

The Effect of Self-Concept on the Development of Academic Life Satisfaction of the School-Going Adolescents of Paschim Medinipur District

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DOI: <https://dx.doi.org/10.47772/IJRISS.2025.910000163>

Received: 24 October 2025; Accepted: 30 October 2025; Published: 06 November 2025

ABSTRACT

Adolescence represents a critical developmental phase marked by self-evaluation and identity formation, which profoundly influence students' academic and psychological adjustment. The present study explored the relationship between self-concept and academic life satisfaction among adolescents. Employing a correlation research design, data were collected from randomly selected 500 school-going adolescents (197 male & 303 female) of Paschim Medinipur District through standardised psychometric instruments. Multiple regression analysis revealed that various facets of self-concept—particularly those related to beliefs, traditions, aesthetics, and social attributes—significantly predicted academic life satisfaction. The findings underscore that adolescents with a stronger and more positive self-concept experience higher academic satisfaction and well-being. This study substantiates theoretical models that highlight self-concept as a multidimensional construct influencing motivation, engagement, and educational outcomes. The implications extend to educators and policymakers, emphasising the need for interventions that nurture adolescents' self-concept to enhance academic fulfilment and holistic development.

Keywords: Self-Concept, Academic Life Satisfaction, Adolescents, Paschim Medinipur, Educational Psychology.

INTRODUCTION

Adolescence represents a crucial developmental period characterised by rapid biological, cognitive, and psychosocial changes that shape identity formation and future adjustment (Erikson, 1968; Steinberg, 2017). During this stage, adolescents begin to construct and evaluate their sense of self, which profoundly influences their motivation, learning behaviour, and emotional well-being (Marsh & Shavelson, 1985; Guay, Marsh, & Boivin, 2003). Among the psychological constructs underpinning adolescent development, **self-concept**—the individual's perception and evaluation of self across different life domains—has gained significant attention for its predictive role in both academic and life outcomes (Marsh, Craven, & Martin, 2023; Shavelson, Hubner, & Stanton, 1976).

Self-concept is multidimensional and hierarchical, encompassing various domains such as social, academic, physical, and emotional self-perceptions (Marsh & Shavelson, 1985). A well-developed self-concept is associated with increased academic motivation, engagement, and resilience (Bücker et al., 2018; Marsh et al., 2005). In contrast, a fragile or negative self-concept often correlates with low self-esteem, disengagement, and academic dissatisfaction (Eccles, Wigfield, & Schiefele, 1998; Liu et al., 2025). Recent studies have further emphasised the role of **self-concept clarity**—the internal consistency and stability of self-beliefs—in enhancing academic satisfaction and psychological well-being (Zhang, Li, & Qin, 2024).

Parallel to this construct, **academic life satisfaction** refers to students' cognitive and affective evaluations of their academic experiences, including perceived achievement, learning environment, and support structures (Suldo, Riley, & Shaffer, 2006; Huebner, Gilman, & Furlong, 2009). It reflects a vital dimension of subjective well-being within educational settings. Empirical research consistently demonstrates that students with higher academic self-concept tend to report greater satisfaction with their academic lives, mediated by self-efficacy and meaning-making capacities (Marsh, Craven, & Martin, 2023; Liu et al., 2025).

In the **Indian socio-cultural context**, academic success carries deep significance, often linked to family prestige, social mobility, and future occupational prospects (Deb, Strodl, & Sun, 2015). Adolescents, particularly those from semi-urban and rural regions such as **Paschim Medinipur District**, face distinctive challenges, including resource scarcity, socio-economic inequality, and high academic pressure. These contextual variables shape both their self-concept and academic life satisfaction (Kumar & Singh, 2023; Mishra & Gupta, 2024). Despite extensive global research on these constructs, there remains limited empirical evidence exploring the **interrelationship between self-concept and academic life satisfaction among Indian adolescents**, especially within localised cultural and regional frameworks.

Given this gap, the present study titled "*A Probe into the Effect of Self-Concept on the Development of Academic Life Satisfaction of the School-Going Adolescents of Paschim Medinipur District*" aims to investigate how different dimensions of self-concept predict adolescents' satisfaction with their academic lives. By integrating psychometric evaluation with contextual analysis, the research seeks to provide both **theoretical insights** into adolescent self-perception and **practical implications** for educational practice. The findings are expected to guide educators, school counsellors, and policymakers in designing interventions that nurture adolescents' self-concept to enhance academic satisfaction, motivation, and overall well-being—aligning with the holistic educational goals emphasised in recent educational reforms and the WHO's youth well-being framework (World Health Organisation [WHO], 2020, 2023).

Rationale of the Study

Adolescence constitutes a critical phase in human development marked by rapid cognitive, emotional, and social transformations that shape an individual's identity and self-perception (Steinberg, 2017; Arnett, 2020). During this stage, the **formation of self-concept**—a person's organised set of beliefs and evaluations about their own attributes—plays a pivotal role in academic engagement, psychological adjustment, and subjective well-being (Marsh, Craven, & Martin, 2023; Shavelson, Hubner, & Stanton, 1976). A strong, positive self-concept has been empirically linked to academic resilience, intrinsic motivation, and satisfaction with school life (Bücker, Maassen, & van der Velden, 2018; Zhang, Li, & Qin, 2024). Conversely, a fragile or negative self-concept is often associated with disengagement, anxiety, and poor academic well-being (Eccles & Wigfield, 2020; Liu, Li, Sun, Wang, & Qin, 2025).

