| **RESEARCH ARTICLE**

Influence of Group Involvement on Self-Concept among Young Adults

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| **ABSTRACT**

This investigated the effects of group participation on the self-concept of young adults affiliated with organizations at the University of Cebu - Main Campus. It further describes the factors that influence the participants to join group organizations, the experiences of participants in group involvement, and the influences of group involvement on self-concept. This study employed a qualitative research approach. The study participants ranging from 18 to 24 years old, were deliberately selected through purposive sampling. This diverse group included at least one male and one female participant from the following organizations: Lakandiwa, UCCP, UC Cheerdance, UC Chorus, Criminal Justice Society, Educators' Society, Society of Junior Hoteliers, and AB SBO. The researcher's semi-structured interview guide containing open-ended questions was used in data gathering through interviews. The thematic analysis of Braun and Clarke was used to analyze the qualitative data. Code categories and common themes were identified from the transcript of the in-depth interviews. Ten (10) emergent themes were established from the participants' responses that were classified under three (3) overarching themes, which are the statement of the problem that provided answers to the sub-problems. The emergent themes were derived from the significant statements of the participants. For the factors that influence the participants to join the group organization, the overarching theme, *Factors that influence young adults to join group organizations*, has five (5) emergent themes categorized as *To socialize, Altruism, Self-development, Benefits, and Influenced by Peers*. For the experiences of participants in group involvement, the overarching theme, *Experiences to Group Involvement,* has two (2) emergent themes that were categorized as *Enhancement of Interpersonal Skills (Positive Experiences) and Burden (Negative Experiences)*. For the group involvement effect on young adults´ self-concept, the overarching theme, *Influence of Group involvement on self-concept,* has three (3) emergent themes: *Self-confidence, Enhancement of Self-worth, and Self having a Sense of Direction*. The findings and recommendations obtained from the study will be used to raise awareness of the influences of group involvement on self-concept among young adults.

| **KEYWORDS**

Influence of Group Involvement, Self-Concept, Young Adults, Quantitative Study, Thematic Analysis

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1. Introduction

The perception we have of ourselves is called self-concept. It is how we perceive our behaviors, abilities, beliefs, and unique characteristics. Young adults' self-concept tends to be more malleable and still in the process of self-discovery as they explore many things, especially being involved in an organization "as a person's perception of himself formed through his experience in the environment" (Shavelson, 1976 as cited in Beheshtifar & Rahimi-Nezhad, 2012).

Moreover, self-concept encompasses an individual's self-awareness, which is shaped by their experiences, knowledge, body image, skills, and how they perceive themselves in various circumstances. Meanwhile, the environment is where the students interact with others and spend most of their time. The environment is also where the students learn and gain experiences. Family, friends, and peers are the people the students communicate with, the people with whom they share their personal experiences, and the people they are mainly along with. Self-concept theory talks about how people develop their personalities and manage their personalities. People attempt self-actualization on some with more success, achievement, and victory than others. On the broadest level, self-concept is people's overall idea about who they are (Jerald et al., 2020).

Our work and organizational experience constitute an essential domain of our lives. It partially answers the questions of who we are and thus constitutes an indispensable part of our overall self-concept, depending on the meaning of work to our whole self (Huang, 2001). The individual feels psychologically connected to the organization, incorporating it into his self-concept (Wan-Huggins et al., 1998) including his self-concept.

Thus, this current study will determine the influence of involvement in group organization on the self-concept among young adults. It will also be vital because it will fill the gap if involvement influences the self-concept. It is also significant to the members of specific group organizations if being a member has influenced their self-concept. It will attain young adults' knowledge about involvement in an organization and how these organizations help them discover their self-concept.

Moreover, this current study focuses on Group organization involvement influencing the self-concept. The difference between these studies and the others is that the researchers will be able to tackle young adults' self-concept and the outcomes of whether there is a positive or negative influence when they are involved in specific group organizations.

The researchers have observed that young adults tend to be involved in group organizations. They wanted to be active as young adults who could showcase and enhance their potential and, as a matter of exploring the group organizations and themselves, to understand further their capabilities and the things they cannot do to themselves and society. We also observe that young adults involved in group organizations have greatly influenced how they think and work. We conducted this study to understand better how they see themselves and how involvement in the organization influences their self-concept.

2. Theoretical Background

This study is anchored in the Social Identity Theory of Henri Tajfels with two supporting theories, namely Social Constructivism by George Mead and the Model of the Filipino Self-concept by Myrna Pasao.

According to Henri Tajfels in Social Identity Theory, people classify themselves into social categories, including age, gender, and affiliation with a particular religion or group of organizations (Tajifel & Turner, 1985). It is a sense of who they are and what group organization they belong to. It explains that the social behavior of an individual part of the group might influence his/her behavior while in a group (Ashforth & Mael, 1989).

In the Social Identity Theory (SIT), the self-concept comprises both a personal identity, which includes individual characteristics such as physical attributes, abilities, psychological traits, and interests, and a social identity, which involves significant group affiliations. Social identification, in this context, refers to the sense of unity or belongingness to a particular human collective. For instance, an individual may define themselves by identifying with specific groups, such as "I am a Canadian" or "I am a woman." In her self-perception, she views herself as an active or symbolic participant within these groups, and she considers the fortunes and experiences of these groups as intertwined with her own. Consequently, social identification serves as a key component in addressing the question, "Who am I?" (Turner, 1982). As per social identity theory, individuals partly construct their self-identity through their affiliations with specific groups (Ashforth & Mael, 1989).

According to Tajfel (1979), people's affiliations with certain groups—such as their social class, family, and football team—were a significant source of pride and self-esteem. We develop a feeling of social identity—a sense of being a part of the social world—through groups. The individual's group/organization may provide one answer to the question, Who am I? Hence, we argue that organizational identification is a specific form of social identification. If an organization, as a social category, is perceived to represent or symbolize characteristics that are considered typical of its members, then it can effectively satisfy these individual motives. According to Social Identity Theory (SIT), individuals identify with social categories, at least in part, to enhance their self-esteem.

Tajfel and Turner (1979) mentioned that social identity is the component of the self-concept or self-image established by social categories. Positive or negative social identity might exist. Of course, a person seeks to develop a positive societal identity to increase self-worth and self-esteem. In other words, social identity represents social categorizations and the value attributed to

specific groups in an individual's self-concept.

As stressed by (McLeod, 2019), in connection to SIT, to comprehend and recognize items, we categorize them. We categorize people—including ourselves—in a manner quite similar to this to comprehend the social context. Social classifications are employed. Similarly, we learn something about ourselves by understanding our belonging categories. We define proper behavior in terms of the standards of the groups we are a part of, but you can only do this if you know who is a member of your group. A person may be a member of numerous groups.

In the second step, social identification, we take on the identity of the group to which we have assigned ourselves. If you consider yourself to be a student, the likelihood is that you will assume that identity and start acting how you perceive students to act and conform to the norms of the group. Your affiliation with a group will have emotional importance, and being a part of the group will affect how you feel about yourself.

Lastly, there is social comparison. We often compare one group to others after classifying ourselves as group members and identifying with that group. Our group must compare well to other groups to sustain our self-esteem (McLeod, 2019).

On the other hand, Social constructivism was a topic that interested George H. Mead. In his work, Mead (1934) considered the individual a construct of social or environmental variables. I and I were Mead's divisions of the self. The Me is how we perceive ourselves, whereas the I is the subjective and active self expressing our feelings. In other words, the I is the more subjective aspect of the person, and the Me is the socialized or more objective aspect. According to Mead, the self is formed as a result of social interaction and environmental interaction. It is made up of self-image and self-awareness. According to Mead, the self is formed as a result of social interaction and environmental interaction. It is made up of self-awareness and a sense of oneself. We interpret the actions of others, as was stated at the beginning. We try to comprehend the motives of others since doing so helps us to comprehend them (Mead, 1934, as cited in Moesgaard, 2013).

