Research Paper

Effects of Counselling on Self-Concept Development in Adolescents

Prof. Ajay Kumar Chaudhary[1], Bhavna Raj Shekhawat[2]*

ABSTRACT

This research explores the impact of counselling interventions on the self-concept development of adolescents. Self-concept, defined as the individual's perception of themselves across various domains such as academic, social, and personal attributes, plays a critical role in shaping identity, behaviour, and overall well-being during adolescence. Counselling, as a form of psychotherapeutic intervention, offers a promising avenue for addressing self-concept issues and promoting positive self-perception among adolescents. Using a quantitative research approach, this study employs pre- and post-intervention assessments to measure changes in self-concept among adolescents who receive counselling. Participants are recruited from diverse backgrounds, reflecting the heterogeneity of the adolescent population. Counselling interventions are tailored to address individual needs and concerns, with a focus on enhancing self-awareness, self-esteem, self-efficacy, and self-acceptance. A total of four counselling session one session daily is given to the adolescents for consecutive four days. Statistical analyses, including paired-sample t-tests and regression analysis, are conducted to evaluate the impact of Counselling on different dimensions of self-concept. The study aims to provide empirical evidence supporting the effectiveness of Counselling in promoting positive self-concept development among adolescents, with implications for mental health interventions, school-based Counselling programs, and youth development initiatives. By elucidating the mechanisms underlying the relationship between Counselling and adolescent self-concept, this research seeks to inform evidence-based practices for fostering healthy identity formation and psychological well-being among adolescents.

Keywords: Counselling, Self-Concept Development, Adolescents

A dolescence is a period of significant transition and development, marked by profound physical, cognitive, and psychosocial changes. Central to this developmental stage is the formation and refinement of self-concept, which encompasses the individual's perceptions, beliefs, and evaluations of themselves across various domains of life. Self-concept plays a crucial role in shaping adolescents' identity, behaviour, and overall well-being, influencing their academic performance, social interactions, and emotional adjustment (Harter, 2012; Marsh & Shavelson, 1985).

[1]Head, Department of Psychology, Government Meera Girls' College, Udaipur (Raj.)
[2]Research Scholar, Department of Psychology, Mohanlal Sukhadia University, Udaipur (Raj.)
*Corresponding Author

During adolescence, according to Erikson individuals undergo a process of self-exploration and identity development as they strive to answer fundamental questions about who they are and where they fit in the world. This period of identity formation is characterized by heightened self-awareness, self-consciousness, and the emergence of self-evaluative judgments. Adolescents' self-concept is shaped by a myriad of internal and external factors, including personal experiences, social comparisons, cultural influences, and feedback from significant others such as parents, peers, and teachers.

Given the pivotal role of self-concept in adolescent development, understanding factors that influence its formation and evolution is of paramount importance. Counselling, as a form of psychotherapeutic intervention, offers a promising avenue for addressing self-concept issues and promoting positive self-perception among adolescents. Counselling interventions provide adolescents with a supportive and non-judgmental space to explore their thoughts, feelings, and experiences, facilitating self-reflection, self-discovery, and self-acceptance. Through targeted interventions, Counsellors help adolescents develop a more accurate and balanced view of themselves, enhance their self-esteem and self-efficacy, and cultivate a sense of identity coherence and authenticity.

Despite the potential benefits of Counselling for self-concept development, empirical research on this topic remains limited and fragmented. While some studies have documented positive associations between Counselling participation and improvements in self-concept among adolescents, others have yielded mixed or inconclusive findings. Moreover, the mechanisms underlying the relationship between Counselling and self-concept development are not well understood, warranting further investigation.

Against this backdrop, the present research seeks to address these gaps in the literature by examining the effects of Counselling on self-concept development in adolescents. This study aims to investigate how participation in Counselling interventions influences various dimensions of self-concept, including academic self-concept, social self-concept, physical self-concept, and global self-worth. By employing a quantitative research approach and a rigorous methodological design, including pre- and post-intervention assessments and a randomized controlled trial methodology, this study aims to provide empirical evidence supporting the effectiveness of Counselling in promoting positive self-concept development among adolescents.

Methodologically, this research employs a mixed-methods approach, integrating quantitative measures of self-concept with qualitative data gathered through interviews or focus groups to provide a comprehensive understanding of adolescents' self-perceptions and experiences. Participants are recruited from diverse backgrounds, encompassing a range of demographic characteristics, socioeconomic statuses, and cultural backgrounds, to ensure the generalizability and ecological validity of the findings. Counselling interventions are delivered by trained Counsellors or therapists and are tailored to address individual needs and concerns, with a focus on enhancing self-awareness, self-esteem, self-efficacy, and self-acceptance.