Academic life satisfaction, a domain-specific facet of subjective well-being, reflects students' cognitive and affective evaluations of their academic experiences (Suldo, Riley, & Shaffer, 2006; Huebner, Gilman, & Furlong, 2009). Recent research highlights that academic life satisfaction not only predicts short-term educational engagement but also influences long-term psychological adjustment, optimism, and life satisfaction (García-Méndez et al., 2022; Martin, Marsh, & McInerney, 2023). The interaction between self-concept and academic satisfaction operates through multiple psychological mechanisms—such as self-efficacy, perceived control, and meaning-making—which collectively shape adolescents' educational experiences (Zhang et al., 2024; Liu et al., 2025).

Within the **Indian educational context**, this relationship gains further significance. Education is not merely a personal pursuit but a deeply social and cultural phenomenon intertwined with family prestige, societal expectations, and aspirations for upward mobility (Deb, Strodl, & Sun, 2015; Kumar & Singh, 2023). Adolescents in **semi-urban and rural districts like Paschim Medinipur** often experience additional challenges, including resource constraints, parental pressure, and socio-economic disparities, which influence both their self-concept and satisfaction with academic life (Mishra & Gupta, 2024; Chatterjee & Roy, 2023). As India transitions toward more inclusive and holistic education systems under the *National Education Policy (NEP, 2020)*, understanding these psychological constructs becomes essential for promoting balanced adolescent development that values both achievement and well-being (Government of India, 2020).

Despite growing international literature on self-concept and well-being, there remains a **notable empirical gap in the Indian and regional contexts**, particularly in Paschim Medinipur District. Existing studies in West Bengal have examined related constructs such as emotional intelligence, learning styles, and academic motivation (Adhikari, 2022; Bera, 2024), yet few have directly explored how **different dimensions of self-concept predict academic life satisfaction** among school-going adolescents. Addressing this gap is essential for generating culturally grounded insights and region-specific interventions.

Hence, the present study endeavours to **probe into the effect of self-concept on the development of academic life satisfaction** among adolescents of Paschim Medinipur District. By employing standardised psychometric tools and rigorous statistical analysis, this investigation aims to provide empirical evidence on how multidimensional facets of self-concept (e.g., social, emotional, aesthetic, and belief-related) contribute to students' satisfaction with academic life. The findings are expected to have practical implications for **educators, school psychologists, and policymakers** in designing intervention programs that nurture positive self-concept and thereby enhance academic satisfaction, motivation, and holistic well-being (World Health Organisation [WHO], 2023; Marsh et al., 2023).

Ultimately, this rationale underscores the growing educational paradigm that regards **psychological well-being and academic success as mutually reinforcing goals**. Strengthening adolescents' self-concept is not only instrumental for improving performance outcomes but also for cultivating resilience, self-worth, and life satisfaction—qualities central to 21st-century education and youth development.

Objective of the Study

The **objectives** were—

1. To construct a multiple regression equation to predict **Academic Life Satisfaction** with the help of different facets of **Self-Concept** of the school-going adolescents, considering both males and females as a whole.
2. To construct a multiple regression equation to predict **Academic Life Satisfaction** with the help of different facets of **Self-Concept** of the **male** school-going adolescents;
3. To construct a multiple regression equation to predict **Academic Life Satisfaction** with the help of different facets of **Self-Concept** of the **female** school-going adolescents.

Hypothesis of the Study

H₁: There are statistically significant multiple regression coefficients that frame the equation to predict Academic Life Satisfaction, considering different facets of Self-Concept among school-going adolescents, including both males and females as a whole.

H₂: There are statistically significant multiple regression coefficients to frame the equation to predict **Academic Life Satisfaction** with the help of different facets of **Self-Concept** of the **male** school-going adolescents.

H₃: There are statistically significant multiple regression coefficients to frame the equation to predict **Academic Life Satisfaction** with the help of different facets of **Self-Concept** of the **female** school-going adolescents.

CONSTRUCTS OF THE STUDY

The present study revolves around two central psychological constructs—**Self-Concept** and **Academic Life Satisfaction**—both of which play pivotal roles in shaping adolescents' educational experiences and overall psychological well-being.

Self-Concept

Self-concept refers to the organised set of beliefs and perceptions that individuals hold about themselves in different domains of life, including academic, social, emotional, and physical aspects (Shavelson, Hubner, & Stanton, 1976). It represents a cognitive schema through which individuals interpret their abilities, worth, and potential. According to the **Shavelson Model of Self-Concept**, the construct is multidimensional and

hierarchical in nature, implying that general self-concept is composed of multiple domain-specific self-perceptions, each influencing behavioural and affective outcomes (Marsh & Shavelson, 1985).

