

Kresna Social Science and Humanities Research

Proceedings of the International Conference on Sustainable Development:
Problems, Analysis And Prospects

Volume 4 | April 2022

Primary School Environment and its Influence on the Development of Positive Self-Concept among Learners

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Abstract: *This paper conceptualized the primary school environment and its influence on the development of positive self-concept among learners. The motivation for this study arose from the realization that, self-concept is a major tool in positive mind transformation. As we grapple with the rise in cases of mental health challenges, violent extremism, self-harm, war, inequality, delinquency, soaring rates of depression and people struggling with decreased motivation as well as greater feelings of helplessness, developing a positive self-concept is reviewed as one step to the solution. Psychologist emphasizes that; positive self-concept is the key to getting unstuck as above ills are like chains holding humanity captive. And the development of self-concept is a process, which is greatly influenced by the environment and the development prominent during middle childhood. A stage which according to Erikson's stages of psychosocial development is known as industry versus inferiority, from approximately 6-11 years. Children at this stage are generally in the primary school. Erikson emphasis that, through social interactions, they develop a sense of pride in their accomplishments and abilities. Triumph in finding a balance at this stage of psychosocial development leads to the strength Rogers called competence, which help children develop a belief in their abilities to handle the tasks set before them as they develop an understanding of themselves (self-concept). While failure results in feelings of inferiority and disbelief their abilities to be successful. Inferiority complex means constant feelings of inadequacy, which may lead to an overwhelming feeling of sadness, loss of interest in normal activities, lack of energy, slowed thinking and speaking, trouble concentrating, withdraw from others, irritability, agitation, or angry outburst. Characteristics which are not conducive for growth. Viewing the school as an agent of socialization and the primary school as an elementary or foundational school, this study operationalized the primary school environment into the physical and social primary school environment, and how each of them influences the development of positive self-concept among learners. Literature revealed that, the primary school environment has an influence of the development positive self-concept among learners because; self-concept is not a carved stone. It is dynamic. Findings exposed that, self-concept can be modified positively or negatively, depending on how conducive the school environment is. Demonstrations publicized that, a caring school environment helps learners to: develop self-esteem, critical thinking, feeling of self-like and acceptance, develop interest in learning and construct realistic objective, positive thinking, understand their studying skills, become more assertive, build self-schema, understand their unique characteristics and learn to become empathetic towards others. Therefore developing a positive self-concept. While an unhealthy school environment instill behavior such as: fear, low self-esteem, lack of interest in learning, poor performance, poor interpersonal relationship, mistrust, unstable emotions and lack of internal locus of control.*

Key words: *Primary School Environment, Self-Concept and Learners.*

Introduction

Living in an increasingly complex and multifaceted world, where the challenges of the 21st century such as: rapid population growth, mitigating environmental and ecological damage, identities and changing norms in our societies, growing inequality, conflict and war, violence

in schools, drug/alcohol abuse, technological disruption, civic disaffection, and globalization are overwhelming on humanity and the struggle to cope is imperative, there is need for individuals to strive for positive self-concept development, in order to adjust to the world's challenges. In managing the pressure and strive for success, psychologists emphasizes a positive transformation of the human mind and the development of skills such as: critical thinking, creativity, problem solving, technological and digital literacy skills, communication skills, perseverance, collaboration, flexibility, leadership skills, productivity and social skills. Celes, (2021) expressed that, skills development is the process of identifying your skill gap, and developing and honing these skills. Therefore, self-concept is very significant in skills development and the transformation of a positive mind set. But the question one can ask at this level is, how is positive self-concept developed? In responding to this, one can say that, a child's self-concept begins to develop at birth. It begins with how adults respond to the child from birth. Self-concept will develop into positive or negative, depending on their interactions, because self-concept is a product of socialization.

