



## SELF- CONCEPT AMONG YOUNG ADULTS

## Home Science

Dr. Savitha L\*

Assistant Professor, Department of Human Development, Mount Carmel College, Autonomous, Bengaluru, India. \*Corresponding Author

Ms. Nachammai  
P L

Research scholar, Department of Human Development, Mount Carmel College, Autonomous, Bengaluru, India.

## ABSTRACT

Background: Self-concept is our own insight into who we are, encompasses all feelings and thoughts about ourselves physically, personally and socially. Self-concept also includes about how an individual act, our abilities and our attributes. Self-concept begins to develop from early childhood and it continues throughout the life span and it changes over time. However, its most rapid during early childhood and adolescence. The potential for positive self-concept exists in every one of us. It is mostly influenced by our social interaction. Adults with positive self-concept are considered to get good career opportunities, focused, and are able manage their emotions. Individuals are able to accept their failures and are more willing to accept criticisms and suggestions and ultimately it leads them to success. This study aims to understand the self-concept among young adults. The study used a self-concept scale developed by Dr. Mukta Rani Rastogi (1979). A sample of 190 young adults comprised of 95 males and 95 females were taken for the study. The findings of the study revealed that the females have high self-concept when compared to males. This research recommends educational programs to improve self-concept of young adults which may be beneficial especially for males.

## KEYWORDS

Self-concept, Young adults, self-acceptance, emotional maturity

## INTRODUCTION

The self-concept is consistently a subject of consideration in psychology and its importance in educational scenario has been discussed from a long time by several scholars. Carl Rogers and Abraham Maslow were the first ones to emphasize on self-concept. Everyone tries to reach an "ideal self". Psychologically healthy individuals tend to move away from roles created by others expectation and rather look within themselves for authentication. Then again, disturbed people have Self concepts that don't match their experience, they are anxious to acknowledge their own experiences as valid, so they mutilate them, either to shield themselves or to win endorsement from others. Self-concept is developed through experiences as it is a social product and possess fairly vast potential for development and actualization. It requires stability, consistency and tends to resist changes. People strive to behave in a way that are keeping up with their self-concept. Self-concept emerges in the first few months of life and is shaped and reshaped through different experiences in life and no one is inherited with a self-concept. It is a continuous process and there is always a constant assimilation of new information and explosion of old ideas throughout life. The term self-concept denotes one's perception or view of himself. It refers to the belief, convictions, emotions, values and attitudes. It can be said that one's innate self is nothing but the self-concept. This is influenced by various characteristics i.e., one's actual self, personal appearance, abilities, worthiness, emotional maturity etc. Symond (1951), describes Self Concept, as the way in which an individual responds to himself. He explains the Self in four aspects that are how an individual perceives himself; thinks of himself; values himself; and how he attempts through various actions to enhance or defend himself.

Roy Baumeister (1999) defines self-concept as "The individual's belief about himself or herself, including the person's attributes and who and what the self is." Strong (1957), described the self as having four dimensions:

1. Basic Self Concept – it is an individual's perception of himself, his abilities and his status and roles in the outer world;
2. The transitional perception of self -is the self-perception that a person holds as a result of the immediate existing situation;
3. The social self -is the self as the person thinks as others see it. It has an impact on the behaviour and;
4. The ideal self - is what the person aspires to be. It is usually moulded after one attains the adulthood, and childhood, is an important factor in moulding it.

The significance of self-concept originates from its prominent contribution to personality formation. Individuals with high Self Concept are likely to be more accommodating or accepting of others and also seem to be more accepting of their own failures. Individuals who have positive self-concept tend to believe that they will

accomplish in all the tasks and likely to behave in a way that will lead them to success and they are more willing to accept criticism and suggestions. Self-esteem is another way of viewing self-concept. Self-concept can be influenced by biological, environmental and social factors. Social interactions play a major role as well. The self-concept generally concerns about the evaluations of ourselves, the comparison of our actual self with the ideal self and our actions to reach closer to our ideal self. Self-concept is unique for each person and it may vary from positive to negative. Self-concept is important because it heavily impact people's action, choices and decision. It is collection of all beliefs about our own nature, qualities and behavior. It helps to confront the challenges, obstacles and problems. It's about how an individual assess himself at any given time. A high self-concept will help to get ahead in life and it allows to maximise the potential to achieve a goal. In view of the above discussion the present study was undertaken to study the self concept of young adults.