In adolescence, self-concept becomes particularly significant as young individuals navigate developmental transitions involving identity formation, peer relationships, and academic evaluation (Erikson, 1968; Steinberg, 2017). A positive self-concept enhances motivation, learning engagement, and resilience in the face of challenges (Marsh, Craven, & Martin, 2006). Conversely, a fragmented or negative self-concept is associated with poor academic performance, low self-esteem, and heightened psychological distress (Eccles, Wigfield, & Schiefele, 1998).

Empirical studies consistently underscore the predictive power of self-concept for both **academic achievement** and **subjective well-being**. For instance, recent research by Liu et al. (2025) found that adolescents with high **self-concept clarity** reported greater meaning in life and higher life satisfaction, even when academic stress was present. Similarly, Bückner, Maassen, and van der Velden (2018) demonstrated that self-perception and academic self-belief are robust correlates of subjective well-being across diverse cultural contexts.

In the Indian educational environment, self-concept is closely tied to socio-cultural expectations. Adolescents often face academic pressures from family and society, which shape their self-perceptions and influence their motivation (Deb, Strod, & Sun, 2015). The **Self-Concept Inventory (SCI)**, developed by Shah (1986), used in this study, captures ten dimensions of self-concept—social, emotional, physical, cognitive, aesthetic, political, job-related, self-confidence, beliefs and traditions, and personality traits—thus allowing a nuanced assessment of adolescents' self-evaluations.

Academic Life Satisfaction

Academic Life Satisfaction refers to the overall cognitive and affective evaluation of one's experiences within the academic domain, including satisfaction with performance, learning environment, teacher relationships, and perceived achievement (Suldo, Riley, & Shaffer, 2006). It represents a domain-specific form of general life satisfaction and serves as an essential indicator of students' psychological adjustment and quality of school life (Huebner, Gilman, & Furlong, 2009).

According to positive psychology frameworks, satisfaction with academic life is not merely an outcome of performance but also a reflection of perceived competence, autonomy, and relatedness—core needs identified by **Self-Determination Theory** (Deci & Ryan, 2000). Students who perceive themselves as competent and autonomous in learning are more likely to experience fulfilment and enjoyment in academic pursuits.

Recent findings have expanded the understanding of academic satisfaction by linking it to **psychological resilience**, **school belonging**, and **self-concept clarity**. Liu et al. (2025) reported that adolescents with well-defined self-concepts experienced stronger associations between academic success and meaning in life, while Kormi-Nouri et al. (2023) observed that positive school experiences and perceived teacher support significantly enhanced academic satisfaction among Indian and cross-cultural adolescent samples.

Interrelationship Between Self-Concept and Academic Life Satisfaction

The interaction between self-concept and academic life satisfaction forms the theoretical foundation of this study. The **reciprocal effects model** proposed by Marsh and Craven (2006) asserts that self-concept not only predicts academic outcomes but is also reinforced by them, creating a cyclical relationship between self-beliefs and satisfaction. Students with a strong self-concept tend to interpret academic challenges as opportunities, leading to enhanced satisfaction, while those with a weak self-concept perceive the same challenges as threats, resulting in disengagement and dissatisfaction (Marsh et al., 2005; Guay, Marsh, & Boivin, 2003).

Gender and cultural factors further moderate this relationship. Research suggests that while boys may derive self-worth from performance and achievement, girls often associate satisfaction with relational and emotional aspects of learning (Skaalvik & Skaalvik, 2002; Wilkins, 2004). In the Indian context, such differences are accentuated by social expectations and educational inequities, particularly in semi-urban and rural regions like Paschim Medinipur (Deb et al., 2015).

Hence, the present study conceptualises **Self-Concept** as the **independent construct** influencing **Academic Life Satisfaction** (the dependent construct) among school-going adolescents. This relationship is explored empirically using standardised measures to identify predictive dimensions of self-concept that most significantly contribute to students' satisfaction with academic life.

REVIEW OF ALLIED LITERATURE

A concise overview of the relevant allied literature is presented below.

Theoretical Foundations: Self-Concept and Academic Life Satisfaction

Self-concept has long been recognised as a multidimensional and hierarchical construct encompassing individuals' cognitive and evaluative perceptions of themselves across domains such as academic, social, emotional, and physical (Shavelson, Hubner, & Stanton, 1976; Marsh & Shavelson, 1985). The hierarchical–multidimensional model posits that self-concept is domain-specific and that academic self-concept, in particular, directly predicts academic achievement, engagement, and satisfaction (Marsh, 2007). Recent theoretical frameworks reaffirm that self-concept clarity—the degree to which an individual's self-beliefs are internally consistent and stable—plays a vital role in adolescents' motivation and adjustment (Crocetti et al., 2021; Liu et al., 2025).

Academic life satisfaction, a subcomponent of overall life satisfaction, refers to students' cognitive and affective evaluations of their academic experiences (Suldo, Riley, & Shaffer, 2006). It reflects subjective well-being within the educational context and is closely related to perceived competence, support, and goal attainment (Huebner, Gilman, & Furlong, 2009). The theoretical interconnection between self-concept and academic satisfaction is grounded in self-determination theory, which emphasises competence and autonomy as psychological needs essential for academic well-being (Deci & Ryan, 2000; Vansteenkiste et al., 2020).

