

## Self Concept Among Adolescent Girls with and Without Siblings

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### ABSTRACT

Self concept is the ability of an individual to perceive their own self. It is an important aspect of development that influence the thinking pattern, feeling, interacting skills of an individual. So self concept is an important factor during adolescence which determines the social, emotional and behavioral development of an individual. There are many factors such as – birth order, gender, demography, family type which effects the development of the self concept. This study aims to explore the self concept among adolescent girl only children and adolescent girl children with siblings. The data was collected from 60 (30 only children and 30 children with siblings) adolescent girls who are in the age group of 16 to 19 years and literate. The data was collected by using self concept questionnaire by Robson, 1989 (30 items). The data obtained reveal that there is no significant difference in adolescent girl only children and adolescent girl children with siblings in self concept.

**Keywords:** *Self-concept, Adolescent, Birth order*

Adolescence is a very crucial period of a person's life. Adolescence is the developmental stage that determine how a person will become as an adult and interact with the world. This is the transition period between the childhood and early adulthood. Brittany Allen (2019) reports that "Adolescence is the period that has been defined as the onset with puberty and ending with the early adulthood during which a person turn into an adult from a child". Adolescence is a period of developing social and personal identity. This identity development includes self concept, sense of identity and self esteem. During this period the sense of self changes completely. Neuroimaging research has demonstrated that activity in brain regions associated with self-processing, including the medial prefrontal cortex changes during adolescence (Catherine Sebastian, Stephanie Burnett, Sarah-Jayne Blakemore, 2008). This changes contribute to behavioral phenomena characteristics of adolescence, such as heightened self-consciousness and susceptibility to peer influence Adler reports that, character traits and behaviors derive primarily from developmental issues, including birth order (Ellen Swanson Topnes,2014). Birth order has been defined as the order or position of the child in the family. Due to birth order differences in personality arrive as a result of how children are raised (functional birth order or rearing order) rather than the sequence in which they are born. Parenting expert and Author Michael Gorse said "Birth order accounts for the differences between kids within

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families”. According to Adler (1964) the term birth order refers to “The order in which the children of a family were born”. Adler believed that birth order had a significant and predictable impact on a child’s personality and their feelings of inferiority. According to him, birth order has different impact on each child as a result of which they have different social experience to cope with the environment and form different attitudes towards life. There are many studies have been done to show the significant influence of birth order on personality development, memory, thinking, creative and overall development of an individual. The term “self concept” used to refer how someone perceives, evaluates or think about themselves. In other words, to be aware of oneself is to have a concept of oneself. Saraswat & Gaur (1981) described self concept as “The self concept is the individual’s way of looking at himself. It also signifies his way of thinking, feeling and behaving”. Baumeister (1999) provides the following self concept definition “The individual’s belief about himself or herself including the person’s attributes and who and what the self is”.

According to Dr. Saraswat (1984) there is six separate dimensions of self concept. The operational definitions of self concept dimensions are –

- **Physical:** Individual’s view of their body, health, physical appearance and strength.
- **Social:** Individual’s sense of worth in social interactions.
- **Temperamental:** Individual’s view of their prevailing emotional state or predominance of a particular kind of emotional reaction.
- **Educational:** Individual’s view of themselves in relation to school, teachers and extracurricular activities.
- **Moral:** Individual’s estimation of their moral worth; right and wrong activities.
- **Intellectual:** Individual’s awareness of their intelligence and capacity of problem solving and judgements.
- Humanist psychologist Carl Rogers believed that self concept is made up of three different parts.
- **Ideal self:** The person you want to be
- **Self-image:** How someone seen themselves, including attributes like physical characteristics, personality traits and social roles
- **Self-esteem:** How much someone like accept or value themselves, which can be impacted by a number of factors including how others see you, how you think you are compare to others and your role in society.

Lewis (1990) suggests that the development of a concept of self has two aspects. Those are – Existential self and Categorical self.

- **Existential self:** This is “the most basic part of the self concept; the sense of being separate and distinct from others and the awareness of the constancy of the self” (Bee, 1992). According to Lewis awareness of the existential self begins as young as two to three months old and arises in part due to the relation the child has with the world.
- **Categorical self:** In this the self can be put into categories based on gender, age, size or skill. Initially, children categories themselves based on hair colour, height and favourite things, later on, internal psychological traits, comparative evaluations, how others see them are taken into consideration.

The present study is being conducted to explore the self concept among adolescent girl only children and adolescent girl children with siblings.