REVIEW OF LITERATURE

Huang et al., (2021) investigated the impact of group art therapy on self-concept and peer relationships among twelve adolescents from a high school in Northern Taiwan, using a mixed-method approach. Over 8 weeks, participants attended weekly 2-hour sessions. Qualitative findings from focus group and individual interviews indicated improved self-

understanding, positive self-concept, and clearer future goals. Negative peer relationships were also positively modified, reducing social anxiety and enhancing social skills. Quantitative analysis using pre- and post-intervention scales, including a 12-month follow-up, revealed consistently higher self-concept and peer relationship scores post-intervention. These results support the efficacy of art therapy in enhancing adolescents' self-concept and peer relationships.

Abdulah (2018) study explored the impact of group art therapy on self-concept and peer relationships among twelve adolescents from a high school in Northern Taiwan. Over 8 weeks, participants attended weekly 2-hour sessions. Qualitative analysis of focus group and individual interviews revealed enhanced self-understanding, positive self-concept, and clearer future goals. Additionally, the therapy positively influenced negative peer relationships, reducing social anxiety and improving social skills. Quantitative assessment using pre- and post-intervention scales, including a 12-month follow-up, indicated sustained improvements in self-concept and peer relationships. Overall, the study supports the efficacy of art therapy in enhancing adolescents' self-concept and peer relationships.

Van der (2022) study explores how a self-concept training program during a gap year impacts adolescents' self-evaluations and educational decisions. Thirty-eight participants aged 16-24 underwent a 4-wave longitudinal study, including behavioral assessments and fMRI scans. Results show increased positivity in self-evaluations, self-esteem, and self-concept clarity during training. Lower pre-training medial prefrontal cortex (mPFC) activity correlated with greater post-training self-esteem increases, while post-training mPFC activity increased for positive self-evaluations. Changes in self-concept clarity and social self-evaluations predicted social adjustment and academic performance six months later. These findings underscore the influence of self-concept training on adolescents, with the mPFC facilitating positive self-evaluations and self-concept clarity predicting future educational outcomes.

Yoder (2020) study examines the effectiveness of creative expressive interventions for adolescent girls facing social, emotional, and academic challenges. Acknowledging the significance of peer relationships during adolescence, group work is proposed as beneficial. The use of creative art techniques provides a safe outlet for self-expression and relationship-building while fostering coping skills and self-esteem. To alleviate potential intimidation, a manual of easy-to-assemble art projects is suggested. Using a single-case research design, the Piers-Harris Children's Self-Concept Scale, Second Edition, was employed to measure outcomes. Participants' responses were collected before (3 weeks), during (8 weeks), and after (3 weeks) the intervention.

Objective
The objective of the present research paper is as follows:
- To study the effect of counselling on self concept for adolescents.

Hypothesis:
The hypothesis of the present research paper is as follows:
- There is significant effect of counselling on self concept of adolescents.

METHODOLOGY

Sample:

The sample comprises 30 adolescents selected through convenience sampling from Udaipur, located in Rajasthan.

Tool:

- **The Self Concept Scale, devised by Mukta Rani Rastogi,** evaluates self-concept consisting of 24 items, employing a five-point response scale from "strongly agree" to "strongly disagree." The self-concept is judged through 10 dimensions namely. Health Appropriateness (6 items), abilities (8 items), Self-confidence (5 items), Self-acceptance (4 items), Worthiness (7 items), Present, Past & Future (5 items), Beliefs and Convictions (3 items) Feeling of Shame and Guilt (5 items), Sociability (4 items) and Emotional (4 items). Higher scores signify better quality of life. The scale demonstrates high reliability and validity.

Procedure

The Quality of Life Scale was administered for pre-testing, followed by post-testing after four Counselling sessions. Each Counselling session, lasting one hour, amounted to four hours of intervention. One session was conducted each day, resulting in the completion of Counselling over the course of four days.