Global Empirical Evidence Linking Self-Concept and Academic Life Satisfaction

Contemporary research consistently demonstrates that self-concept is a strong predictor of academic life satisfaction and subjective well-being among adolescents. Cross-national studies show that students with higher self-concept clarity report greater meaning in life and satisfaction with school, as their internal self-coherence enhances resilience and motivation (Liu, Li, Sun, Wang, & Qin, 2025; Yang et al., 2023). Meta-analyses indicate a reciprocal relationship between academic self-concept and achievement, wherein academic success reinforces self-concept, which in turn promotes satisfaction and engagement (Bücker, Maassen, & van der Velden, 2018; Marsh & Craven, 2006).

Recent longitudinal findings also suggest that the quality of peer relationships and perceived school climate moderate this relationship (You et al., 2023). Positive peer interactions and supportive teachers strengthen the influence of self-concept on school satisfaction, whereas environments characterised by competition or bullying weaken it (García-Carrillo et al., 2024). These findings confirm that both personal and contextual factors dynamically shape academic satisfaction during adolescence.

Mechanisms: Identity Development, Meaning-Making, and Coping

Empirical evidence suggests that the relationship between self-concept and academic life satisfaction operates through two key mechanisms: identity coherence and adaptive coping. Adolescents with a coherent self-concept experience academic success as part of their integrated identity, which increases intrinsic satisfaction (Crocetti & Meeus, 2022). Furthermore, high self-concept enhances self-regulation and resilience in academic contexts, enabling students to manage setbacks and sustain satisfaction (Dimitrova et al., 2021).

Mediation studies reveal that self-concept clarity fosters a sense of meaning in life, which subsequently improves engagement and academic satisfaction (Liu et al., 2025). Similarly, students with strong academic self-beliefs employ more adaptive coping strategies, reducing stress and emotional exhaustion (You et al., 2023). These findings underscore the psychological pathways that connect self-perceptions to life satisfaction in educational settings.

Regional and National Evidence (India and Paschim Medinipur Context)

Indian studies align closely with international findings, affirming that a positive self-concept contributes to higher academic achievement, motivation, and satisfaction (Deb, Strodl, & Sun, 2015; Kaur & Singh, 2023). Research among Indian adolescents indicates that gender, socio-economic status, and parental expectations significantly influence both self-concept formation and academic well-being (Sivakumar & Sreedevi, 2021). Studies across CBSE and state boards reveal moderate to strong correlations between self-concept and academic performance, with students possessing higher academic self-concept demonstrating better emotional adjustment and satisfaction (Das & Dutta, 2022).

In districts such as Paschim Medinipur, socio-economic disparities and resource constraints shape adolescents' academic experiences. While local studies have examined constructs like emotional intelligence, learning style, and self-awareness (Adhikari & Maiti, 2022), limited empirical work has directly analysed the interplay between self-concept and academic life satisfaction. This gap emphasises the importance of region-specific investigations to capture how self-concept operates in culturally nuanced educational environments.

Moderators and Covariates in Recent Research

Recent research identifies several moderators influencing the relationship between self-concept and academic satisfaction: gender differences (Marsh et al., 2018), socio-economic background, school climate, and parental pressure (You et al., 2023). Female adolescents often report lower academic self-concept in STEM-related domains but higher emotional and social self-concept, reflecting the influence of gendered socialisation (Skaalvik & Skaalvik, 2022). Additionally, supportive teacher–student relationships and peer belonging mediate the self-concept–satisfaction link by reinforcing perceived competence and autonomy (García-Carrillo et al., 2024).

Socio-cultural variables such as collectivist family expectations and academic competition, especially prevalent in India, further moderate the effects of self-concept on satisfaction (Deb et al., 2015; Kaur & Singh, 2023). Consequently, contextualising self-concept within local cultural and educational realities becomes essential for effective intervention design.

Synthesis and Identified Research Gap

The synthesis of global and national research confirms that self-concept significantly predicts academic life satisfaction and overall well-being among adolescents. Mechanistic studies highlight identity coherence, self-concept clarity, and social support as key mediators. However, there remains a notable absence of localised research exploring this relationship in the socio-cultural setting of Paschim Medinipur, West Bengal.

Most regional studies have examined adjacent constructs (e.g., emotional intelligence or learning style) but have not systematically analysed how different facets of self-concept—such as social, aesthetic, or belief-related dimensions—affect academic life satisfaction. Hence, the present investigation aims to fill this gap by providing empirical evidence from Paschim Medinipur, contributing to the broader discourse on adolescent psychological well-being and academic adjustment within an Indian educational framework.

RESEARCH METHODOLOGY

The current study employed a **correlational research design**. Details about the nature of the research, sample selection, research instruments, data collection process, and statistical techniques are provided below.

Variables

Variables play a crucial role in scientific research, as they define the scope and direction of the study (Creswell, 2014). In the present study, self-concept is considered the independent variable, while academic life satisfaction serves as the dependent variable.

Independent Variable

In the multiple regression analysis of the present study, the “independent variables” were the different dimensions of self-concept (such as ‘social self-concept, emotional self-concept, physical self-concept, cognitive self-concept, aesthetic self-concept, political self-concept, job-related self-concept, self-confidence, self-concept related to beliefs and traditions, and self-concept related to personality traits’).

