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Self-Concept of College Students: Empirical Evidence from an Asian Setting

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Abstract. Individuals with high self-concept will likely have high life satisfaction, they easily get adjusted to life, and they communicate their feeling more appropriately. However, it was not certain whether self-concept would decline or improve as individuals age, or whether self-concept would vary between genders and ethnic groups. To prove, a study was carried out to compare the self-concept of college students in an Asian context. The inquiry utilized the cross-sectional design in finding out significant differences in the self-concept of participants in terms of age, gender, and ethnicity. A 22-item questionnaire was adapted and administered to 222 Bachelor of Public Administration and Bachelor of Science in Business Administration students from the satellite campus of Bukidnon State University in the Philippines. Initially, a sample was randomly drawn from the population. During the actual data collection, the researchers had difficulty getting the responses from the randomly selected individuals due to internet connection and it was done amidst a pandemic. Instead, it took all responses from those who were available, have access to the internet, and could accomplish the google forms. The data were analyzed using Mean, Standard Deviation, T-test for independent sample, ANOVA and Post Hoc test. The results revealed that college students at the locale have a high level of self-concept in self-fulfilment, emotional adjustment, and honesty. Yet, they only had a moderate level of self-concept in autonomy. Further, there were significant differences in college students' autonomy and honesty in terms of age and gender. Furthermore, there were significant differences in their emotional adjustment and self-fulfilment as to their ethnicity. The results have implications for instruction, administration, guidance services, and future research.

Keywords. Emotional adjustment, self-fulfilment, honesty, autonomy, gender, ethnicity, age

1. Introduction

Individuals with high self-concept would likely have high life satisfaction (Febrian & Kurniawan, 2012) and they easily get adjusted to life (Black,2017). Moreover, individuals who are truly adjusted to life can communicate their feeling more appropriately (Akhtar, 2020). Fundamentally, people would value honesty, tend to have strong beliefs in their morality, and want to maintain this aspect of their self-concept (Hugh-Jones, 2016). Maintaining the sense of self is as important as maintaining self-fulfillment, emotional adjustment, and honesty. Having said this, there is a need to emphasize the importance of autonomy while people interact with peers and colleagues, especially partners in life (Kluwer, Karremans, Riedijk & Knee, 2020).

Substantially, autonomy was found to influence work meaningfulness (Martela & Riekki, 2018).

The development of individuals' self-concept is dependent on the organization of their beliefs about self. Technically, self-concept is a multi-dimensional construct. This means individuals hold several views about their physical, social, and other facets of life. Thus, it is an overarching concept of who people are physically, emotionally, socially, or spiritually. As individuals grow, people shape and regulate their self-concept based on the information they have about themselves. Again, it is multifaceted construct that can be broken down into distinct elements. Self-concept is related to several other self" constructs, such as self-esteem, self-image, self-efficacy, and self-awareness. Nowadays, it is accepted that self-concept is not limited to peoples' perception of themselves at mental, academic, professional, and social aspects.

The points argued above indicate the importance of self-concept, especially among the college learners of this generation. It is assumed that individuals with a self-concept may thrive well in the university schooling. Yet, clarity of self-concept needs to be established in every college student. Self-concept is what people have decided to become. Most importantly, it refers to the private and personal spheres of life. Self-concept is the image of people with a distinct personality. This image develops in several ways but it is particularly influenced by interactions with important people surrounding the individuals (Palacios, Echaniz, Fernández & Barrón, 2015). In a more complex investigation, the clarity of self-concept mediates the clarity of cultural identity of individuals. Interventions designed to clarify cultural identity might have psychological benefits for individuals who have been facing cultural identity challenges (Usborne & Taylor, 2010).