In connection to Mead's theory (Mead, 1934) in his book, another stage in the evolution of the self that needs more explanation is realizing the self in the social scenario in which it emerges. The distinctive endowment and particular social context of the person expresses this organization. However, the group's organization to which it relates affects how the self shows itself in experiencing, essentially as a "me." Although he belongs to the community, he does so in a unique way because of his position and distinct genetics, which set him apart from everyone else. He is what he is insofar as he belongs to this community, and the foundation from which this specific person is created would not be a self without his or her interactions with other members of the community. Therefore, he is conscious of himself as such, not just in terms of his political citizenship or membership in the organizations he belongs to but also in reflective cognition.

Additionally, the process by which the gestures' communication has been internalized into an organic form is more like the self than a physical thing. This process does not exist in and of itself; it is merely a stage of the larger social structure of which the person is a member. The way social acts are organized was already reflected in the organism and is now part of the person's cognition. Although it still incorporates other people's attitudes, the self is now more ordered, turning them into what we refer to as societal attitudes as opposed to individual roles.

This process of tying one's organism to the others in the interactions that are taking place, insofar as it is imported into the individual's conduct with the dialogue of the "I" and the "me," comprises the self. The value of this importation of the conversation of gestures into the individual's conduct resides in the superior coordination acquired for society as a whole and in the greater efficiency of the individual as a group member. The social process and its outcome are genuinely incorporated into the individual's experience so that what is happening happens more successfully because it has been practiced in the individual. Under those circumstances, he not only does his role more effectively but also responds to the group to which the individual belongs.

A man changes as he adapts to a particular area, but in doing so, he also changes as a person and the society in which he lives. It might only have a little impact, but as he has altered himself, the modifications have altered the kind of surroundings the individual can adapt to, and the world has, in turn, changed. An individual's community of residence and themselves are always in a mutually beneficial relationship. Under normal circumstances, our identification of this is limited to relatively small social groups because one individual cannot enter the group with the mind, self, and society out, thereby changing the organization's characteristics. People must adapt to him the same way he adapts to them. The forces around him may shape the individual, but society also changes and becomes, to some extent, a distinct society due to this process. The change may be beneficial or disagreeable, but must occur (Mead, 1934).

In the Filipino context, as stressed by Pasao's Self-concept model (1979), it is challenging to describe the Filipino self-concept. Self-concept is a psychological notion that is highly complex. Pasao intended to develop the theory of the Filipino self-concept not to

elaborate on the identity of the Filipinos but "to conceptualize self-concept in the Philippine context," and it is composed of ten equally significant factors. The problem of defining or measuring it is primarily caused in this case by the question of "how the word Filipino is defined." (Pasao, 1979, as cited by Ng, 2014).

The pasao self-concept scale (1989) is a 100-item instrument in Filipino and English versions. It measures self-concept among Filipino adolescents in terms of ten psycho-social factors, which include emotionality, goal-directedness, social relations, and personal worth. However, in this current study, the researchers used only the Filipino self-concept model to represent the Filipino Self-concept and not for measurement (Ibañez,2022).

This table shows the dimensions of Filipino Self-reflected in Pasao's model of Self-concept (Ng, 2014).

Factor 1: Not Me Factor	The dimension of the Filipino self is expressed in the statement "What I am Not."
Factor 2: Emotionality	The dimension of Filipino self-reflected in the familiar expression *balatsibuyas* – being a sensitive person or, more literally, "onion skin."
Factor 3: Goal-directedness	The dimension of the Filipino self is related to achievement and is perceived as necessary for success in school and work.
Factor 4: Accepting Attitudes	The dimension of the Filipino self is expressed in a realistic view of oneself accepting inadequacies and leading to an optimistic approach to life.
Factor 5: Family Relations	The dimension of the Filipino self is related to perceptions of self about one's most immediate circle of friends.
Factor 6: Peer Relations	The dimension of the Filipino self is expressed as peer acceptance, which is also a concern for interpersonal relationships.
Factor 7: Identity Factor	The dimension of the Filipino self is reflected in the "What I Am" perspective.
Factor 8: Self-feeling	The dimension was a self-evolving perception of one's behavior or functioning.
Factor 9: Personal Worth	The dimension of the Filipino expressed as positive valuing of the self corresponds to the Rogerian term *Self-esteem*.
Factor 10: Self-confidence	The dimension of the Filipino self is expressed as the person's belief in his abilities with consideration to put the welfare of others before his own.

Many terminologies describe the idea of "self," and each one deals with a distinct aspect of the "self." According to (Konecná, 2007, as cited in Lichner et al., 2021), this encompasses one's self-concept, self-image, self-esteem, self-worth, and self-efficacy. (Blatny, 2010, as cited in Lichner et al., 2021), a person's self-concept is a compilation of their views and valuing judgments about themselves. The self-concept is emphasized by (Blatny et al., 1993: in Lichner et al., 2021) within the context of cognitively oriented psychology, which is viewed as a mental representation of the self. The development of one's self-concept during adolescence is crucial since it affects the person's future, education outcomes, and quality of life (Marsh & Craven, 1997). Adolescents with higher self-concepts are more driven by comparison to others, whereas those with lower self-concepts are more likely to be motivated by support and encouragement (Bakadorova & Raufelder, 2015).

Self and identity issues are typically conceptualized at the level of the individual self. Although this tradition emphasizes the value of social roles and interactions for self-awareness (Banaji & Prentice, 1994; Baumeister, 1998), these are primarily seen as interindividual processes in terms of how reflected evaluations from others contribute to the definition of self, or they may help satisfy a general need to belong (Baumeister & Leary, 1995; Leary & Baumeister, 2000). In this study, we examine the various circumstances in which concerns about selfhood and identity are impacted by the groups that people belong to, utilizing the social

identity theory (Tajfel, 1978; Tajfel & Turner, 1979) and self-categorization theory.

The inclusion of group-based aspects of self and identity also implies that different problems and mechanisms are involved, making it challenging to translate theoretical and empirical findings on issues like self-perception, self-esteem, or self-presentation from the individual level to the group level (Schmitt, 2000; Schopler & Insko, 1992). Also adding to the intricacy is the interplay and rivalry between the individual and collective levels of self (Spears, 2001). It needs to be more obvious how we should conceptualize the social self, which might vary as much as the groups we belong to, in contrast to the personal self, described as a unitary and continuous consciousness of who one is (Baumeister, 1998). Social identity refers to how the foundation of people's self-concepts is their social group membership. Sports teams, religions, nationalities, professions, sexual orientations, ethnic groups, and gender are a few examples (Leaper, 2011).

In the present times, self-concept is one of the foremost issues faced by the youngsters and youth of the new generation (Huitt, W. 2011). Social psychologists have highlighted the critical role of self-concept in the process of social perception, which is the mechanism through which we construct impressions of other individuals. Self-concept is essential for a person's development and growth; detailed knowledge about its nature and its relation to other essential personality factors provides an objective and encouraging basis for educators and counselors to work on (Arul, 1972).

Self-concept is a perception of the student's abilities and, in some ways, of a person's uniqueness. Self-concept can also impact a person's actions and performance. Self-concept is essential for each individual because this can change a person's views, manners, and responses to personal and social life (Mehrad, 2016, as cited by Jerald et al., 2020).

Self-concept is the key to students' easy social and emotional development (Villegas et al., 2013). Self-concept is the way a person sees his/her behavior (Mishra, 2016 as cited by Jerald et al., 2020) the environment influences the development of self-concept. Self-concept is not innate. It develops through interacting with others (Kumari & Chamundeswaris, 2013). Also, the students develop their concepts because of the environment, and some students develop self-concepts through their knowledge, experience, and perception (Jerald et al., 2020).

Zhang (2010) stressed that self-concept is a belief system, the multi-faceted, multi-level cognitive evaluation of oneself and one's relationship with one's surroundings. Self-concept is not naturally formed within the person. Self-concept is a collective process while the person is growing from childhood to adulthood, which is caused by the interaction of an individual with the environment continuously (Saikia, 2020).

According to Beheshtifar & Rahimi-Nezhad (2012), Self-concepts are knowledge frameworks of convictions about one's characteristics, social standing, and objectives. Environmental experiences and organizational activity influence self-concept. The environment and individuals with whom the individual resides are the primary determinants of how one develops their sense of self, and they both significantly impact this process. People's experiences in the workplace and organizations shape their sense of self.