Dependent Variable

In the multiple regression analysis of the present study, the “dependent variable” was academic life satisfaction.

Sample

Finally, 197 male students and 303 female students participated in the study.

Table 4.2: Gender-Wise Distribution of Sample

Gender		Total
Male	Female	
197	303	500

1. Male and Female students of Class IX & X of the age group 14–16 yrs. were taken.
2. Only Bengali-speaking students were taken.
3. Only school-going adolescents of Paschim Medinipur were taken.

Tools of Research

The research instruments were selected based on their psychometric soundness, reliability, and contextual applicability to the study objectives.

Self-Concept Inventory (Shah, 1986)

The Self-Concept Inventory (SCI), developed by Dr Beena Shah, is a comprehensive tool consisting of 62 items across 10 subscales. These subscales assess different dimensions of self-concept, including social, emotional, physical, cognitive, aesthetic, political, job-related, self-confidence, beliefs and traditions, and personality traits. Each item is rated on a 5-point Likert scale, ranging from “Always” to “Never.” In this study, a Bengali version of the scale was used, with a normalised mean score ranging from 1 to 5 and a midpoint of 3. The scale demonstrated strong reliability ($\alpha = 0.918$) and validity, ensuring an accurate assessment of self-concept dimensions.

Multidimensional Students’ Life Satisfaction Scale (MSLSS), (Huebner, Laughlin, Ash & Gilman, 1998)

The Multidimensional Students’ Life Satisfaction Scale (MSLSS) is a widely used research instrument developed by **Huebner, Laughlin, Ash, and Gilman in 1998**. It assesses students’ satisfaction with various aspects of their lives, typically across five domains. The MSLSS consists of 40 items, with respondents rating their satisfaction on a 5-point scale. This scale provides a comprehensive understanding of students’ life satisfaction.

RESULTS

The results of the present investigation were analysed using **Multiple Regression Analysis (Stepwise Method)** to determine the predictive strength of different dimensions of self-concept on academic life satisfaction among school-going adolescents in Paschim Medinipur District. The dependent variable was students’ overall academic life satisfaction, as measured by the *Multidimensional Students’ Life Satisfaction Scale* (Huebner et al., 1998), while the independent variables included ten dimensions of self-concept derived from the *Self-Concept Inventory* (Shah, 1986). Analyses were conducted separately for (a) all students combined, (b) male students, and (c) female students.

Combined Group Analysis (Male and Female Together)

The results of the analysis are presented here to test the hypothesis, **H₁**: There are statistically significant multiple regression coefficients that frame the equation to predict Academic Life Satisfaction, considering different facets of Self-Concept among school-going adolescents, including both males and females as a whole.

Table 5.1 (a): Model Summary in Multiple Regression Analysis Considering Multidimensional Students' Life Satisfaction Scale (MSLSS) Score as Dependent Variable

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate	Change Statistics				
					R ² Change	F Change	df ₁	df ₂	Sig. F Change
1	0.271 ^a	0.07	0.07	0.39	0.07	39.45	1	498	0.00
2	0.317 ^b	0.10	0.10	0.39	0.03	15.05	1	497	0.00

a. Predictors: (Constant), Self-Concept Related to Beliefs and Traditions

b. Predictors: (Constant), Self-Concept Related to Beliefs and Traditions, Aesthetic Self-Concept

Table 5.1 (a) shows the model summary in multiple regression analysis. From this table, it is clear that the F changes were highly significant in both models.

Table 5.1 (b): ANOVA in Multiple Regression Analysis Considering Multidimensional Students Life Satisfaction Scale (MSLSS) Score as Dependent Variable

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.09	1	6.09	39.45	0.000 ^b
	Residual	76.92	498	0.15		
	Total	83.01	499			
2	Regression	8.35	2	4.18	27.81	0.000 ^c
	Residual	74.65	497	0.15		
	Total	83.01	499			

a. Dependent Variable: Academic Life Satisfaction

b. Predictors: (Constant), Self-Concept Related to Beliefs and Traditions

c. Predictors: (Constant), Self-Concept Related to Beliefs and Traditions, Aesthetic Self-Concept

Table 5.1 (b) shows ANOVA in multiple regression analysis. From the results, it is clear that the F was highly significant in both models.

Table 5.1 (c): Coefficients in Multiple Regression Analysis Considering Multidimensional Students Life Satisfaction Scale (MSLSS) Scores of School-going adolescents as Dependent Variable

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	β		
1	(Constant)	2.99	0.09		34.48	0.00
	Self-Concept Related to Beliefs and Traditions	0.16	0.03	0.27	6.28	0.00
2	(Constant)	2.75	0.11		26.09	0.00
	Self-Concept Related to Beliefs and Traditions	0.13	0.03	0.21	4.68	0.00
	Aesthetic Self-Concept	0.10	0.03	0.18	3.88	0.00

When both male and female participants were considered together (N = 500), results revealed that **self-concept related to beliefs and traditions** and **aesthetic self-concept** emerged as significant predictors of academic life satisfaction. The regression model was significant, $F(2, 497) = 27.81, p < 0.001$, explaining 10% of the variance ($R^2 = 0.10$). The regression equation can be represented as:

$$\text{Academic Life Satisfaction} = 2.75 + 0.13 (\text{Beliefs and Traditions}) + 0.10 (\text{Aesthetic Self-Concept})$$

These findings indicate that adolescents who hold strong self-beliefs rooted in personal and cultural values, and who exhibit aesthetic appreciation and creativity, tend to experience higher satisfaction with their academic lives. This aligns with recent studies showing that value-oriented and creative self-perceptions significantly enhance school engagement and well-being (Liu et al., 2025; Singh & Joshi, 2024).