Aside from ethnicity or cultural identity, it was reported that social class plays an important role in configuring the self-concept and that scholars should pay more attention to the importance of social class to self and identity processes (Easterbrook, Kuppens & Manstead, 2020). An inquiry revealed the inequalities in socioemotional outcomes across classes which include self-concept (Bécares & Priest, 2015). This was supported in another study which reported significant ethnicity-based difference in self-concept (Singh, Chang & Dika, 2010). In another research, Chinese Canadian, and Singaporean students felt less relative autonomy than the European Canadian students (Rudy, Sheldon, Awong & Tan, 2007). Certainly, ethnicity plays a vital role in the development of one's self-concept. Few had been explored on self-concept that includes cultural identity interventions that cover cultural identity that yield psychological benefits, especially those that have been confronted with hallenges in their cultural identity. It was contended that the social perspective of self-concept is valuable in an individual's efforts and drive to succeed (Usborne & Taylor, 2010; Umaña-Taylor et al., 2014).

It was revealed that gender differences played a role in the development of the respondents' self-concept (Povedano-Diaz, 2019). The differences were observed in several dimensions of self-concept (Alrajhi et al., 2019; Jackson et al., 2009; Jackson et al., 2010; Al-Zyoudi, 2007) in which males scored higher than females (Jackson et al., 2010; Al-Zyoudi, 2007). In contrary, there was no gender difference in the self-concept of fifth and sixth grade learners (Arens & Hasselhorn, 2013). Findings revealed significant difference in the self-concept of clustered male participants in which late adolescent boys (19-20) have higher self-concept than those in early adolescence (Arens & Hasselhorn, 2013). However, this self-concept was limited to physical aspect. Studies revealed that there has been an increasing interest in investigating the self-concept. And yet, the shreds of evidence are varied and conflicting, especially in terms of age and gender (Cherry, 2019; Povedano-Diaz, 2019).

Specifically, there was no enough evidence that self-concept was widely studied concerning ethnicity.

Based on day-to-day observation and personal experiences of the researchers in the university where they belonged, there have been reported academic cheating and students' dependence to peers. Some are prone to bad influence by their peers, while a few have been shaken by their emotional predicaments. A few of them have been observed and reported to have low motivation to succeed in studies and life as a whole. Some of them do not like to interact with and work in collaboration with their classmates. There were also reported cases that call for disciplinary actions, while some of them need transformative discipline. These observations call for the attention of the researchers as one of them is an advocate of the guidance and counseling services in the satellite campus of the said university.

The study identified the self-concept of Public Administration and Business Administration students from a satellite campus of Bukidnon State University in the Philippines. Also, it compared their self-concept across ages and ethnic groups, and between genders. Furthermore, the study was carried out to generate new knowledge and information on the topic. The results may be used in designing guidance and counselling program that would enhance college students' self-concept.

1.1 Conceptual Framework of the Study

This study draws its theoretical underpinnings from the structure of the personal self-concept model of Goňi, Madariaga, Axpe, and Goñi (2011) to explore the self-concept of students. As a construct, self-fulfillment refers to how each person sees themselves to achieving the objectives in their lives which they set for themselves. This includes the feeling of being of fulfilled by meeting their targets and in rising to the challenges in life (Goñi et al., 2011). Autonomy covers how individuals see themselves as equal to, but different from others around them. This dimension includes the perception of people as someone independent. This covers the feeling and or the experience of being not dominated by anyone around them. This is also a perception of self for being able to function without depending on others (Goñi et al., 2011). Honesty describes how individuals see themselves of having the sense of being honest, upright with trustworthy behaviors. This covers their feeling of being valuable, honorable, and consistent before others. This includes being a man and a woman of a word (Goňi et al., 2011). The emotional adjustment refers to how people see themselves as with impulsive and reactive personalities. This dimension is concerned with their emotional balance, sensitivity, recognition, and control over their emotions (Goňi et al., 2011). The self-concept of students across four sub-constructs are compared using their gender, ethnicity, and age. This investigation tested the research hypothesis indicated in the framework below that self-concept does differ in terms of gender, ethnicity, and age.
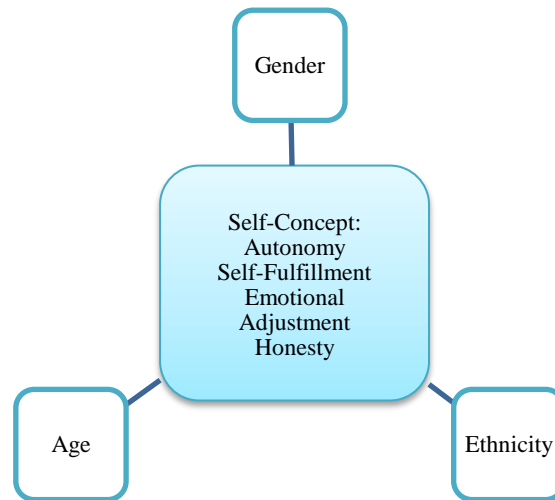
Figure 1: Conceptual Framework of the Study