Counselling Schedule

Day 1: Session 1	
Assessment and Goal Setting	10 mins
Exploration of Self-Perceptions	20 mins
Challenging Negative Self-Talk	30 mins
Day 2: Session II	
Building Self-Awareness	20 mins
Exploring Personal Identity	20 mins
Addressing Past Experiences	20 mins
Day 3: Session III	
Developing Coping Skills	30 mins
Promoting Self-Expression	30 mins
Day 4: Session IV	
Encouraging Positive Self-Reflection	30 mins
Integration and Maintenance	30 mins

Counselling Procedure

Improving self-concept through Counselling involved a structured and supportive process aimed at addressing underlying issues, enhancing self-awareness, and promoting positive self-perception. Here are the steps involved in Counselling to improve self-concept:

1. **Assessment and Goal Setting:** The Counselling process began with an initial assessment to understand the individual's current self-concept and identify areas for improvement. Collaboratively, the Counsellor and client established goals for Counselling, focusing on specific aspects of self-concept such as self-esteem, self-confidence, and self-acceptance.
2. **Exploration of Self-Perceptions:** Counselling encouraged individuals to explore their beliefs, thoughts, and feelings about themselves in a safe and nonjudgmental environment. Through guided reflection and introspection, clients gained insight into

their self-perceptions, identifying both positive and negative aspects of their self-concept.

3. **Challenging Negative Self-Talk:** Cognitive-behavioural techniques were utilized to challenge and reframe negative self-talk and beliefs that contributed to low self-esteem or negative self-perceptions. Clients learned to identify and challenge irrational thoughts, replace negative beliefs with more balanced and realistic perspectives, and cultivate self-compassion and self-acceptance.

4. **Building Self-Awareness:** Counselling focused on increasing self-awareness and self-understanding, helping clients identify their strengths, values, and personal attributes. Clients explored their interests, passions, and achievements, gaining a deeper appreciation for their unique qualities and contributions.

5. **Exploring Personal Identity:** Adolescents explored their personal identity, including their cultural, gender, and social identities, and how these factors influenced their self-concept. Counselling provided a space for individuals to explore questions of identity, clarify values, and develop a sense of belonging and authenticity.

6. **Addressing Past Experiences:** Counselling involved exploring past experiences, traumas, or negative feedback that had shaped the individual's self-concept. Clients learned to process and reframe past experiences, develop coping strategies for dealing with difficult emotions, and build resilience in the face of adversity.

7. **Developing Coping Skills:** Counselling equipped individuals with coping skills and strategies for managing stress, setbacks, and challenges that might impact their self-concept. Clients learned relaxation techniques, mindfulness practices, and problem-solving skills to enhance their ability to cope with adversity and maintain a positive outlook.

8. **Promoting Self-Expression:** Counselling encouraged individuals to express themselves authentically and assertively, advocating for their needs, preferences, and boundaries. Clients learned communication skills, assertiveness techniques, and conflict resolution strategies to assert themselves effectively in relationships and situations.

9. **Encouraging Positive Self-Reflection:** Counselling promoted positive self-reflection and self-affirmation, helping clients recognize their achievements, strengths, and progress towards their goals. Clients were encouraged to engage in self-care practices, celebrate their successes, and cultivate gratitude for themselves and their accomplishments.

10. **Integration and Maintenance:** Throughout the Counselling process, clients integrated the skills and insights gained into their daily lives. Homework assignments, journaling, or reflection exercises were utilized to reinforce learning and promote ongoing self-awareness and personal growth. Clients were encouraged to continue practicing self-care strategies, seeking support from others, and challenging negative self-beliefs beyond the Counselling setting.

RESULTS AND DISCUSSION

Table1 Showing Skewness and Kurtosis measures for Pre and Post testing for dimensions of Self-Concept

	Pre-test		Post-test	
	Skewness	**Kurtosis**	**Skewness**	**Kurtosis**
Health Appropriateness	0.606	-0.493	0.814	-0.256
Abilities	0.508	-0.593	0.701	-0.449
Self-confidence	0.460	-1.229	0.230	-0.934
Self-acceptance	0.837	-0.559	0.485	-0.536
Worthiness	0.735	-0.657	0.918	0.044
Present Past Future	0.637	-0.887	0.648	-0.791
Beliefs and Convictions	0.311	-0.937	0.452	-0.899
Feeling of Shame and Guilt	0.798	-0.369	0.701	-0.404
Sociability	0.839	0.166	0.720	-0.074
Emotional	0.531	-0.428	0.697	0.214
Total Self-concept	0.473	-0.356	0.470	-0.826

Table 1 demonstrates that the skewness and kurtosis measures for both Pre and Post testing across the dimensions of self-concept scale are below 1, suggesting a normal distribution of the data. Therefore, the paired 't' test is employed to compare self-concept at pre and post-testing situations of counselling and presented in table 2.