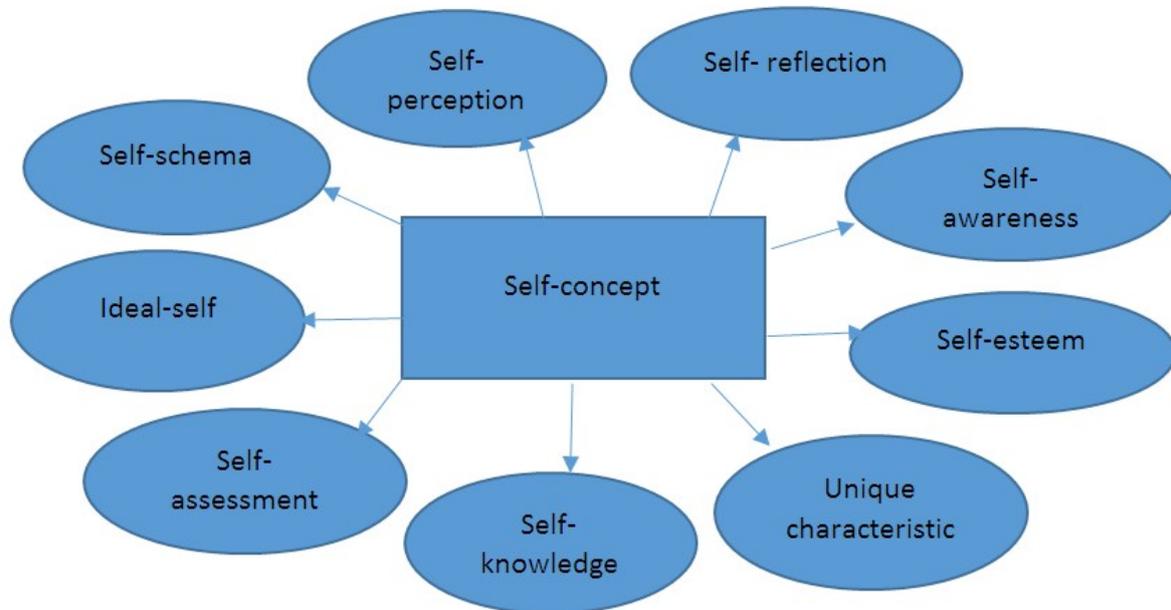
Using the school as an agent of socialization and transformation, this study set out to examine the primary school environment, and its influence of positive self-concept development among learners. The choice of the primary school environment is based on the fact that, prior to this stage, children's socialization is mostly with members of the immediate family environment. Adding to this, Cherry (2022) revealed that, self-concept tends to be more malleable when we are younger and still going through the process of self-discovery and identity formation. With an understanding that expectations of behavior are determined by societal and cultural contexts, and the primary school being a foundational and elementary level of formal education, this study is very essential. Children at this level fall between the ages of 6-11years. An age which according to Erick Erikson's theory of psychosocial development, is known as industry versus inferiority. Erikson expressed that, through social interactions in the: neighborhood, school, with teachers, parents and peers, children begin to develop a sense of pride in their accomplishments and abilities. During this stage, children use their social interactions as a yardstick to measure their own competence. Success in finding a balance at this stage of psychosocial development leads to the strength known competence, which children develop a belief in their abilities to handle the task set before them, while failure leads to feelings of inferiority (Afor & Molesy, 2021). Some of the characteristics of a person obsessed with inferiority complex are: constant feelings of inadequacy, which generally leads to an overwhelming feeling of sadness, loss of interest in normal activities, lack of energy, slowed thinking and speaking, trouble concentrating, withdraw from others, irritability, agitation, angry outburst and lack of creativity. Attitudes not necessary for growth.

In an endeavor to help learners be conscious of themselves, know their strength and face life challenges, this study examines the primary school environment and its influence on the development of positive self-concept among learners. Literature was presented in this order: definition of the concept of self-concept and how it is developed, differentiate between positive and negative self-concept, define the concept of the learner and the primary school environment, and review how different aspects of the primary school environment influences the development of positive self-concept in learners.

Self-Concept

According to Cherry (2022), the understanding of one's behavior, abilities and unique characteristics is defined as self-concept. Purdue University (2002), describes self-concept as

who we think we are, the picture we have of ourselves, plus the picture we think others have of us. In an effort to discuss more, self-concept is largely a combination of our self-perception, self-esteem, self-image, self-knowledge, self-schema, self-assessment, ideal self, self-awareness, self-reflection, and the ability to understand your unique characteristics. Generally, it embodies the answers to the question “Who am I”.