2. Methodology

The study employed the cross-sectional design since it compared the self-concept of the college students based on the profile. This design is described as a population-based survey that assesses the prevalence of the outcome or exposure. It describes the current personal self-concept of sampled college students. The is cross-sectional since the data collection was done once and the unit of analysis is across groups by comparison (Setia, 2016). Gender, age, and ethnicity were used to determine variances in the self-concept of the participants. This study was conducted at the Bukidnon State University in one of its Satellite Campuses in Impasug-ong, Bukidnon province, Philippines. This town is strategically located in the North-eastern part of the province. It is approximately 75 kilometers from Cagayan De Oro City, one and a half-hour drive away from Malaybalay City, the capital of the province. The origin of the town's name Impasug-ong is a Higaonon term, which means make the current come upstream. The municipality was called Impasug-ong after the name of the spring located northwest of the población. The Higaonon tribe is made up of eight clans concentrated in the vicinity of the eight main rivers of their ancestral domain. Even though much of its population has been converted to Catholicism, tribal traditional practices are still performed such as the ancient ritual called Tampudas Hu Balagunor. As more migrants arrived within the region and the neighboring places, the Higaonons gradually lost their means of livelihood, and several others have moved to find alternative sources of sustenance. In recent years, their ancestral lands have been abused. Many children have reportedly lost the ability to speak their language and are oblivious of the tribe's rich traditions. The place is predominantly inhabited by Higaonons (Local Government of Unit of Impasug-ong Bukidnon, 2014).

The participants were the college students of the Bukidnon State University in Impasug-ong Satellite Campus. In its first school year of operation in 2018, the campus had 208 Bachelor of Public Administration students (69 males and 130 females), and 183 Bachelor of Science in Business Administration (65 males and 118 females). Using a purposive sampling, the study involved 222 participants from both curricular programs of which 75 were males and 147 were females, which was 56.77% of the population. Many of these individuals had attended late in tertiary education due to access and affordability. When the satellite campus was established in collaboration of the local government unit, these individuals were given access higher education. The study adopted the 22-item questionnaire specifically the four-dimension model

of personal self-concepts. The tool is composed of 6 items on self-fulfillment, 5 items on autonomy, 6 items on emotional adjustment, and 5 items on honesty. Eight years ago, this four-dimension personal self-concept tool was subjected to confirmatory factor analysis (CFA) in Spain. The model had obtained the best goodness of fit based on the data (Setia, 2016). Therefore, this questionnaire is both empirically valid and reliable. To ensure that this questionnaire does not have cultural bias, it was piloted to 30 business administration students in another satellite campus of the Bukidnon State University in Cabanglasan, Bukidnon, Philippines. Results showed that the 22-item self-concept questionnaire has a very high Cronbach Alpha value of .813 (unstandardized). If any items are deleted, the Cronbach Alpha values lie between .793 (item 5 of honesty) and .819 (item 6 of self-fulfillment). These indicate that the individual values are very close to the overall. These results suggest that the items of the instrument have enough internal consistency for this research. Therefore, there is a strong agreement among the participants in the pilot testing.

