

Comparative Study

Comparative Study of Medical and Other Stream Students about Self-Concepts

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ABSTRACT

Research was conducted to find out self-concepts among the entry level medical students and other stream students. 400 students from different streams of medical and other stream colleges were selected from Pune city only for this research. The Self-Concept Questionnaire by Dr. Rajkumar Saraswat, Dept. of counseling and guidance, New Delhi (2011, revised) was administered. The results showed that other stream college students showed significantly higher level of self-concept than students from medical colleges. Overall gender difference observed in self-concepts for both the students. Research revealed the training needs for cultivation of positive self-concepts among medical students for enhancement of their personality development.

Keywords: Self -Concepts, Gender Differences, Medical Students, Other Stream Students

While explaining the growth of our personality, one has to build himself to withstand stress and to deal with his emotions. It is observed that entry level medical students face increased level of challenges and stress. Adjustment to university life as well as adjustment with the challenging curriculum is also an important factor for handling the social and academic stress. Also, the academic curriculum of medical students is planned to train the students to help deal with life and death situations, including heavy emotional patterns and pressures. At this stage, personality shaping is mainly based social adjustment as well as self-confidence with positive self-concept, self-evaluations. Researches support that coping styles to such situations influences one's behavior and personality development. Gender study in this respect reveals the fact that coping with such situations, students differ at a gender level. For effective regulation of emotions, competency skills are challenged. The most important factor in this research is to find out the personality related needs such as emotional competencies and developing positive self with gender-based studies. Research conducted in such fields indicate that personality plays important role in adjustments and positive self-concepts.

The educational pattern as well as the purpose of education differs in every academic stream. Changing demands of higher skill jobs or works, changes in employment opportunities, fluctuations, socio economic standards, influences the pattern of professional or higher education. Selection of the proper institute also plays an important role in expressing the

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personality. Enhancement of positive personality development with positive self-concept depends upon the educational adjustment, motivational factors and the skills necessary to support mental as well as emotional health.

At the same time self-confidence, positive self-concepts and adequate adjustments are also important to deal with situations of emotional distress. In this study, these needs are focused with gender differences. At this age gender differences influence self-concepts as well as adjustments. So, finding out the differences are important aspect of this study. Identifying the emotional needs of medical students and other stream students is another intention of this study.

Statement of the problem

Personal and psychological factor such as self-concept is considered as crucial part in educational content. (Curtin, 2011). The goal of medical education is to develop options, trained with the professional knowledge and education, equipped with care. In this context Thomas et al. 2006, reviewed that students may have negative effect with current education process, influencing anxiety, pressure, stress and depression. So, cultivation of positive and multidimensional self-concept with competence among medical students is a need of the day. This will help the students to face the challenges.

Concepts Used in this research

One's behavior, personality is represented by his own concept of self. The self-concept is how you identify your traits, beliefs and attitude as a part of your personality characteristics. It is termed as a collection of beliefs, through ideas about one self and how one responds to others. It is behavioral pattern with one's ideas about self. Hurlock stated that self-concept is the composition of one's perception, one's beliefs which is recognized as personality traits. He used the term self-concept as 'primer – makeup base' of the personality elements. Psychologist termed self-concept as the individual aspects and called it a looking – glass self-process. Some of the researchers stated the self-concept as one's body image, awareness of one's physique and personality traits. The self –concepts emerge with the realization of self-phenomena i.e., self-image, self-identity and self-evaluation.

We can say that self-concepts are formal, learned with due period of time, that change with age and experiences. Family background, family support is a very important factor in one's personality development. Self-identity and its image develop self-concept among the children. May be positive or negative image of self predicts self-concept.

Self-concept Definition –

- Self-Concept: Psychologists defined self-concept as “views of oneself”. It can be stated as one's set of attitudes about himself/herself and his/her values related to environment.
- Self-concept is associated with various dimensions of personality such as physical, social and emotional.
- Karl Roggers (1959) defined self –concept as ‘It is an organized, composed gestalts perceptual characteristics of ‘I’ or ‘me’ to the various aspects of life.

Roger's theory – components of self-concept According to Carl Rogger, persons strive to reach for “Ideal self”. With this view, he suggested three major components of self-concept. He stated the self as a social product.

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- a) Self-image – Our self-image is the way we see ourselves and it includes things we know about ourselves, our personality characteristics, traits, body, weight, likes, skills etc.
- b) Self-esteem – It is our subjective evaluation or value that we value for ourselves. It is one's overall evaluation about self which includes feeling, happiness and satisfaction (Harter,1999).
- c) Ideal self – It is a concept of self which you would like to be. Person's self-image and ideal self are different in reality. Many times, there is a discrepancy to achieve ideal self.