Conceptualized Diagram

Harappa Learning (2021) explains that, self-concept is the image or the idea we have about ourselves. It can be thought of as our perception of our abilities, behaviors and characteristics. It helps us draw a mental picture of who we are; physically, socially and emotionally. They emphasized that, our self-concept is formed and developed over time. It is also shaped and influenced by our knowledge and interactions in the environment.

How is Self-Concept Developed

At the most basic, self-concept encompasses the thoughts, beliefs and feelings we have about ourselves. It is an answer to the question “Who am I?” A child’s self-concept begins to develop at birth. It develops in parts through our interactions with others. Rochat (2010) specified that from birth, and particularly around 2 months of age, infants develop two types of implicit self - knowledge. On one hand, infants develop implicit knowledge about their own body via self - exploration and self-produced action on objects. On the other, they develop specific knowledge about their own affective dispositions via interaction and reciprocation with others. A good evidence of implicit self-knowledge is revealed as infants from birth; learn to be effective in relation to objects and events. For example, within hours after birth, neonates are capable of learning to suck in certain ways and apply specific pressures on a dummy pacifier to hear their mother’s voice or see their mother’s face and from age two 2 months start to reciprocate with others, smiling, gazing, and cooing in face-to-face exchanges with a social partner. They show some signs of what Trevarthen (1979) in Rochat (2010) coined as “primary inter-subjectivity”, the sense of shared experience infants manifest in dyadic face-to-face interactions. When social partners adopt a sudden still-face, staring at the infant with a neutral, frozen facial expression, infants from 2 months of age

react with strong negative facial expressions: they gaze away, smile markedly less, and even cry (Toda & Fogel, 1993; Tronick, Als, Adamson, Wise, & Brazelton, 1978). This robust phenomenon suggests that infants already have an implicit sense of others, as well as of themselves, as reciprocating (social) agents. They expect social partners to reciprocate in certain ways to their own emotional displays. If they smile, they expect others to reciprocate with analogous emotional expressions (Rochat, 2010).

Around five months of age, children realize they may be separate individuals and spend the next few months developing a sense of self-awareness. Older infants can respond to their names, and around 18 months of age, children demonstrate self-recognition as they are able to identify themselves in mirrors and photographs (Illinois Early Learning (IELG), 2022). Children's self-concept becomes more prominent in the toddler years as they begin to put their thoughts into words, identify their own feelings and preferences in everyday interactions. As children become more sophisticated in their interactions, they also gain an understanding of language and emotions, which, together, help them form more cohesive thoughts. Self-concept is an integral piece of social-emotional development that will continue to transform an individual throughout life. Self-concept is not static; it can be modified by the environment. As children grow in their ability to interact, the environment influences their self-concept development and self-concept can be positive or negative.

Positive Self-Concept

The expression "positive self-concept" can be used interchangeably with the word "healthy self-concept". It is generally attributed to a growing belief about oneself, that helps you to cope successfully with the dealings in your life, and then to create a positive impact on others. A person with a positive self-concept does not necessarily have more skills than a person with a poor self-concept. A positive self-concept helps when faced critical issues. With a positive self-concept, we are able to recognize and own our assets and potentials, while being realistic about our limitations. A healthy self-concept is not just having high self-esteem but more to it. It is one's ability to achieve positive outcomes despite negative or challenging experiences. Creating and growing a positive self-concept is a process that can go on over a lifetime. According to Carl Rogers, everyone strives to reach an "ideal self". He believed that a person gets to self-actualize when they prove to themselves that they are capable enough to achieve their goals and desires, but in order to attain their fullest potential, the person must have been raised in healthy surroundings which consist of "genuineness, acceptance, and empathy".

Some Characteristics of a Person with Positive Self-Concept:

- the feeling of self confidence
- critical thinking as they find solutions to challenges
- problem solving
- feeling of liked and acceptance
- the ability to initiate behavior
- build positive relationships and avoid negative ones
- give yourself a break
- positive thinking

- become more assertive and learn to say no

Negative Self-Concept

Negative self-concept is the focus on your faults and weaknesses, distorting failure and imperfections. Negative or poor self-concept, is prove that the self-concept is not fully developed. Such an individual has focused on his/her limitations rather than strengths. Basically, it is negative self-image, which influences any inner dialogue you have with yourself and limiting your ability to believe in yourself and your own abilities. It keeps you away from your potential as it reveals itself through negative feelings, the constant self-criticism can lead to persistent feelings of sadness, depression, loneliness, anxiety, impaired academic performance, anger, shame or guilt.

