

MULTIDIMENSIONAL SELF-CONCEPT ACCORDING TO SOCIAL AND ACADEMIC FACTORS IN UNIVERSITY STUDENTS

ABSTRACT

The multidimensional self-concept has been studied in last decades in several contexts linked to academic and health topics. This concept is understood as the perception that a person has of itself in relation to various components that are socially constructed, highlighting the emotional, physical, social or academic dimensions. This cross-sectional study, carried out in a sample of 2736 university students [$\square = 33.8\%$ ($n = 924$); $\square = 66.2\%$ ($n = 1812$)], aims to analyse the multidimensional self-concept according to sex, the branch of knowledge and the type of teaching associated with the degree that they are studying. The AF-5 self-concept scale (García and Musitu, 1999) is used, using IBM SPSS® v.23.0 software for statistical analysis. The results show how male students have a higher global, emotional and physical self-concept, revealing that the academic and family dimensions are higher in women. By branch of knowledge, students of social sciences have greater academic self-concept, while those who study degrees in health sciences have greater physical, emotional and global self-concept. Finally, it was observed that young people who studied online or blended degrees had greater academic and emotional self-concept, as well as lower scores in the family and physical dimensions. As conclusions, significant differences are shown in the dimensions of self-concept according to area of knowledge and study modality, which allows defining guidelines on those dimensions that must be developed in order to maintain adequate levels of well-being and mental health.

KEY WORDS

self-concept; university; sex; branch of knowledge; teaching typology.

