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LEVELS OF SELF-ESTEEM, SELF-CONCEPT AND SELF-IMAGE IN ADOLESCENTS FROM THE IZTAPALAPA CITY HALL IN MEXICO Attributive variables and their correlation in Triple A levels

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Abstract: Self-esteem, self-image and self-concept are three fundamental principles in the development of the adolescent's personality. These factors tend to conform and mold according to the conditions of the environment that surrounds them, speaking in a social, educational and family aspect, however, it is until adolescence when these factors go through a determining stage of development, through which the personality is concretized and becomes less variable and influenced by environmental contingencies; thus forming a solid personality in the individual. The objective was to analyze the levels of self-esteem, self-image and self-concept quantitatively; in addition, identify sociodemographic qualities that could be directly correlated with their levels; In addition, the aim was to identify the correlational qualities of the sociodemographic variables with the three study variables. For the measurement of the variables: self-esteem, self-concept and self-image, the William Fitts Tennessee Self-concept Scale was used. For the analysis of the sociodemographic variables, a self-assessment questionnaire was used. The study was carried out by evaluating 433 young people between 12 and 20 years old who were in the second or third grade of secondary school. It was found that there is a significant positive correlation between the three main study variables: self-esteem, self-image and self-concept. Likewise, various sociodemographic variables were found that influence the levels of the three study variables, such as: sex, age, grade point average, failed subjects, repetition of a school grade, and number of siblings. Regarding the limitations, it is not possible to specifically identify the intensity with which the sociodemographic variables influence the levels of self-esteem, self-image and self-concept.

Keywords: Self-esteem, self-concept, self-image, adolescence.

INTRODUCTION

Self-esteem, Self-concept and Self-image (Triple A) constitute the three component processes of the personality of any individual, this is relevant because the Triple A is susceptible to the influence of the main characteristics that are fashionable in different social groups, this is important because the result of the influence will be the one that equips the individual with tools which will allow him to function in his environment adequately or not. Taking into account the above, it can be mentioned that having high levels of Self-esteem, Self-image and Self-concept is something recommended in the period of adolescence, since in this stage several physical, psychological and social changes are suffered that usually generate periods of confusion.

Based on the above, studies must be focused on the adolescent stage focused on the main means of socialization, which is school, because the adolescent spends approximately 7 hours in the classroom. However, studies in Mexico regarding the school as a space for identity construction are not deepened, and even less when it comes to secondary school (Guerra and Guerrero, 2004).

This study aims to identify the influential sociodemographic factors in the levels of Triple A in adolescents, as well as those that favor or hinder the development of these processes. For that, it is intended to visit different Secondary Schools of the Iztapalapa Delegation to apply the Tennessee Scale; Subsequently, a statistical analysis will be carried out with the results of the instrument used and, based on the results obtained, highlight the correlation between variables. The Triple A study will allow contributions to be made in the field of psychopedagogical orientation, mainly in the area of identification and prevention; in order to help adolescents with problems related to these personality processes to promote

optimal development. The investigation was carried out in the Eastern zone of the CMDX in the Iztapalapa mayor's office. It was decided to work with this area because perceptually they appear to have high levels of crime and poverty, issues that are on the front pages of the newspapers every day. This could result in low levels of Triple A and therefore have repercussions in different areas such as personal, family, work and academic.

THEORETICAL FOUNDATION

ADOLESCENCE

Adolescence is a stage through which all individuals pass when they grow and mature, it is at an intermediate point between the child and the adult, among the main characteristics are the changes at the biological, psychological and social levels. It is important to take into account that adolescence is not only a period of transition between childhood and adulthood, it is a period of profound reconstruction of the subjects as social actors, in which there are processes of rupture with the socialization that has taken place. lived until that moment and that feeds greater autonomy and independence, while constituting the sustenance for the new construction of identity ascriptions (World Health Organization, 2010).

As mentioned above the three main changes in adolescence are biological, psychological and social. Regarding biological changes, its importance lies in the fact that the adolescent defines the perception of her body and identifies herself as a singular being (Marchargo, 2002). In addition, at this stage the formation of the new body image takes place, which contributes to the vision of himself, and the adolescent develops a set of feelings and attitudes towards his own body, which in turn contribute to the formation of the feeling of identity Berryman, (1994, cited in Amar and Hernández, 2011).

