It is perhaps almost impossible for a child to accept himself under such circumstances and to look upon himself as one who has the right to be, to try, to venture, to draw freely upon his growing abilities, to make mistakes, and to try again.

While the attitudes others show toward a person are especially important in the early stages in the development of the self, all people at all stages of life are responsive to the approval or disapproval of others. This fact is especially important when we view the concept of the self as related to adolescence. Throughout his adolescence, the young person, even while retaining a mind of his own, will be sensitive to what others think and feel about him, especially in connection with new interests and characteristics and abilities that emerge during adolescence. The individual evaluates himself in comparison with the environment. He who feels helpless views the environment as all-powerful. As a result, all threats, which he perceives as coming from the environment, become terrific or intense and he feels that he cannot cope with them. The individual who lacks self-esteem compares himself with others and considers himself worthless. He tends to raise his evaluation of others and at the same time envies them.

The development of the concept and image of self is concerned with achievements, needs, urges and drives and has strong emotional colouring. The adolescence who starts off with advantages of intelligence, high social skills and self confidence will definitely find that these good points are reinforced by his popularity in peer groups and so his self esteem grows. The child who starts with few strikes against him finds it harder to conform to group standards or norms. He may be anxious or awkward and when the group fails to respond positively to him he becomes more anxious and his self-esteem suffers. A youth's personal successes or failures in different situations in the group can lead him to see himself as a leader, a loner, a criminal as well as adjusted or maladjusted. It is obvious therefore that the adolescent's image and evaluation of himself will depend greatly on whether in this process he is relatively secure or constantly frustrated and threatened.

During adolescence, sex difference becomes especially prominent, not only in the area of physical development, but also in self-concept, and in sex-role satisfaction.

It has been noted that because women have in most parts of the world – and in some respects – been regarded as second-class citizens, they have demonstrated a lower self-esteem and poorer self-concepts than have men. Many studies, for example, have found that girls were more unhappy about their sex than were boys. To better understand these discrepancies, three aspects of the self were studied: self-consciousness, self-image stability, and self-esteem.

Simmon and Rosenberg, (1975) have tried to measure adolescents' self-consciousness in social situation. The results showed that self-consciousness increased a great deal from childhood to early adolescence and that this increase was greater for girls than it was for boys.

In the measure of the self-image stability (that is, how sure or unsure the individual is about himself or herself). Simmons and Rosenberg (1975) reported that there was an increase in self-instability during early adolescence, with girls showing more instability than boys. This may be due to the fact that girls generally feel less positive about themselves than do boys.

Simmon and Rosenberg (1975) reporting their findings on self-esteem stated that, girls had somewhat lower self-esteem than did boys. The investigators argued that these results might be due to the close relationship between girl's appearances and their self-concepts. In another study, for example, adolescent boys and girls were asked to rate themselves and their peers against a scale of ideal appearance (Musa and Roach, 1973). The young people were also given a personality test that measured personal adjustment, self-reliance, a sense of personal growth, a sense of personal freedom, and feelings of belonging, withdrawal tendencies, and nervous symptoms. From these data a component measure "Sense of Personal Worth" was abstracted and used in the analysis.

It was found that both boys and girls tended to rate themselves as equal or superior to their peers in appearance. However, more boys than girls rated their own appearance as above that of their peers. Similarly, some 43.7 percent of the boys did not want to change anything about their appearance, but only 12.2 percent of the girls felt this way.

It is also expected that in communities where men are valued more than women in their general family support, representativeness etc., the self-concept of the females would be lower. Changes in sex-roles also affect adolescent's self-concept. Erikson (1959) believes that sex roles are particularly important because they establish a pattern for many types of behaviour. Until recently, differences in social roles are more clearly delineated along sex lines. Almost all adult males and females are expected to marry. Husband and wife would then take on well-defined and clearly established responsibilities: the man would function as the breadwinner; the woman would serve as the home maker and child bearer. The sex role differences affected the identity formation of adolescents. The boys felt that their identity was in their own hands while women achieved identity through intimacy in a close relationship with a man in marriage (Bichler and Snowman, 1986).

During the last few decades, however, interpretation of appropriate behaviour for mature males and females has change dramatically. Distinction between jobs men and are now employed in occupations that were men-dominated until the last few decades. Women do not only have more choice of jobs but their social relations are

diversified. Because of these changes in attitude about the 1990's and 1990's is more likely to feel that her destiny is in her own hands than her mother did when she was the same age.

However, considering the influence of parents on sex roles, adolescent girl still finds it difficult to make choice basic to the establishment of the sense of identity. Parents often respond negatively but respond positively when girls exhibit dependent, adult-oriented behaviour. Boys on the other hand, are often told directly or indirectly to handle things themselves. Thus, it is evident that boys in our society are encouraged to achieve and be competitive to control expression of feeling, and to conform to rules. Girls, on the other hand, are encouraged to develop close interpersonal relationships, talk about their problems, show affection and give comfort to others.

