Abstract

The self concept is considered closely related to social relationships, through which it is continuously modified and re-created, based on the numerous feedbacks that the individual receives in different situations. This research study aims to develop self-consciousness differences in adolescence. We used a standardized test for assessing self-image and test "Who am I?", a sample of research and knowledge of the ego and personality in this purpose. The study was conducted in two classes each with 25 people aged 17 years old, of both sexes. The tests that have been screened subjects consisted of choice and expression response considered suitable for their way of being. In the first test, there were presented 40 items with response options to analyze the level of self-image and in the second test were asked to respond in short composition with the question "Who am I?". The result of the data processing using Pearson correlation coefficient revealed that there was a statistically significant correlation (value of r = .628) as p <0.05 and therefore the research hypothesis is supported by data obtained and accepted.

Keywords: self-image, adolescents, self-esteem

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1. Introduction

In recent approaches of social psychology emerges in a clear way the shift from a monolithic conception that consider the self-concept as stable over time and constant across situations to one that emphasizes, on the contrary, the dramatic changes that may occur in relation to the situational and motivational aspects of social interaction. A concept of self as multiplicity is emerging in which possible selves are placed, with different structure and focus, which represent positive and negative self-image (Caprara, 1995, in Nicolinia, Cherubinia, Bomprezzib, 2010).

Starting from James (1892), "global self image was captured by the ratio of one's successes to one's pretentions" (apud Harter, 1993). Being more specific about adolescence, self-image is made up of how teenagers think, feel and behave and it arises from the person's body image in pre-adolescence. Much of the literature published so far in the field show that Internet addiction is a worldwide phenomenon. (Canan, Yildirim, 2013). The self concept is considered closely linked to social relationships, through which it is continuously modified and re-created, based on the numerous feedbacks that the individual receives (Cooley, 1902; Bruner, 1990, as Nicolinia, Cherubinia, Bomprezzib, 2010).

According to the ecological perspective (Bronfenbrenner, apud Kenny, Griffithsb, Grossmana, 1979), the self is embedded within multiple systems, including the family, neighborhood and school, as well as the broader social, cultural, economic and historical contexts. Individual differences in self-image reflect, in part, the varied ways in which the social context contributes to the evaluation of one's abilities and worth as a person (Harter, 1999, apud Kennya, Griffithsb, Grossmana, 2010).

The self is a social construction that develops in some measure perceptions and values include others, including family members and society as a whole. Harter, 1999; Offer, Ostrov, & Howard, 1981, in Kenny, Griffithsb, Grossmana).

Mielu Zlate (1999) considers self-image as "all representations, ideas and beliefs of the individual about his own personality, in other words it is how the individual perceives, what he thinks about himself, which held its attributes over others. Self-image is an integrator and organizer of the psychic life of the individual with a major role in the choice of values and goals; it is the core of personality, landmark, her constant guidance, element of social status and role."

Eric Erikson's identity theory is a special gain of modern psychology. Identity includes awareness of distance between myself (self), and alters. There are some differences between the identification that makes self that direction as density and consistency of skills, sexual skills and location - all under the plan change. Ego gets in these circumstances consistent and multidimensional. Family identity is largely developed in children, youth and adults; the cultural and professional begins to emerge at puberty and adolescence. Professional identity development is in modern society especially women who go through periods of professional maturation complex.

Adolescents with low self-esteem can have a pleasant appearance, but do not notice this, being pessimistic and negative in terms of everything. Self-image is positive or negative influence and social relationships, including those that involve teenagers in love. We speak in this case of playful people who choose multiple relationships, preferring nonimplication and not taking responsibility, focusing on the partners as superficial. Teenagers try to form an identity through continuous reporting and social comparison with other members of society, especially members of the peer group. On the one hand teenagers wants to have concerns, aspirations, concepts, ideals, values and common patterns of the group, the need to be accepted and liked by others, on the other hand he feels the need to differentiate the group, look for those elements which fails to distinguish from others, to shape a unique identity, original. R. McGee and S. Williams are demonstrating that "levels of global self-esteem significantly predicted adolescent report of problem eating, suicidal ideation, and multiple health compromising behaviors. Earlier levels of self-esteem were unrelated to later substance use and early sexual activity" (McGee, Williams, 2000).

Young people and adolescents who have high self-esteem emerged and are accepted by the group of belonging, has an interest in school tasks received and believe they have the capabilities required to address them effectively. They express their views with confidence and strength and are not dominated by inner conflicts and tensions. As Dobrescu A. says "those with high self esteem are more easily mobilized and have greater success; they interpret new situations challenging, not threatening; prefer independence; risks and responsibilities; they get involved in solving new tasks; they accept the consequences of their actions" (Dobrescu, 2013). The persons with low self esteem are generally dissatisfied with their person; they avoid responsibilities and new tasks; they feel worthless; they refuse to accept the consequences of their actions; they have low tolerance to frustration and negative pressure to the group; they expresses emotions in an inappropriate manner or deny them" (Dobrescu, 2013). Youth and
adolescents who have low self-esteem emerged, expressing difficulty standpoint, they are afraid of failure that could come into conflict with others, prefer to stay in the shadows, show strong internal tensions. Most of all, the adolescents must "learn essential lessons about happiness or unhappiness from their parents" for a positive life, as Holder says (p. 218, in Panisoara, 2011).