Social identity refers to how people's self-concepts are based on their membership in social groups. Examples include sports teams, religions, nationalities, occupations, sexual orientations, ethnic groups, and gender. (Leaper, 2011). Further, Carl Rogers identifies three components of Self-concept, also known as one's self-image or perspective. Positive or negative aspects of one's self-image influence one's experiences and behavior. Self-worth or how much people respect themselves. Rogers believed that interactions with one's parents during childhood helped shape one's sense of self-worth. The best version of oneself or the ideal person. As we mature and our objectives shift, so does the ideal self. (Vinney, 2021) One factor that influences the development of our ideal self is identifying with other people (Argyle, 2008).

George Mead also argues that the self evolved from the primary relationship of the individual with other individuals in the social process. Through social interaction, the self grows as the social structure of a social experience. It includes socializing, being part of social categories, and being part of an organization. This organization is expressed in the individual's particular characteristics and social situation (Mead, 1934).

According to Turner's self-categorization theory, the self-concept has at least two layers, including a personal identity and a social identity. In other words, how one perceives themselves and how others see them affects how one evaluates themselves. The self-concept can quickly shift between societal and personal individuality (Guimond et al., 2006).

Along with the influence of other people on self-concept, According to Cooley's (1902) theory, the glass self-emphasized other people contribute to the definition of who we are. People who lack confidence in their opinions and abilities compare themselves

to others who share such qualities (Seymour, 1973). Schachter and Singer (1962) proposed that two factors—physiological stimulation and cognitive interpretation of that stimulus—are responsible for the feeling of emotion. When people are unsure about their emotional state, they may interpret that stimulation by seeing others experiencing it.

Mcleod (2008) mentioned Carl Rogers mentioned three components of self-concept, one of which is the Self-image. As he mentioned in his study, Khun investigated self-image and identified that the underlying theme of self-image is personal traits or self-descriptions and views of the self. To connect with this, Mcleod (2008) identifies the characteristics of high self-esteem:" These aspects encompass confidence in our capabilities, self-acceptance, a lack of concern about others' opinions, and an optimistic outlook.

Being a member of a group has the chance to influence self-concept positively. Such motivations may be satisfied for the individual to the extent that the organization, as a social category, is viewed to embody or even demonstrate features perceived to be stereotypical of its members. SIT argues that the person identifies with social categories at the very least to boost self-esteem with social categories partly to enhance self-esteem (Hogg & Turner, 1985; Tajfel, 1978).

Constructing our self-concept teaches us how we react to a situation. It influences how we feel and think for ourselves. While involved in a Group organization, members tend to be positively or negatively influenced by their self-concept. As mentioned by Calhoun, the self-concept is split into two: a positive self-concept and a negative self-concept. A positive self-concept shows self-acceptance, where a person with a positive self-concept knows himself all right. Individuals with a healthy sense of self will be able to know and be ready to accept what he is and accept that the diversity of their evaluation is positive. Contrarily, the negative self-concepts divide into two types: personal views of themselves as totally disorganized and do not have feelings, stability, or entirety. This individual does not realize his strengths and weaknesses or appreciate his life. Secondly, individuals organize and table views of themselves and have a self-image that does not allow any deviation from the set of laws that is in mind in their lives (Saika, 2020).

As (Modupe, 2010) explained, a person's self-concept, which can be either excellent or negative, is how they view themselves. How a person feels other people view him is a component of self-concept. A person will develop a positive or negative self-concept depending on how he is treated and interprets that treatment. When interacting with others, he assesses his behavior in light of his surroundings, such as his parents, colleagues, and other community members. If these people respond positively to him, he is inclined to accept their behavior. A negative self-concept can limit one's willingness to try and block the chances for development and enjoyment. It may result in stress, helplessness, annoyance, sadness, and suicide.

On the other hand, (Quero, 2010) mentioned that man's greatest strength is a good sense of self. The degree to which someone regards himself favorably determines whether he succeeds or fails in any pursuit, whether it be a productive endeavor or one that involves social relationships. In addition, Self-concept influences one's behavior, feelings, and thoughts. A positive self-concept enables the person to think positively and constructively. Contrarily, the Negative Self-concept makes individuals think negatively and predisposes pessimistic and destructive behavior.

In the views of Brooks Emmert, people have positive and negative self-concepts. People with positive self-concepts have the following characteristics: a. Have the ability to affect the matter; b. They are feeling on par with others. c. They receive a compliment without shaming, recognizing that each person has desires, feelings, and behaviors not necessarily fully approved by society, e. They were feeling ready to repair themselves. The power to hold out the tactic of self-reflection to strengthen behavior is deemed less. Meanwhile, people with negative self-concepts have subsequent characteristics: a. Sensitive to criticism. The shortage of ability to accept criticism from others because of the tactic of self-reflection. b. Be responsive to praise. They are being overreacted to the action taken. c. Tends to feel liked by others. Subjective feeling that everybody else around him inspects himself within the negative. d. He has the attitude of a hypercritic and likes to criticize others significantly negatively towards others. e. Experiencing barriers in interaction with the social environment. Feel less ready to interact with people (Brooks & Emmert, 1976, as cited in Saika, 2020).

In connection with Batson's empathy-altruism hypothesis (Batson et al., 1991), which states that when we feel empathy for a person, we will help them for purely altruistic reasons with no concern about personal gain if we do not feel empathy for them. We need to decide whether the benefits of helping outweigh the costs.

These concepts were also discussed by J. Hill (1984) in his research on human altruism and socio-cultural fitness. Hill defined socio-cultural fitness in the context of contributing to the shared pool of ideas, facilitated by individuals' capacity to acquire prestige and consequently influence the beliefs of their fellow group members. This transition from biological fitness to socio-cultural fitness was facilitated by the emergence of articulate speech. It allowed dominant individuals to shape the beliefs of other group members,

transforming the attention they received from a complement to their sexual dominance and biological fitness into a means of promoting their socio-cultural fitness.

A person's adolescence is a challenging time in their life. Compared to other developmental phases, this is a time when young individuals engage in dangerous conduct at a higher rate (Tóthová & iaková, 2019, as cited in Lichner, V., Petriková, F., & Žiaková, E., 2021). This time, the crucial people support them, offer guidance, and accompany them at every turn. At a particular stage of development, there are a variety of biological and psychological changes that occur naturally. At the same time, there is a new social inclusion of the individual, which is reflected in the various expectations of society in terms of individual behavior, modifications to social roles, and new reflected self-concepts (Rovenská & Halachová, 2017, as cited in Lichner et al.,2021).

Social reliance has dramatically influenced their perception of them. Teenagers begin to recognize their skills, feel their wants, and identify themselves and their objectives through connection with their peers. They seek to create their future ambitions and establish a sense of social belonging (Szobiová & A Jansová, 2005, as cited in Lichner et al.,2021). Self-concept is a phrase generated by hierarchically arranged beliefs; it evolves and is impacted by other individuals, circumstances, and society (Pestana, 2014).

The majority's viewpoints and actions frequently influence our own (Asch, 1956; Turner, 1991). Even when the majority decision goes against their preference, people often adjust their thoughts and actions to conform to societal conventions (Cialdini & Goldstein, 2004; Morgan & Laland, 2012; as cited in Haun, 2013). Psychologists defined this phenomenon as "social conformity." Social conformity pertains to the phenomenon where individuals adopt the opinions, behaviors, and judgments of others (Turner, 1991). The classic study by Asch (1951), involving a straightforward line judgment task, marked an initial exploration into the concept of social conformity. Subsequently, social psychologists have delved into uncovering the underlying factors driving social conformity. Building on prior research, it has been identified that three intrinsic motivations underlie social conformity: the aspiration to gain social approval from others, the aspiration to make an accurate choice, and the aspiration to maintain a positive self-concept (Cialdini & Goldstein, 2004).

Understanding group decision-making has crucial significance for social influence in group membership. Participation in group activities (Ashforth & Mael, 1989) created a sense of belonging to a group. The process of forming groups involves social identification, which is crucial. A norm is thought to affect a person's conduct. According to empirical studies, social standards have a favorable influence on a person's behavior (Teo & Pok, 2003).