The researchers secured the endorsement letter from the office of the dean of the College of Administration which was addressed to the Campus In-charge of Impasug-ong Satellite Campus. Due to the Global Corona Virus the researchers used Google forms in collecting the necessary data from locale. Within these forms, the informed consent form was embedded. The administration of the questionnaire was done online in the middle of the year 2020. It took for almost a month for the researchers to retrieve the questionnaire. After retrieval, responses from the participants in four dimensions of self-concept were tallied, summarized, and analyzed using the 5-point rating scale with corresponding range, description and qualifying statements. The data gathered were analyzed using descriptive statistics such as the Mean and the Standard Deviation. These statistics described the level of their personal self-concept in four dimensions. To estimate the variances of their self-concept using age, gender and ethnicity, the data were analyzed using t-test for independent samples and analysis of variance. For multiple comparison, post hoc was also performed to verify the significant different differences in self-fulfillment, autonomy, honesty, and emotional adjustment.

Table1. The Scoring and Interpretation Guide for Data Analysis

Scale	Range	Qualitative Description	Qualifying Statements
5	4.20-5.00	Always	Students have a very high level of self-concept.
4	3.40-4.19	Often	Students have a high level of self-concept.
3	2.60-3.39	Sometimes	Students have a moderate level of self-concept.
2	1.80-2.59	Rarely	Students have a low level of self-concept.
1	1.00-1.79	Never	Students have a very low level of self-concept.

3. Results and Discussion

3.1 Level of Self-Concept

The top portion of Table 2 indicates students' high level of self-fulfilment since their responses were described as often. The first and second indicators have the highest responses. These are on their satisfaction with what they have achieved in life and the sense of pride in managing their life. The sixth indicator has the lowest response, yet it has similar description with other indicators. The indicator has something to do with the opportunity of changing life if they are to start again. Noticeably, all indicators of self-fulfilment have similar description, often which implies for a higher level of self-fulfilment. The results imply further that most of the participants have a sense of fulfilment and they believe they are achieving their life goals. These results suggest they really have a strong drive to succeed and they believe they have a satisfying

life. Even if these individuals would encounter difficulties in life, certainly, they could thrive until they can reach success. Thus, difficulties may not be hindrances to achieving their life goals. A scholar said that fundamental part of having a life worth living is to see it with meaningful experiences (Martela et al., 2018).

Table 2. Self-Concept of College Students at Impasug-ong Satellite Campus Across Dimensions

Dimensions and Indicators	Mean	SD	QD
Self-Fulfilment			
1. I am satisfied with what I am achieving in my life.	4.05	.88	Often
2. I feel proud of how I am managing my life.	4.05	.84	Often
3. I have always overcome any difficulties I have encountered in my life.	3.95	.83	Often
4. I have yet to achieve anything I consider to be important in my life.	3.65	.96	Often
5. So far, I have achieved every important goal I have set myself.	3.59	.86	Often
6. If I could start my life over again, I would not change very much.	3.52	1.12	Often
Overall Mean	*3.80*	*.58*	*Often*
Autonomy			
1. In order to do anything, I first need other people's approval.	3.25	.85	Sometimes
2. I find it hard to embark on anything without other's people support.	3.25	.78	Sometimes
3. I find it difficult to make decisions on my own.	3.24	.92	Sometimes
4. I depend on other people more than the majority of those I know	3.18	.86	Sometimes
5. When taking a decision, I depend too much on other peoples' opinions.	3.04	.93	Sometimes
Overall Mean	*3.19*	*.61*	*Sometimes*
Emotion Adjustment			
1. I am emotionally strong person.	3.81	.95	Often
2. I consider myself to be uptight and highly strung person	3.75	.87	Often
3. I know how to look after myself so as not to suffer.	3.62	.82	Often
4. I am more sensitive than the majority people.	3.55	.91	Often
5. I suffer to much when something goes wrong.	3.42	.98	Often
6. If I'm Feeling down, I find it hard to snap out of it.	3.29	.95	Sometimes
Overall Mean	*3.57*	*.49*	*Often*
Honesty			
1. I am trustworthy person.	4.31	.82	Always
2. My promises are sacred.	4.18	.84	Often
3. I try not to do anything that might hurt others.	4.16	.86	Often
4. I am a man/woman of my word.	4.06	.81	Often
5. I am a decent, honest person.	3.99	.79	Often
Overall Mean	*4.10*	*.58*	*Often*