### REVIEW OF LITERATURE

Self concept has been extensively studied by the researcher in the past. Below are some major findings related to this variable. Snider et al., (2021) conducted a study titled “96 relation of coping strategies to social functioning and self concept in pediatric burn survivors”. In this study 51 pediatric burn survivors aged between 7 to 17 years and their primary caregiver take the participation. The tools used were Child Coping Strategies Checklist (CCSC), the Burn Injury Social Questionnaire (BISQ) and Piers – Harris Children’s Self concept Scale. The results suggest that use of positive coping strategies related to better self concept after burn injury.

T. Aruna Bharathi & Dr. P. Sreedevi (2015) done a study on “The self concept of 7Adolescents”. The study was conducted to see the self concept among adolescents. The self concept scale of Saraswat (1984) was used on 40 adolescent girls of twin cities of Hyderabad, Telangana stage. The result indicates that higher percentage of adolescents had above average levels of self concept in dimension of temperamental, intellectual, physical and social.

Josephine Ho, Arden Lee, Laura Kaminsky, Elaine Wirrell (2008) done a study titled “self concept attitude toward illness and family functioning in a adolescents with type – 1 diabetes”. In this study 48badolescents with type – 1 diabetes (22 boys and 26 girls) participated. The result showed that adolescents with better self concept had more positive attitudes toward their chronic illness and enhanced family functioning.

Kashani et al, (1988), done a study titled “Psychopathology and self concept in Asthmatic children”. In this study 56 asthmatic and 56 matched control children were participated. The result showed that there is no difference between asthmatic children and control children in self concept, but there was some evidence suggesting that asthmatic children were at greater risk to psychopathology.

### METHODOLOGY

The aim of the present study is to explore the self concept among adolescent girls with and without siblings. The data was collected from 60 adolescent girl students (30 with siblings and 30 without siblings) who are studying in 11<sup>th</sup> &12<sup>th</sup> standard and between 16 years to 19 years. The sampling method used for this study was purposive & snowball sampling technique and quasi experimental ex-post facto research design was used in this study. For this present study Self Concept Questionnaire (SCQ) by Robson, 1989 was used. The SCQ consists of 30 items in which 16 are reversed items, with 8 alternative responses ranging from “Strongly disagree” to “Strongly agree” on a 8 point rating scale. The data was collected by using google form where self concept questionnaire were distributed to the sample along with some questions asking about personal details. The collected data was statistically analyzed using the Statistical Package for Social Sciences (SPSS).

### RESULT ANALYSES AND DISCUSSION

The data was analyzed to find the difference between adolescent girls with and without siblings in self concept.

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**Table 1 Mean and Standard deviation of Self concept according to the birth order**

	Birth order	N	Mean	Standard Deviation (SD)
Self concept	Children without siblings	30	116.07	24.12
	Children with Siblings	30	120.20	18.79

**Table 2 Independent Sample t-test for birth order difference in Self concept**

	Birth order	N	Mean	SD	df	t	p
Self Concept	Children without siblings	30	116.07	24.12	58	-0.74	0.46 <sup>NS</sup>
	Children with siblings	30	120.20	18.79			

*NS = Not Significant*

### DISCUSSION

Self concept is the beliefs of an individual about their own self regarding their behavior, skills or abilities and unique characteristics. During adolescent period self concept plays an important role in the overall development of an Individual. There are many factors which effect the self concept of an individual. Among those factors birth order is an important factor. So, the present study was done to explore the self concept of adolescent girls with and without siblings. The obtained data was analyzed to see the difference between adolescent girls with and without siblings in self concept. The Independent Sample t-test was used to analyze the data. The results shows that there is no significant difference between adolescent girls with and without siblings. According to V. Gecas the self concept of older children and only children is similar (V. Gecas et.al, 1983). In this present study the birth order is not classified, its comes under the single umbrella term “with siblings”. So it can be said that there is no difference in between adolescent girls with and without siblings in self concept. However, the data is collected during the pandemic lockdown 2021 so its expected that the participants were not able to go to any social gatherings and not able interact with people which helps to develop self concept. The hypothesis testing revealed that “There is no significant difference in adolescent girls with and without siblings in self concept” (Fails to reject  $H_0$ ).

### CONCLUSION

The study was aimed to find out the self concept among adolescent girl only children and adolescent girl children with siblings. It was found that there is no difference in self concept among adolescent only children and adolescent children with siblings.

#### Scope

The further study can be done considering other gender, further classifying the birth order such as first born, middle born and last born, demography region such as urban or rural area, age below and above 16 to 19 years. The result of this research study will add knowledge to the field of research. This helps the teachers, special educators or parents get to know about the individual who leads to low self concept. Parents and teachers need to pay more attention to them who have low self concept and try to motivate them when they fail to succeed.

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### **Conflict of Interest**

The author(s) declared no conflict of interest.

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