Some Characteristics of a Person with Positive Self-Concept:

- ✓ they doubt their abilities
- ✓ they are hard on themselves
- ✓ feeling of inadequacy
- ✓ lack of self-confidence
- ✓ lack of internal locus of control
- ✓ think of the times they fail rather than when they succeed

Who is a Learner?

A learner is a person who wants to acquire knowledge, information, understand and develop skills through teaching. A learner is a person who is learning to about a particular subject or how to do something. Within our primary school environment, there exist diversities among learners such as: visual, auditory, kinesthetic, reading/writing, physical or kinesthetic, social and interpersonal, solitary and intrapersonal learners. Among the above, some have special physical, emotional and cognitive challenges.

The Primary School Environment

A primary school is a school for children between the ages of about five to eleven years. It proceeds pre-school and precedes secondary schooling. The teaching and learning programs in a primary school are typically designed to provide essential skills in reading, writing, and mathematics and to establish a solid foundation for learning. According to Bru et al. (2010) in Spernes, (2019), a primary school is defined as a school where the students have a few, close teachers and where the learning is focused on the basics of reading, writing and mathematics.

School environment refers to the set of relationships that occur among members of a school community that are determined by structural, personal, and functional factors of the educational institution, which provide distinctiveness to schools (Tapia-Fonllem, Fraijo-Sing1, Corral-Verdugol, Glenda Garza-Terán, & Moreno-Barahona, 2020). Gathering from this therefore, the primary school environment is a set of relationships that occur among members of the primary school community that are determined by structural, personal, and functional factors of the educational institution, to provide foundational or elementary education. Apart from the child learning basic physical and mental activities, primary schools delve deep into the psyche of your child. In this study, we shall address the physical and social primary school environment, and see how each of the influences the development of positive self-concept in learners

The Physical Primary School Environment and its Influence on the Development of Positive Self-Concept among Learners

The physical school environment refers to those aspects of the school which can be seen and touched. It includes the school location, school size and infrastructures (library, playground, classroom, administrative offices, etc). According to Baafi (2012), the physical environment implies the physical location, buildings, furniture, infrastructural facilities, space and equipment for effective teaching and learning. Some aspects of the physical school environment and their influence on positive self-concept development in learners:

The Classroom and its Influence on the Development of Positive Self-Concept among Learners

Classrooms are the major components of the school plant. The school should have a classroom for each section of learners and there should be as many classrooms as there are sections in different classes in various schools. The classrooms should provide sitting arrangement to accommodate 40 to 50 students with adequate space for students and teachers to sit, stand and move freely for using maps, charts, pictures etc. (Khan, 2012). A good classroom environment with renewed spaces, teaching aids, clean, comfortable, airy and good lighting conditions, help learners feel welcome into the school environment. This tend to improve their interest and concentration in class. An enabling classroom is a breeding ground for curiosity as necessary feedback encourages their performance and the development of positive self-concept development. Hall (2013), proposed the effective use of images in the classroom during the teaching and learning process. He added that if images are meaningfully integrated into course curricula, it will improve on learners' performance. To maximize this, teachers should think of ways images can support the delivery of content, illustrate class themes, serve as primary research materials, or be built into assignments. Research revealed that, use of images in the classroom leads to increased learners' interactivity and decision making. A classroom with pictures such as; maps, chats pictures etc, contributes to their overall critical thinking skills and lifelong learning of learners, as the images boost curiosity.

The class size and classroom interactions also influence the development of self-concept. When the class size is small and manageable, learners display less disruptive behavior as they interact, and teachers spend less time on discipline, leaving more time for instruction. Specifically, teachers in smaller classes can diagnose and track learners learning and differentiate instruction in response to learners needs. Such a class allows the teacher greater proximity to the students, giving more opportunities for one-to-one and small-group interaction. During effective classroom interactions, learners' feel motivated to discuss further as they are active in the teaching learning process. This behavior increases motivation, self-confidence, and self-esteem. This practice is useful to build learners' positive self-concept. On the other hand, if classroom interactions are poor, the classroom environment can feel chaotic, unpredictable, and unsafe. This is support by Carl Rogers who explains that for a person to "grow", they need an environment that provides them with genuineness (openness and self-disclosure), acceptance (being seen with unconditional positive regard), and empathy (being listened to and understood).