Numerous studies have shown that kids who psychologically develop an excellent self-concept during their academic stage succeed in learning environments and in social and emotional situations (Eccles, 2009, as cited by Harter, 2012). Hence, the positive self-concept developed throughout the developmental years may aid in developing the approaches and abilities required to handle obstacles in life (Huang, 2011). Additionally, it has been discovered that self-concept is positively correlated with a variety of outcomes, including a person's level of happiness (Hunagund & Hangal, 2014), their academic performance (Salami & Ogundokun, 2009), their level of pro-social behavior (Schwarzer & Fuchs, 2009), and their overall well-being (Mamata & Sharma, 2013).

Moreover, there is evidence that during adolescence, one's self-concept not only evolves and diversifies but also depends more and more on how others see them (Fuhrer et al., 2000, as cited in Bakadorova & Raufelder, 2015). Relationships with classmates and teachers become more crucial as the emphasis switches from the family to the social environment (Harter, 2012; Steinberg & Morris, 2001). This creates yet another gap between teenagers' requirements and the effects of going through a significant school transfer, including new (academic and social) demands, different teachers, larger classrooms, and frequently new or modified peer groups (Rosenberg, 1979). In adolescence, students' peers and friends take on some of the social roles their family members would typically fill: they offer emotional support and attachment (Azmitia et al., 2009).

Participation in such organizations might be anticipated to have a significant role in the socialization process from the perspectives of developmental and social learning theory (Crosnoe, 2000). Membership may aid in social development by fostering friendships within groups, bringing together peers who share similar interests, fostering closer ties between individuals and their families, exposing members to different worldviews, and helping young people learn how to work cooperatively and see things from different angles.

The study of Turner (1984) proposed the existence of a "psychological group," which is a group of individuals who consider themselves as belonging to the same social category and is defined as "a collection of persons who share the exact social identification.

On the other hand, self-concepts in adolescents (Bharathi and Sreedevi, 2015, as cited in Lichner et al., 2021) claim that when

adolescents have developed their self-concept sufficiently, they can solve any problem adequately, tend to be spontaneous, creative, and original, and have high self-confidence.

In the Study from the College of Professional Studies Northeastern University Boston, Massachusetts, "Student Perspectives on Joining Student Organizations." The reasons most students are attracted to join a student organization are the following: Student engagement factors, which are influenced by the sense of belonging/connection to campus and Peer influence, and Skill development, shaped by the potential for growth and Leadership development. These concepts and themes evolved into three key findings: belongingness, transferable skill development, and leadership enhancement. There is a correlation between students being directly influenced by peers and their desire to join student organizations. This encouragement comes from two perspectives: peers urging students to join and an opportunity to make friends. This leads to a sense of belonging, which fosters a connection to the institution and the student's identity, and then acceptance, supporting a student's skill development and growth as a leader. Those who do not engage themselves in group organization tend to reason with results in threatening one's sense of belonging, inconsistency, not serving the needs of the first-year students, being more focused on upper-level students, and lacking an effort in recruiting new members, thus affecting the desirability for joining (Haines, 2019).

In the Study "The Factors That Lead Students to Join Fraternity" in Negros Occidental (2013), Students join a Group Organization called a Fraternity to find a sense of belongingness and the matter of Family problems. The researchers of this study have identified seven reasons why students Group Organizations such as Fraternities. The choices are a Sense of Belongingness, Protection, Family Problems, Attention, Money, Leadership, and Undecided. Among the seven mentioned reasons, the result of the study stated on their graph that the two main reasons for joining Fraternities were Belongingness and Family Problems, wherein the results have ties. Another result that has triple the same percentage under the response is protection: attention and Leadership. The last result has another tie-off under the response: Money and certain people must determine their reasons for joining this organization.

In the study of Haines (2019), many students perceived involvement in an organization as a chance to meet new people. According to the students, the student organization served as their second family. This also paved the way for developing a sense of belonging and engagement. Involvement in campus clubs and organizations is one way for students to become purposefully involved in their educational experience. Many students perceived involvement in an organization as a chance to meet new people.

Involvement in student organizations provides engagement in campus life while also developing valuable skills. Because of involvement, student participants joined student organizations to grow personally and professionally. This study emphasized the opportunity to develop skills as a reason students gave for joining group organizations. Haines added that participants in the focus group interviews expressed that their involvement with student organizations allowed them to grow, learn, and develop their leadership skills.

Research states that student involvement in clubs and organizations positively relates to student leadership and personal development. Student organizations provide students with many opportunities to interact with peers and faculty/staff advisors. Further considering the impact of peer interaction on education, engagement with student organizations is an opportunity for undergraduate students to develop cognitive skills and influence personal growth. In addition, Research findings support how involvement in a student organization can positively influence a wide array of student developmental outcomes. Educators must acknowledge how organizational involvement influences a student's growth and development and strategize ways to affect student learning.

Additionally, previous research has emphasized some preliminary indicators that presume a student's ability to articulate the skills they have developed resulting from their involvement in student organizations (Bowman & Seifert, 2011; Foubert & Grainger, 2006, as cited in Heines, 2019). This perspective on involvement was much more holistic because it considered what a student brings to the learning environment (the reason for joining) and what institutions provide (the benefits).

Peers also influence the individual's decision to join an organization. A sense of belonging and the influence of peers were strong indicators of involvement. Many of the students highlighted the significance of social support as perceived by others, of having a place to feel at home while also having the ability to develop and learn in a secure, welcoming, and uncritical environmental atmosphere through their membership with a student organization. Peers directly influenced other students to join student organizations. Those peer-to-peer relationships where a trust or institutional affiliation was established had the most significant influence. As mentioned in Smith and Chenworth's (2015) research, recent college graduates remarked how their leadership roles in co-curricular activities, such as student organizations, significantly impacted their development of specific leadership skills and interpersonal abilities 41, enhancing their employment success. Hypothesizing, involvement with student organizations supports student success during and after college (Haines, 2019).

The benefits of students' involvement with purposeful activities include a boost in confidence, increases in one's self-esteem, an understanding of one's self, a deepened sense of belonging to the institution, and an understanding of the welfare of others (Kuh, 1993). According to Bentley University, written in 2018, one of the benefits of a student organization is that students learn about themselves and how they work with others. Engagement in student organizations contributes to future career success by offering students an opportunity to actively practice and enhance skills that facilitate their personal growth and leadership development (Bentley, 2018).

In addition, involvement with student organizations provided personal growth opportunities for students, such as learning what is needed to be an effective leader, how to manage conflict, how to run a well-structured meeting, how to implement a program or activity, and how to coordinate with others to achieve specific goals. Students have expressed that their involvement in student organizations allows them to apply the knowledge gained in the classroom to practical, real-world situations. Students also mentioned that participating in student organizations helped them build abilities that would help them succeed. Students remarked that involvement with student organizations allowed them to explore a safe learning environment, learning from their mistakes and successes.

Thus, joining a student organization offers numerous opportunities to discover more about who you are, your objectives, and your abilities. In addition to testing your present knowledge, you may observe how other students respond to various circumstances. Engaging in student organizations can also help individuals identify and nurture their strengths in areas such as multitasking, organizational skills, creativity, and assisting others. This heightened self-awareness of one's capabilities can significantly benefit their future career prospects.

Moreover, Students felt opportunities to grow, learn, and develop as leaders were essential to their future aspirations. Leadership development is a specific reason for staying involved when the chance to practice skills and prepare for the future is evident. As well as honing their talents, students participate in student organizations. Each student cited at least one improved ability due to involvement in one or more student organizations. Many explained how the abilities they had acquired would help them later on, whether in graduate school or the workforce.

In terms of being a leader, Students cite the opportunity for leadership development as a motivation for participating. Students reported feeling more prepared for the future after taking on various leadership responsibilities in their student organizations. They could step beyond their comfort zones and gain more confidence in their talents because of their leadership roles. Additionally, leadership experience in a student organization highlighted the significance of developing particular abilities, like listening, to increase productivity. Many student leaders saw possibilities to grow and improve themselves from organizational issues. The potential to develop as a leader through involvement with student organizations attracted them to participate and was seen as of value to their future success.