This goes to suggest that even though many young females of the 1980's and 90's believe they have unlimited opportunities to seek a variety of jobs, they may still be socialized to prefer to work with people and to help others of behaviour displayed by girls may be deliberately or unwittingly discourage by parents and teachers. All these would consequently affect the adolescent girl's perception of herself.

Many studies have been done on racial and cultural differences among adolescent's self-concept and self-esteem. Self-concept and self-esteem depend very much upon the social context. Another factor that influences adolescent's self-concept is his social class. The standard of performance on which self-evaluation is based are determined in part by the relative status of the individual-higher status leads to higher levels of aspiration, lower status to lower levels of aspiration. Moreover, the high status individual is more likely to receive clues from other people that serve further to reinforce his high self-evaluation. However, Lutte (1971) found that young people from both the middle and the working class hope to achieve better position in life. But those from the working class really aspired too high; given the realities of life, they have to surmount some difficult obstacles to reach their goals. However adolescents from the middle class were more realistic about their limitations and gave more weight to such factor as intelligence and willpower in reaching their goals.

Successful moral and religious development equally affects the adolescent's concept of self. In developing his sense of identity, the adolescent has important interactions with the religious institution of his culture. He asks, "who am I?" and "To what and whom can I be true?". His religion answers, "A child of God" and "To God and Jesus" or to Allah etc. The adolescent, in his urge for self-direction, tries to find out the meaning of life. To find his identity involves placing himself in new relationships. What eventually results from successful search is the sense of identity.

Statement of problem

Contemporary writer attaches great importance to the role self-perception plays in the feelings, motivations, attitudes and values of individual. Positive self-concept is valued as a goal of education and socialization and as a potential facilitation of motivation and achievement. The young person's freedom to reach, to use his faculties and capabilities and enjoy his life is curtailed both from within and from without. The limits that are imposed from within are not so visible but in many respects they are even stronger than those from without. During adolescence as is true at any stage of life from childhood until death, a person faces many issues concerning himself: what he expects of himself; what he thinks others expect of him; what is open to him, what is closed etc. These studies have already shown: affect their learning and other achievements, their social relations, personality, career choice and professional prestige. Yet it is obvious that the perception of self is not only affected by various factors but that there are within these factors, other variables such as demographic profiling which may cause differences in adolescent's perception of self.

Considering the changes in women's social and professional relations, do these demographic differences in self-perception still exist? Moreover, since in our society, there are really no strict class demarcation and one could move from one social-economic class to another if he struggles, could socio-economic status still affect a struggling Nigerian adolescent's self-concept?

In view of these considerations, there is certainly a need for a further study in which adolescents' perception of themselves as influenced by their demographic profiling is examined. And so in this study an attempt is being made to investigate the demographic differences in adolescent's self-concept in Ibadan.

Hypotheses

The following null hypotheses were tested in the study:

1. There will be no significant difference between boy and girl's perception of self.
2. There will be no significant difference between the self-concepts of adolescents of 12 to 16 years and those of 17 – 21 years.
3. There will be no significant difference in the perception of self between adolescent from parents of high socio-economic status and those from parents of low socio-economic status.

Methodology

Research design

The research design employed in this study was correlational in nature. The survey was used to find out the relationship between some demographic profiling of adolescents and their self-concept.

Sample

The sample for this study was drawn from senior secondary school students in Ibadan. The subjects were 90 students (45 male and 45 females) randomly selected. The school itself represented a stratified random selection of secondary schools having senior secondary school students. The age of the respondents ranged from 12 years to 20 years with a mean of 15.8.

Instrumentation

The instrument used for this study is the Adolescents Personality Data Inventory (APDI). Section A of APDI consists of 30 items that basically describe the various ways the child perceives himself. The subscale assesses the academic, social, personal and intellectual ability perception of the adolescents. The items were generated from the products of some clinical interviews with adolescents in some Nigerian secondary schools as well as from existing literature. The sub-scale is intended to be used in the assessment and management of a number of psychosocial developmental patterns in the growing child. In order to assess the difference in self-concept of adolescents from different socio-economic status, the researchers have added father and mother's occupation to the questions on demographic profiling.

Validity of the Self-Concept Scale

To ascertain the index of item homogeneity, test scores from the 30 items that survived an initial screening of the original 120 items were subjected to an internal consistency analysis. The co-efficient alpha was 0.75. A factor analytical procedure was then used to establish the construct of self-concept. Of the nine factors isolated, 20 items loaded on a factor and this factor alone accounted for 16.0%. These results corroborate the general belief that the self-concept is multi-faceted. The validity was therefore determined by the following step:

1. The choice of items ascertained face validity.
2. The Internal consistency, which is an index of construct validity.
3. Factor analysis to extract the constructs.
4. Studies of possible relationship with psychopathology indicating discriminant construct validity.

Scoring

The APDI sub-scale of self-concept (Section A) has a five-point response format. That is, the respondents are expected to indicate 1 2 3 4 5 as responses on the blank spaces provided after each item on the right

side of the items. Items most descriptive of the client are to be rated 4 and 5. Items least descriptive of the client are to be rated 1 and 2. Items for which clients are not sure or undecided should be rated 3.