Male Adolescents

The results of the analysis are presented here to test the hypothesis, **H₂**: There are statistically significant multiple regression coefficients to frame the equation to predict *Academic Life Satisfaction* with the help of different facets of *Self-Concept* of the **male** school-going adolescents.

Table 5.2 (a): Model Summary in Multiple Regression Analysis Considering Multidimensional Students Life Satisfaction Scale (MSLSS) Score as Dependent Variable

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate	Change Statistics				
					R ² Change	F Changed	df ₁	df ₂	Sig. F Change
1	0.356 ^a	0.13	0.12	0.43	0.13	28.26	1	195	0.00

a. Predictors: (Constant), Self-Concept Related to Beliefs and Traditions

Table 5.2 (a) shows the model summary in multiple regression analysis. From this table, it is clear that the F changes were highly significant for the model.

Table 5.2 (b): ANOVA in Multiple Regression Analysis Considering Multidimensional Students Life Satisfaction Scale (MSLSS) Score as Dependent Variable

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.10	1	5.11	28.26	0.000 ^b
	Residual	35.23	195	0.18		
	Total	40.33	196			

a. Dependent Variable: Academic Life Satisfaction
b. Predictors: (Constant), Self-Concept Related to Beliefs and Traditions

Table 5.2 (b) shows ANOVA in multiple regression analysis. From the result, it is clear that the F was highly significant in the model.

Table 5.2 (c): Coefficients in Multiple Regression Analysis Considering Multidimensional Students Life Satisfaction Scale (MSLSS) Scores of Male School-Going Adolescents as Dependent Variable

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	β		
1	(Constant)	2.70	0.14		19.11	0.00
	Self-Concept Related to Beliefs and Traditions	0.23	0.04	0.36	5.32	0.00

For male adolescents (N = 197), only **self-concept related to beliefs and traditions** significantly predicted academic life satisfaction, $F(1, 195) = 28.26, p < 0.001$, explaining 13% of the variance ($R^2 = 0.13$). The regression equation was:

$$\text{Academic Life Satisfaction} = 2.70 + 0.23 (\text{Beliefs and Traditions})$$

This result suggests that boys who possess strong self-convictions tied to cultural or traditional frameworks exhibit greater academic satisfaction. Such findings resonate with prior evidence indicating that male students often associate personal values and achievement motivation with perceived success and life satisfaction (Marsh et al., 2005; Choudhury & Basu, 2023).

Female Adolescents

The results of the analysis are presented here to test the hypothesis, **H₃**: There are statistically significant multiple regression coefficients to frame the equation to predict *Academic Life Satisfaction* with the help of different facets of *Self-Concept* of the **female** school-going adolescents.

Table 5.3 (a): Model Summary in Multiple Regression Analysis Considering Multidimensional Students Life Satisfaction Scale (MSLSS) Score as Dependent Variable

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate	Change Statistics				
					R ² Change	F Change	df ₁	df ₂	Sig. F Change
1	0.267 ^a	0.07	0.07	0.35	0.07	23.06	1	301	0.00
2	0.307 ^b	0.09	0.09	0.35	0.02	7.64	1	300	0.01

a. Predictors: (Constant), Aesthetic Self-Concept
b. Predictors: (Constant), Aesthetic Self-Concept, Social Self-Concept

Table 5.3 (a) shows the model summary in multiple regression analysis. From this table, it is clear that the F changes were highly significant for both models.

Table 5.3 (b): ANOVA in Multiple Regression Analysis Considering Multidimensional Students Life Satisfaction Scale (MSLSS) Score as Dependent Variable

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.84	1	2.84	23.06	0.000 ^b
	Residual	37.02	301	0.12		
	Total	39.86	302			
2	Regression	3.76	2	1.88	15.60	0.000 ^c
	Residual	36.10	300	0.12		
	Total	39.86	302			

a. Dependent Variable: Academic Life Satisfaction
b. Predictors: (Constant), Aesthetic Self-Concept
c. Predictors: (Constant), Aesthetic Self-Concept, Social Self-Concept

Table 5.3 (b) shows ANOVA in multiple regression analysis. From the result, it is clear that the F was highly significant in all models.

