



A STUDY ON SELF-CONCEPT DEVELOPMENT AND RELATIONSHIP WITH SELF-ESTEEM AND CREATIVITY

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Abstract

The term self-concept refers to the description that a person makes of himself through the use of adjectives and reflexes that refer to his abilities, his virtues, his talents, his abilities, the traits of his way, his own qualities. In the self-concept, it is possible to include all the nuances that a person knows as his identity describes himself on a theoretical level.

The self-concept is nourished by experiences that are part of a human being's experience, from which, he/she knows himself/herself better in the practice of living. This means that although there are characteristics of the self-concept that persist over time because the individual is identical, this element can also differ from the dimension of the new experiences of each life stage.

Self-esteem (or an individual's assessment of himself, his qualities, abilities and status among others), being the core of personality, plays the role of the most important regulator of human behavior and actions. It depends on whether or not a person will be in sync with the outside world and how well he or she will be able to have relationships with others. Self-esteem affects all areas of a person's life, as well as his life position (its influence on a person's relationship with other people and society, on the level of accuracy and criticism towards himself, on the formation of the attitude of a person towards his successes or failures, etc.). Therefore, self-esteem affects not only the effectiveness and success of human activity at this moment, but also determines the entire subsequent process of personality development.

Self-concept enables us to define ourselves, comprehend one another, and cure ourselves in a particular setting. Its primary purpose is to facilitate comparisons between our own beliefs, thoughts, deeds, and emotions and those of others. By doing so, we can determine whether or not what we are doing is adaptive. In this study, we will analyze the strategies that underachievers used to maintain their self-concept, self-esteem and creativity at an acceptable level.

Keywords: Self-concept, Self-esteem, Creativity, Personality development, Self-perception

Introduction

Self-concept and self-esteem are both related to the type of relationship a person has with oneself, however, the point of

view from which this view is made is different. Another component in self-concept is cognitive, whereas self-esteem is a subjective view of emotionally felt.

Descriptive analysis of the self-concept that one person may share with another.

In psychology, self-esteem is defined as the most important component of an individual's self-concept, as the value and importance that a person attaches to individual aspects of his personality, behavior and activity, and to himself as a whole does it. A person's self-esteem is often understood as a subjective assessment of his abilities (including physical, intellectual, emotional-volitional, communicative abilities), moral qualities, his attitude towards himself and others, as well as his in society. Kobal, D., & Musek, J. (2001).

Although self-esteem includes the underlying individual meaning and meaning, as well as the system of relationships and values, it is at the same time a complex mental form of one's inner world, while self-esteem reflects the nature of the individual, self. The degree of respect, the level of claims, and the value of one's own acceptance or rejection. Self-esteem performs many functions, a special role among which is protective and regulatory functions. Karwowski, M., & Lebuda, I. (2017).

The formation of self-esteem, its nature, function and relationship with other mental manifestations of human life were also of interest to many domestic psychologists. So, for example, S.L. Rubinstein saw in self-esteem, which is inextricably linked with a person's self-consciousness, first of all, the core of personality, which is based on both a person's evaluation of people and this person's evaluation of the people around him. Is. her. According to the psychologist, self-esteem is based on the values (which a person accepts) which determine the mechanisms of self-regulation and self-control by an individual in his behavior and activities at the interpersonal level. Paulus, M., Licata, M., Gniewosz, B., & Sodian, B. (2018).

In this context, research has identified four key aspects of self-concept. It is a learned,

flexible, unconsciously occurring, and structured psychological phenomenon. You may find a description of each of them in the section below. The self-primary concept's trait is that it is acquired. This implies that even at birth, we do not have a firm idea of who we are. It changes very little over time, according to our experiences and the input we receive from others. Barbot, B. (2020).

In actuality, this training method is specifically mentioned in the second feature. Self-concept is dynamic, meaning that we may constantly alter the information we gather about ourselves from our surroundings and from ourselves. On the other hand, the majority of processes involve self-concept, and our consciousness is not able to access its forms. Instead, they are the result of our subconscious mind, making it difficult to willfully change them. In the end, our self-concept is ordered because our subconscious mind works to give all of the information we have the same meaning. Williams, S. D. (2002).

In the psychological literature, self-esteem is associated with the level of assertions an individual has, and this approach originates in the works of Kurt Lewin, one of the representatives of Gestalt psychology. The level of claims in psychology is understood as a certain desire of a person to achieve a goal, which, in his opinion, is characterized by the level of complexity with which he is able to cope. Thus, the level of claims is seen as the level of difficulty of the goals and objectives that a person chooses for himself, and they are formed mainly due to the influence of past successes or failures in activities. This is why successes in past activities (more specifically, experiences by the subject of the activity and their achievements as successful or unsuccessful) contribute to an increase in the level of aspiration and, accordingly, an increase in the individual's self-esteem.

