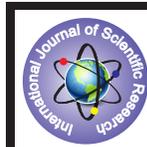


Self – Concept Among Adolescents



Psychology

KEYWORDS : Self-concept, gender, locality, type of family and adolescents

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ABSTRACT

An attempt is made in the present investigation to assess the self-concept among adolescent boys and girls with regard to their locality and type of family. The sample population consisted of 160 adolescents (80 male and 80 female) belongs to nuclear and joint family systems from urban and rural localities. Self-Concept of the adolescents was assessed by using Self-Concept Questionnaire developed Raj Kumar Saraswat (1992). Since there are three independent variables and each varied into two ways, a 2x2x2 factorial design was employed. It was hypothesized that there would be significant difference between boys and girls, rural and urban adolescents belonging to joint and nuclear family with regard to their self-concept. The obtained data are quantitatively analyzed using Analysis of Variance (ANOVA) and it was found that there is no significant difference between boys and girls, rural and urban adolescents belong to joint and nuclear family with regard to their self-concept.

Introduction

Adolescence is the period when boys/girls become conscious of their changing status in the society. They need to reevaluate themselves socially, emotionally in relation to their peers and society in general. Establishing a sense of identity and belonging is a lifelong process. Our environment and the experiences with which we interact provide us with the knowledge base and skills to cope with life's daily challenges. It also helps us to gain insights into whom we are and explores what we want to become. The self concept is developed on the basis of evaluation by self and by others during interpersonal interactions. Thus, the self concept is what a person perceives himself/herself to be, it is what she/he believes about himself/herself and this is a product of his/her social experiences with others.

The self-concept is an organisation of beliefs about the self. These beliefs are important for the person who holds them, as this is his/her personal reality. These concepts are learned in the same fashion in which all other perceptions are acquired as consequences of experiences. Once established, this self-concept will exert its influence on every behaviour for the rest of its owner's life (Combs, Avila, Purkey, 1979).

The adolescent self-concept is influenced by psychological and social relationships. They are conscious of their self-awareness, know that people can think about their own experiences and this leads to increased self-consciousness and a sense of control. However, the boundaries of self-awareness and self-control need to be realized. In middle adolescence they recognize self-described inconsistencies and in late adolescence they reconcile the discrepancies in their descriptions and images of themselves. They start thinking in terms of stable, abstract, unifying characteristics. (Clarke-Stewart, Friedman & Koch: 1985) "When this conception of a stable personality combines with a conception of stable beliefs, the mature adolescent has a complex, self-aware, and systematic understanding of self." (Damon & Hart, 1982 in Clarke-Stewart, Friedman & Koch" 1985).

The term self – concept has been defined by various researchers in varied ways. Some of the definitions are mentioned as follows:

According to Purkey (1988) the term self concept is defined as "the totality of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence". He perceives self - concept as expressions of self worth which describes the degree of gratification of own oneself.

According to Huitt (1998) self – concept is the general perception an individual has about him/her self.

According to Rodd (1997) "It is a cognitive construct that a person builds around themselves and which gradually develops over time. It is a view of or understanding about oneself that grows as a result of experience with the world and people in it".

Review of Related Literature

Sundaram (1989) in his study urban-rural differences in academic achievement and achievement related factors, observed that there was a significant difference between urban and rural students in their self concept. The rural students had higher self concept than urban students. The sample of the study included 490 final year degree class students from 14 colleges of Madras University and among them, 291 were from urban college and 199 from rural college.

Karim (1990) conducted a study on "Self concept: A cross cultural study on adolescents". The sample consisted of 600 adolescents with age range of 13-19 years. Thakur and Prasad's (1977) self esteem inventory was used to measure self concept of adolescents. The results revealed that sex variation had a significant impact on personality perceived and socially perceived self. The females possessed more positive self concept in comparison to the males.

Uma Devi et al. (1998) in their study observed the relationship of age to self concept of 4th, 5th, and 6th grade 92 school children. The chronological age of the. Harmohan Singh and Sarswathi Singh's self concept scale was administered to determine the self concept level of children age ranged between 8 to 12 years. The results indicated that chronological age had significant effect on self concept ($r = 0.436$) at 1% level.

Tyagi and Kaur (2001) conducted a study to find the self perception of adolescent girls and boys with regard to various aspects of behaviour, intellectual, physical, social and emotional aspects of personality. The sample consisted of 100 boys and 100 girls in the age group of 15 to 16 years were selected. Self concept scale developed by Ahluwalia was administered. Results revealed that respondents in general had positive self concept towards themselves. However girls had higher level of self concept than boys, especially in the subscales of behaviour, intellectual school status and popularity.

Kalyani Devi and Anita Prasanthi (2004) investigated the self concept of adolescents in urban and rural areas. The sample constituted 90 adolescents from rural and 90 from urban area. The findings indicated that there was no significant difference with regard to the self concept of urban and rural adolescents. However, It was noticed that self concept of urban students was greater than the rural adolescents.

Kalyani Devi and Anita Prasanthi (2004) reported no significant gender difference in self concept of boys and girls but the mean scores which indicated that girls had high self concept than boys. The sample chosen for the study were 150 children, studying in 8th, -10th standards of five private and one municipal co-educated high school of Tirupati town.

Bester (2007) conducted a study on personality development of the adolescent peer versus parents. The sample chosen were 53 boys and 55 girls. The respondents completed Fourje's (2001) self concept scale, and it was found that there was no gender difference in boys' and girls' self concept.

Nuthana (2007) carried out a study on gender analysis of academic achievement among school students. A sample of 600 students studying in 8th, 9th and 10th standards of which 325 boys and 275 girls were selected. To measure self concept of students, self concept scale of Singh and Singh (1998) was used. The findings revealed that boys and girls did not differ significantly on self concept.

