



Relationship between Self Concept and Self confidence

KEYWORDS

Self Concept, Self Confidence, Adolescents.

Dr. Jyoti Prasad

Asst. Professor (HOD) Deptt. of Psychology Nirmala College, Ranchi-834002

ABSTRACT *The present study was undertaken to investigate the Self Concept and Self Confidence of urban and rural adolescents, and to examine the gender differences in Self Concept and Self Confidence. The sample of this study consisted of 140 adolescents (70 urban and 70 rural) from Chhatisgarh. The boys and girls (aged 14 to 16) studying in class X were equally distributed among the urban and rural sample. Self Concept was measured by Self Concept Rating Scale and Self Confidence was measured by Self Confidence Inventory.*

The findings indicated that there were no significant differences with regard to the Self Concept of boys and girls and urban and rural adolescents. Significant Gender differences was found in Self Confidence score. The girls had significantly higher level of Self Confidence in comparison to the boys.

Introduction

The term Self is generally used in reference to the conscious reflection of an individual's own being or identity, as an object separate from the environment. It is generally believed that there are several benefits of having a positive view of the Self. Self Concept and Self Confidence are two crucial components of our lives that play an important role in shaping our personality and are the keystone of personality development.

Self Concept

Self Concept is a rich and complex psychological term. Its home is in the inner world of thoughts and experience. Self Concept can be defined as "a person's sense of self, shaped though interaction with the environment and other people". (Shavelson, Hubner and Stanton,1976). Self Concept refers to the totality of beliefs that people have about themselves; it is everything that is known about the self, and includes such things as names, values and beliefs, likes and dislikes, appearance description, such as height and weight. It arises out of social experience and interaction and is formed within institutional systems such as family, school, economy, culture and is affected by immediate social and environmental contexts. It is an individual's perception of self in respect to his\her physical, educational, social, moral, and temperamental aspects.

Shavelson et al. (1976) and Marsh (1985) found that children's self-concepts become more differentiated with age. Marsh (1988) expressed that as children grow "they incorporate more external information into their self-concepts" and "as children incorporate more information about their actual skills and abilities as well as feedback from others, into the formation of their self-concepts in different areas, their self-concepts will also become differentiated".

Self Confidence

Self Confidence is a learnt personality trait pertaining to the individual's worth. It is a positive attitude of one's self towards one's self concept. It is an important positive attribute of perceived Self that consists of a person's thoughts and feeling, fears and fantasies and hopes and strivings. The terms Self Confidence and Self Esteem have been used interchangeably by various Psychologists as both are a composite of an individual's view of what he

is, what he has been and what he might become. It is a measure of one's belief in one's own ability that helps a person perceive himself to be a self reliant, self assured, intellectually adequate, successful, decisive, optimistic, independent, fairly assertive, socially competent, forward moving and leadership qualities. Self Confidence is viewed as an important component that shapes the personality of an individual. Self Confidence is associated with anxiety, motivation and general satisfaction with one's life (Harter, 1986; Rosenberg,1986). It's significance is often exaggerated to the extent that low Self Confidence is viewed as the cause of all evil and high Self Confidence as the cause of all good(Manning, Bear & Minke, 2006).It is due to these associations that the teachers and are deeply concerned about the development of adolescents Self Confidence.

Literature Review

The recent trends in the research literature suggest that there are several environmental factors that contribute to the development of Self Concept and Self Confidence. DuBois, Burk, Braston, Swenson, Tevandale and Hardesty (2002) have found that race, gender and environment plays an important role in the course of development of adolescent self confidence.

Opinions of the significant others, casual attributions and concrete feedback plays an important role in the process of development of an adolescents Self Concept (Shavelson, Hubner and Stanton,1976). A child develops a positive Self Concept during the middle school years. This formation is of great importance. It contributes to various facets of an individual's life that continues till adulthood. Ochoa, Lopez, and Emler have found that a positive family communication is of great help to the adolescents to maintain a positive Self Concept and a high Self Confidence. A fulfilling childhood leads to the development of a satisfying and positive personality.