Table shows that these college students have a moderate level of self-concept in autonomy and this dimension has the lowest level compared to the other three dimensions. Indicators 1 and 2 have the highest responses. The former is on other peoples' approval, while the latter is on embarking something with others' support. In addition, the results indicate moderate level of autonomy of participants. These results suggest that sometimes student have the tendency to depend on others or they have some issues on self-reliance. In one study, autonomy was defined as "motivational state that promotes behaviors that are fully endorsed based on one's own interest and or the welfare of other people" (Aruta, 2016). But the results neither imply a self-interest nor other's welfare.

Also, the results show that college students have a high level of self-concept in emotional adjustment. Indicator one has the highest response, while indicator six has the lowest response.

The first indicator is on emotional strength, while the latter is on bouncing back from feeling down. The results show that at some extent these students perceived themselves as emotionally stable.

Lastly, students have a high level of honesty. Furthermore, the table reveals that students have always seen themselves as trustworthy persons. In indictor one, they have the highest response in which they always perceived themselves as trustworthy, while in indicator five, they often looked at themselves as decent and honest persons. This is the dimension in which students got the highest overall response. The results indicate that the strengths of students lie in this dimension.

3.2. Age Differences in the Self-Concept of Students

In Table 3, ANOVA results show that there are no significant differences in the self-fulfillment (F=1.631, p>0.05) and emotional adjustment (F=.192, p>0.05) across age groups. On contrary, F statistics further revealed significant differences in the self-concept of students in terms of autonomy (F= 16.678, p<0.05) and honesty (F= 5.102, p<0.05). However, it is not clear which age groups these significant differences occur. Post hoc test results in Table 4 revealed the differences in the autonomy are between those who are aged 18-23 and 30-36 (Mean Difference= .59628*) and between those who are aged 24-29 and 30-36 (Mean Difference=.41885*). Furthermore, post hoc test revealed that those students who are aged 30-36 are more honest than those aged 18-23 (Mean Difference= -.24781*) and those aged 24-29 (Mean Difference=-.34719*), respectively.

Table 3. ANOVA Results Comparing the Self-Concept of College Students in terms of Age

Dimension	Groups	Sum of	df	MS	F	Sig.
Self-Fulfilment	Between Groups	1.094	2	.547	1.631	.198
	Within Groups	73.429	219	.335		
	Total	74.523	221			
Autonomy	Between Groups	11.040	2	5.520	16.678	.000
	Within Groups	72.480	219	.331		
		83.519	221			
Emotional Adjustment	Between Groups	.093	2	.046	.192	.825
	Within Groups	52.998	219	.242		
	Total	53.091	221			
Honesty	Between Groups	3.350	2	1.675	5.102	.007
	Within Groups	71.896	219	.328		
	Total	75.245	221			

The ANOVA results partly support to an earlier inference that "older adults show social and emotional functioning that is equal to or superior to younger adults. When faced with prolonged and unavoidable stress, however, age-related advantages appear to be compromised" (Charles & Carstensen, 2010). Also, the younger groups see themselves as more autonomous and independent than the older ones. Hence, college students who are 30-36 years old are more inclined to depend on others or they have lower self-reliance. These may indicate that these individuals at their age or earlier may have experienced or have been experiencing being dominated.

