CHAPTER 2: SELF KNOWLEDGE

BY:
DR. AZLINA BINTI MOHD KHIR

Department of Social Development & Sciences,
Faculty of Human Ecology, UPM
LEARNING OUTCOMES

1. Describe the definition of self.
2. Explain the sources of self-knowledge.
3. Explain why humans have self-bias.
4. Explain how perception and self-knowledge influence behavior.
INTRODUCTION

• Do you know who you are?
• Have checked yourself? Using SWOT ANALYSIS.
• What we know about ourself is imperative in influencing our behavior and mental process.
• Before we do something, to decide for our self, do you ever checked and know who is the real you?
SWOT Analysis

Strengths

Weaknesses

Opportunities

Threats
SWOT Analysis

Internal to the organization

Helpful to achieve objective
- Strengths – attributes that are helpful to achieving the objective

External to the organization

Harmful to achieve objective
- Weaknesses – attributes that are harmful to achieving the objective

Opportunities – external conditions that are helpful to achieving the objective

Threats – external conditions which could do damage to the objective
WHO AM I?
WHAT IS SELF?

• Self – a person feeling of identity, as seen by him/herself.

• William James’s concept:
  – “me” “the known”
  – “I” “the knower”
ELEMENTS OF SELF

• Physical characteristics
• Demographic qualities
• Membership and roles in groups
• Traits and core belief
• Interest/hobby and activities
SOURCES OF SELF-KNOWLEDGE

- How you know and perceive of yourself? (by what means?)
- What are the sources you know yourself?
- All that we think about who are ourself is known as “self concept”.
- Self concept- all of our thinking and feeling about ourself – that makes ourself an an object of reference.
- How we describe about ourself?
  - In easter societies, the self is more referred to our social groups (relationship with group is so close); self is influence by social groups.
  - In Western societies. The self is isolated from the grous (relationship with the social group is not so closed – individualistic)
Sources of self-knowledge

- Self-recognition
- Types of self
- Social mirror
- Social comparison
- Labelling
- Self-perception
1. Known Self
   Things we know about ourselves and others know about us

2. Hidden Self
   Things we know about ourselves that others do not know

3. Blind Self
   Things others know about us that we do not know

4. Unknown Self
   Things neither we nor others know about us
1. Self-recognition

• Have you look yourself at the mirror and then accept yourself as it is / who you are?
• By accepting who you are based on what we know about self.
• To accept / recognize yourself (sincerely), then we know who we are.
• If we are stupid, accept that we are stupid!!! Only then we know that we are stupid...
• Have you ever heard a story of a dog and its reflection?
2. Types of self

- To know about our self through our analysis about our self in all aspects.
- William James listed aspects of self, include:
  1. material self
  2. social self
  3. spiritual self
- We feel something is not with us (loosing) when we lost some of theses aspects.
THE (ever changing) PERSONAL SYSTEM
(Cohen, Fink, Gadon, & Witter, 1992
Effective Behavior in Organizations)
3. Social mirror

- Charles Horton Cooley – we know our self through other people.
- Other people act as a mirror (social mirror).
- Other people tell us who we are through their behaviour (verbal and non-verbal).
- Other people reflect to us who we are in their eyes.
- Our development of self, depends on:
  1. Our imagination of our appearances.
  2. Our imagination of other’s evaluation towards our appearances.
  3. The experiences and feeling we have towards our self (feeling self esteem, worthwhile)
"How much for the mirror?"
4. Social comparison

- We know our self through comparison between self of ours and other people.

- **Physical reality** can be measured using physical indicator/measurement (ruler for length; weighing machine for weight, etc.)

- **Social and psychological reality** difficult to measure; only can be measured through the comparison with others.

- **Theory of social comparison**– our evaluation of social reality depend on agreement by other people; a process called consensual validation.
  - To you the exam question is difficult; but for the other it is easy (it means that your are stupid).
  - Difficult-easy is depend on other’s agreement.
• **Comparative evaluation**— self concept is acquired through comparison with the self of other people.