2. Objectives and hypotheses

2.1. Objectives

The purpose of the research is the awareness of the importance of self-esteem teens so in the future, to have realistic goals and ideals, not to be of disappointments. The objective of the present study was the observation and recording of changes that occur in adolescence in the image plane of consciousness and self-esteem.

2.2. Hypotheses

The research hypothesis from which we started is: There is a mature self-awareness to the adolescent age.

3. Method

3.1. Participants

For the correlational study we have chosen a sample of 50 subjects formed two classes of eleventh grades is the teenagers aged 17. Both classes have been applied two tests self-consciousness. Subjects were of both sexes, children aged 17 years. Before starting the test were held a briefing about conducting sample, being guided to give the responses as quickly and spontaneously, they were told that there is right or wrong answers, and about the composition to express themselves freely.

3.2. Measures

The test, 'Who am I?' was made by Kuhn and McPartland in 1954 and aims to highlight the individual characteristics of a person, and attitudes toward personal ego and its own system of values. The main requirements of the test methodology and ways of solving them are: creating the topic of sentiment, belief, or at least the "illusion" that he himself has formulated the question, and the one who put it there was only the echo of his own intentions; avoid providing any suggestions about the actual content of the response, to eliminate cross contamination or the suggested topic (so are asked to write "as many things about them"); ensuring sincerity anticipated responses (which is obtained by guaranteeing anonymity works); removal of all restrictive conditions of development of responses: time, place, content or form of writing, which is aimed at awakening and amplification mechanisms of projection of the subject. The second tool in the research is a standardized questionnaire on self-image of teenagers. Responses to this questionnaire are dichotomous type and teenagers self-report capture items related to self-esteem and self-image.

3.3. Procedure

In this correlational study were applied two tests, the first was a questionnaire for assessing the image of self test and the second was "Who am I?". Subjects were asked to encircle the option that suits them and to answer the question "Who am I?" in a short composition about themselves. Subjects must relate as much about them as it is known, as is known to date.
4. Results

The data obtained after the test computer were selected and the scores from the two tests were introduced into SPSS software and processed with Pearson correlation coefficient.

Table 1. Correlations between tests

<table>
<thead>
<tr>
<th>Correlations</th>
<th>scorces</th>
<th>scorcest</th>
</tr>
</thead>
<tbody>
<tr>
<td>scorces Pearson Correlation</td>
<td>1</td>
<td>,628**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>,000</td>
</tr>
<tr>
<td>N</td>
<td>50</td>
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<td>N</td>
<td>50</td>
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</tbody>
</table>

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

We used Pearson correlation coefficient as the research report we watched highlighting the correlation that exists between the performances obtained on the first test and those obtained in the second test. Note in the table above sample volume, the average and standard deviation from the two surveys, we say that mean questionnaire to assess self-image teens is much higher than the other questionnaire. And in the first table we can see that there is a strong correlation between the questionnaire data from the application Pearson correlation, such as correlation coefficient ,628. We conclude that there is a correlation between the two tests on the analysis of self-awareness development in adolescents. Pearson correlation test shows the strength of the association between variables. A correlation greater than .6 is statistically significant. Thus, in our case, our results show a strong association between the responses of the test subjects in CSE and responses to the questionnaire on self-image.

Table no 2- Descriptive Statistics of studied variables

<table>
<thead>
<tr>
<th>Descriptive Statistics</th>
<th>Mean Std. Deviation N</th>
</tr>
</thead>
<tbody>
<tr>
<td>scorces</td>
<td>1,88 ,627 50</td>
</tr>
<tr>
<td>scorcest</td>
<td>26,34 4,872 50</td>
</tr>
</tbody>
</table>

(scorces=questionnaire score Who I am; scorcest= questionnaire score self-image )

5. Conclusions

The present study was conducted to verify the desire to place a mature teenage self-consciousness if there is a correlation between low self-esteem and responses to the question "who I am", all these results were obtained on a sample of 50 subjects, who are asked to answer the questions in the questionnaire and a brief composition. So we started to study and previous research in the self-consciousness and self-image and self-esteem. These studies and researches have been exposed in order to link our research to previous research and to study the development of self-awareness in teenagers. The results of this study showed that self awareness was related to the development of the self-image, which is a crucial psychological structure gained in adolescence. A favorable self-image was associated with an open communication with people important to teens and help defining their identity. Awareness
on the development of self esteem teenagers will lead to the achievement of realistic goals which will help professional and personal maturity by establishing values and moral principles. The teacher or professional counselors must be fully aware of their role in forming and developing some characteristics of personality.

References

Zlate, M. (1999), Eul și personalitatea, Editura Trei, București