Regarding psychological changes, its relevance is found in the appearance of new ways of thinking that will condition the image one has of oneself, of others and of the world in general. One of these thoughts and, perhaps, the one that has the most repercussion is the capacity for abstract thought, in which the adolescent unfolds from reality and thinks about what is possible, about how they could be or how they would like them to be. This ability forms the intellectual basis of a typical adolescent trait, idealism. With this characteristic of adolescent thinking, boys can now compare their vision of what is real with respect to the ideal, beginning to position themselves politically and socially, which can be classified as idealistic due to the ability to conceive that another world may be possible. The comparison between reality and the possibility of a different reality makes the adolescent idealize and even rebel against the established (Mariscal, Giménez-Dasí, Carriedo & Corral, 2009).

Finally, there are the social changes, these are mentioned because the stage of adolescence is the moment during which adaptation to the social environment is a pillar because the individual is in the process of searching for their own identity, for which the perception that he has about his image will be related to the perception that the people around him have in relation to him, that is, adolescents seek to fit into a certain social group and in that attempt they adopt the predominant tastes among their peers and which in turn may or may not be socially accepted Lorenzatto, (1997 cited in Díaz & Hernández, 2010).

In addition to the above, it must be borne in mind that relationships with new people in a different setting can generate intense anxiety for some adolescents, who are not able to adapt adequately, which ends up generating deterioration in the quality

of life of adolescents in the context school and social. At the same time, it generates as a consequence the isolation of the person, reaching this point it is important to focus on the Triple A because when isolation is generated, depressive feelings usually appear and when confronted with inadequate coping strategies, adolescents come to resort to drugs or alcohol Salaberría & Echeburúa, (1995, cited in Vallés, Olivares & Rosa, 2014).

SELF ESTEEM

Self-esteem is a concept that has many definitions, however this study considers that of Ramírez and Almidón (1999) who define self-esteem as the assessment that one has of oneself, it develops gradually from birth, based on security, affection and love that the person receives from his environment. Self-esteem is built from the people around us, from experiences, experiences, being the most important for its acquisition, childhood and adolescence. Likewise, it must be taken into account that self-esteem is one of the most powerful predictors of the degree of well-being and psychological adjustment, during adolescence and adulthood, a behavioral mediator and one of the fundamental pillars on which personality is built González, Ros, Jiménez, & Garcés de los Fayos, (2014 cited in Muñoz, González & Olmedilla, 2016).

It has been mentioned that self-esteem is a feeling of worth or pleasure of positive attitudes that a person has with himself. Following the definition and trying to expand it Haeussler and Milicic (1998), mention that the following dimensions of self-esteem are very significant at school age and during adolescence:

• Physical dimension: Refers in both sexes to the fact of feeling physically attractive. It also includes, in boys, feeling strong and capable of defending themselves, and in girls, feeling harmonious and coordinated.

• Social dimension: Includes the feeling of belonging, that is, being accepted by others and feeling part of a group. It is also related to the fact of feeling able to successfully face different situations, for example, being able to take initiative and solve interpersonal conflicts with ease.

• Affective dimension: It refers to the self-acceptance of the personality, such as feeling: nice or unpleasant; stable or unstable; brave or fearful; shy or assertive; calm or restless; generous or stingy

• Academic dimension: Refers to the self-acceptance of the ability to successfully face situations in academic life and specifically to the ability to perform well and adjust to social demands. It also includes the self-assessment of intellectual capacities, such as feeling intelligent, creative and constant, from the intellectual point of view.

• Ethical dimension: It is related to the fact of feeling like a good and trustworthy person. It also includes attributes such as feeling responsible, hard-working, etc. The ethical dimension depends on the way in which the subject internalizes values and norms.