• **Reflective comparison**— our self is depend on what we think about what other people think (perceive) about us.
  – What is important is not what other people about us, but what we think about other people might think about us.
5. Labelling

• Society normally give labels to certain people such as addicts, mad, lazy, etc.
• It is related to reflected evaluation/appraisal.
• Label given to a certain person will let the person know who is her/him self.
• Label given is normally accepted by the person, and this lead him/her to behave as labelled. (self-fulfilling prophecy)
6. Self perception

• We know our self through our observation of own self.

• Daryl Bem – *self perception theory* – to understand our self we have to make an observation on our self (make some perception on our behavior, thinking, feeling etc.)

• After making observation – through the analysis of cause and effect, then we could make a conclusion who we are.
SELF-SCHEMA

- Self-schema is memory, the set of ideas, concepts, and abstract beliefs (experience) that we have about who we are.
- Function of self-schema:
  - as an information processor
  - as a generalization
  - as a trait
  - as an information filter
  - assist in memory
SELF SERVING BIAS

• We normally want our self-portrait / picture to look good in the eye of other people and try to hide our weakness. We are bias.

1. Egocentricity
• Anything that are positive about us we tend to easily memorize, compare to those which are negative.
• We believe that other people will act as we are acting / doing/ behaving. (*false consensus effect*).
• We feel that our self is better that other people.
2. **Benefectance**

- We attempt to sustain or preserve our positive self concept – we want good name from our successful events, BUT we normally deny responsibility on our failure.
- Example: if we get a good exam marks, we say that the exam is proper and tough / difficult; BUT if we fail we say that the exam is not proper, we try to blame the lecturer.
- This is related to a concept of defence mechanism by Frued (to defend our ego).
3. Cognitive conservertism

– Man tries to maintain his positive self concept that he has developed; even though other people deny it.

– Example: although other people say that we are stupid, however we still try to maintain our believe that we are a clever.
SELF KNOWLEDGE AND BEHAVIOR

• The perception on who we are can influence our behavior.
• If we feel that we are not beautiful, we will not go for Miss World tournament.
• As Carl Rogers says: We is what we think!!!
• Behavior and mental process are influenced by how we see / think perceive who is our self.
Sanggupkah anda melakukan wall-climbing sekiranya Anda percaya bahawa anda tidak mampu melakukannya?
1. Self-awareness

– *Self awareness theory* says man is focusing on his self.

– *Objective self-awareness* – given a focus on certain of your self.

– Man who self aware will do a process of *self evaluation* - whether his behavior similar to his internal standard

– Is the behavior is different from the standard, man will feel certain feelings (anxiety etc), and this could lead to positive behavior.
2. **Self-esteem**

- A comparison between **real self** and **ideal self** will determine the self-esteem.

- **Real self** is what our self is (our image about our self – self image); **ideal self** is the self that we hope to become / be.

- If real self is the same as ideal self – the self esteem is high; is the real self is lower than the ideal self, then the self-esteem is low.

- The influence of self-esteem; on self efficacy, on satisfaction with activities, on personality....

- Social comparisons:
  - Upward social comparison – comper our self with those who have a “better” self.
  - Downward comparison - compare our self with those who have “worse” self.
Incongruent

Self-Image  Ideal-Self

The self-image is different to the ideal self.
There is only a little overlap.
Here self-actualisation will be difficult.

Congruent

Self-Image  Ideal-Self

The self-image is similar to the ideal self.
There is a more overlap.
This person can self-actualise.
3. Self examination and self enhancement

– Theory of self-examination – man attempts to examine his self when his self is denied by others.

– The result is whether we the man attempt to depend it, or change the self as suggested by the others (see the theory of cognitive conservatism).

– Normally man attempt to enhance his self through self-examination.
**Negative Self-Concept**
- I am a bad person
- I am not accepted
- I don’t deserve acceptance

**Positive Self-Concept**
- I am a good person
- I am accepted
- I deserve acceptance

**Improved Self-Concept**
- I am not such a bad person
- I am accepted
- But I don’t deserve acceptance
4. Self-efficacy

- Refer to our feeling that our self is efficient in overcoming problems.
- Albert Bandura’s theory of Self Efficacy.
- Perception on our skills and control:
  1. Internal control orientation
  2. External control orientation.
  3. Learned helplessness.
Self-efficacy, the belief in one’s own personal capabilities, leads to higher aspirations and greater persistence.
Vicious Circle of Negative Self

- Perception toward negative self leads to negative behavior, in turn will lead to negative output (negative self).
- It is related to self-fulfilling prophecy – what we think become reality due to our behavior.
- Think positive
Now I wake up to positive thoughts!