The School Library and its Influence on the Development of Positive Self-Concept among Learners

A library is a collection of books, materials, or media that are easily accessible. It can be a physical, or an e-library. Within our primary schools, the library should be situated in a

leading position accessible to all learners. It is an important facility in the school, which if properly used can improve academic life of a school, therefore it should be given visibility and reachability. An inclusive library will promote self-education, as learners feel comfortable exploring the library. Librarian should stimulate learning by helping learners acquire information and to provide research facilities. The responsibility of librarian in making useful information available to learners is significant. Thus librarians should be able to acquire information literacy skills to facilitate their own knowledge-formation activities, which will positively influence the abilities of the primary school learners when they visit the library. Learners who effectively use the school library demonstrate: confidence, critical thinking, toughness, dignity and self-assurance which unarguably form the substratum of lifelong learning. Their constant interaction with information triggers the ability to appraise, discover, utilize, fabricate and overcome challenges. Such learners are not easily influenced by the decisions of others. Information is power therefore making effective use of the library reduces informational social influence. A type of conformity occurs when a person is unsure of a situation or lacks knowledge and is associated with internalization.

The School Playground and its Influence on the Development of Positive Self-Concept among Learners

A playground is a piece of land designed to provide a conducive environment for children to play. Within the school system, a playground is a place used for play. It is usually equipped with facilities for recreation and discovery. As primary school learners, play through games and sports are the essential parts of education. Accordingly the provision of a playground within the primary school is very essential as learners socialize. In playing, learners learn to share their emotions and the emotions of their play partners. Play improves the cognitive, physical, social and emotional well-being of learners. Stone (2017) stated that, play encompasses a combination of characteristics, rather than the presence or absence of one defining characteristic. Through play, children learn about the world and themselves. As primary school learners play, they develop skills needed for studying, work and lifelong experiences. These skills learnt during play are essential requirements for the development of a positive self-concept. Thus developing healthy social skills will help learners within the primary school environment succeed in many aspects of life. Play should be voluntary and can sometimes be supervised.

During play, learners are involved in physical activities, sports and games. Their consciously or unconsciously manifestations sometimes lead to misunderstanding during the play. Some of them are hurt, others are anxious. As learners struggle to resolve their differences, they develop emotional intelligence, collaborative skills, and empathy. While some primary school learners naturally work well as part of a team, others need more time to develop that ability. Play especially team games, encourage learners to lead. With wealth of opportunities, they take turns to showcase their talents and show respect for others. A behavior which encourages self-confidence. An atmosphere that provides them with genuineness (openness and self-disclosure). The above benefits of the playground to learners are factors that foster the development of positive self-concept. Hence, educational stakeholders should invest in the construction of the school playgrounds, in order to boost love among learners as they unconditionally relate to each other.

The Social Primary School Environment and its Influence on the Development of Positive Self-Concept among Learners

The school's social environment refers to the quality of relationships within the school; relationships between students, teachers, other staff and school leadership. When considering your school's social environment other factors to cogitate include: social wellbeing, safety, inclusion and diversity as well as school social media and virtual settings (Search Health in Europe (SHE), 2022). In summary, the school social environment is the shared interactions among components of the school. It encompasses dimensions of: teacher-teacher relationship, teacher-learner relationship, learner-learner (peers) relationship, discipline, and all activities taking place within the school environment. Some aspects of the school social environment and their influence on the development of positive self-concept among learners:

The Teacher-Student Relation and its Influence on the Development of Positive Self-Concept among Learners