Taking into account the proposed dimensions of self-esteem and its impact on the school environment, Silvia-Escorcia and Mejía-Pérez (2015) mention that self-esteem is one of the main sources of motivation for adolescents at school, broadly speaking identifies that students with low or poorly worked self-esteem are highly likely to present not only results with low rates in their academic performance, but also multiple behaviors that are not productive in any social sphere, such as reluctance, hostility, reluctance. Knowing the structural composition of self-esteem is very useful for educational agents who work with adolescents since it allows them to analyze their students based on the deficiencies and

prominences they find in them. Similarly, they propose that adolescent students need active stimulation from their teachers. If the roles that are regularly played in the secondary classroom are distinguished, it would be very simple to highlight that the majority of students try to socialize, belong to a group, seek sympathy and focus their physical energy; at the other extreme, teachers seek to meet their learning objectives at all costs. This can always be achieved to a large extent, if the conditions of self-esteem of their students are considered. When teachers can understand that self-esteem plays a fundamental role in the formative aspects of adolescent students, they will be able to develop their didactic-formative intervention more freely and productively. Teachers are trainers of human beings, self-esteem is the ingredient that can determine people's life trajectories. Adolescent individuals, in their complicated period of affective-emotional instability, must build a high and solid self-esteem that allows them to resolve their conflicts during and after this stage; They require a lot of support from everyone around them, primarily from fathers and mothers, but without a doubt from those who have their official education in charge.

SELFCONCEPT

In this research, the theoretical foundations of Fitts (1972, cited in Amar and Hernández, 2011) were taken, who defines the multidimensional perspective of self-concept as a means of understanding the individual from his own frame of reference for better planning and assistance in charge of those that can lead to rehabilitation and/or self-realization.

To understand what self-concept is, according to Fitts (1988), he elaborates the Tennessee Self Concept Scale instrument, which from his theory proposes three external factors and five internal factors. The internal factors are: Identity, self-satisfaction (affective area) and behavior.

Identity refers to how the subject describes his basic identity, provides an explanation of how he sees himself, and answers the question "what am I like?" this being a cognitive representation. Self-satisfaction refers to the level of satisfaction achieved through the existence of their being, being in other words a kind of self-acceptance and responding to the question "how do I feel?", presenting a constant process of evaluation and/or satisfaction with oneself). Finally, the behavior indicates the perception that a subject has of himself at the behavioral level, evaluating whether his behavior is consistent with his self-concept. Addressing the question of "what do I do with myself", that is, there is coherence between what is perceived to be and whether its behavior affects a change or the maintenance of its being.

Regarding the five dimensions or external factors that cover the entire experiential field of the subject and that are defined as follows:

1. Being physical: refers to the subject's point of view about his own material body, health status, physical appearance, capacity and sexuality.

2. Ethical-moral being: refers to the subject's perception of his own moral strength, his relationship with God, his conviction of being a good and morally attractive person, satisfaction with his own religious life (or lack of she).

3. Being personal: refers to the self-perception of the inner values of the subject, the feeling of suitability of him as a person and the assessment of his personality regardless of his physical appearance and his relationships with others.

4. Being familiar: reflects the individual's own feeling of value and importance as a member of a family and as belonging to a restricted circle of friends.

5. Being social: it has to do with the perceived self in its relationship with others.

SELF IMAGE

An element that is just as important as those mentioned in the previous paragraphs is Self-image, which is conceived as a fundamental part together with Self-esteem and Self-concept for the formation of the adolescent's personality. Since, as Cash & Deagle (1997) affirm, Self-image involves a process of body satisfaction, as well as the cognitive development of the adolescent, which in this particular case, is linked to perceptive processes of weight and body image; From this, the adolescent will tend to carry out behaviors of comparison, self-evaluation and self-rejection or self-acceptance; These behaviors are modifiable through education and guidance processes if they are identified in a timely manner, it must be emphasized that the modification of these behaviors will be for the improvement of the cognitive processes of the individual that were mentioned above. They also affirm that self-image is usually closely related to other similar terms such as self-concept, self-esteem, body image and self-perception, since the cognitive and behavioral processes through which they are addressed are theoretically similar if not equivalent in the practical and therefore, it is important to take into account especially the construct of body image since the approach of its study is complementary to that of Self-image.

Complementing the previous idea, Mc Cabe & Marwit (1993 cited in Martínez, 1998) understand as Self-image: the ideas, affections and prejudices modeled by society that influence the subjective perception of one's own body. Other authors such as Baile (2003) and Thompson, Heinberg, Altabe & Tantleff-Dunn (1999) propose the conceptualization of Self-image based on perceptions of the body (perceptive component), attitudes, feelings and thoughts (cognitive-affective component), as well as as the behaviors derived from these (behavioral component), serving these three elements, as constituents and at the same time part of the individual's self-image.