Types of Self-concepts

Self-concepts can be divided into two categories they are positive self-concept or negative self-concept.

- Positive self-concept – in this type, person shows self-acceptance and knows one's self well. Person accepts what he is and evaluates himself positively.
- Negative self-concept – in this type person is disorganized and is not aware of his or her own strength. Evaluates himself negatively.

LITERATURE REVIEW

Alexander Seeshing et. al. (2012) studied the role and importance of self-concept in medical education. This research focused attention on the role of self-concept among medical students to determine the educational success, shaping personality characteristics of the students. 11 Australian medical students were selected and interviewed with a questionnaire prepared for medical students. Recorded interviews coded, transcribed using computer software QSRN Viro of the higher education with competence.

Gupta R. et. al. (2015) conducted research for assessing the self-concepts among undergraduate medical students in Jammu and northwest parts of India. 303 undergraduate students from different medical colleges were selected for this study. Revised scale for self-concepts by Janice was administered to assess the five domains of self-concept i.e., self-regards, social self-confidence, academic self and physical ability self-concepts. Physical self and self-regard components were observed at higher levels in female students of medical colleges. In all other constructs of self-concepts, it was observed that mean and standard deviation scores were consistently at higher levels in males than females. The finding of the research focused on the importance of promoting positive self-concept in all aspects of education among medical students.

Giri R. et. al. (2012) studied self-concept and adjustment among medical and nursing students of West Bengal on a sample of 50 students. Revised scale of self-concept.

Jackman K. et. al. (2011) showed in the research that lower academic self-concept leads to negative educational achievements. 133 first year medical students were evaluated by academic self-description questionnaire [II - ASDQ], with the intervals of time. It was observed that academic self-concept of medical students did not change over time intervals. Students discuss that the academic environment was competitive with result at the social comparison with their performance. For academic self-concepts, big fish in little pond effect is seen among the students with higher self-concept.

Li, C. et. al. (2010) studied the self-concepts of university students from Qu Fu University, China. The study intended to find out the gender differences at various dimensions of self-

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concept among university students. 426 students from different disciplines were examined by Tennessee Self Concept Scale (TSCS). K-S test was applied for non-parametric calculations. The results showed that in male students, $z=0.488$, $p=0.971$ and in female students it was $z=0.781$, $p=0.575$. Gender differences at physical self, moral self and self-criticism were observed high in males than females. It resulted that self-concept of the University students differ at gender levels.

Objectives

- To study the self-concepts among medical and non-medical students with gender differentiation.
- To find out whether there are individual differences in terms of emotional competencies, level of adjustment and self-concepts, compared with medical and non-medical students.
- To suggest the importance of training needs in terms of emotional competencies in the curriculum.

Hypothesis

- Medical students have higher level of self-concepts than that of non-medical students.
- Male students have higher level of self-concepts than female students.

METHODOLOGY

In order to derive the above-mentioned objectives, the methodology used for the above study was sample selection, design of the research, primary and secondary data collection and data analysis.

Sample selection

The sample for this study, were selected by random method from different medical and non-medical (Law, engineering and architecture, designing) colleges from Pune district only. For this investigation, First-year students were considered for sample selection.

Total 400 students were selected.

- 200 students from different streams of medical colleges like allopathy (M.B.B.S), Ayurveda (B.A.M.S.), B.D.S, Physiotherapy etc. (100 males and 100 females.)
- 200 students from different other professional stream colleges such as Law, Engineering, Architecture and Designing (100 males and 100 females).

Inclusion Criteria for the sample selection:

- a) **Medical students:** First year medical students from any medical stream college, from Pune district.
- b) **Non-Medical students:** First year students from Engineering, architecture, Law and Designing colleges from Pune district.

Independent Variables

1. **Type of the students:** a) Students from medical colleges.
b) Students from non-medical colleges.
2. **Gender:** a) Male
b) Female

Dependent Variables

1. Self-concept

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Operational definitions of the variables

- c) **Students from medical colleges** -Under graduate first year students admitted in the different medical colleges in Pune district and the students from the streams of medical colleges in Pune district.
- d) **Students from non-medical colleges**- Under graduate first year students from the different colleges other than medical colleges, such as Engineering colleges, Law colleges and Architecture colleges in Pune district.
- e) **Emotional competencies**- Emotional competency of the students were determined by the scores obtained through Emotional competency scale developed by Dr. H.C. Sharma and Dr. R.L. Bharadwaj.
- f) **Self-Concept**-For the present research, Self-concept of the students were determined through Test scores obtained through Self-concept questionnaire by Saraswat and Saraswat'

A balanced 2 x 2 factorial design is considered for this study, the two independent variables are the type of students and the gender. The dependent variables are emotional competencies, self-concept and level of adjustment.