Khirade, Santosh K. (2012) studied self-concept among the adolescent. The investigator assessed the Self concept adolescent boys and girls. 50 students were selected for this study. A test-Self concept questionnaire Scale by Dr .Raj Kumar Saraswat was given to them. The scale consists of 48 items. For testing the hypothesis of the study & drawing the inference from data collected, 't' test was used. The Major finding are: It is found that 70% students have above average self concept while 30% students have high self concept. It was also found that there is no significant difference between the self concept of boys and girls & there is no significant difference between the physical, social, temperamental, educational, moral and Intellectual self-concept among the boys and girls adolescent students.

Objectives

1. To compare the self-concept among adolescent students in relation to their gender, locality and type of family.

Hypotheses

1. There is significant difference between self-concept of the boys and girls adolescent students.
2. There is significant difference between self-concept of rural and urban adolescent students.
3. There is significant difference between self-concept of boys and girls belonging to joint and nuclear family.
4. There would be significant interaction among gender, locality and type of family with regard to self-concept of adolescent students.

Sample

The sample consisted of 160 adolescents of secondary schools of in around of Tirupati, Chittoor District, Andhra Pradesh. All the students belong to the age group of 13 to 19. These students were selected by using simple random method. The distribution of the sample presented in Table-1.

Locality	Male		Female		Total
	Nuclear	Joint	Nuclear	Joint	
Urban	20	20	20	20	80
Rural	20	20	20	20	80
Total	40	40	40	40	160

Tool

The self Concept Questionnaire developed by Raj Kumar Saraswat (1992) consists of 48 statements, in which there are six dimensions viz., physical, social, temperamental, educational, moral and intellectual. Each statement is provided with five alternatives, to give their responses ranging from most acceptable (5) to least acceptable (1). The summated score of all the 48 items provide the total self concept score of an individual.

Statistical Analysis

The obtained data are subjected to statistical analysis such as Mean, SDs, Analysis of Variance (ANOVA) and t-test.

Results and Discussion

Table- 2: shows the Mean and SDs on Self-concept Scores

Locality		Male		Female	
		Nuclear	Joint	Nuclear	Joint
Urban	Mean	169.650	163.600	169.600	160.050
	SD	17.402	18.413	16.659	15.131
Rural	Mean	150.500	160.650	168.100	165.750
	SD	14.483	8.725	17.501	17.922

Male = 161.10	Urban = 165.725	Nuclear = 164.46
Female = 165.87	Rural = 161.250	Joint = 162.51

An observation of Table-2 clearly shows that male urban students belonging to nuclear family system have obtained a high mean of (169.650) when compare to male rural students belonging to joint family system, whose mean score is (160.050). It clearly shows that male urban students belonging to nuclear families have high self-concept than compare to male rural students belong to joint family system.

Table-3: Summary of ANOVA on Self-Concept Scores

Source	III Sum of Squares	df	Mean Sum of Squares	"F" value
Gender (A)	688.038	1	688.038	2.555 @
Locality (B)	12.467	1	12.467	0.046 @
Type of Family (C)	90.996	1	90.996	0.338 @
A x B	113.886	1	113.886	0.423 @
B x C	4173.114	1	4173.114	15.496 **
A x C	333.262	1	333.262	1.237 @
A x B x C	411.772	1	411.772	1.529 @
Error	40935.235	152	269.311	-
Corrected Total	47039.975	159	-	-

****-Significant at 0.01 level
@-Not Significant**

In order to find the significant difference between boys and girls, the "F" value for the variable gender 2.555 is not significant, indicating that there is no significant influence of gender on self-concept of adolescents. Therefore the hypothesis-1 is rejected as warranted by the results. Hence, it is concluded that adolescent boys and girls have similar levels of self-concept. Therefore, hypothesis-1 retained as warranted by the results. The finding of the present study is also collaborated with earlier findings of Bhogayata (1986), Sharma (2006) Kalyani Devi (2004), Bester (2007) Nuthana (2007) and Khirade, Santosh (2012) who also revealed that boys and girls did not differ significantly on their self concept.

The "F" value for the variable locality 0.046 is not significant, indicating that there is no significant locality difference with regard to adolescent's self-concept. Therefore the hypothesis-2 is retained as warranted by the results. Hence, it is concluded that urban and rural adolescents have similar levels of self-concept. Therefore, hypothesis-2 is rejected as warranted by the results. The finding of the present study is also collaborated with earlier findings of Kalyani Devi (2004) also revealed that there was no significant difference with regard to the self concept of urban and rural adolescents.

The "F" value for the variable type of family 0.338 is not significant, indicating that there is no significant difference between

adolescents self-concept belonging to nuclear and joint family systems. Therefore, the hypothesis-3 is rejected as warranted by the results. Hence, it is concluded that adolescents belonging to nuclear and joint family system have similar levels of self-concept.

Interaction Effect

The fourth hypothesis states that there would be significant interaction among gender, locality and type of family with regard to self-concept of adolescents. There is no significant interaction between gender and locality, gender and type of family. There is significant interaction between locality and type of family ($F=15.496$ is significant at 0.01 level). There is no second order interaction among gender, locality and type of family with

regard to self-concept of adolescents. Therefore, hypothesis-4 is accepted partially.

Findings of the Study

On the basis of analysis the following findings are drawn:

1. There is no significant difference between self-concept among the boys and girls adolescent students.
2. There is no significant difference between self-concept among the rural and urban adolescent students.
3. There is no significant difference between self-concept among the boys and girls adolescent students belonging to joint and nuclear family.

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