## OBJECTIVES

- To study the influence of gender on self-concept.
- To study the influence of age on self-concept.

## MATERIALS AND METHODS

In order to collect data, 'SELF CONCEPT SCALE' by Dr. Mukta Rani Rastogi (1979) was used. A sample of 190 young adults comprised of 95 males and 95 females were selected through random sampling and the data was collected using survey method. The data was analysed using descriptive and inferential statistics.

## RESULTS AND DISCUSSION

Table 1: Demographic Variable Distribution Of Respondents

AGE	MALES		FEMALES		TOTAL	
	NO	%	NO	%	NO	%
18-21	50	53	58	61	108	57
22-25	45	47	37	39	82	43
TOTAL	95	100	95	100	190	100

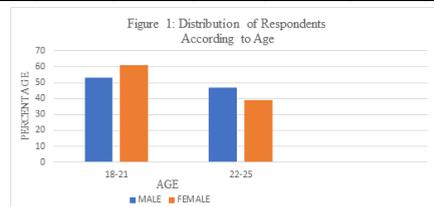


Table 1 and figure 1 represents the age distribution of the respondents. The table depicts that the majority of both males (53%) and females (61%) were found to be in the age group of 18-21 years followed by the age group of 22-25 years.

**Table 2: Influence Of Gender On Self Concept**

SELF-CONCEPT	GENDER		P VALUE
	MALE	FEMALE	
	MEAN SD	Mean SD	
Health and Sex Appropriateness	19.24 2.11738	19.282.8007	0.907074
Abilities	25.963.14513	27.143.7263	0.019475*
Self-Confidence	16.6 2.57401	16.872.54426	0.462011
Self-Acceptance	12.23 2.22392	13.182.14366	0.003169**
Worthiness	23.7810.49317	24.523.86711	0.156197
Present, Past, Future	16.01 2.23366	17.942.40483	0.00001**
Belief and Convictions	9.941.71235	11.191.59983	0.00001**
Feeling of Shame and Guilt	13.063.26102	13.873.34614	0.092532+
Sociability	11.931.72739	12.172.16673	0.395532
Emotional Maturity	10.633.12523	10.79 2.76334	0.712613

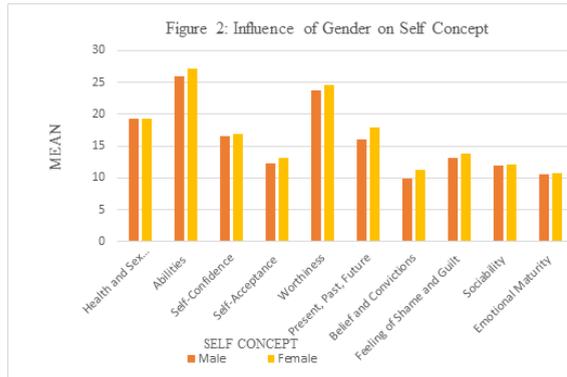


Table 2 and Figure 2 represents the influence of gender on self-concept. The table shows that there is a highly significant difference between males and females (0.00001) in the belief and convictions dimension, as it can be seen that the females (11.19) have scored higher than males (9.94), the probable reason for this could be that multitude of experiences in career or early work experience, may influence the way in which belief and convictions are developed.

There is highly significant difference between males and females (0.00001) in the present, past, future dimension. The table depicts that the female respondents have scored higher in present, past, future dimension (17.94) than males (16.01).

There is a strongly significant difference in self-acceptance dimension (0.003169). The table indicates that the females have scored higher in self-acceptance dimension (13.18) than males (12.23). This indicates that females embrace themselves and accept their own attributes when compared to males.

There is a moderate significant difference in abilities dimension (0.019475). The table shows that the females have scored higher in abilities dimension (27.14) than males (25.96). This shows that the females are better in terms of social and relational abilities which also includes being more empathetic, understanding, ability to multi task and adaptability.

It can be seen that there is a slightly significant difference in feeling of shame and guilt dimension (0.092532). From the table, it can be noted that the females have scored higher in feeling of shame and guilt dimension (13.87) than males (13.06), the reason for this is females are more emotional, expressive and seek for acceptance.