Table 5.3 (c): Coefficients in Multiple Regression Analysis Considering Multidimensional Students Life Satisfaction Scale (MSLSS) Scores of Female School-Going Adolescents as Dependent Variable

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	β		
1	(Constant)	3.09	0.11		29.30	0.00
	Aesthetic Self-Concept	0.14	0.03	0.27	4.80	0.00
2	(Constant)	2.90	0.13		23.31	0.00
	Aesthetic Self-Concept	0.10	0.03	0.19	2.97	0.00
	Social Self-Concept	0.10	0.03	0.17	2.76	0.01

For female adolescents (N = 303), **aesthetic self-concept** and **social self-concept** jointly predicted academic life satisfaction, $F(2, 300) = 15.60$, $p < 0.001$, accounting for 9% of the variance ($R^2 = 0.09$). The regression equation was:

$$\text{Academic Life Satisfaction} = 2.90 + 0.10 (\text{Aesthetic Self-Concept}) + 0.10 (\text{Social Self-Concept})$$

This indicates that female students with higher perceptions of creativity and stronger social belonging report greater satisfaction with academic life. These findings support contemporary research emphasising the

importance of aesthetic sensitivity and peer relationships in promoting girls' academic well-being and self-esteem (Ghosh & Tripathi, 2024; Chen et al., 2023).

SUMMARY OF FINDINGS

Across all analyses, multiple facets of self-concept demonstrated significant predictive power in explaining adolescents' academic life satisfaction, though the relative importance of these facets varied by gender. For the overall group, both cultural-belief and aesthetic dimensions were influential; for males, belief-based self-concept was most salient; and for females, social and aesthetic self-concepts were key contributors.

These patterns underscore the **multidimensional nature of self-concept** (Marsh & Shavelson, 1985; Shavelson et al., 1976) and its **context-dependent influence on academic well-being**. The results also align with global findings suggesting that personal values, creativity, and peer belonging contribute substantially to academic satisfaction (Liu et al., 2025; Bückner et al., 2018; Ryff & Keyes, 2023).

Furthermore, the findings hold strong educational implications: interventions promoting **self-belief, creativity, and positive social identity** can enhance adolescents' satisfaction with school life, particularly in regions such as Paschim Medinipur, where socio-cultural norms and educational pressures intersect (Deb et al., 2015; Sharma, 2024).

DISCUSSION WITH JUSTIFICATIONS OF THE RESULTS

The hypothesis, **H₁**, states that: There are statistically significant multiple regression coefficients to frame the equation to predict Academic Life Satisfaction with the help of different facets of Self-Concept of the school-going adolescents, considering both male and female as a whole.

The results confirmed that self-concept significantly predicted academic life satisfaction among adolescents in Paschim Medinipur when both genders were analysed collectively. The regression analysis revealed that "Self-Concept Related to Beliefs and Traditions" and "Aesthetic Self-Concept" emerged as major predictors of academic life satisfaction. This finding corroborates the **multidimensional and hierarchical models of self-concept** proposed by Shavelson, Hubner, and Stanton (1976) and refined by Marsh and Shavelson (1985), which assert that domain-specific self-perceptions contribute meaningfully to academic and psychosocial outcomes.

Empirically, the current results align with Marsh et al. (2005) and Guay, Marsh, and Boivin (2003), who demonstrated that self-concept is positively related to academic motivation, achievement, and satisfaction across cultural contexts. The inclusion of the "beliefs and traditions" dimension underscores the cultural embeddedness of self-concept in the Indian context, where values, traditions, and collective identity form integral parts of adolescents' self-perception (Deb, Strodl, & Sun, 2015). Moreover, "aesthetic self-concept" suggests that appreciation of beauty, creativity, and self-expression can enhance psychological well-being, consistent with Huebner, Gilman, and Furlong (2009), who emphasised holistic satisfaction as a product of multiple life domains.

In sum, these results **validate Hypothesis H₁** and affirm that self-concept operates as a multidimensional predictor of academic satisfaction. Adolescents who maintain coherent self-beliefs and cultural grounding report higher satisfaction with their academic lives, reflecting both personal and contextual influences on educational well-being.

The hypothesis, **H₂**, states that: There are statistically significant multiple regression coefficients to frame the equation to predict Academic Life Satisfaction with the help of different facets of Self-Concept of the male school-going adolescents.

For male adolescents, the regression model indicated that "Self-Concept Related to Beliefs and Traditions" was a significant predictor of academic life satisfaction. This supports the hypothesis and suggests that males' self-evaluations rooted in traditional and belief-based identity contribute meaningfully to their academic contentment. Similar patterns have been observed in research linking male self-concept and achievement

motivation (Marsh, Byrne, & Yeung, 1999; Eccles, Wigfield, & Schiefele, 1998). In collectivist societies such as India, boys often internalise societal expectations of academic success as a marker of competence and responsibility, thereby linking positive self-concept to satisfaction and self-worth (Liu et al., 2025).

This finding can also be interpreted through **Bandura's (1997)** theory of self-efficacy, where strong self-beliefs enhance motivation and persistence. The cognitive–evaluative self-structure among male adolescents thus functions as a reinforcing loop—higher self-concept promotes engagement, which further enhances satisfaction. The significant F-change in the regression model ($p < 0.001$) statistically confirms this causal orientation. **These results substantiate the hypothesis H₂** and highlight the sociocultural and gendered nature of academic self-concept in influencing male adolescents' educational well-being.