In the Bentley-Gallup Force for Good Survey, most Americans believe that business and government have much potential to have a beneficial impact but have yet to do so. Future business leaders who join a cause-driven student organization, like the Student Government Association, have a platform to speak out, represent others, and improve change (Bentley University, 2018).

In addition, joining groups or organizations allows us to discover our passion, strengths, and talents. In the published article (Stapleton, 2021) in Michigan Tech University, One of the numerous benefits of joining a group or organization is finding out more about your goals, hobbies, and strengths. Additionally, you can discover your strengths and preferences, whether they relate to taking charge, organizing events, coming up with ideas, or helping people. Your future self-awareness will be advantageous. These can boost your confidence, point you in fresh, unexpected ways, and—most importantly—enable you to thrive.

3. Objective of the Study
This study aimed to determine the influence of group involvement on self-concept among young adults. This investigates explicitly the factors that influence young adults to join group organization, experiences, and how they influence one's self-concept.

4. Research Methodology
This section presents the research design, research environment, research respondents, research instruments, research procedures, data collection, analysis of data, and ethical considerations.
4.1 Research Design
This study used phenomenological qualitative research as it studied the experience from the individual's perspective, 'bracketing' taken-for-granted assumptions, and usual ways of perceiving (Stan Lester, 1999). This research design describes the experiences of Young Adults being involved in Group Organizations and how these Group Organizations influenced their Self-Concept. Moreover, the researchers used the interview guide to explore the experiences of those selected Young Adults. There will be data

collection, and the participants will be allowed to narrate and describe the situation clearly and thoroughly. In this case, the researcher will learn and comprehend how the Group Organizations' involvement influenced the Self-Concept Among Young Adults.

4.2 Research Environment
This study was conducted at the University of Cebu Main Campus In 1964, Atty. Augusto W. Go created the University of Cebu (UC), a known institution in Cebu City, Philippines, which currently has six campuses in Cebu. Since its humble beginnings in 1964, the Cebu College of Commerce (CCC) has undergone a remarkable transformation. Initially, with just a small number of students, this institution, once modest in size, has successfully grown into a world-class university in the Asia Pacific region, all while adhering to its philanthropic commitment of "NO TUITION FEE INCREASE" (UC Page).

Boasting a rich history of forty-two (42) years dedicated to providing quality education, the University of Cebu (UC) has achieved the prestigious status of being deregulated by the Commission on Higher Education (CHED). Furthermore, UC has received accolades from the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) for its outstanding achievement in having the highest number of accredited programs among educational institutions. UC's commitment to nurturing the potential of over 42,000 promising students is evident across its four strategically located campuses throughout various regions of Cebu. This dedication has also resulted in UC producing numerous board top-notchers. The study will take part in the University of Cebu Main Campus, located at Sanciangko St. Cebu City, Barangay Kalubihan.

4.3 Research Participants
The participants of this study were young adults ages 18-24. These young adults are a member of a group at the University of Cebu Main Campus. Young adults with diverse backgrounds and varied groups have been involved. For the researchers to obtain participants, the researcher used purposive sampling. There were (16) chosen participants, eight (8) males and eight (8) females, who have been involved in any groups in the University of Cebu Main Campus.

4.4 Research Instruments
The researcher utilized the guided semi-structured interview schedule in gathering and collecting the pertinent data needed for the thorough analysis of the study. In line with the interview, the participants will answer all the guided questions from the researchers taken from the semi-structured interview guide. The questions consisted of open-ended questions to maximize the informant's answers. The Interview guide questionnaires have been passed, evaluated, and verified by the three experts in the field.

4.5 Research Procedure
This section discusses the presentation of the data collection, data analysis, ethical consideration, trustworthiness of the study, credibility, dependability, transferability, and conformability in the study initiated.

4.5.1 Data Collection
The researcher gave the letter of consent addressed to the Head of the Organization duly signed by the Dean of the Department, asking permission to conduct a study inside the campus of the University of Cebu – Main Campus. Upon the approval of consent, the researcher started finding participants and asked for their participation in the study. The researcher distributed a consent form a day before the interview to obtain an agreement to participate.

The researcher discussed what the study is about, provided background, and the possible questions to be asked. Questions asked will be open-ended questions. In the interview, the researcher used a voice recorder via phone to record their answers. The participants were assured that the data collected would be used for the sole purpose of research and no other than. Participants were interviewed and were asked to answer it with all truthfulness and honesty. All the questions are collected, and the participants' responses are kept confidential. Once the interview ended, the researcher expressed their appreciation. After the interview, each participant was reassured that the information they shared would be kept anonymous in the study. Each interviewer ensured that the recording was saved and intact after every interview.

4.5.2 Data Analysis
When the data was collected, the researchers transcribed the audio/video recording for transcription. The researcher employed Thematic Analysis (TA) as the method for data analysis. Thematic Analysis is a systematic methodology designed to identify and explore patterns of meaning within a dataset. This approach was delineated by Braun and Clarke in 2006. It details the data and deals with diverse subjects via interpretations (Boyatzis, 1998). In the first phase, the researcher transcribed the participants' answers and wrote down the initial ideas and relevant information. Researchers summarized their answers and translated vernacular answers into the English language. In the second phase, the researchers read and re-carefully read their answers for coding and find relevant connections between the codes to categorize each code and what theme it will belong to. The researchers

reviewed the given codes and identified the final themes. The researcher started discussing and writing the results of the said study.

5. Results and Discussion

This chapter summarizes the findings gathered from informant interviews and questionnaires and analyzes the data using thematic analysis by Braun & Clarke (2006) to identify and analyze patterns of meaning in a dataset to gain an in-depth understanding of the study.

This qualitative study relied on a comprehensive understanding of the transcribed responses of every leading participant by comprehensively reading the transcripts to identify the overall sense of its content coverage. A significant statement was obtained, recorded, and encoded using Microsoft Word from the transcripts of the interviews and questionnaires. The significant statements were properly encoded with their designed number of responses and informant number for efficient tracing. A total of 144 significant statements represented the Influence of Group Involvement on Self-concept among Young Adults.

The researcher formulated meanings for every 144 significant statements extracted from the transcripts. One hundred forty-four coded formulated meanings clearly explained the participants' experiences. The formulated core meanings that shared the same patterns of ideas and structure were grouped. These common groups of formulated meanings were categorized as cluster themes. There were 25 cluster themes developed. The cluster themes were then improved and re-grouped into sub-themes, merging two or more cluster themes. The merging of cluster themes resulted in 15 sub-themes. Finally, the 15 sub-themes were clustered to form the significant themes known as emergent themes. Ten (10) emergent themes represent the major themes that provide meaning to the study's three (3) sub-problems. After a generation with the thorough and time-consuming formation of core meaning using the thematic analysis by Braun & Clarke (2006), twenty-five (25) cluster themes were generated and reorganized into 15 sub-themes, which were further separated into ten (10) significant themes known as emergent themes. The emergent themes were categorized into three (3) main points that provide meaning to the study's sub-problems. The following are the overall themes with emergent themes.

I. Factors that influence young adults to join organizations.
1. To socialize
2. Altruism
3. For self-development
4. Benefits
5. Influenced by peers.

II. Experience of young adults in group involvement
6. Enhancement of Interpersonal Skills (Positive Experiences)
7. Burden (Negative Experiences)

III. Influences of Group involvement on self-concept
8. Self-Confidence
9. Enhancement of Self-Worth
10. Self having a Sense of Direction

The themes were created to describe the study's answers to the questions. Each of the three (3) primary themes with different emergent themes is discussed here.

5.1 Factors that Influence Join Organization

The themes constructed with main themes described participants' reasons and motivations for joining the organization. The descriptions also identified the aspects that contributed to the participant's participation in the organization that anticipates possibilities.

The following are the five (5) themes developed to describe the responses of the study's critical participants to sub-factor number 1:

5.1.1 To Socialize

The theme describes that socialization with other people and contributing to help the students and society are some of the reasons for joining an organization. In connection to Mead's (1934) claim, the self grows as the social structure of social experiences, including socialization and being part of an organization. In addition, in Pasao's Model of the Filipino Self-concept, one factor is peer relations, which concerns the interpersonal relationship of an individual (Ng, 2014). In line with this, the study (Haines, 2019) stated that Students perceived involvement in an organization to meet new people and develop a sense of belonging and

engagement.