There is no significant difference in self-confidence, worthiness, sociability, health and sex appropriateness and emotional maturity dimensions between males and females. This indicates the both males and females think in the similar way with respect to these dimensions.

**Table 3: Influence Of Age On Self Concept**

SELF-CONCEPT	AGE		P VALUE
	18-21	22-25	
	MEAN SD	Mean SD	
Health and Sex Appropriateness	19.34 2.46	19.16 2.51	0.613119
Abilities	26.43 3.18	26.71 3.87	0.583274

Self-Confidence	16.36 2.52	17.23 2.54	0.019652*
Self-Acceptance	12.56 2.28	12.9 2.16	0.28934
Worthiness	23.63 3.09	24.83 4.05	0.021629*
Present, Past, Future	16.84 2.25	17.15 2.82	0.40977
Belief and Convictions	10.38 1.8	10.8 1.71	0.100689
Feeling of Shame and Guilt	13.07 3.29	13.99 3.31	0.060066+
Sociability	12.15 2.12	11.91 1.72	0.416963
Emotional Maturity	10.56 3.03	10.91 2.83	0.406302

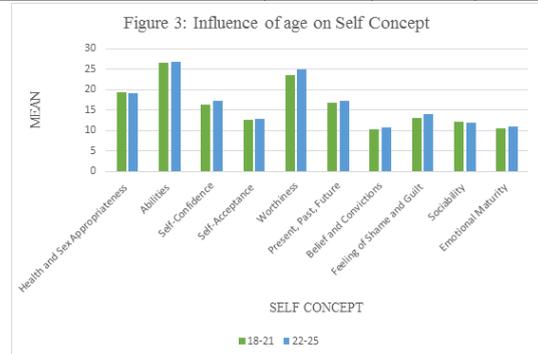


Table 3 and figure 3 represents the influence of age on self-concept. The table shows that there is a moderate significance difference (0.019652) between the respondents aged 22-25 years (17.24) and 18-21 years in the self-confidence dimension. The table indicates that respondents aged between 22-25 years have better self-confidence than respondents aged 18-21 years. The reason for this might be the age group of 22-25 are emotionally stable and with the experience they are better in tackling challenges.

There is a moderate significant difference in the worthiness dimension (0.021629). From the table, it can be observed that the respondents aged 22-25 years (24.83) have scored higher in worthiness dimension than the respondents of aged 18-21 years. (23.63). This indicates that the age group 22-25 feels more valued, trusted, and respected. They tend believe they are a worthwhile person.

There is slightly significant difference in feeling of shame and guilt dimension (0.060+). It can be noted that the respondents aged 22-25 years (13.99) have scored higher in the feeling of shame and guilt dimension than the respondents aged 18-21 years (13.07). The probable reason for this might be they might take up the responsibility of many work and when things go wrong they tend to blame themselves for the mistakes.

There is no significant difference in health and sex appropriateness, abilities, self-acceptance, present, past, future, belief and convictions, sociability and emotional maturity dimensions between the respondents aged 18-21 years and 22-25 years.

**CONCLUSION**

Self-concept is the idea that an individual has of oneself. Notions of self are linked to an individual conviction about how others perceive them. Self-concept is unique, dynamic and continually advancing. It impacts an individual's personality, confidence, self-perception, and role in society. It can be concluded that both gender and age has a significant role to play in self-concept as females found to have high self-concept when compared to males and the respondents aged 22-25 years have better self-concept compared to 18-21 years age group indicating that an individual tend to achieve better self concept as he/she grows older.

**REFERENCES**

- Baumeister, R. F. (1999). The nature and structure of the self: An overview. In R. Baumeister (Ed.), *The self in social psychology* (pp. 1-20). Philadelphia, PA: Psychology Press (Taylor & Francis).
- Kothari, C.R. (2006), *Research Methodology-Methods and Techniques*, Wiley Eastern Limited, New Delhi.
- Symonds, P.M. (1951). *The Ego and the Self*. New York: Appleton-Century- Crofts.
- Strong, R. (1957). *The Adolescent views Himself*. New York: York McGraw- Hill
- Swain, A.K.P.C (2008), *A text book of Research Methodology*, Kalyani publishers, New Delhi.