Particularly in ages between 12 and 16, we know that the acquisition of body dissatisfaction predominates and likewise, in this period a certain degree of body dissatisfaction is reached that is maintained later (Baile, 1999); This age period corresponds to that of adolescence, a period in which Santrock (2011) proposes that body image will be affected by subjective evaluations and sociocultural contexts; in such a way that the body image is built parallel to the evolutionary and cultural development of the person.

Finally, it must be emphasized that adolescence is a critical period for the formation of self-image, since it is during this stage that the highest levels of concern for the body are found, particularly in women (Acosta & Gómez, 2003; Algars, Santtila & Sandnabba, 2010; Pastor, Balaguer & García-Mérita, 2003) which, statistically speaking, are the ones that resort to a higher percentage of diets for weight loss and/or control while presenting cognitive-behavioral variables of risk for the appearance of eating behavior disorders (ED) (Lameiras, Calado, Rodríguez & Fernández, 2003).

METHOD
OBJECTIVES
Identify the factors that influence the levels of Self-esteem, Self-concept and Self-image of adolescents.

• Know the type of correlation between the levels of Self-esteem and Self-concept.

• Recognize the type of correlation between the levels of Self-esteem and Self-image.

• Clarify the type of correlation between the levels of Self-concept and Self-image.

SAMPLE

A sample selected by a non-probabilistic convenience procedure was used. Four Basic Middle Schools (Secondary) of the Iztapalapa Mayor's Office in the East Zone were chosen, selecting a group of students for each school grade corresponding to the curriculum of each institution. This area was chosen due to the socioeconomic indices that occur in this area, which we believe can have a significant influence on the development of Self-esteem, Self-image and Self-concept skills.

In total, a total of 433 participants were obtained (228 men and 201 women, 4 did not specify gender) between 12 and 20 years old, who were in the first, second or third grade of secondary school.

INSTRUMENT

The Tennessee Scale was used, which consists of 100 self-descriptive statements that the person uses to describe the image he has of himself. The Scale is self-administered and applied both individually and in groups. It can be used in people from the age of 12 who have a reading level of at least sixth grade. It is also applicable to the entire range of psychological adjustment, from healthy and well-adjusted people to psychotic patients.

VARIABLES

Self-esteem, Self-concept and Self-image/Self-behavior were taken into account as quantitative variables.

While the attributive variables were School grade, Sex, Age, Current grade point average, Number of failed subjects, Number of siblings, Divorced parents, Grades repeated at school, Who lives with.

HYPOTHESIS

Ho: There is no correlation between any of the three main study variables (Self-esteem, Self-image and Self-concept)

Ha: There is a correlation between the three main study variables (Self-esteem, Self-image and Self-concept).

Ho: There are no statistically significant differences in the levels of Self-esteem, Self-image and Self-concept regarding the multiple categories of the various contrasting sociodemographic variables.

Ha: There are statistically significant differences in the levels of Self-esteem, Self-image and Self-concept in terms of the multiple categories of the various sociodemographic variables.

PROCESS

The research process was carried out through the following phases: first, the research project was developed, which would be about Self-concept, Self-esteem and Self-image, deciding to call these three together "Triple A", in addition to establishing the variables of attributive type such as gender, study program and degree of the participants and the objectives and hypotheses were raised.

Subsequently, in the second phase, the places where to carry out the investigation were established, this being the case of 4 Secondary Schools located in the Iztapalapa Delegation, for which, they first had to go to the schools to request the pertinent permits and Explain to managers the purpose of the investigation.

Once having the permits, and as a third step, groups were randomly chosen for each school grade. The research team was divided into pairs and the instrument was given to the students in one group. A psychologist read the instructions to the students on how to answer the questionnaire, giving an example so that the correct way to answer the tests would be clearer, they were told that if they had doubts about any word or question they could consult any of the researchers.

presents. Once they finished responding, they were thanked for their participation and the researchers left.

Finally, having the instruments answered, they were classified according to the Tennessee Scale, in order to generate the database in the statistical program SPSS 25 and to be able to carry out the pertinent statistical analysis.

As a result of the statistical analysis, data were obtained that were analyzed and compared with the information of the theoretical framework in order to be able to accept or reject the multiple hypotheses raised and consequently be able to make correct conclusions.