We're moving up the league!
I'm a genius!
I'm positive!
I'm a winner!
I'm brilliant!
I'm rich in brilliant ideas!
Success is mine!

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We will win that title!
I'm super fit and I move around the pitch with ease!
I'm the greatest!
Success is on the cards!

I feel fantastic too!

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Personal Development

- Aspirations
- Dreams
- Quality of Life
- Human Capital
- Self-Awareness
- Self-Knowledge
- Identity
- Talents
- Potential
## Will You Be a Hit or a Miss?

### The Expectancy for Success Scale

Life is filled with opportunities and obstacles. What happens when you are faced with a difficult challenge? Do you rise to meet it, or do you back off?

Social-cognitive theorists note that our self-efficacy expectations influence our behavior. When we believe that we are capable of succeeding through our own efforts, we marshal our resources and apply ourselves.

The following scale, created by Fifield and Hale (1978) can give you insight as to whether you believe that your own efforts are likely to meet with success. You can compare your own expectations for success with those of other undergraduates taking psychology courses by turning to the scoring key in Appendix B.

**Directions**: Indicate the degree to which each item applies to you by circling the appropriate number, according to this key:

1 = highly improbable
2 = improbable
3 = equally improbable and probable, not sure
4 = probable
5 = highly probable

### IN THE FUTURE I EXPECT THAT WILL:

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<th>Item</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tr>
<td>1. Find that people don’t seem to understand what I’m trying to say</td>
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<td>2. Be discouraged about my ability to gain the respect of others</td>
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<td>3. Be a good parent</td>
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<td>4. Be unable to accomplish my goals</td>
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<td>5. Have a stressful marital relationship</td>
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<td>6. Deal poorly with emergency situations</td>
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<td>7. Find my efforts to change situations I don’t like ineffective</td>
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<td>8. Not be particularly good at learning new skills</td>
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<td>9. Carry through my responsibilities successfully</td>
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<td>10. Discover that the good in life outweighs the bad</td>
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### What Others Expect

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<td>11. Handle unexpected problems successfully</td>
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<td>12. Get the promotions I deserve</td>
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<td>13. Succeed in the projects I undertake</td>
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<td>14. Not make any significant contributions to society</td>
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<td>15. Discover that my life is not getting much better</td>
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<td>16. Be listened to when I speak</td>
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<td>17. Discover that my plans don’t work out too well</td>
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<td>18. Find that no matter how hard I try, things just don’t turn out the way I would like</td>
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<td>19. Handle myself well in whatever situation I’m in</td>
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<td>20. Be able to solve my own problems</td>
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<td>21. Succeed at most things I try</td>
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<td>22. Be successful in my endeavors in the long run</td>
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<td>23. Be very successful working out my personal life</td>
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<td>24. Experience many failures in my life</td>
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<td>25. Make a good first impression on people I meet for the first time</td>
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<td>26. Attain the career goals I have set for myself</td>
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<td>27. Have difficulty dealing with my superiors</td>
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<td>28. Have problems working with others</td>
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<td>29. Be a good judge of what it takes to get ahead</td>
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<td>30. Achieve recognition in my profession</td>
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*Reprinted with permission from Fifield and Hale, 1978, p. 931.*
CONCLUSION

• Who we are from our own eye is important.
• Thus, we have to really understand who we are.
• We should look for ways to consider others views/perception on us.
• We have to be honest about our self, and attempt to enhance the self – from negative to positive from criticism by others.
• What we think/perceive about our self is important in influencing our bahvior and mental process.
• WE IS WHAT WE THINK.
WHAT I THINK ABOUT MY SELF DETERMINES WHO AM I