When Informant 14 being asked about their experiences involved in an organization, he answered:

> So far, my experiences while I am involved in the organization is actually "good" I trained myself to socialize some people who are in this organization also (IDI 14-4 SS 121). (*So far, my experiences while I am involved in the organization are good. I trained myself to socialize with some people who are in this organization*.

Informant 8 Said:

> It's like aside from my talent in singing, I would also want to socialize with other people (IDI 8-1 SS64). *(Aside from my talent for singing, I also want to socialize with others.)*

Socializing is one of the main reasons why young adults are joining groups. Thus, this develop their interpersonal relationship and connections with others while being involved in the group.

5.1.2 Altruism
The theme describes that extending help to the people under the organization itself is the primary reason for joining the group. This theme is to extend help to other people as well as make goal-directed action that helps improve someone else's welfare in joining the organization. In connection to Batso's empathy-altruism hypothesis, which states that when we feel empathy for a person, we will help them for purely altruistic reasons with no concern about personal gain (Batson et al., 1991). Furthermore, in the article of Bentley Gallop Force survey, that future business leaders who join an organization or group is to have a platform where to speak out, represent others, and affect change for the better (Bentley University, 2018).

Informant 14 was asked about what reasons to influence them to join the group, and he answered:

> Ahm.. my reason in joining this organization is to like... helping my co-SJH or Society of Juniors Hoteliers as well as to students who enroll in this course. (IDI 14-1 SS 118) *(My reason in joining this organization is to like helping my co-SJH or Society of Juniors Hoteliers as well as to students who enroll in this course)*.

Informant 1 Added:
> The reason why I joined lakandiwa is to contribute to society, especially to people (students) because we do have a voice (mumbles), and I did this to represent the people better (IDI 1-1 SS1) *(The reason why I joined lakandiwa is to contribute to the society, especially to people (students) because we do have a voice and I did this to better represent the people)*.

Being altruistic is one of the main reasons why young adults joined group that gave opportunities to extend help for the betterment of the people and to the society.

5.1.3 For Self-Development
This theme is obtained from the responses of the participants describing the motivation of joining an organization is to have self-development. As per participants, joining organizations can help bring out the potential that can be improved by joining such organizations. These improvements allow people to be better in different areas of expertise. In relation, in the study of Students perspective in joining organization, involvement in organizations provides an avenue for developing and honing valuable skills to grow personally and professionally. Also, to grow, learn, and develop leadership skills and cognitive skills in terms of dealing with others (Bentley, 2018; Haines, 2019). In addition, joining an organization allows individuals to discover their passion, strengths, and talents or have self-awareness (Stapleton, 2021).

During the second one-on-one interview with Informant 6, he acknowledged the motivation of joining the organization. When questioned, she stated.

> ...The organization motivates me because I want to develop more myself and to like what do you call this...hmmm I involve myself into a wider audience at the same time...hmm explore like what can I do more and can reach the limit, Miss. It's like, what can I do more as a college student like...I do not want to purely focus on academics, Miss. I would love to explore the other part of being a college like this joining an organization, and that motivates me, Miss (IDI 6 - 3 SS48). *(The main reason that organization motivates me is because it allows me to develop myself more to involve into wider audience. At the same time, explore what I can do more and can*

reach the limit. It's like, what can I do more as a college student? I don't want to purely focus on academics, but I would love to explore the other part of being a college like joining an organization.)

Informant 4 Said:

My reason at first was, oh, maybe UCCP, it is a university, so it Is a big organization, yeah. So, I need to pursue myself or motivate myself to join this organization so that I can explore more about myself and the organization I am in. Then, I joined before, and it's like, it's not a big organization, somehow a collaboration. So maybe that's the reason why I join *UCCP* (IDI 4-1 SS28). (*Way back in high school and SHS, I already had experience in an organization. I didn't even know how UC worked when I arrived at UC. During the Tambay in UC, I heard the announcement of the UCCP. So, I had the motivation to improve myself by joining an organization. I can explore more about myself and the organization I am in).*

According to these responses, the motivation of the participants to join organizations is to have self-development to understand the self better as well as to enhance and hone the potentials and skills that is useful as the individual goes along the path or the future that they have been envisioned while being involved in the group.

5.1.4 Benefits

These themes are obtained from the participants' responses on how the organizations influenced the participants to a higher standard of competence than the organizations possess. The experiences increased participants' proficiency and capabilities of the different skills. To support this claim, written in the article of Bentley University, 2018. One of the benefits of joining groups or organizations is that the individual will learn more about themselves. At the same time, it will open networking opportunities e.g., having connections outside. Also, scholarships influenced the individual to join a group as mentioned by (Haines, 2019), Student join organization because of what the institution provides or offer.

Informant 10, asked how the organization influenced them to join the organization, replied:

...So my motivation for joining Lakan was the Scholarship. At first, I liked the Scholarship even though it wasn't that big. Still, the deeper reason I was motivated to join Lakan was that the experiences they gave were not ordinary experiences of the organization. There were times that the organization was within the school, but Lakan wanted to venture out of the school, so we joined the national press conference, regional, and nationwide. So that's my motivation... (IDI 2-3 SS12) *(My motivation for joining Lakan was the Scholarship. At first, I liked the Scholarship even though it wasn't that big. The deeper reason I was motivated to join Lakan was that the experiences they gave were not ordinary experiences of the organization. There were times that the organization was within the school, but Lakan wanted to venture out of the school, so we joined the national press conference, regional, and nationwide).*

Informant 4 Added:

During NSTP, when I was 1st year, when they came to our class, they talked with confidence and talked about how the organization helps the students, especially those freshmen students. So, maybe that's the reason why I was influenced in a little way, also knowing their accomplished events and their projects that help Ucians, maybe that's the reason why I was influenced to join (IDI 4-2 SS29). *(During the Tambay in UC, that was the first time I heard about the recruitment. So, during NSTP, when I was in 1st year when they came to our class, they talked with confidence and talked about how the organization helps the students, especially those freshmen students. So, maybe that's the reason why I was influenced in a little way, also knowing their accomplished events, and their projects that help Ucians).*

The group influences individuals by having benefits of the organizations that can enhance the students' capabilities in becoming impressive with such abilities that lead to developing the best version of self.

5.1.5 Influenced by peers

The theme describes that having people around, with a great support system and peers, influences the participants to join the group. To connect this claim, Szobiová & Jansová (2005), mentioned that the social reliance has influenced their perception of them, teengagers begin to recognize their skills, feel their want, and identify themselves and their objectives through connection with their peers. Also, peers influence individuals to join an organization and are a strong indicator of involvement. Many students highlighted the importance of social support as perceived by others, of having a place to feel at home while developing the self in

a secure and uncritical environment through membership in student organization. It was those peer-to-peer relationships where a trust or institutional affiliation was established which had the most significant influence (Pasao, 1979; Haines, 2019).

Informant 10 asked about what reasons influenced them to join the organization, and he answered:

> ...One of the reasons why I actually pursue joining is because there is someone who believes in me even though it is just a single person but he gives me words of wisdom that actually motivates me to join uhmm. And that is the reason why I joined this organization because someone believes in me (IDI 10-1 SS82). *(One of the reasons why I actually pursue joining is because there is someone who believes in me even though it is just a single person, but he gives me words of wisdom that actually motivates me to join and that is the reason why I joined this organization because someone believes in me.)*

Informant 11 said:

> ...I have been influenced by Pres. Vince because he told me to join the group, so yeah, it started there that...ahm, it's like I'm interested, and then I also want to help other students. Slightly, I got insecure in a way, if ever they make successful events for students in our department, and make them happy because the activity can relieve students' stress and that makes me happy also (IDI 11-SS 91). *(I was influenced by Pres. Vince because he told me to join the group, so it started there that I'm interested and then I also want to help other students.)*

The theme illustrates the responses to how the support system from the people gives importance and strong belief in joining an organization.