RESULTS

The statistical analysis of the data was performed with the IBM SPSS Statistics V.25 computer. In order to know if the subsequent statistical analyzes would be carried out using parametric or non-parametric statistics, a Kolmogorov-Smirnov test was carried out for independent samples, which measures the distribution of the samples with an ideal that meets normality criteria. For all the study variables, a bilateral asymptotic significance =.000 was obtained; applying the Lilliefors significance correction. Therefore, it is concluded that for the statistical analysis of all the study variables, they will be carried out using non-parametric statistics.

In the first instance, a Spearman correlation test was carried out for non-parametric samples in order to identify the possible correlation between the variables: Level of Self-esteem, Level of Self-concept and Level of Self-image.

In the pairing of the Self-esteem and Self-concept variables, the correlation coefficient corresponds to a value of.436 with a bilateral significance of.000; Likewise, the pairing of the Self-esteem and Self-concept variables gives us a correlation value of.514 with a bilateral

significance of.000; Finally, the pairing of the variables Self-concept and Self-image gives us a correlation coefficient of.473 and a bilateral significance of.000.

Later, in order to show the possible differences in the variables Level of Self-concept, Level of Self-esteem and Level of Self-image in terms of the different attributive variables, two different statistical tests were carried out. For those cases in which the attributive variables presented more than two categories, such as school grade, the Kruskal-Wallis test was used for independent samples; while for the cases in which the attributive variables had only two categories such as Sex, the Mann-Whitney U Test was used for independent samples. Both tests were performed for all cases with a confidence level of 95%.

The statistical analysis of the data was performed with the IBM SPSS Statistics V.25 program. In the first instance, a frequency analysis of the data obtained was carried out, we found the following incidences of the study variables

It is noteworthy that the data that is repeated most frequently in terms of age values is 14 years, adding up to 28.6% of the population, this being more than a quarter of the total population (Table 1).

On the other hand, another noteworthy fact is regarding grade point averages, which corresponds to a value of 9, adding up to 28.2% of the population, again being a value higher than a quarter of the total population (Table 2).

Another data that stands out is regarding the variable "Number of failed subjects" in which a value of 0 failed subjects prevails, adding 64.2% of the population, this being more than half of the total population as well as the population that does not has repeated a school grade, which covers 80.6% of the total population. (Tables 3 and 4).

Age

		Number of cases	Net percentage of the population	Valid percentage	Accumulated percentage
Valid	12	60	13.9	13.9	13.9
	13	97	22.4	22.5	36.4
	14	124	28.6	28.8	65.2
	15	89	20.6	20.6	85.8
	16	31	7.2	7.2	93.0
	17	23	5.3	5.3	98.4
	18	3	.7	.7	99.1
	19	2	.5	.5	99.5
	20	2	.5	.5	100.0
	Total	431	99.5	100.0	
Lost	99	2	.5		
Total		433	100.0		

Table 1. Age.

Current Grade Point Average

		Number of cases	Net percentage of the population	Valid percentage	Accumulated percentage
Valid	10	82	18.9	22.2	22.2
	5	1	.2	.3	22.5
	6	18	4.2	4.9	27.4
	7	56	12.9	15.2	42.5
	8	90	20.8	24.4	66.9
	9	122	28.2	33.1	100.0
	Total	369	85.2	100.0	
Lost	99	64	14.8		
Total		433	100.0		

Table 2. Current Grade Point Average.

Number of subjects failed

		Number of cases	Net percentage of the population	Valid percentage	Accumulated percentage
Valid	0	278	64.2	64.2	64.2
	1	70	16.2	16.2	80.4
	2	32	7.4	7.4	87.8
	3	25	5.8	5.8	93.5
	4	12	2.8	2.8	96.3
	5	7	1.6	1.6	97.9
	6	5	1.2	1.2	99.1
	7	2	.5	.5	99.5
	9	1	.2	.2	99.8
	15	1	.2	.2	100.0
	Total	433	100.0	100.0	

Table 3. Number of subjects failed.

Repetition of a school grade

		Number of cases	Net percentage of the population	Valid percentage	Accumulated percentage
Valid	SI	82	18.9	19.0	19.0
	No	349	80.6	81.0	100.0
	Total	431	99.5	100.0	
Lost	99	2	.5		
Total		433	100.0		

Table 4. Repetition of a school grade.