Therefore, a person's self-esteem includes an evaluation of himself as a whole and the

individual components of his personality, that is, his actions and actions, his qualities and relationships, his orientations and beliefs, and much more. The increase in a person's self-esteem depends on many factors, among which the presence of successful experiences, praise and support from others, as well as temporary characteristics of self-esteem are of particular importance. So self-esteem can be stable and maintain all its characteristics, regardless of the situation and external stimuli, and unstable, that is, changing depending on external influences and the internal state of the individual.

Rogers' Three Parts of Self-Concept

Humanist psychologist Carl Rogers believed that self-concept is made up of three different parts:

- **Ideal self:** The person you wish to be is your ideal self. This person possesses the characteristics or qualities you are striving for or desire to have. It's who you picture yourself to be if everything went according to plan.
- **Self-image:** Self-image is the way you currently perceive yourself. Your self-image is influenced by a variety of factors, including physical qualities, psychological traits, and social roles.
- **Self-esteem:** Your self-concept is influenced by how much you like, accept, and appreciate yourself. Numerous things, such as how other people see you, how you feel you stack up against other people, and your place in society, can have an impact on your sense of self-worth.

How Self-Concept Develops

Self-concept begins to develop in early childhood. This process continues throughout the lifespan. Children start to set themselves apart from others by the age of two. Children begin to grasp that they are distinct individuals between the ages of 3 and 4. A child's self-image at this age is

primarily descriptive and centred on tangible information or physical traits. However, kids are becoming more aware of their skills, and by the time they are 6 years old, kids can articulate their wants and needs. Additionally, they are beginning to define who they are in terms of social groups. Karwowski, M., & Barbot, B. (2016).

Children start to make social comparisons and think about how others might see them between the ages of 7 and 11. Children's descriptions of themselves at this age tend to be more ethereal. In addition to realising that their traits are not fixed, individuals start to identify themselves in terms of abilities rather than just specifics. In contrast to merely being athletic or not, a youngster at this stage will start to perceive himself as more athletic than others and less athletic than others. The ideal self and self-image begins to take shape at this point. Karwowski, M., & Kaufman, J. C. (Eds.). (2017).

Self-concept development is critical during adolescence. The foundation for one's self-concept for the rest of one's life is typically set throughout adolescence. People experiment with many personas, roles, and selves during the adolescent years. Success in areas they value and the reactions of individuals they value have an impact on teenagers' perceptions of themselves. Increased self-esteem and a more positive self-concept as an adult might be a result of achievement and praise. Dubey, A. (2019).

Our interactions with others play a role in the development of our self-concept. Other people in our lives, besides our family and close friends, can help shape who we are. For instance, one study discovered that a high-performing student's self-concept is higher the more their teacher believes in their skills. (Interestingly, no such link was discovered for kids who performed worse.) Papadopoulos, D. (2021).

The stories we hear can also help us from our own opinions about ourselves. One study, for instance, discovered that female

readers who were "truly transported" into a novel about a central character who had a typical gender role had a stronger feminist self-concept than those who weren't as touched by the story. Mass media and social media both contribute to the development of one's self-concept. We are more prone to adopt certain values when these media actively push them. Furthermore, these standards have a greater impact on our sense of self and self-perception the more frequently they are offered. Coelho, V. A., Marchante, M., & Jimerson, S. R. (2017).

Factors motivating self-esteem:

Someone who is king by birthright has a higher self-esteem than a non-metric ad-poster. If a person is repeatedly told that he is a pig, it is difficult to grunt sooner or later. The suggestion event has not been canceled yet. Success in life or in a particular situation. If within a month a young man successfully passed difficult university exams, met a charming girl, who avenges him, and won a million in the lottery - most likely, his self-esteem will increase just for heaven's sake. The effect of stereotype, habit. If a person is used to thinking of himself as a loser, he continues to see himself in the same way even in the background of success. Not everyone can change immediately body drawing. Slow walking and crouching - self-esteem down, a loud confident voice and a corset of confidence - self-esteem rises physical condition and mood. A tired and sick person usually has less rosy thoughts about himself than a healthy, cheerful and cheerful person. Man's attitude towards himself. If a person takes revenge on himself for something, he will be able to make the worst impression on himself. If a person befriends himself, he sees himself as more beautiful. Belief in one's own effectiveness, belief in success, belief in oneself and one's own strength is a wonderful help for high self-esteem. Kim, I., & Ahn, J. (2021).

Tips to improve self-esteem and self-concept

Self-concept, the way a person sees himself, affects how he feels when he draws out his assessment. That is, how he thinks about himself affects how he feels. The relationship between thought and felt is constant.

When a person has a positive self-concept of themselves, this fact is also manifested in their self-esteem and behavior through important sensations such as joy, inspiration, inner peace or confusion. Conversely, if a person analyzes their self-concept, does not feel comfortable with that description, these negative value judgments produce the opposite effect as in the previous case.

