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Writing Assignment Three

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The article *Self-Concept and Self-Esteem in Adolescents* written by Maureen Manning discusses self-concept and self-esteem within adolescents. The article discusses these two topics as big factors in adolescents, what it means, and how we can help. Maureen (2007) defines self-concept as a student’s idea of how well or poorly their skills are in academic and nonacademic domains and self-esteem is defined as a student’s overall evaluation on themselves including their current state or mood. The importance of self-esteem and self-concept are intertwined because it been found in research that each one directly affects another. In this article, its discussed how typically students with low levels in one of those areas are likely to have low levels in the other area and likewise for high levels in either of those areas as well. As an adolescent, it’s discussed how important it is how one views themself because as a young person growing it can hinder development when one does not see themselves in a positive light.

There are many key findings from previous research on self-concept and self-esteem. For example, it’s been discovered that academic achievement and high levels of self-concept do not go hand in hand but they are consequences of each other. There is little evidence that backs up the claim of low self-concept being directly related to depression. It’s been found in research is that self-concept is not automatically a cause of anything. It’s also found that parental approval affects adolescents more than peer opinions. This leads into schools helping families become more supportive of their students to lead them into a healthier self-concept. Interventions are also recommended but they strongly advise against programs that boost self-concept because they it’s been found that typically they don’t work and assuming things don’t usually work out either but they found specific measures have worked in the past. As far as changes in self-concept go as adolescents transition, they transition with their sibling relationship changes as well.

The article *Sibling Relationships during the Transition to Adulthood* written by Katherine Jewsbury Conger and Wendy M. Little who discuss the changes that sibling relationships go through as they begin to start into their transition into adulthood after high school ends. It’s been discussed how new elements lead to this such as moving away from home, romantic partners, work, school load, etc. which leads to distance from siblings and parents. Conger and Little (2007) describe how one of the longest and most consistent relationships throughout one’s life. Parents typically pass away, significant others come later in life, but from one end to the other end siblings is one consistent relationship in life. It has been researched that adolescents start to become more of a role model for their younger siblings once they are out of the house. It was described that this is because typically adolescents leave home to go away to school which also encourages their younger siblings to also do similar things that they are doing. This improves the rates of adolescents possibly going into higher education.

Researchers have found different categories to examine transitions in sibling relationships. There is a compiled list of factors contributing; age spacing, gender composition, and individual characteristics. Family dynamics was also examined by researchers and they found that siblings from intact families were warmer towards each other than families from divorced families. It’s also been found that sibling relationships can vary from culture to culture and this is found to change dynamics of sibling relationships based on certain traditions brought in by cultures. The researchers were able to discuss not having enough research about other families who were not European-American. Conger and Little (2007) found that in Mexican-American families older sisters who take over and care for their younger sibling typically go on to advise them on their journey into adulthood. The authors acknowledge that there is plenty more to learn about siblings in atypical cultures and encourage other researchers to discover it.

References

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