Researchers have revealed the particular vulnerability of the rural youth. They tend to be more isolated and suffer from social and cultural deprivation as compared to the urban adolescents. They are also less exposed to recreational, educational and several other resources.(Apostal & Bilden,1991;Markstrom,Marshall & Tryon,2000;).As com-

pared to the urban settings there is more isolation and poverty.(Apostal, al & Bilden , 1991; Markstrom and Marshall & Tryon,2000;).This may result in lowered Self Concept and Self Confidence.

Previous research on gender differences in self-esteem suggest that male adolescents have higher self-esteem than female adolescents do (Chubb et al., 1997; Eccles et al., 1989; Labouvie et al., 1990; McMullin & Cairney, 2004; Moksnes, Moljord, Espnes, & Byrne, 2010; Robins et al., 2002; Roeser & Eccles, 1998; Twenge & Campbell, 2001; Young & Mroczek, 2003); however, in some studies the gender difference was small (Kling, Hyde, Showers, & Buswell, 1999; Quatman, Sampson, Robinson, & Watson, 2001 or nonsignificant (Keltikangas-Järvinen, 1990). Likewise, several studies reported higher self-esteem for men in young adulthood (McMullin & Cairney, 2004; Robins et al., 2002; Twenge & Campbell, 2001), although in some studies the gender difference was small (Orth et al., 2010; Robins, Hendin, & Trzesniewski,2001) or nonsignificant (Donnellan et al., 2007; Galambos et al., 2006).

OBJECTIVES OF THE STUDY

- 1.To study the relationship between Self Concept and Self Confidence.
2. To examine the gender differences in Self Concept.
3. To examine the gender differences in Self Confidence.
4. To find out the differences in Self Concept of rural and urban adolescents.
5. To study the Self Confidence of adolescents of rural and urban areas.

HYPOTHESIS OF THE STUDY

1. There will be positive relationship between self concept and self confidence.
2. There will be no significant difference between the Self Concept of the boys and girls studying in class X of Bilaspur and Raigarh district.
3. There will be no significant difference between the self concept of urban and rural adolescents.
4. There will be no significant difference between the Self Confidence of the boys and girls.
5. There will be no significant difference between the Self Confidence of urban and rural adolescents.

DESIGN OF THE STUDY

The present study has been designed to find out the development of Self Concept and Self Confidence in students studying in class X of Bilaspur and Raigarh districts. This study employed field survey method to collect data on Self Concept and Self Confidence.

Self Concept and Self Confidence are independent variable, whereas their subsequent impact on personality development is the dependent variable.

POPULATION AND SAMPLE

The population of the present study is defined as number of students (boys and girls) studying in class X in DAV schools of Bilaspur and Raigarh districts. One hundred and forty students were selected as sample by using the random sampling technique.

The sample of the present study consisted of 140 adolescents (70 urban and 70 rural) of Chhatisgarh (aged 15 to 16 years), studying in class X in DAV schools of Bilaspur and Chhal (periphery of Raigarh district), affiliated to C.B.S.E. board.

THE RESEARCH TOOLS

The following techniques/tools have been used.

PDQ- A personal description questionnaire has been used to gather information's related to the respondents.

SELF CONCEPT SCALE:- The Self Concept checklist contains of 58 Personality traits based on dimensions, such as; physical, power, social and psychological characteristics. The responses are to be given on three point rating scales. ie. high, average and low for each trait and under each Self Concept for i.e. Real, Ideal and Social. The summated scores of all the 58 items provides the total score of an individual. A high score on this scale indicates a high Self Concept. Scores above 146 indicate high Self Concept. Scores between 88-145 indicate average Self Concept and below 87 indicate low Self Concept.

SELF CONFIDENCE SCALE: - This Inventory contains 60 items. Each item has two responses either yes or no. All the positive items answered positively and negative items answered negatively received a zero score. All the positive items answered negatively and negative items answered positively are given one point each. The sum of all the scores yielded an overall confidence score for the each subject. The items are keyed in such a way, that lower the score, higher the Self Confidence. Score of 11 and below indicated very high Self Confidence and score of 49 and above indicated very low Self Confidence.

ANALYSIS AND INTERPRETATION OF THE DATA

The correlation coefficient is utilized to examine the relationship between self concept and self confidence. The result is presented in table-1.

Table 1- Table showing relationship between Self concept and Self confidence.