5.2 Experiences to Group Involvement
The established main themes provide a description of the experiences of the participants joining the organization. Their recognition of skills such as self-development, confidence, and identifying their strengths and weaknesses can contribute to how they assess themselves while in the organization. The descriptions also stated the pressure and stresses of being a member in an organization and the problems in managing their time.

The following are the two (2) themes developed to describe the responses of the study's key participants to sub-problem number 2:

5.2.1 Enhancement of Interpersonal Skills (Positive Experiences)
The theme describes the beneficial influence of joining the organization. This theme is related to (Tajfel 1978 as cited by Hogg & Turner 1985), in which it stated that joining an organization can positively influence the self concept of a person. By positive experiences, young adults tend to develop positive self-concept. Social Identity theory argues that the person identifies with social categories at the very least to boost self-esteem with social categories partly to enhance self-esteem. It is also stated by (Brooks and Emmert, 1976) that people with positive self-concept can have the ability to affect the matter, they can bond with others, understand that receiving a compliment is varied depending on the person and especially can reflect and be aware of themselves (Brooks and Emmert, 1976). Also, the environment and individuals with whom the individual resides are the primary determinants of how one develops their sense of self, and they both significantly impact this process. People's experiences in the workplace and in organizations shape their sense of self.

The informant 1 being asked about their experiences involved in an organization, he answered:

> Uhm, my experiences are difficult because I cover events in UC, so it is a must to go. But most of all, it's entertaining, especially when I make an article to post, and I can see the reaction of the people that they like it. (IDI 1-4 SS4*) (My experiences are difficult because I cover events in UC, so it is a must to go. But most of all, it's entertaining, especially when I make an article to post, and I can see the reaction of the people that like my post.)*

The response of the participants says that their experiences as a member of the organization help the development of their interpersonal skills despite the difficulty of the task.

The informant 8 being asked about the significant changes within themselves joining the organization, he answered:

> I think I am now confident in myself, I am not shy in front of many people and I know now how to dance because we are more into singing and dance, so more or less choreo then sing and it's really pressure especially in the finals (IDI 8-5 SS68). *(I think I am now confident in myself, I am not shy in front of many people, and I know now*

how to dance because we are more into singing and dance, so more or less choreo than sing and it's really pressure especially in the finals.)

Informant 13 added:

Umm, there are a lot of things I learned. Especially in communicating or socializing with other people. I don't feel like a cockroach hiding anymore (chuckles). Because then I always felt shy interacting with other people (IDI 13-5 SS113). *(There are a lot of things I learned. Especially in communicating or socializing with other people. Because then I always felt shy interacting with other people.)*

According to the responses of the participants, enhancing and exposure of their skills in the organization can help to boost their confidence in their respective organization and communicating with others.

5.2.2. Burden (Negative Experiences)
The theme describes the negative experiences of participants to group involvement. It is mentioned by Modupe that a negative self-concept could limit what one is willing to try and can block the chances for development and enjoyment. It may result in stress, helplessness, annoyance, sadness, and suicide (Modupe, 2010). Aside from the positive self-concept, Brooks and Emmert also discussed that people with the negative self-concept can be sensitive to criticism due to less self-reflection, being overreactive when being praised, feeling that everyone has feelings of negativity towards them, and liking to criticize other people when in fact they don't also like being criticized. (Brooks and Emmert, 1976)

When informant 4 asked about her experiences of being involved in an organization, she said:

The environment is not only the organization, but when you join org, there are many obstacles and challenges that feel like it's never been gone. Every day, there is a problem and it was also challenging on my part how to solve the problem, it's like years. You joined UCCP to help with some problems, but inside the organization, there are problems, too. That's the big experience that I had encountered (IDI 4-4 SS31). *(For almost 3 years and a half because I started in 2019. the first event that I experienced was the general assembly; at that time, I knew how the SBO was different from UCCP; UCCP is the organization that holds to all organizations. When you join org, there are many obstacles and challenges. It feels like it's never gone. Every day, there is a problem, and it was also challenging on my part how to solve the problem, it's like years. You join UCCP to help with some problems, but inside the organization, there are problems also. That's the big experience that I had encountered.)*

When the informant 15 asked, about the challenges he has encountered while being involved in the organization, he said:

The challenges that I encountered while being involved in an organization are physical health because if you are sick, then all of it is affected; you are the president, so all the instructions or any work to you is on you...There is really a pressure on my side and stress, also you should know how to handle all the things. Also sa leader, your mentor will say something that is painful then you should move on because you have a lot of responsibility to deal with (IDI 15-6 SS132). *(First, from the challenges that I had encountered while being involved in an organization, maybe first is the physical health because if you are sick, then all of it is affected. You are the president, so all the instructions or any work to you is on you. There is really pressure on my side and stress, also you should know how to handle all the things.)*

Informant 10 added:

As I have said earlier it is because of the stress, well in the personal, it affects my relationship with my friends because I cannot focus on them now, I really don't have a lot of time, so the time for myself is very limited, uhm.. I can say that 90% of my time is really in the organization and academics while the 10% is usually to myself. So it's like for me it's difficult to reach out to my friends because I am very busy with the organization and also aside from my friends, is my family, I am not always present at home because of me being in school with my organization even on the weekends I am here. Sunday, I sometimes come here, especially when there is urgent work to do, or we have a meeting here because that is the best and only free time, so usually Sunday is for a rest day (IDI 10-6 SS87). *(As I have said earlier it is because of the stress, well in the personal, it affects my relationship with my friends because I cannot focus on them now, I really don't have a lot of time, so the time for myself is very limitedThat is why my relationship towards my family is also affected, like we are very close to each other before but we are okay. It is just that I don't have much time for them, but there is pressure because of the*

president or like a high rank to my department so it's like the people look up to you.)

As described by informant responses, this emergent theme implies that participants' physical health, stress, and pressures are the challenges they have encountered joining the organization.

5.3 Influences of Group involvement on self-concept
This overall theme describes the study's sub-problem on how group involvement affects the self-concept.

Three (3) conclusive themes were generated from the responses of key participants. The three (3) conclusive themes are as follows:

5.3.1. Self-confidence
This theme describes how group involvement affects the self-concept in terms of discovering the self-image or self-confidence. As mentioned by (Haines, 2019) indicated that the benefits of student involvement with purposeful activities include a boost in confidence, increases in one's self-esteem, an understanding of oneself, a deepened sense of belonging to the institution, and an understanding of the welfare of others. (Haines, 2019)

In the study of Beheshtifar & Rahimi-Nezhad (2012), Self-concepts are knowledge frameworks of convictions about one's characteristics, social standing, and objectives. Environmental experiences and organizational activity influence self-concept. Pasao also stated that self confidence can be attributed to the dimension of Filipino self expressed as the person's belief in his abilities with consideration to put the welfare of others before his own. (Pasao's model of Self-concept as cited by Ng, 2014)

During the one-on-one interview of informant 6, being asked How does your experience affect the way you understand and know yourself, answered:

> ...it's because of other people; we can build self-confidence in joining cheer dancing...How can you communicate well to the group if you are shy right? Of course, as a cheer we need to perform in front of a live audience...lots of audiences so if you don't have that confidence to perform so you can't tell that you have grown as an individual...and one of the self-growth I see is that every after practice, we'll have a PEP TALK which is we are about to tackle our problems on that day... why we have a weak performance on that specific day (IDI 6-7 SS 52). (*I know more about myself and like it's because of other people, we can build self-confidence in joining cheer dancing. Of course, as a cheer, we need to perform in front of a live audience, which needs confidence. One of the self-growth I see is that every after practice, we'll have a PEP TALK, which we are about to tackle our problems on that day, why we had a weak performance, did not get the right stance on that specific day that is the reason also why we discover more about ourself through PEP TALK.)*

Informant 8 added:

> I think I am now confident in myself, I am not shy in front of many people and I know now how to dance because we are more into singing and dance, so more or less choreo then sing and it's really pressure especially in the finals (IDI 8-5 SS68). (*I think I am now confident in myself, I am not shy in front of many people, and I know now how to dance because we are more into singing and dance, so more or less choreo than sing and it's really pressure especially in the finals.)*

According to the responses, researchers can articulate how group involvement influences the individual views of himelf.