Table 4. Post Hoc Test on the Self-Concept of College Students Across Age Groups

Dimension	Age Groups		Mean Difference	SE	sig.
Autonomy	18-23	24-29	.11784	.09297	.137
		30-36	.59628*	.10343	.000
	24-29	18-23	-.11784	.09297	.137
		30-36	.41845*	.11870	.001
	30-36	18-23	-.59628*	.10343	.000
		24-29	-.41845		
Honesty	18-23	24-29	.12638	.09260	.361
		30-36	-.24781*	.10302	.045
	24-29	18-23	-.12638	.09260	.361
		30-36	-.34719*	.11822	.005
	30-36	18-23	.24781*	.10302	.045
		24-29	.34719*	.11822	.005

In addition, ANOVA results suggest that as the students get older, they become more trustworthy individuals. These older students have the sense of being upright or they have better appreciation on the value of integrity. They see themselves as more valuable, honorable, and consistent individuals compared to the other younger groups. During examinations, younger students are more likely commit cheating or any form of dishonesty than their counterparts, while older students have the higher likelihood not to engage in academic cheating. These findings contradict that increased age was associated with lower self-concept (Onetti, 2019). However, the previous findings had different dimensions of self-concept which includes academic, social, emotional, family, and the physical aspects.

3.3. Gender Differences in Self-Concept of Students

In one hand, T statistics revealed in Table 5 a significant difference in the autonomy (t=2.078, p<0.05) of male and female students. The evidence suggests that males look at themselves as more autonomous than females. Thus, they make decisions in life without depending on others. Female students appear less independent or self-reliant than males. Thus, females may have experienced or are experiencing being dominated by others probably by males around them. Accordingly, gender differences played a role in the development of the respondents' self-concept (Povedano-Diaz, 2019). The differences were observed in several dimensions of self-concept in which males scored higher than females (Alrajhi, 2019; Jackson, 2009; Jackson, 2010; Al-Zyoudi, 2007).

Additionally, gender stereotype influences males and female students' self-concept in which male students scored higher than females (Igbo, Onu & Obiyo, 2015). Scholars reported no significant difference in the self-concept of males and females and they concluded that gender cannot influence self-concept of secondary school students (Eremie & Ikpah, 2017). In contrary, there was no gender difference in the self-concept of fifth and sixth grade learners at a young age (Arens & Hasselhorn, 2013). This entails age difference rather than a gender difference. Also, previous findings revealed significant difference in the self-concept of clustered male participants in which late adolescent boys (19-20) have higher self-concept than those in early adolescence (Ďuricová & Frgelcová, 2020). Still, these literatures do not have clear findings if these have something to do with autonomy, honesty or both.

Table 5. T-test Results Comparing the Level of Self-Concept of College Students Between Genders

Dimension	Gender(N=222)	Mean	SD	Mean Difference	df	t	Sig.
Self-Fulfilment	Male (75)	3.80	.64	.00168	220	.020	.984
	Female (147)	3.80	.54				
Autonomy	Male (75)	3.31	.56	.17992	220	2.078	.039
	Female (147)	3.13	.63				
Emotional Adjustment	Male (75)	3.58	.54	.01297	220	.186	.853
	Female (147)	3.57	.45				
Honesty	Male (75)	4.00	.53	-.15924	220	-1.935	.054
	Female (147)	4.16	.60				

3.4. Ethnicity-based Differences in the Self-Concept of Students

T-test for independent samples revealed significant differences in the self-fulfilment (t=2.762, P<0.05) and emotional adjustment (t=2.352, p<0.05) of *Higaonon* as the dominant group and the minority group composed of several ethnicities. Students from the *Higaonon* tribe have seen themselves more self-fulfilled than their counterpart, the minority group. Also, they perceived themselves to have achieved their objectives in their life and so they felt fulfilled in meeting their targets. In can be inferred that they rose from the challenges in life. This means they can bounce back more easily than the group composed of several ethnicities.