Finally, three other different data to highlight are: the number of siblings that the population has, these predominate between 1 and 2 siblings, adding 34.2% and 33.5% respectively, giving a joint sum of 67.7% of the population (Table 5). In addition to the fact that most of the subjects live with their parents, the percentage corresponding to said data being 65.6% (Table 6). And the latter are not divorced, the majority giving 76.2% of the total population (Table 7).

Regarding the levels of Self-esteem, Self-concept and Self-image, it is noteworthy that with respect to Self-esteem, a "Regular" level prevails in the population with 51.3%; Regarding Self-concept, a "High" level predominates with 62.1% of the population; Last but not least, in the Self-image levels, a "Regular" level prevails with 55.9% of the population. (Tables 8, 9 and 10)

Subsequently, in order to know if the subsequent statistical analyzes would be carried out using parametric or non-parametric statistics, a Kolmogorov-Smirnov test was carried out for independent samples, which measures the distribution of the samples with an ideal that meets the criteria of normality. For all the study variables, a bilateral asymptotic significance =.000 was obtained; applying the Lilliefors significance correction. Therefore, it is concluded that for the statistical analysis of all the study variables, they will be carried out using non-parametric statistics.

In the first instance, a Spearman correlation test was carried out for non-parametric samples in order to identify the possible correlation between the variables: Level of Self-esteem, Level of Self-concept and Level of Self-image.

In the pairing of the Self-esteem and Self-concept variables, the correlation coefficient corresponds to a value of.436 with a bilateral significance of.000, so we can say

that regarding the general hypotheses, Ha1 is fulfilled; likewise, Ha2 is fulfilled with the pairing of the Self-esteem and Self-concept variables, giving us a correlation value of.514 with a bilateral significance of.000; Finally, the Ha3 corresponding to the pairing of the Self-concept and Self-image variables gives us a correlation coefficient of.473 and a bilateral significance of.000, so we can say that the Ha3 is fulfilled. In conclusion, the three general hypotheses are fulfilled (Table 11).

Later, in order to show the possible differences in the variables Level of Self-concept, Level of Self-esteem and Level of Self-image in terms of the different attributive variables, two different statistical tests were carried out. For those cases in which the attributive variables presented more than two categories, such as school grade, the Kruskal-Wallis test was used for independent samples; while for the cases in which the attributive variables had only two categories such as Sex, the Mann-Whitney U Test was used for independent samples. Both tests were performed for all cases with a confidence level of 95%.

For the variable "Sex" the results indicated that there are statistically significant differences in terms of the categories of the variable with regard to the Self-concept Level given the significance value: 0.035.

Regarding the variable "School grade" the results show that there are no statistically significant differences in terms of the categories of the variable School grade given the significance values: 0.178, 0.514 and 0.266 corresponding to the Level of Self-concept, Level of Self-esteem and Level of self-image.

Regarding the variable "Age", the significance values given were: 0.007 and 0.008 for the Levels of Self-concept and Levels of Self-image, respectively.

In the analysis of the variable "Current Grade Point Average" statistically significant

Number of brothers

		Number of cases	Net percentage of the population	Valid percentage	Accumulated percentage
Valid	0	39	9.0	9.0	9.0
	1	148	34.2	34.2	43.2
	2	145	33.5	33.5	76.7
	3	63	14.5	14.5	91.2
	4	19	4.4	4.4	95.6
	5	11	2.5	2.5	98.2
	6	1	.2	.2	98.4
	7	5	1.2	1.2	99.5
	10	2	.5	.5	100.0
	Total	433	100.0	100.0	

Table 5. Number of siblings.

Divorced parents

		Number of cases	Net percentage of the population	Valid percentage	Accumulated percentage
Valid	si	101	23.3	23.4	23.4
	No	330	76.2	76.6	100.0
	Total	431	99.5	100.0	
Lost	99	2	.5		
Total		433	100.0		

Table 6. Divorced parents.