5.3.2. Enhancement of Self-worth
This theme describes how young adults enhance their self-worth or self-esteem by valuing the self while being involved. In accordance with Social Identity Theory, Henry Tajfel argues that the person identifies with social categories at the very least to boost self-esteem with social categories partly to enhance self-esteem (Hogg & Turner, 1985; Tajfel, 1978). In the Filipino context, Pasao mentioned Personal worth, which the Filipino self expressed as the positive valuing of the self that corresponds to the Rogerian term Self-esteem. To add, as Carl Rogers stated, Self-worth, or how much people respect themselves, can be associated with the belief that interactions with one's parents during childhood helped shape one's sense of self-worth. Lastly, Mcleod (2008) identifies the characteristics of high self-esteem: Trust in our own abilities, Self-acceptance, Not worrying about what others think, and optimism.

Informant 3 answered the question how group involvement affects his self-esteem and interactions with others:

Respect and good communication because it can improve you, the communication, hmmm, the way you express, your body language at the same time, hmmm, the way you plan together, the way you express yourself, because sometimes hmm, the org it not, not. We have to be logical, it raises our self-esteem and at the same time, sense of autonomy, that you are capable of dealing with people, you are capable of havening good communication with other people, same as now, we are having this kind of interview (IDI 3-8 SS26). *(First is respect; respect has become more heightened. Second, respect also to me. When I talk to another person, you respect not only that person but also me. Respect and good communication because it can improve you, the communication the way you express yourself, your body language at the same time, the way you plan together, and the way you express yourself. We must be logical; it raises our self-esteem and, at the same time, a sense of autonomy, that you can deal with people, you are capable of having good communication with other people.)*

Informant 10 answered the same question and added:

I really see my self-worth because I see that I really can do to the things that I thought I can't do before, it's like it's when at that time when I took the risk and run, then until now I can say that I am proud of my self because I really did it but not only because of me but also to the lord. I do have a resilience that develops to myself. (IDI 10-7 SS88) *(I really see my self-worth because I see that I really can do the things that I thought I couldn't do before. I do have the resilience that develops in myself, and aside from the self-worth, I was more driven to serve because it's like in line also to our work and like a practice. Aside from that is to lead the people, is one of the difficult factors because team leading is also making yourself a transparent person that knows how to assign the task, you should be strict about things, and right now that is one that I am slowly developing and so far there is an improvement.)*

3. Self having Sense of Direction. This describes how group involvement influences young adults on how they view their future by being involved in organization. In agreement with this theme, Social reliance has dramatically influenced their perception of them. Teenagers begin to recognize their skills, feel their wants, and identify themselves and their objectives through connection with their peers. They seek to create their own future ambitions and establish a sense of social belonging (Szobiová & A Jansová, 2005, as cited in Lichner et al., 2021). To add, Marsh and Craven stated that the development of one's self-concept during adolescence is crucial since it affects the person's future, education outcomes, and quality of life (Marsh & Craven, 1997, as cited in Lichner et al., 2021). One of the factors that influence the development of our ideal self is, to which we identify with other people (Argyle, 2008). Also, Pasao on Filipino Self-concept, one of the factor is Goal Directedness which means Filipino self related to achievement, and perceived as important for success in school and work.

During the one-on-one interview, informant 2 revealed how group involvement influences her ideal self in the future:

Way back then, I'm not really interested in Journalism like in Tv; Like, it's not my field, and I'm not interested, but when I joined Lakan, I learned how to love journalism. If I did not become a successful psychologist or psychometrician, I would probably be in the field of Journalism. Because I was trained for 4 years in Lakan, ayy, no, 3 years (IDI 2-9 SS18). *(Way back then, I was not really interested in Journalism like in TV. It 's not my field, and I'm not interested, but when I joined Lakan, I learned how to love journalism. I was trained for 4 years in Lakan, any, no, 3 years. They trained me in that span, and I won't be using it right, so how I see my future is different from what I see it before, because way back when what comes then that's it.)*

Informant 5 added:

Hmmm, it depends, but if it's really my choice, my choice is to continue here (cheerdancing), and I have a plan that, soon, I will be the one to teach them. I want that; what I have experienced before, I am able to share it. (IDI 5-9 SS45) *(My choice is to continue here (cheerdancing), and I have a plan that, soon, I will be the one to teach them. I want that; what I have experienced before, I am able to share it.)*

Informant 10 also added:

For me after I graduate I really wanted to become a policeman, so like to my organization right now, like I can visualize that leads people because our line of work is to lead the people and then you are accountable to what you are bringing so it's like for me while there is someone that implements discipline, like molding myself is I would grab this opportunity and seeing myself in the future, still will lead the people and that is what I envision, although it is somewhat bragging to hear but to my part, I am really aware that soon, it is my job if god permits

that I will become a policeman (IDI 10-9 SS90). *(For me after I graduate I really wanted to become a policeman, so like to my organization right now, like I can visualize that leads people because our line of work is to lead the people and then you are accountable to what you are bringing so it's like for me while there is someone that implements discipline, like molding myself is I would grab this opportunity and seeing myself in the future, still will lead the people and that is what I envision, although it is somewhat bragging to hear but to my part, I am really aware that soon, it is my job if god permits that I will become a policeman.)*

The theme describes the response to how being involved in an organization influences our ideas in the future.

6. Conclusion
This study aimed to determine the influence of group involvement on self-concept among young adults. This investigates explicitly the factors influencing young adults to join group organizations, experiences, and how they influence their self-concept.

The study's analysis of participant responses yielded ten emergent themes, which were further grouped into three overarching themes to address sub-problems. These emergent themes were extracted primarily from significant statements made by the participants. Regarding factors influencing participants to join organizations, findings included a range of motivations, such as the desire to socialize, altruism, self-development, seeking benefits, and peer influence. Exploring participants' experiences in group involvement revealed two distinct themes: "Enhancement of Interpersonal Skills" encompassing positive experiences and "Burden" encapsulating negative experiences. Lastly, the study examined the effects of group involvement on young adults' self-concept, identifying themes related to increased self-confidence, enhanced self-worth, and a greater sense of direction.

To contribute to the body of knowledge on the influence of group involvement on young adults' self-concept, it is crucial to strengthen community groups and school organizations where young adults engage. Empowering these organizations can help young adults showcase their talents, improve self-confidence, and enhance their decision-making skills. Additionally, addressing stress and pressure management within these groups through awareness campaigns and workshops is essential to prepare young adults for handling challenges effectively. Moreover, equipping them with skills to handle negative criticism can boost their resilience and self-esteem while participating in such organizations. Nonetheless, the study's limitations, including a narrow focus on hand-picked participants and the absence of diverse perspectives, should be acknowledged as they affect the generalizability and contextual understanding of the findings.

The study's limitations include a narrow focus on hand-picked young adult participants, which restricts the generalizability of findings and may introduce selection bias. It also needs more diverse perspectives, potentially overlooking those not aligned with the chosen participants. The study provides a snapshot, missing potential developmental changes over time, and overlooks contextual factors impacting self-concept.

Recognizing the limitations, expanding the scope of future research efforts is advisable. To achieve a more comprehensive understanding, researchers should consider broader participant samples that encompass a more comprehensive demographic range and include individuals with diverse viewpoints. Employing longitudinal approaches will also allow for exploring self-concept development over time within group involvement. Furthermore, it is essential to extend the investigation beyond self-concept alone. Future research should explore group involvement's impact on young adults, addressing challenges encountered and coping strategies employed. Additionally, research avenues could include topics such as "Quantitative Study of the Influence of Group Involvement on Self-Concept," "Influence of Group Involvement on the Self-Concept among Student Leaders," "Influence of Fraternity on the Self-Concept among Young Adults," "Young Adults' Behavioral Changes while Involved in Groups," "The Negative Impact of Joining an Organization," "The Transformational Leadership of Students Engaged in Group Activities," and "Student Perspectives on Self-Concept While Engaged in Group Activities," ensuring a more comprehensive exploration of the subject matter.

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