Table 6. T-test Results Comparing the Level of Self-Concept of College Students between Dominant and Minority Groups

Dimension	Ethnicity(N)	Mean	SD	Mean Difference	df	t	Sig.
Self-Fulfilment	Higaonon (190)	3.85	.56	.31240	217	2.762	.006
	Others (29)	3.54	.41				
Autonomy	Higaonon (190)	3.19	.61	.00479	217	.039	.969
	Others (29)	3.19	.60				
Emotional Adjustment	Higaonon (190)	3.61	.48	.22722	217	2.352	.020
	Others (29)	3.38	.47				
Honesty	Higaonon (190)	4.14	.58	.21528	217	1.872	.063
	Others (29)	3.93	.48				

Moreover, the HIgaonons have more stable emotions and they are more sensitive to others than the counterpart. They could recognize and control their emotions better than the other group. These Higaonon people of North-Central Mindanao are some of the least well-known ethnolinguistic groups in the region. In fact, many of them live in the mountainous parts of Misamis Oriental, Bukidnon plateaus as well in the eastern and western mountain boundaries of the provinces of Agusan and Lanao provinces in the Philippines. Previous studies indicated ethnicity-based differences on the self-concept between the Caucasian-American and African-Americans in which the latter scored higher over the former group (Singh, Chang & Dika, 2010). In a separate study, a significant difference in the self-concept of Caucasian-American and African-Americans (Jackson et al., 2009; Jackson et al., 2010). In Self-Concept Clarity

Scale, a study found small but statistically significant differences among races in the scores of East Asians, Southeast Asian, Pacific Islander, and Multiracial groups (Cicero, 2020). An inquiry revealed the inequalities in socioemotional outcomes across classes which include self-concept (Bécares & Priest, 2015). In another research, Chinese Canadian and Singaporean students felt less relative autonomy than the European Canadian students (Rudy, Sheldon, Awong & Tan, 2007). With the findings and literature, it is acknowledged that ethnicity plays a vital role in the development of one's self-concept.

4. Conclusion

Generally, most of the college students of Bukidnon State University at the satellite campus in Impasug-ong, Bukidnon, Philippines had a high overall self-concept. Those who are aged between 30 and 36 need to be enhanced with their autonomy. On contrary, the younger groups feel they are more autonomous than the older groups. This means the younger individuals believed they are more reliant and independent than their counterparts. Likewise, male students turned to have better self-concept in autonomy compared to females. Thus, the males see themselves more independent than the females. The study inferred that students who belonged to the *Higanoonon* tribe have more stable emotions that the minority group. It is inferred that the more dominant an ethnic group is in the community or organization, the more its members become emotionally stable. College students from this tribe see themselves more self-fulfilled in their life goals than their counterparts.

These results have implications for administration through its guidance office and for the instruction to take part in addressing reported concerns on self-concept among college students in the locale. Low or moderate level of self-fulfillment may have implications to the academic achievements of college students. It is potential among those with low self-fulfillment to also have low motivation to do good or better in their academics. Either low or moderate level of honesty may also have implication for a tendency of committing academic cheating among the younger groups. Low or moderate autonomy may have implications for instruction. Teachers should further identify students with low autonomy and also engage them with collaborative approaches of learning so that they can be prevented to fail in their academics. The low or moderate level of emotional adjustment may have implications for the guidance office and teachers to work together in monitoring those from minority ethnic groups to prevent occurrence of problems related to emotions.

The study recommended the following: (1) that the office of the guidance and counseling advocate may come up with a whole school approach program to address and enhance the self-concept of students in autonomy or the office may develop a program based on age, gender and ethnicity to address the needs of students in developing their self-concept; (2) that the administrators at the satellite campus in Impasug-ong may provide administrative support to the office designate or advocate in implementing a program that addresses self-concept of students; (3) teachers in-charge of student services may integrate co-curricular and extracurricular activities that boost the autonomy and address the level of honesty among students; and (4) future researchers may conduct research on the comparative analysis of college students' self-concept at four dimensions with a more larger sample to confirm the findings of the present study.

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