Table 1. Design of the sample

Two by Two Factorial Design		A	
		A1	A2
B	B1	A1B1	A2B1
	B2	A1B2	B1B2

- **A = Type of the students.**
 - **A1 = Medical college students.**
 - **A2= non-medical college students.**
- **B= Gender**
 - **B1= Male**
 - **B2= Female**

Tools

- **The Self-Concept Questionnaire by Dr. Rajkumar Saraswat, Dept. of counseling and guidance, New Delhi (2011, revised)** was administered. The Questionnaire consists of 48 items, having six dimensions such as physical, social, intellectual, moral, educational and temperamental self-concepts. Each dimension contains 8 items, which is scored on five-point Likert scale. Also, the total self-concept score can be derived.

STATISTICAL ANALYSIS AND DISCUSSION

To find out the differences between type of students and gender on self-concept, researcher has used two-way univariate analysis of variance (ANOVA). Type of students and gender as the independent variables and self-concept as the dependent variable.

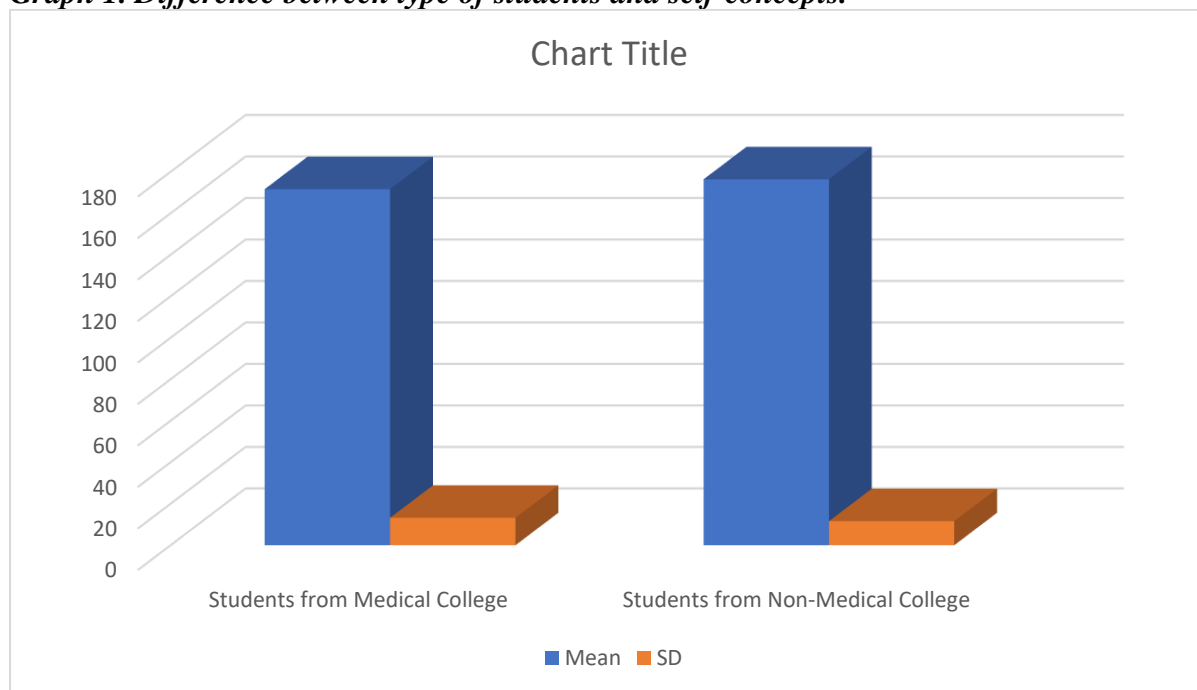
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Table 2. Descriptive Statistics on Self-Concept

Descriptive Statistics				
Dependent Variable: Self Concept				
Type of Students	Gender	Mean	Std. Deviation	N
Medical	Male	175.0978	12.36271	92
	Female	168.3673	13.19746	98
	Total	171.6263	13.20423	190
Non-Medical	Male	178.4900	11.24969	100
	Female	174.3000	11.62590	100
	Total	176.3950	11.60224	200
Total	Male	176.8646	11.88701	192
	Female	171.3636	12.74861	198
	Total	174.0718	12.62022	390