Variables	N	Pearson r
Self concept	140	0.43
Self confidence		

The result reveals that self concept was positively correlated with self confidence. Obtained Pearson $r = -0.43$ indicates a negative relationship but this is due to the technical scoring pattern of the scales. In the self concept scale high score indicate high self concept where as low score indicates low level of self concept. But in the self confidence scale high score indicates low level of self confidence where as low score indicates high level of self confidence.

The self concept and self confidence scores of adolescents (Boys and Girls) of rural and urban area are presented and discussed in table 2.

Table 2- Table showing mean, SD, and t values of self concept and self confidence in different subgroups.

Variables	Group	N	Mean	SD	T value
Self concept	Boys	70	137.04	30.13	0.52
	Girls	70	134.53	26.18	
	Urban	70	136.96	31.93	0.54
	Rural	70	134.61	16.18	
Self confidence	Boys	70	22.14	13.45	2.0*
	Girls	70	18.24	9.26	
	Urban	70	20.5	11.92	0.32
	Rural	70	19.89	10.06	

*significant at 0.05 level

A look at the self concept's mean score of the two group indicate that the mean scores of the boys is higher (137.04) than the mean scores of the girls (134.53). it means boys have higher self concept than the girls but the difference is not significant. Thus our 1st hypothesis that there will be no significant difference between the self concept of boys and girls is accepted.

The self concept's mean score of the urban and rural adolescents indicate that the urban adolescents have a higher self concept (136.96) than the rural adolescents (134.61) but the difference is not significant. Hence our 2nd hypothesis that there will be no significant difference between the self concept of urban and rural adolescents is accepted.

A glance at the mean score of self confidence of two group (boys and girls) indicates that mean score of boys is higher than the mean score of girls. It means girls have high level of self confidence than boys because high score indicate low level of self confidence and low score indicate high self confidence. The obtained t value has been found to be significant at 0.05 levels. It shows that gender has significant effect on self confidence. Thus our hypothesis that boys would have higher self confidence than girls has been rejected.

The self confidence score of girls is higher than boys which may be due to the growing awareness for females in the society to empower them, educate them and give them equal rights as boys.

The t ratio for area has been found to be not significant at any level. Thus it can be concluded that as far as self confidence is concerned the urban and rural adolescents have same level of self confidence. It means area does not play a significant role in high or low level of self confidence of adolescents.

CONCLUSION:-

The overall results indicate that self concept and self confidence are positively correlated. It implies that adolescents having high self concept would have high self confidence. Neither gender nor residential area play any importance role in self concept. But in self confidence gender plays a significant role.

