

A Comparative Study on Self-concept of Adolescent Boys and Girls

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The set of cognitions and feelings that enables one to think about his appearance, his traits, abilities, attitudes, beliefs, convictions and values is known as self-concept. Success and failure in life are closely related to the ways that one views himself and his relationship with others. Self-concept is not innate but learned which emerges at infancy and the repeated perceived experiences of life shaped & reshaped it during adolescence. The present study intends to measure self-concept of adolescent students. The sample of the study was consisted with 100 class X students. Self-concept was assessed by using Self-Concept Questionnaire by Dr. Raj Kumar Saraswat (2011). The analysis and interpretation of the data was done by computing Mean, SD and t-test.

Keywords: Self-concept, adolescent, secondary school.

Introduction

Self-concept is the key-stone of personality. It is the main ingredient that distinguishes an individual from others. The impressions one has of his body, the conception one has of his traits and abilities, the convictions and values one holds for himself is known as self-concept. It determines the quality of human behavior, social interaction and the way of adjustment to life situation. It is the extent to which an individual believes himself to be capable, significant and worthy. The process of self-development is a continuous process. It begins from infancy. The attitudes others have shown towards him in early stages of life has a deep influence on the concept of self-acceptance and self-rejection. During adolescence when one reaches maturity many attitudes and views regarding him use to form and he re-discover himself. Self-concept develops most rapidly at this period.

Dutta, Indranee (1987) found that pubertal girls were more conscious about their bodies. They were fussy and scrutinizing in the appreciation of their bodies. Non-pubertal girls possessed higher body concept and higher body acceptance than pubertal girls. With the sudden physical and psychological changes and maturation of genital the body awareness is revolutionized and body image is revised at adolescence.

Rai, Pravina (2007) attempted to understand the relationship between anxiety and self-concept. The results revealed that the respondents belonging to low anxiety level exhibited higher self-concept than the high anxiety group. Male respondents and respondents from rural area were found significantly higher in self-concept than female and urban respondents.

Roja, Sasikumar and Fathima (2013) found a significant difference between male and female students of higher secondary course in respect to their self-concept. Rural and urban students were found significantly different in self-concept.

Shah (2014) reported a positive and significant relationship between self-concept and total emotional intelligence, self-concept and need achievement. The relationship between self-concept and risk-taking behavior is negative and significant.

Bharathi and Sreedevi (2016) observed that an adolescent who has an adequate self-concept is likely to follow the problem solving approach and tends to be spontaneous, creative and original and have high self-esteem. He possesses self-confidence and high academic achievement motivation. He accepts himself as well as others without any negative feelings.

According to Rajput, Shalini (2015) Individuals with a positive self-concept has the ability to accept criticism and not become defensive, set obtainable goals and has the willingness to take risks and try new experiences.

In the words of Gayen and Behera (2018) the person who has good self-concept has a broader view in every single steps he makes, they are internally controlled the various situations or vice versa.

Significance of the Study

Negative self-concept in adolescence has been associated with various maladaptive behavioral and emotional problems (Bharathi and Sreedevi, 2016). Low self-concept may lose motivation in learning. Inaccurate and faulty perception of self and misinterpretation of life situation results in inadequate personal adjustment. For identifying the negative self-concept of adolescents and to maintain the optimum level of it assessment of their self-concept is necessary. The study may help the adolescents to realize the importance of positive self-concept, and to change their outlook. Building confidence and high self-esteem in adolescents is one of the most important steps educators and parents can take to ensure adequate personal adjustment.

Objectives of the Study

The study was carried out with the following objectives-

1. To compare the overall self-concept of adolescent boys and girls.
2. To compare the different dimensions like physical, social, temperamental, educational, moral and intellectual self-concept of adolescent boys and girls.

Hypotheses of the Study

In order to realize the objectives of the study the following null hypotheses were formulated-

Ho₁

There is no significant overall difference on self-concept of adolescent boys and girls.

Ho₂

There is no significant difference on physical self-concept of adolescent boys and girls.

Ho₃

Table 1: Showing the Mean, Standard Deviation and t-value of the overall Self-Concept of Adolescent Boys and Girls

Category	N	Mean	Standard deviation	t	Level of significance
Boys	50	177.4	19.46	2.85	0.05
Girls	50	168	12.82		

The data and results given in Table 1 indicate that there was significant difference between male and female students in their self concept as noted by the t of 2.85. The t was found to be significant at 0.05 levels. It was evident that male students are more superior to female students, since the former group obtained a mean value of 177.4 and later obtained a mean value of 168. There lies a significant difference between boys and girls in their self-concept.

Thus the Ho₁ entitled "There is no significant overall difference on self-concept of adolescent boys

and girls" has been rejected and an alternative hypothesis as "There is a significant overall difference on self-concept of adolescent boys and girls" has been accepted.

Ho₄

There is no significant difference on temperamental self-concept of adolescent boys and girls.

Ho₅

There is no significant difference on educational self-concept of adolescent boys and girls.

Ho₆

There is no significant difference on moral self-concept of adolescent boys and girls.

Ho₇

There is no significant difference on intellectual self-concept of adolescent boys and girls.

Methodology

Based upon the nature and purpose of the study the investigator adopted a descriptive survey method to carry out the study which is deals with what exists at and describes and interpret the current prevailing.

Sample

In the present study random sampling technique was used to select the sample of 100 class X secondary school students, which consists of 50 girls and 50 boys of high schools from Lakhimpur district of Assam. .