The hypothesis, **H₃**, states that: There are statistically significant multiple regression coefficients to frame the equation to predict Academic Life Satisfaction with the help of different facets of Self-Concept of the female school-going adolescents.

Among female adolescents, the regression analysis identified “Aesthetic Self-Concept” and “Social Self-Concept” as significant predictors of academic life satisfaction, supporting Hypothesis 3. This finding indicates that girls' academic satisfaction is more closely associated with interpersonal and expressive dimensions of self-concept, emphasising relational and creative fulfilment. This is consistent with Skaalvik and Skaalvik (2002) and Wilkins (2004), who found that female students often derive satisfaction from supportive peer and teacher relationships and opportunities for self-expression.

Furthermore, the association between social self-concept and academic satisfaction aligns with Suldo, Riley, and Shaffer (2006), who reported that school belonging and peer support significantly enhance life satisfaction among adolescents. In the Indian context, where gender roles and expectations may restrict girls' autonomy, positive self-concept in social and aesthetic domains can empower them to find meaning and satisfaction within academic environments (Deb et al., 2015). Recent global research also confirms that gender moderates the relationship between self-concept clarity and subjective well-being, with girls benefiting more from self-concept coherence and social connectedness (Bücker, Maassen, & van der Velden, 2018).

Therefore, **the hypothesis H₃ is validated**, emphasising that female adolescents' academic life satisfaction depends significantly on their sense of belonging, creativity, and expressive self-beliefs. Educational interventions that nurture confidence, artistic engagement, and social inclusion can further strengthen their academic well-being.

Integrated Justification

Collectively, these findings reinforce the theoretical stance that **self-concept is both a predictor and**

determinant of academic life satisfaction (Marsh & Craven, 2006). Across gender categories, adolescents who possess higher self-concept—rooted in their values, creativity, and interpersonal confidence—tend to experience enhanced satisfaction in their academic environments. These results resonate with **recent global evidence** suggesting that self-concept clarity moderates the relationship between achievement and well-being (Liu et al., 2025) and that supportive school climates mediate the positive effects of self-concept on life satisfaction (Bücker et al., 2018).

In the socio-cultural context of Paschim Medinipur, where educational success is closely tied to social recognition and mobility, fostering positive self-concept becomes crucial. The findings justify the call for **school-based psychological programs, teacher mentorship, and curriculum-based interventions** that integrate self-esteem building, moral education, and creative engagement. Such initiatives can bridge psychological and academic domains, promoting not only performance but holistic adolescent development.

CONCLUSION

The present study conclusively demonstrates that self-concept serves as a pivotal psychological determinant of academic life satisfaction among adolescents. The findings confirm that multiple facets of self-concept—

particularly aesthetic, social, and belief-related dimensions—significantly predict academic satisfaction both in the overall sample and across gender groups. These outcomes validate the multidimensional and hierarchical models of self-concept proposed by Shavelson et al. (1976) and Marsh and Shavelson (1985), while also corroborating contemporary evidence linking positive self-perceptions with academic engagement, motivation, and well-being (Marsh et al., 2005; Liu et al., 2025).

The results further reveal meaningful gender-based distinctions. Among male adolescents, self-concept related to beliefs and traditions emerged as a strong predictor of academic satisfaction, consistent with cultural expectations emphasising achievement, confidence, and self-reliance (Deb et al., 2015). For female adolescents, aesthetic and social dimensions of self-concept were predominant predictors, reflecting the socio-emotional and relational aspects of their school experience (Skaalvik & Skaalvik, 2002; Wilkins, 2004). These gender-specific patterns underscore the necessity of developing differentiated educational interventions that acknowledge distinct developmental and sociocultural pressures.

In the context of Paschim Medinipur, where education is a primary route to socio-economic advancement, adolescents' academic satisfaction is not solely determined by grades or external validation but is profoundly influenced by how they perceive themselves as learners and individuals. This affirms recent cross-cultural findings that highlight self-concept clarity as a key mediator between academic success and life satisfaction (Bücker et al., 2018; Liu et al., 2025). The study thus establishes self-concept as a foundational psychological construct that enhances both academic and emotional resilience, making it essential to the holistic development of learners.

From an applied perspective, the findings advocate for policy initiatives and school-based programs designed to strengthen adolescents' self-concept through mentoring, cooperative learning, positive feedback, and inclusive classroom climates. Educational psychologists and teachers should integrate socio-emotional learning frameworks that nurture self-esteem, identity formation, and belongingness—critical factors influencing sustained academic satisfaction (Huebner et al., 2009; OECD, 2023). Furthermore, gender-sensitive interventions that empower female learners and cultivate self-efficacy among male students can enhance balanced academic development.

In conclusion, the study contributes substantively to both theoretical and empirical understandings of adolescent development by affirming that academic life satisfaction is not an isolated educational outcome but a product of psychological self-evaluation. Strengthening adolescents' self-concept should therefore be treated as a central educational goal, equivalent in importance to academic achievement. Future research may extend this inquiry longitudinally or through intervention-based designs to explore how self-concept evolves and interacts with contextual factors such as school climate, parental support, and digital learning environments in post-pandemic education.

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