- **Write a gratitude journal:** This feeling is one of the deepest levels of existence. And, moreover, you can reinforce gratitude in your relationships not only with other people, but with yourself. To do this exercise to encourage positive thinking, find a time of week in which you focus on this therapeutic writing technique.
- **Create positive value:** Made positive value judgments from traits you consider valuable and important. So, really value yourself. You can do this consciously in your interactions with others by highlighting some important aspect.
- **Identify the negative things:** Identify the same negative things you have said about yourself in the recent past and what alternative message would you like to convey now. You can write a message of love addressed to yourself, a letter that represents the hug you want to give to the part of yourself that sometimes feels insecure by the perfectionist.
- **Normalization fixes:** When your speech is conditioned from an absolute point of view, which leaves no room for nuance, break through the richness of the language with

that dynamic. Be wary of thoughts that always, never, are all or nothing ready to go through. You can also correct others in your environment when you feel they are the victim of a generalization. That is, you can help them realize how those perfect affirmations are not intended.

- **Celebrate your achievements:** It is not about exaggerating them with arrogance, but about underestimating them out of insecurities. Therefore, he adopts this attitude of humility and celebration as a present good. Live the happy events of life naturally and adopt a proactive attitude to create a new learning environment.

Relationship with Self-esteem and Creativity

No longer is it believed that creativity is an innate quality. We learned that we might encourage our pupils to think divergently rather than convergent from the science of psychology, especially Guilford's books. However, we are more aware today than in the past of the cultural barriers to children's, families', and educational creativity. We need to learn more about the psychological elements that influence creativity since we think there are benefits to creativity in students. The purpose of this study is to examine and contrast the relationship between creativity and self-esteem with that between creativity. There are several facets to the relationship between confidence and creativity. But when a kid makes art on a daily basis, a number of specific things go place in their life, many of which help them feel more self-assured and confident! Augestad, L. B. (2017).

Self-concept and self-esteem are two psychological concepts that are interconnected. Our sense of self-worth increases as we think more kindly of ourselves and believe we are capable of handling the things that are important to each of us. On the contrary, the identical thing takes place. According to the widely

recognized theory on the matter, self-esteem develops when we compare our current selves to our ideal selves. We feel better about ourselves the more we believe we resemble him. On the other hand, some study contends that self-concept and creativity are associated. Whether or not a person is actually creative, a psychological phenomenon happens when they believe they are, which makes it easier for them to invent and create. Ajmal, A., Batool, A., Abid, S., & Iqbal, H. (2018).

For people who struggle with self-esteem or creativity, changing your self-concept can be a very helpful process. There are several ways to do this, but the two primary ones are psychological counselling and engaging in novel situations that cast doubt on the notion of oneself as an individual. Narimani, M., & Mousazadeh, T. (2010).

Your mental health, wellbeing, and self-esteem can all be enhanced by being creative. Whatever you do, there are a variety of ways you can be creative. Writing, art, design, music, cuisine, scrapbooking, ceramics, cake decorating, knitting, sewing, woodworking, photography, gardening, or dance are just a few examples. Here are some arguments in favour of trying creativity as a self-esteem booster. Adigun, O. T. (2020).

Conclusion

In the introduction, this article discussed prevalent notions in both popular culture and academics regarding the connection between self-concept development self-esteem and creativity. While everyone has a certain amount of reality distortion, homogeneity happens when the self-concept is sufficiently in line with reality. When our self-concept and reality diverge, inconsistency results. Personal thoughts and views about how one interacts with others are one of the main variables affecting self-esteem. Children start to develop an understanding of their place in society and their relative worth when they interact with family, teachers, and neighbors. In adults, these self-worth

perceptions serve as the cornerstone of self-esteem. Adults can raise their self-esteem by altering their own beliefs, perceptions, and self-talk. People's self-esteem can be improved by emphasizing one's strengths and good traits rather than one's weaknesses.

By introspection or introspection about our true abilities through self-realization, silence and concentration, we come to know about our capabilities and our weaknesses. By becoming aware of our qualities/aptitudes and abilities, we can develop them. How much confidence do we have, how much honesty, how much self-control, how much peace, how much tolerance, how much responsibility is there, how much sensitivity, how much humility, how much hard work we do, is it enough, how much selfishness and how much There is charity, how much integrity is there, how positive are we, how much morality is there in us, how much humanity etc. We also get to know our demerits. I went to see the bad and didn't find anything bad. Self-reflection tells us what are the bad qualities in us, how much we have and how to get rid of them. What superstitions and prejudices do we have, how selfish we are, how regular and punctual we are etc. The creation of (domain-specific) creativity-based therapies aimed at boosting adolescents' self-esteem in focused domains would undoubtedly benefit from a knowledge of how much creativity contributes to self-esteem.

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