Table 2 Comparison of Self-concept at Pre and Post-testing Situations of Counselling

		Mean	**N**	**Std. Deviation**	**Mean Difference**	**'t'**	**p value**
Health Appropriateness	Pre-test	15.233	30	4.446	2.700	12.245	0.000
	Post-test	17.933	30	4.143			
Abilities	Pre-test	22.767	30	4.392	3.433	14.714	0.000
	Post-test	26.200	30	4.444			
Self-confidence	Pre-test	13.400	30	3.480	4.100	8.371	0.000
	Post-test	17.500	30	2.980			
Self-acceptance	Pre-test	11.400	30	3.510	4.500	6.624	0.000
	Post-test	15.900	30	3.642			
Worthiness	Pre-test	14.033	30	3.690	4.833	21.452	0.000
	Post-test	18.867	30	3.776			
Present Past Future	Pre-test	13.100	30	2.998	3.667	41.887	0.000
	Post-test	16.767	30	2.991			
Belief sand Convictions	Pre-test	8.567	30	2.239	4.233	25.831	0.000
	Post-test	12.800	30	2.024			
Feeling of Shame and Guilt	Pre-test	12.867	30	2.649	4.667	26.655	0.000
	Post-test	17.533	30	3.014			
Sociability	Pre-test	12.600	30	2.268	4.333	49.503	0.000
	Post-test	16.933	30	2.463			
Emotional	Pre-test	12.833	30	2.036	5.667	64.734	0.000

		Mean	N	Std. Deviation	Mean Difference	't'	p value
	Post-test	18.500	30	1.996			
Total Self-concept	Pre-test	136.800	30	9.679	42.133	35.913	0.000
	Post-test	178.933	30	9.146			

Table 2 shows that the mean scores for the Health Appropriateness dimension of Self Concept were 15.233 at the pre-testing situation and 17.933 at the post-testing situation. The 't' score calculated was 12.245, which was found to be significant at the 0.01 level (p=0.000, p<0.01). This indicates a significant difference in the Health Appropriateness dimension of Self Concept between the pre-testing and post-testing situations. Moreover, the mean scores indicate that Health Appropriateness dimension of Self Concept improves after counselling sessions for adolescents.

Table 2 shows that the mean scores for the Abilities dimension of Self Concept were 22.767 at the pre-testing situation and 26.200 at the post-testing situation. The 't' score calculated was 14.714, which was found to be significant at the 0.01 level (p=0.000, p<0.01). This indicates a significant difference in the Abilities dimension of Self Concept between the pre-testing and post-testing situations. Moreover, the mean scores indicate that Abilities dimension of Self Concept improves after counselling sessions for adolescents.

Table 2 shows that the mean scores for the Self-confidence dimension of Self Concept were 13.400 at the pre-testing situation and 17.500 at the post-testing situation. The 't' score calculated was 8.371, which was found to be significant at the 0.01 level (p=0.000, p<0.01). This indicates a significant difference in the Self-confidence dimension of Self Concept between the pre-testing and post-testing situations. Moreover, the mean scores indicate that Self-confidence dimension of Self Concept improves after counselling sessions for adolescents.

Table 2 shows that the mean scores for the Self-acceptance dimension of Self Concept were 11.400 at the pre-testing situation and 15.900 at the post-testing situation. The 't' score calculated was 6.624, which was found to be significant at the 0.01 level (p=0.000, p<0.01). This indicates a significant difference in the Self-acceptance dimension of Self Concept between the pre-testing and post-testing situations. Moreover, the mean scores indicate that Self-acceptance dimension of Self Concept improves after counselling sessions for adolescents.

Table 2 shows that the mean scores for the Worthiness dimension of Self Concept were 14.033 at the pre-testing situation and 18.867 at the post-testing situation. The 't' score calculated was 21.452, which was found to be significant at the 0.01 level (p=0.000, p<0.01). This indicates a significant difference in the Worthiness dimension of Self Concept between the pre-testing and post-testing situations. Moreover, the mean scores indicate that Worthiness dimension of Self Concept improves after counselling sessions for adolescents.

Table 2 shows that the mean scores for the Present, Past and Future dimension of Self Concept were 15.233 at the pre-testing situation and 17.933 at the post-testing situation. The 't' score calculated was 12.245, which was found to be significant at the 0.01 level (p=0.000, p<0.01). This indicates a significant difference in the Present, Past and Future dimension of Self Concept between the pre-testing and post-testing situations. Moreover, the mean scores

indicate that Present, Past and Future dimension of Self Concept become refined after counselling sessions for adolescents.

Table 2 shows that the mean scores for the Beliefs and Convictions dimension of Self Concept were 8.567 at the pre-testing situation and 12.800 at the post-testing situation. The 't' score calculated was 25.831, which was found to be significant at the 0.01 level (p=0.000, p<0.01). This indicates a significant difference in the Beliefs and Convictions dimension of Self Concept between the pre-testing and post-testing situations. Moreover, the mean scores indicate that Beliefs and Convictions dimension of Self Concept improves after counselling sessions for adolescents.