A teacher is people who help learners acquire knowledge, competence or virtue. A primary school teacher is a person teaching within the primary school setting. Primary school teachers are involved with the social, emotional, intellectual, physical and moral development of the pupils in their class. They ensure learners have good numeracy and literacy levels before going to secondary school. A primary school teacher works with one single class for the entire academic year and has a responsibility to teach wide range of subjects across the National Curriculum. He/she is responsible to plan and deliver lessons throughout the school day, set and mark children's work. Outside the classroom, they work as a team member of the wider-school staff and work with parents when they need to (Twinkl, 2022). For some primary school teachers, the situation is overwhelming, as they grapple with challenges such as: understanding the different learning challenges amongst elementary learners, managing bullying among learners, working continuously for long hours, being encouraging and motivating under challenging times, helping young learners to understand self and adjust to the school environment, and helping in aspects of time management, readiness etc. A combination of such challenges, scold the job of a primary school teacher, and if teachers focus on their challenges, they will not be able to develop positive self-concept among learners, because you cannot give what you don't have. The challenges notwithstanding, AGCAS (2020) presented some qualities of a primary school teacher: excellent communication and interpersonal abilities, good organizational and time-management skills, energy, enthusiasm, stamina, patience, dedication, resilience and self-discipline, initiative, leadership and supervisory skills and team working abilities, imagination, creativity and a sense of humor, good judgment and an analytical mind, a satisfactory health record and criminal record check.

Primary school teachers should understand that, respectful communication builds trust, which in turn, allow learners to be open about their thoughts and feelings. With this, teachers get to understand the learners' emotional, physical and cognitive life. This behavior encourage leaners: the assertiveness in expressing their needs and opinions, confidence in the ability to make decisions, above all form secure and honest relationship with the teacher. Some important quality of a teacher that influences positive self-concept development is their enthusiasm and good judgment, resilience and self-discipline. A second theory of self-concept development termed reflected appraisal or the looking glass self, holds that appraisals a person receives form others mold the self-concept. The extent of this influence depends upon certain characteristics of the appraiser and his or her appraisal which are: (1) the appraiser is perceived as a highly credible source, (2) the appraiser takes a very personal interest in the person being appraised (3) the appraisal is very discrepant with the person's

self-concept at the moment, (4) the number of confirmations of a given appraisal is high, (5) the appraisals coming from a variety of sources are consistent and (6) appraisals are supportive of the person's own beliefs about himself or herself (Rao, 2010).

Teachers functioning especially, the primary school teachers are very important in helping learners to be problem solvers. Primary school teachers' have a valuable opportunity to develop learners' positive self-concept as early as possible and will continue to adulthood in the next phase of learners' life. Through classroom management, teaching methods or strategies, teacher inspires their learners. Hence, teachers should initiate: discussions, demonstrations, goal setting, group work, motivating instruction and humor. Studies have shown that, teachers' sense of humor help learners to relaxed and share their inner-self. A behavior which can help teacher navigate their inner-self and change negativity to positivity. Teachers should be aware of the importance of developing learners' self-esteem in order to prepare for a mature and healthy life in future.

Learner-Learner (Peers) Relationship and its Influence on the Development of Positive Self-Concept among Learners

Peer relationships are interpersonal relationships established and developed during social interactions among peers or individuals with similar levels of psychological development (La Greca and Harrison, 2005) in (Wang & Hu, 2021). There are clear links between very early peer relations, and the development of social and emotional skills later on in life. For example, young children who are able to engage in complex play with peers develop skills for and become more competent in building relationships and negotiating with other children once they reach their preschool years (Hobbs, 2021). A learner's interpretation of social situations influences their subsequent cognitive and emotional state; thus, with the school environment, learners' behaviors are influenced by the social environment in which they find themselves. Their peers being part of that environment, unquestionably influence their development. Through collaborative learning, learners develop higher-level thinking, oral communication, self-management, and leadership skills. A school environment that promote peer interaction through collaborative assignment, increase in learners' retention, self-esteem, and responsibility as they work together. Peers serve as an important source of information, feedback, and support to individuals as they develop a sense of self. Peers help socialize an individual by reinforcing or punishing behaviors or interpersonal interactions (Little, 2020).

School Discipline and its Influence on the Development of Positive Self-Concept among Learners

School discipline is defined as the actions taken by a school administrator(s) or a teacher towards a learner (or group of learners) when the learner's behavior disrupts the ongoing educational activity or breaks a rule created by the school. The aim of school discipline is to guide the learners' behavior or set limits to help them learn and become better persons in future. It is sometimes confused with school management, but while school discipline is one element of school management. School management is a more general term.