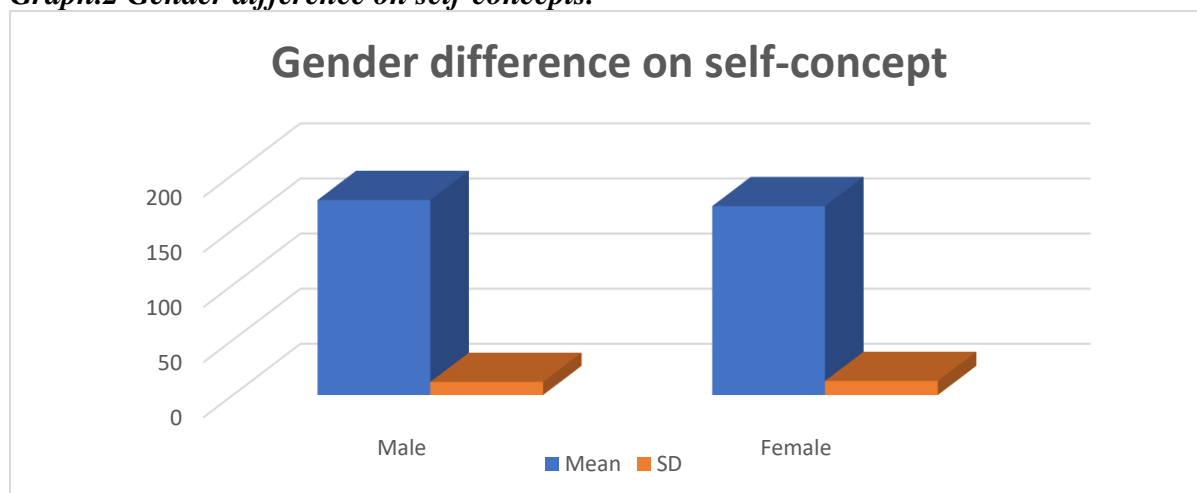
The above table indicates that type of students that is students from medical college and students from non-medical college found differed on self-concept. Mean and SD for students from medical college is 171.62 and 13.20; mean and SD for students from non-medical college is 176.39 and 11.60 respectively. It indicates that non-medical college students significantly higher level of self-concept than students from medical college. So, ‘Medical students have higher level of self-concept than that of non-medical students’ stands rejected.

Graph 1. Difference between type of students and self-concepts.



Above graph clearly shows that students from non-medical college exhibited higher level of self-concepts than that of medical students. In terms of gender, F value is significant for gender ($F=19.76, p<0.001$) on self-concept. It indicates that male and female found differed on self-concept. Mean and SD for male is 176.86 and 11.88 ($N=192$); mean and SD for female is 171.36 and 12.74 ($N=198$) respectively. It indicates that male showed significantly higher level of self-concept than female.

Graph.2 Gender difference on self-concepts.



Above graph clearly shows that male exhibited higher level of self-concepts than female. Simple effect analysis used for comparison between male and female students of medical colleges and non-medical colleges.

Our hypothesis stating that “Male students have higher level of self-concepts than female students” has been proved. Similar research findings support our hypothesis. Rose Nabi D. and Josephine N. (2017), Kulshreshta P. (2016), Dr. Zaape S. et.al. (2015), Dramanu B.Y. and Balarbe M. (2013), Lawrence O., Flowers J. (2020) found the significant differences among self-concepts of the students, on gender level. Also found that Male students showed higher self-concepts than female students. It was suggested that through socialization, self-awareness and reading habits, the self-concepts in female students can be increased.

CONCLUSION

1. For self-concepts, F value for type of students found 14.409, and found significant at 0.001 level. It shows that type of students that is students from medical college and students from non-medical college, found different on self-concept.
2. Mean and SD for students from medical college is 171.62 and 13.20; mean and SD for students from non-medical college is 176.39 and 11.60 respectively. It indicates that non-medical college students showed significantly higher level of self-concept than students from medical college. Our hypothesis no. 1 stating that “Medical students have higher level of self-concept than that of non-medical students” has been rejected.
3. For Self- concepts when evaluated at gender level, the F value is significant for gender i.e. (F=19.76, p<0.001). It shows that males and females found different at self-concept. Mean and SD for male is 176.86 and 11.88 (N=192); mean and SD for female is 171.36 and 12.74 (N=198) respectively. It indicates that male students showed significantly higher level of self-concepts than female students.
4. Male and female of medical and non-medical college differed on self-concept. Male from medical college (mean=175.09, SD=12.36, N=92) significantly showed higher-level of self-concept than female from medical college students (mean=168.36, SD=13.19, N=98). Male from non-medical college (mean=178.49, SD=11.24, N=100) significantly higher-level self-concept than female from non-medical college students (mean=174.30, SD=11.62, N=100). Our hypothesis no. 2 stating that “Male students have higher level of self-concepts than female students” has been proved.

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5. Types of students differed on self-concepts. Non-medical college students showed higher level of self-concept than students from medical colleges.
6. Overall self-concepts and types of student's wise gender difference observed on self-concept. Male students showed higher level of self-concepts than female students of medical and non-medical colleges.

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Conflict of Interest

The author(s) declared no conflict of interest.

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