Table 2 shows that the mean scores for the Feeling of Shame and Guilt dimension of Self Concept were 12.867 at the pre-testing situation and 17.533 at the post-testing situation. The 't' score calculated was 26.655, which was found to be significant at the 0.01 level (p=0.000, p<0.01). This indicates a significant difference in the Feeling of Shame and Guilt dimension of Self Concept between the pre-testing and post-testing situations. Moreover, the mean scores indicate that Feeling of Shame and Guilt dimension of Self Concept improves after counselling sessions for adolescents.

Table 2 shows that the mean scores for the Sociability dimension of Self Concept were 12.600 at the pre-testing situation and 16.933 at the post-testing situation. The 't' score calculated was 49.503, which was found to be significant at the 0.01 level (p=0.000, p<0.01). This indicates a significant difference in the Sociability dimension of Self Concept between the pre-testing and post-testing situations. Moreover, the mean scores indicate that Sociability dimension of Self Concept improves after counselling sessions for adolescents.

Table 2 shows that the mean scores for the Emotional dimension of Self Concept were 12.833 at the pre-testing situation and 17.933 at the post-testing situation. The 't' score calculated was 64.734, which was found to be significant at the 0.01 level (p=0.000, p<0.01). This indicates a significant difference in the Emotional dimension of Self Concept between the pre-testing and post-testing situations. Moreover, the mean scores indicate that Emotional dimension of Self Concept improves after counselling sessions for adolescents.

Table 2 shows that the mean scores for the Total Self Concept were 136.800 at the pre-testing situation and 178.933 at the post-testing situation. The 't' score calculated was 35.913, which was found to be significant at the 0.01 level (p=0.000, p<0.01). This indicates a significant difference in the Total Self Concept between the pre-testing and post-testing situations. Moreover, the mean scores indicate that Emotional dimension of Self Concept improves after counselling sessions for adolescents.

Counselling serves as a transformative journey towards improving self-concept, functioning as a personalized voyage of self-discovery and growth. Within the secure confines of the Counselling relationship, individuals embark on a profound exploration of their innermost thoughts, emotions, and perceptions, delving into the intricate layers of their identity and self-awareness. Through this introspective process, clients gradually unravel the complexities of their self-concept, gaining invaluable insights into their unique blend of strengths, values, and aspirations. With the gentle guidance of the Counsellor, negative beliefs and self-talk are carefully examined and challenged, paving the way for a profound shift towards self-compassion and self-acceptance. This process isn't merely about identifying flaws or shortcomings but rather about fostering a deep sense of understanding

and appreciation for oneself, embracing both the light and shadow aspects of the self with equanimity.

Moreover, Counselling serves as a sanctuary for individuals to navigate the intricate terrain of their personal identity, exploring the multifaceted dimensions of culture, gender, and social roles that shape their sense of self. As clients confront past experiences and traumas that have left indelible imprints on their self-concept, they are met with compassion and empathy, guiding them towards healing and resilience. The acquisition of coping skills and assertiveness techniques equips clients with invaluable tools to navigate life's challenges with grace and fortitude, instilling a newfound sense of confidence and empowerment in their abilities. Through the nurturing alliance between Counsellor and client, individuals receive the unwavering support and validation they need to embark on a journey of self-discovery and growth, fostering a deep sense of trust and connection that serves as the cornerstone of their transformative journey.

Ultimately, Counselling transcends the realm of mere therapeutic intervention, emerging as a profound catalyst for personal evolution and self-actualization. By embracing the inherent complexity and beauty of the human experience, individuals emerge from the Counselling process with a renewed sense of purpose, authenticity, and resilience, empowered to navigate life's challenges with unwavering confidence and self-assurance.

CONCLUSION

On the basis of the analysis of results the hypothesis "*There is significant effect of counselling on self-concept of adolescents*" is **accepted**.

Counselling serves as a transformative journey towards improving self-concept, offering individuals a secure space for profound introspection and exploration of their identity. Guided by the Counsellor's support, clients navigate the intricate layers of their self-awareness, challenging negative beliefs and fostering self-compassion and acceptance. Through this process, clients confront past traumas and experiences, gaining resilience and healing. Equipped with coping skills and assertiveness techniques, individuals emerge empowered and confident, embracing their authenticity and navigating life's challenges with newfound resilience and self-assurance, supported by the nurturing alliance forged in the Counselling relationship. Counselling had effectively supported adolescents in improving their self-concept, enhancing self-awareness, and cultivating a positive and authentic sense of self.

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Conflict of Interest
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