REFERENCE

- Al-Hebaish, S. M. The Correlation between General Self-Confidence and Academic Achievement in the Oral Presentation Course. *Theory and Practice in Language Studies*, Vol 2, No. 1. pp. 60-65 Jan.2012 Academy Publisher. | Apostol, R., & Bilden, J. (1991) Educational and Occupational aspiration of rural high school students. *Journal of Career Development*, 18, 153-160. | Al- Sibai, D. (2005). L2 Anxiety of Saudi Female University Students Enrolled in Speaking Courses. Retrieved on July 26, 2011 from <http://faculty.ksu.edu.sa/dinaalsibai/research%20Papers/13.%20Speech%20Anxiety.pdf>. | Brown, H. (1994). *Principles of Language Learning and Teaching*. Englewood Cliffs, N.J. Prentice Hall. | Chubb, N.H., Fertman, C.1., & Ross, J.L., (1977). Adolescence Self Esteem and locus of control : A longitudinal study of gender and age differences. *Adolescence*, 32, 113-129. | Du Bois, D.L., Bark Braston, C. Swenson, L.P., Tevandale, H.D., & Hardesty, J.L., (2002). Race and gender influences on adjustment in early adolescence: Investigation of an iterative model. *Child Development*.73, 1573-1592. | Eccles, J.S., Wigfield, A., Flaagan, C.A., Miller, C., Reuman, D.A., & Yee, D. (1989). Self Concepts, domain values, and Self esteem: Relations and changes at early adolescence. *Journal of Personality*, 57, 283-310.doi:10.1111/j.1467-6494.1989.tb00484.x | Galambos, N.L., Barker, E.T. & Kcahn, H.J. (2006). Depression, self-esteem and anger in emerging childhood : Seven-year trajectories. *Developmental Psychology*, 42, 350-365. doi : 10.1037/0012-1649.42.2.350. | Gregersen, T. & Horwitz, E. (2002). Language learning and Perfectionism : Anxious and Non- Anxious language learners Reactions to their Own Oral Performance. *The Modern Language Journal* 86 562-570. | Harter, S. (1986). Processes underlying the construction, maintainers, and enhancement of self-concept in Children. In J. Suls & A. G. Greenwald (Eds.) *Psychology, Perspectives of self*, (PP. 136-182), Hillsdale, N J: Evalbaum. | Keltikangas – Jarvinen, L. (1990). The Stability of self concept during adolescence and early childhood : A six year follow up study. *Journal of General Psychology*, 117, 361-368.doi:10.1080/00221309.1990.9921142 | Kling, K.C., Hyde, J.S. Showers, C.J., & Buswell, B.N. (1999). Gender differences in self-esteem: A meta-analysis. *Psychological Bulletin*, 125, 470-500.doi:10.1037/0033-2909.125.4.470. | Markstrom, C.A., Marshall, S.K., & Tryon, R.J., (2000). Resiliency, social support and coping in rural low income Appalachian adolescents from two racial groups. *Journal of adolescence*, 18, 145-172. | Manning, M.A., Bear, CG & Minke, K.M. (2006) *Self Concept and Self Esteem*. In G.G. Bear & K.M. Minke (Eds.), *Children's need 1111: Development, prevention and intervention* (PP. 341-356) Washington, D.C: National Association of school psychologist. | Marsh, H.W. (1985) Age and sex effects in multiple dimensions of Preadolescent Self Concept. *Australian Journal of Psychology*, 37, 197-204. | Marsh, H.W. (1988). Self Description Questionnaire: A theoretical and empirical basis of measurement of Multidimensional of Preadolescent Self Concept: A text manual and research monograph. San Antonis, TX: The Psychological Corporation. | Mc Mullin, J.A. & Caisney, J : (2004) Self-esteem and the intersection of age, class and gender. *Journal of Aging Studies*, 18, 75-90.doi:10.1016/j.jaging.2003.09.006 | Moksnes, U.K., Moljord, I.E.O., Espnes, G.A.; & Byrne, D.G. (2010). The association between stress and emotional states in adolescents: The role of gender and self-esteem. *Personality and Individual Differences*, 49, 430-435.doi:10.1016/j.paid.2010.04.012. | Molberg, H. (2010). The Consequence of Motivation and linguistic Self Confidence in Relation to Pupil' Oral Interaction. Master Thesis. University of Troms O. | Ochoa, G.M., Lopez, E.E., & Emler, N.P., (2007). Adjustment problems in the family and school contexts, attitude towards authority, and violent behavior in school adolescence. *Adolescence*, 32, 779-794. | Orth, U., Trzesniewski, K.H., & Robins, R.W. (2010). Self-esteem development from young adulthood to old age: A cohort-sequential longitudinal study. *Journal of Personality and Social Psychology*, 98, 645-658.doi:10.1037/a0018769 | Purkey, W. (1988). An overview of self concept theory for counselors. ERIC Clearinghouse on counseling and Personnel Services, Ann Arbor, Mich. (An ERIC/CAPS Digest: ED304630). Retrieved December 2009, from <http://www.edpsycinteractive.org/files/selfconc.html>. | Robins, R.W., Trzesniewski, K.H., Tracy, J.L., Gosling, S.D., & Potter, J. (2002). Global Self-esteem across the life span. *Psychology and Aging*, 17, 423-434. doi : 10.1037/0882-7974.17.3.423. | Rosenberg, M. (1985). Self concept to middle childhood to adolescence. In J Suls (eds), *Psychological perspective on the Self*, (PP107-136) Hillsdale, N J: Evalbaum. | Shavelson, R.J., Hubner, J., & Stanton, G. C. (1976). Validation of construct interpretation. *Review of Educational Research*, 46, 407-441. | Vispoel W (1995). Self Concept in artistic domains: An extension of the Shavelson, Hubner, and Stanton (1976) model. *Journal of Educational Psychology*, 87 (1): 1 34-53 | Young, J. F., & Mroczek, D.K., (2003) Predicting intraindividual Self Concept trajectories during adolescence. *Journal of Adolescence*, 26, 586-600. doi:10.1016/S0140-1971 (03) 00058-7 |