

Impact of Self-Concept on Performance and Mental Wellbeing of Preservice Teachers

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Abstract : Self-concept is the perception that a person has of himself, of his abilities, skills, traits, and values. Self-concept is composed of different dimensions, such as academic self-concept, physical self-concept, social self-concept, emotional self-concept, and family self-concept. The relationship between the dimensions of self-concept and mental health and academic performance among future teachers is a topic of interest for educational psychology. Some studies have found that: (i) There is a positive relationship between general self-concept, academic self-concept and academic performance, that is, students who have a more positive image of themselves tend to get better grades and be more motivated to learn. (ii) There is a positive relationship between emotional intelligence, physical self-concept and healthy habits, that is, students who regulate and understand their emotions better have a higher satisfaction with their physical appearance and follow a more balanced diet and a higher physical activity. As for gender differences in the dimensions of self-concept among future teachers, some studies have found that: (i) Girls tend to have a higher self-concept in the social, family and verbal dimensions, that is, they perceive themselves as more capable of relating to others, communicating effectively and receiving support from their family. (ii) Boys tend to have a higher self-concept in the physical, emotional and mathematical dimensions, that is, they perceive themselves as more capable of performing physical activities, controlling their emotions and solving mathematical problems. (iii) There are no significant differences between general self-concept and academic self-concept according to gender, that is, both girls and boys have a similar perception of their global worth and academic competence.

Keywords : preservice teachers, self-concept, academic performance, mental wellbeing

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