The three types of discipline are preventative, supportive, and corrective discipline.

- **Preventative** discipline is about establishing expectations, guidelines, and classroom rules for behavior during the first days of lessons in order to proactively prevent disruptions.

- **Supportive** discipline, on the other hand, occurs in the case of a transgression. It is usually a verbal warning or a suggestion for the correction of behavior.
- **Corrective** discipline comes into play when a student has failed to change his or her behavior after repeated attempts at supportive discipline. It mostly refers to the consequences delivered following an infraction

Discipline in school life is extremely important, as it sets the foundations for students' success later in life. Discipline is a transferrable skill in life and it can bring on many virtues, such as professional success through being focused and staying healthy. Discipline is what helps students achieve good performance in school and it is responsible for keeping order in the classroom (Eurekly, 2021). School discipline addresses societal, school, classroom, and individual learners' needs through broad prevention, targeted intervention, and development of self-discipline. A school environment without discipline, will negatively affect learners self-concept development as they may grow up to be wayward. When school discipline is effectively used, learners will develop a positive self-concept, as they get to understand the importance of school attendance, dress code, respect, social behavior, school and societal ethics. But when the consequences of the discipline are not proportionate to the action, they may be misleading.

Conclusion

Conclusively, the primary school environment, both the physical and the social primary school environment, has an influence on the development of a positive self-concept among learners because, self-concept is not a carved stone, and it is dynamic. Findings exposed that, self-concept can be modified positively or negatively, depending on how conducive the school environment is. Demonstrations show that, a caring school environment helps learners to: develop self-esteem, critical thinking, feeling of self-like and acceptance, develop interest in learning and construct realistic objectives, positive thinking, understand their studying skills, become more assertive, build self-schema, understand their unique characteristics and learn to become empathetic towards others. Therefore, developing a positive self-concept. While an unhealthy school environment instills behavior such as: fear, low self-esteem, lack of interest in learning, poor performance, poor interpersonal relationships, mistrust, and unstable emotions. Self-concept is largely a combination of our self-perception, self-esteem, self-image, self-knowledge, self-schema, self-assessment, ideal self, self-awareness, self-reflection, and the ability to understand your unique characteristics. Generally, it embodies the answers to the question "Who am I?". Positive self-concept is perceived as understanding one's own worth and meaning, being responsible for oneself, behaving responsibly and impacting others. The study revealed that, positive self-concept is vital in a learner's overall well-being. It affects the ways learners identify themselves, how they express themselves and interact with their friends, and it even influences how they make learning and future decisions.

Recommendations

Based on the discovery, the following recommendations are made:

- During the teaching and learning process, the teacher should provide necessary feedback, in order to help learners know that it's okay not to know. Learners shouldn't feel bad about not knowing or understanding things. Teachers should help learners discover their potentials by creating an atmosphere where learners can simply acknowledge the fact and tell their teacher, to explain when necessary. In doing this, they should help learners construct clear and realistic learning goals and objectives. Literature reveals that, clear and realistic learning goals and objectives develop positive self-concept as support learners to be: resilient, responsible, confident and involved. While unrealized learning goals and objectives leads to frustration, loss of interest in learning and a feeling of self-defeat.
- When considering your school's social environment other factors to consider include wellbeing, safety, inclusion and diversity as well as school social media and virtual settings. These forms of social communication can also affect health and wellbeing and are an important for positive self-concept development
- How school discipline is handled has a great impact on the learning environments of schools. Therefore positive and effective school discipline should be applied by school administrators and teachers because, positive discipline develops a learner's behaviors through self-control and making positive choices. A school environment without discipline, will negatively affect learners self-concept development as the may grow up to be wayward. When school discipline is effectively used, learners will develop a positive self-concept, as they get to understand importance of school attendance, dress code, respect, social behavior, school and societal ethics. But when the consequences of the discipline is not proportionate to the action, may be misleading.
- Educational stakeholders should invest in the construction of the school playgrounds, in order to boost love among learners as they unconditionally relate with each other. A behavior which encourages self-confidence. An atmosphere that provides them with genuineness (openness and self-disclosure) and foster the development of positive self-concept.

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