Certain items on the subscale were reversed before adding the item responses together because these items are negative items and extreme response ratings should be reversed before rating. These were items 4, 5, 9, 16, 17, 18, 19, 20, 22, 25 and 29.

Data Analysis

The scores obtained from the instrument were subjected to simple descriptive statistics ranging from mean scores, standard deviation, to *t*-tests.

Table 1: Boys and Girls Perception of Self Comparison

Types of Variables	N	\bar{X}	SD	<i>t</i> 'obs.	<i>t</i> 'crit.	DF
Male Subjects	45	113.87	12.18	0.33	1.658	88
Female Subjects	45	113.11	10.67			

* $P < 0.05$

In Table 1 above, the computed *t*-value (0.33) and tabled *t*-value of (1.658) supports the tested hypothesis at the 0.05 level of significance. Other details are as shown above.

Table 2: Adolescents of 12 – 16 Years And 17 – 21 Years Self Concepts Comparison

Types of Variables	N	\bar{X}	SD	<i>t</i> 'obs.	<i>t</i> 'crit.	DF
Male Subjects	66	115.18	10.74	0.23	1.658	88
Female Subjects	24	108.83	12.29			

* $P < 0.05$

The findings as depicted in the above table 2 show that the computed *t*-value of 0.23 and the tabled *t*-value of 1.658 also confirmed the tested hypothesis. The hypothesis was however tested at the 0.05

level of significance. The other details as the mean difference are as presented above.

Table 3: Adolescents from High and Low Status Background Comparison

Types of Variables	N	\bar{X}	SD	t'obs.	t'crit.	DF
Adolescents from low Socio-economic Status	46	111.59	10.29	0.10	1.658	68
Female Subjects	24	108.83	12.29			

* $P < 0.05$

Table 3 above compared adolescents from high and low socio-economic status. The findings emanating from the computed t-value of 0.10 and the tabled t-value of 1.658 also confirmed a significance of no difference, which invariably supported the hypotheses tested at 0.05 level of significance. Other details are as indicated in the table above.

Discussion

In studying the adolescent's concept of self in these recent times, there is a great need to review and re-verify the existing basic assumptions of self-concept considering the fact that the passage of years has brought about changes in the conception of those factors that may influence an adolescent's perception of self. The current study being in line with this assertion, measured some demographic differences in adolescent's self-concept.

Table 1 shows the boys' and girls' perception of self-comparison. The result, which indicated that there is no significant difference in the way boys and girls perceived themselves. The possible explanation for this result could be due to the fact that in the last few decades, the social expectations of women have changed to a large extent. Women's choice of career and social relations are diversified. The distinctions between jobs for men and jobs for women are becoming hazier. Thus, this change in attitude about the role of women and the possible acceptance of the

dignity of womanhood are likely to make women perceive themselves more positively.

Contrary to the findings of this study, however, some research works (Simon and Rosenberg, 1975) reported girls as having lower self-concept than boys. The disparity in findings could be due to the differences in sex-roles and the perception of a woman's value that existed then.

Table 2 present the t-test of the comparison of adolescents of 12 – 16 years and 17 – 21 years' self-concept. The findings show that there is no significant difference in those of 17 – 21 years. This could be explained with what psychologists who describe research on adolescence and youth termed "cohort" to suggest the extent to which behaviour is influenced by a particular set of conditions at a particular time. It is assumed that the exposure to modern technology and to the professional and academic achievement of humans have enhanced the adolescents developmental tasks and needs for praise, recognition and responsibility. These developmental tasks and needs are as strong in early adolescence as it is in late adolescence. Akinboye (1983) studying the Nigerian adolescents confirmed that Nigerian youngsters see themselves as primarily hardworking, active, cheerful, ambitious, good-natured, confident and social. This indicates that Nigerian adolescent – early or late – equally desire to struggle to improve their personal or social conditions.

In Table 3, the self-concepts of adolescents from high and low socio-economic status background were compared. There was no significant difference in their perception of themselves. This could be due to the fact that the Nigerian society is not a closed or caste society with fixed and rigid hierarchy where no amount of personal struggle can secure for the child an improvement on the status to which he was born. Nigeria is an open society where one can move from one socio-economic status to another if he struggles. This explains therefore the absence of statistically significant difference in the self-perception of adolescents from two socio-economic status. This results support the findings of Akinboye (1983) and Lutte (1971). Reporting on Nigerian Youngsters, it was that the Nigerian adolescent's struggles to live, might possibly be, because they want to work hard to improve their lot, get a good job in

society and would then be socially accepted by the high socio-economic class.

Conclusions

From the findings of the study, it can be concluded that the Nigerian adolescents generally perceived themselves positively, there was no difference in perception either as a result of sex, age or socio-economic status.

Recommendation

Though, the findings of the study have been noted to be contrary to most early studies in these field, the differences could be accounted for in the changes in the conceptions of some developmental task, and needs of adolescents especially in the professional and social fields. It could therefore be said that more basic early assumptions on the factors influencing the adolescent's self-concept need reviewing.

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