Relatives with whom you live

		Number of cases	Net percentage of the population	Valid percentage	Accumulated percentage
Valid	Both parents	284	65.6	65.7	65.7
	Mother	117	27.0	27.1	92.8
	Father	13	3.0	3.0	95.8
	Grandparents	10	2.3	2.3	98.1
	Uncles	4	.9	.9	99.1
	Others	4	.9	.9	100.0
	Total	432	99.8	100.0	
Lost	99	1	.2		
Total		433	100.0		

Table 7. Relatives with whom you live.

Self-esteem level

Valid		Number of cases	Net percentage of the population	Valid percentage	Accumulated percentage
Valid	Excellent	9	2.1	2.1	2.1
	High	93	21.5	21.5	23.6
	Regular	222	51.3	51.3	74.8
	Low	105	24.2	24.2	99.1
	Deficient	3	.7	.7	99.8
	Unfinished	1	.2	.2	100.0
	Total	433	100.0	100.0	

Table 8. Self-esteem level.

Self-concept level

Valid		Number of cases	Net percentage of the population	Valid percentage	Accumulated percentage
Valid	Excellent	38	8.8	8.8	8.8
	High	269	62.1	62.1	70.9
	Regular	108	24.9	24.9	95.8
	Low	14	3.2	3.2	99.1
	Deficient	4	.9	.9	100.0
	Total	433	100.0	100.0	

Table 9. Self-concept level.

Self-image level

Valid		Number of cases	Net percentage of the population	Valid percentage	Accumulated percentage
Valid	Excellent	5	1.2	1.2	1.2
	High	91	21.0	21.0	22.2
	Regular	242	55.9	55.9	78.1
	Low	92	21.2	21.2	99.3
	Deficient	2	.5	.5	99.8
	unfinished	1	.2	.2	100.0
	Total	433	100.0	100.0	

Table 10. Self-image level.

Correlation levels

		Self-esteem level	Self-concept level	Self-image level
Self-esteem level	Correlation coefficient	1.000	.436**	.514**
	Next (2-sided)	.	.000	.000
Self-concept level	Correlation coefficient	.436**	1.000	.473**
	Next (2-sided)	.000	.	.000
Self-image level	Correlation coefficient	.514**	.473**	1.000
	Next (2-sided)	.000	.000	.

**. The correlation is significant at the 0.01 level (bilateral).

Table 11. Correlation Levels.

differences were found in terms of the variables Level of Self-concept, Level of Self-esteem and Level of Self-image with significance values of 0.000, 0.006 and 0.000 respectively.

For the variable "Failed subjects" statistically significant differences were found in the variables Level of Self-esteem, Level of Self-concept and Level of Self-image with significance values of 0.006, 0.001 and 0.008 respectively.

Regarding the variable "Repetition of a school grade", statistically significant differences were found regarding the Level of Self-Concept and Level of Self-Image with a significance value of 0.004 and 0.000, respectively.

Regarding the variable "Number of siblings", only statistically significant differences were found in the Level of Self-Concept through the execution of a Kruskal-Wallis Test for independent samples; the significance value given by this was 0.005.

Regarding the variable "Divorced Parents", no statistically significant differences were found regarding the Levels of Self-esteem, Self-concept and Self-image since the significance values were greater than 0.05 in the three cases.

Finally, in the variable "Relatives with whom you live" statistically significant differences were found only in terms of the Level of Self-esteem with a significance value of 0.035.

CONCLUSIONS

Given the results, we can conclude that there is statistically significant evidence to assert that there is a correlation between the three main study variables (Self-esteem, Self-image and Self-concept) and that this correlation is also positive with a ratio ranging from 0.436 to 0.514. On the other hand, differences were found in the levels of Self-esteem, Self-image and Self-concept in various attributive variables such as: Sex, Age, Grade point average, Subjects failed, Repetition of a school grade and Number of siblings. In other words, the results imply the possibility of a comprehensive and economic development program in terms of the resources to be invested and the factors to be addressed in the process of teaching self-knowledge, since the increase of a variable will favor the growth of the other two.

At the same time, we know that various attributive variables have an influence on self-esteem, self-image and self-concept; Although the type of impact that sociodemographic variables have on the study variables is unknown, it is certain that they influence in some way the development of the individual's self-knowledge. Therefore, for future research it is recommended to use a population that meets normality criteria, statistically speaking, in order to deepen the statistical analysis of the data by performing intragroup tests for analysis.

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