Влияния на виртуалната и училищната среда върху самооценката и пpоявите на самоуважение в юношеска възраст

Engl. transl.: Influence of virtual and school environment on self-evaluation and on self-respect in youth

# Keywords

* virtual environment
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## Topics

## Sample

312 adolescents (199 girls and 113 boys) between the ages of 14 and 17 who study in eighth and ninth grade and are educating in four general and four vocational schools.

## Implications For Stakeholders About

Researchers

# Abstract

The article presents empirical data on the impact of school and virtual environment on self-esteem and self-assessment during adolescence. The study is conducted with 312 adolescents between the ages of 14 and 17 who study in eighth and ninth grade and are educating in four general and four vocational schools. The applied research methods: A Global Self-Esteem Scale and author modified for a virtual environment option which give the opportunity to analyze the characteristics of self-esteem and self-assessment exhibited in real and virtual environments. The empirical evidence obtained shows that the probability of a school environment influencing the development of self-esteem in the adolescents studied is more pronounced in boys. Girls from both education and vocational schools are more likely to negatively evaluate themselves in terms of personality traits and competencies than boys. In the study group of adolescents, global self-assessment manifests itself at different levels in real and virtual environments.

# Outcome

To study global self-esteem and the manifestations of self-esteem in a virtual environment, an author's version of the Global Self-Assessment Research Scale, designated as Form B: Scale for Global Self-Assessment Research on the Internet, has been applied, modified and adapted for such an environment. When structuring it, the meaning and the number of statements included in the original scale are preserved, but they are oriented to the virtual environment of the Internet. The reliability of Form B related to the internal coherence of the scale statements was found to be high. The reliability associated with the internal coherence of the items in the individual subscales included in Form B is also high. The data show that when assessing themselves on both scales, the respondents clearly distinguished their own personal qualities and experiences according to the environment that provoked them - real or virtual. Significant differences were found in the quantitative distribution of data for all levels of global self-esteem, manifested in real and virtual environments. The most pronounced differences are observed at high levels of self-esteem. More than 70% of adolescents demonstrate a high level of self-esteem in a virtual environment, while in a real environment this level is demonstrated by only 19% of adolescents. Significant differences were found in the quantitative distribution of data for all levels by factor Self-underestimation in real and virtual environment. The most significant differences are observed at low levels. Approximately 80% of adolescents have demonstrated a low level of self-underestimation in a virtual environment, while in a real environment this level is demonstrated by only 18% of adolescents. Significant differences were found in the quantitative distribution of data for all levels by factor Self-esteem in real and virtual environment. Low levels of self-esteem in a real environment have been demonstrated undefined approximately 17% of adolescents, while in a virtual environment this level is demonstrated by less than 5% of adolescents. The clearest differences for real and virtual environment were found at high levels of self-esteem. One-fifth of adolescents showed a high level of self-esteem in a real environment, while in a virtual environment a high level of self-esteem was demonstrated by more than half of the adolescents surveyed. The probability of the school environment influencing the development of self-esteem in the studied adolescents is more pronounced in boys. The tendency for negative self-assessment of one's own personal qualities is more pronounced among girls. undefined