Tools Used

Self-Concept Questionnaire developed and standardized by Dr. Raj Kumar Saraswat (2011) was used in this study to assess the self-concept of adolescent boys and girls

Analysis and Interpretation of the Data

The analysis and interpretation of the data was done by computing Mean, SD and t-test. The results are given in the following sections-

Section I Comparison of self-concept of adolescent boys and girls

Objective I

To compare the overall self-concept of adolescent boys and girls.

The comparison of male and female students under study was done by selecting 50 boys and 50 girls for the variable of self concept.

and girls" has been rejected and an alternative hypothesis as "There is a significant overall difference on self-concept of adolescent boys and girls" has been accepted.

Section II Comparison on different dimensions of self-concept among adolescent boys and girls

Objective II

To compare the different dimensions like physical, social, temperamental, educational, moral and intellectual self-concept of adolescent boys and girls.

Table 2: Showing the Mean, Standard Deviation and t-value on different Dimensions of Self-Concept among Adolescent Boys and Girls

Dimensions of self-concept	Category	N	Mean	Standard Deviation	t	Levels of significance
Physical	Boys	50	28.4	5.24	2.92	0.05
	Girls	50	25	3.57		
Social	Boys	50	27.26	3.35	.37	
	Girls	50	27.5	3.13		
Temperamental	Boys	50	29.96	4.12	2.96	
	Girls	50	27.74	3.4		
Educational	Boys	50	31.94	4.17	1.49	
	Girls	50	30.66	4.4		
Moral	Boys	50	31.32	4.0	.39	
	Girls	50	31.06	2.56		
Intellectual	Boys	50	27.1	4.04	2.69	
	Girls	50	25.16	3.11		

The data and results given in Table 2 indicate that there was significant difference between adolescent boys and girls in physical self concept as noted by the t of 2.92. The t was found to be significant at 0.05 levels. It was evident that boys are more superior to girls, since the former group obtained a mean value of 28.4 and later obtained a mean value of 25.

Thus the Ho₂ entitled "There is no significant difference on physical self-concept of adolescent boys and girls" has been rejected and an alternative hypothesis as "There is a significant difference on physical self-concept of adolescent boys and girls" has been accepted

It was observed from table 2 the mean scores on social self-concept of adolescent boys and girls were 27.26 and 27.5 respectively. The computed t between their mean differences is .37. In the light of this result it could be interpreted that there is an insignificant difference on social self-concept between adolescent boys and girls.

Hence Ho₃ entitled "There is no significant difference on social self-concept of adolescent boys and girls" is retained.

From the above table 2 it was observed that the mean scores of boys and girls students on temperamental self-concept were 29.96 and 27.74 respectively. The computed CR (t) between their mean differences (2.96) is greater than the table value 1.96 at 0.05 levels of significance. It indicates that a significant difference exists among boys and girls on temperamental self-concept.

Thus Ho₄ There is no significant difference on temperamental self-concept of adolescent boys and girls has been rejected.

Table 2 reveals that the mean scores on educational self-concept of adolescent boys and girls were 31.94 and 30.66 respectively. When the t-test was applied to compare the mean scores of both the groups it was found that the computed CR (t) between their mean differences is 1.49 which is not found significant at 0.05 levels.

Hence Ho₅ There is no significant difference on educational self-concept of adolescent boys and girls has been accepted.

The data and results given in Table 2 shows that on moral self-concept boys obtained a mean value of 31.32 which was 31.06 in case of girls. Table

2 also indicates that there was insignificant difference between adolescent boys and girls on moral self concept as noted by the t of .39.

Hence Ho₆ There is no significant difference on moral self-concept of adolescent boys and girls has been accepted.

The above table 2 indicates that the mean scores of boys and girls students on intellectual self-concept were 27.1 and 25.16 respectively. The computed CR (t) between their mean differences 2.69 is greater than the table value 1.96 at 0.05 levels of significance. It indicates that a significant difference exists among boys and girls on intellectual self-concept.

Therefore Ho₇ There is no significant difference on intellectual self-concept of adolescent boys and girls has been rejected and an alternative hypothesis as "There is a significant difference on intellectual self-concept of adolescent boys and girls" has been accepted.

Findings

The major findings of the study are

1. There is a significant overall difference on self-concept of adolescent boys and girls. The mean score of boys in self-concept is higher than the mean score of girls.
2. There is a significant difference on physical self-concept of adolescent boys and girls. Boys have higher mean score in physical self-concept than girls.
3. There is no significant difference on social self-concept of adolescent boys and girls
4. A significant difference exists among boys and girls on temperamental self-concept.
5. There is no significant difference on educational self-concept of adolescent boys and girls.
6. There is no significant difference on moral self-concept of adolescent boys and girls.
7. A significant difference exists among boys and girls on intellectual self-concept.

Conclusion

The present study reveals that the self-concept of adolescent students is influenced by sex. Boys were found superior to girls in self-concept. In physical, temperamental and intellectual self-concept also the mean scores of boys were higher than girls. This may be due to socio-cultural and school environment, dominance or negligence to girl

students, lack of parental awareness, low socio-economic status, lack of self-confidence, lack of guidance and counseling at school etc.

Self-concept is not innate, but developed or constructed by the individual through continuous interaction with the environment. Positive self-concept is the main ingredients of balanced personality. It enables an adolescent to accept responsibility, to maintain emotional balance and to achieve success in life. Therefore parents and teachers should make efforts to change the self-concept of adolescents from negative to positive one.

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