

Research Paper

Adolescents' Self-Concept Concerning Gender and Inhabitation

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ABSTRACT

Adolescence is a phase of life during which the perception of 'self' undergoes significant transformation. Several things happen during puberty that affect a person's self-concept, which is how they see and judge themselves. Several studies have proven that self-concept is crucial for the psychological well-being of teenagers. But the self-worth of an adolescent is determined by many factors. Gender and area of residence are one of the important factors that influence the self-worth of a teenager. In this research paper, the focus is on establishing an association between self-concept, gender, and living area. For this purpose, 400 adolescents were selected from the government schools of rural and urban areas of Derabassi, Punjab. Then, the self-concept questionnaire constructed by Ata Ghadri was administered to the sample. The result shows that Gender significantly affects Attractiveness approval by others and the overall self-concept of adolescents. Gender does not make any difference in dimensions of contentment and worthiness, determinism and significance, confidence and value of existence, and resilience among adolescents. The rural and urban adolescents differ significantly in the level of Contentment and worthiness, Attractiveness approval by others, determinism and significance, confidence, and value of existence. Only the resilience dimension of self-concept was found not to be influenced by the inhabitation of adolescents. The findings of the study are beneficial for understanding the causes of low self-concept among adolescents.

Keywords: *Self-concept, adolescents, Government schools, Urban and rural, Resilience*

An individual's understanding of "Who I am" in the context of physical, social, moral, emotional, and existential is known as his/her self-concept. It describes how a person assesses their previous behaviors, influences their current behavior, and molds their future course of action. Hurlock (2007), as cited by Istiana (2017), "defined self-concept as 'an individual view of himself. The notion of the ideal self, which is a representation of the person's desired personality, and the idea of the real self, which is a depiction of the self, make up self-concept'".

It has a major impact on children's and adolescents' physical, emotional, social, and cognitive development. Because humans have a propensity to view the world from other perspectives, their perceptions of themselves are frequently impacted by the interactions with other people. Positive interactions with other people help people develop positive self-

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concepts, whereas negative interactions cause people to develop negative self-concepts. "A variety of elements, including assessments of important people, reinforcements, and behavior attributions, impact an individual's self-perceptions." (Shavelson and others, 1976).

A person's self-concept is crucial to their existence, particularly during adolescence. Adolescence is a time of transition when a child is growing into an adult but is not yet one. Numerous behavioural, psychological, social, and physical changes take place throughout this time, and teenagers form many relationships and behavioural patterns that they will carry into adulthood (Committee on Adolescent Health Care Services and Models of Care for treatment, 2008).

Self-concept is the "keystone of personality," according to Cattell (1957). Self-concept seems to be a broad and all-encompassing area that embodies personality in its entirety. Given its wider scope than any other personality characteristic, self-concept can be viewed as one of the was selected as the study's research topic because of the potential dimensions that guide life in general. Branden, a distinguished psychologist and philosopher, discussed the wide-ranging and important ramifications of the self-concept in 1994, asserting that "no psychological issue can be traced, at least partially, to the issue of inadequate perception of oneself".

Bracken (2009) identified these six dimensions as focus areas that help people gain a holistic understanding of themselves.

- **Physical:** The way a person feels about their physical state, attractiveness, and health.
- **Social:** A person's perception of their interpersonal abilities
- **Competence:** How a person feels about being able to meet their basic needs.
- **Family:** How an individual feels about their position within their family.
- **Affect:** The degree to which an individual is conscious of their emotional states.
- **Academic:** How a person feels about themselves in an educational setting.

As a person's physical, social, emotional, and cognitive growth occurs during adolescence, their self-concept becomes increasingly significant. Adolescents' self-concept, or how they see themselves, is influenced by changes during this stage in addition to their social behaviour (Gonzalez-Pianda, Nunez, Gonzalez-Pumariega, Alvarez, Rocés, & Garcia, 2002).

A teen's overall growth depends on each aspect of self-concept as described by Bracken (2009). Numerous studies have shown that while some teenagers excel academically, others lack competence and impact. Furthermore, girls scored better in certain areas of self-concept while guys fared better in other areas. Ali et al. (2021) explored that male students outperformed female students in terms of emotional intelligence. In emotional self-concept and emotional self-awareness, males outperformed girls. Girls have greater physical self-concept and social self-concept, and adolescent girls, rather than boys, are better in their self-concept (Krishna and Rajkumar, 2016; Ramesh and Waghmare, 2018). Boys had more self-awareness compared to girls (Ahmed, 2014). Boys and girls would not differ significantly in terms of self-concept (Kumar and Patel, 2020). All these studies show mixed results. Some are in favour of boys, some are in favour of girls. Self-concept in light of this dearth, it appeared necessary to investigate the various themes that Indian adolescents associate with their "selves" in gender-wise circumstances. Therefore, an exploratory study

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was undertaken to carry out an exploratory study and evaluate the research on teenagers' gender-based self-concepts was conducted.

Self-concept of urban and rural areas varied significantly. Urban Students have higher self-confidence than Rural Students. Compared to urban students, rural students have a more positive view of themselves. Compared to urban students, rural students exhibit a more positive outlook, and academic self-efficacy in the rural and urban areas did not differ significantly (Banker, 2021; Sharma, 2021). Malik and Duhan (2020) found there were no notable variations in the self-concept of village and city adolescents except for the Intellectual and School Status aspects. It concluded that rural adolescents have a better self-concept than their urban counterparts. The urban self-efficacious students significantly outperformed rural self-efficacious students, and the females of rural and urban backgrounds competed equally well with males in self-efficacy (Zinta, 2020).

Even though there is a wealth of research on adolescents' self-concept, there is little research that includes Indian adolescents from both rural and urban areas. Results from a few studies comparing the urban and rural samples have been inconsistent in their findings. The necessity to investigate the self-concept of Indian teenagers in both gender-wise and location-wise was recognized in light of the aforementioned facts.

Objectives of the study-

1. To assess the role of gender on the self-concept of adolescents.
2. To assess the role of inhabitation on the self-concept of adolescents.

Hypothesis -

1. Adolescent males and females will have rather different self-concepts.
2. Adolescents in rural and urban areas will have very different self-concepts.

METHODS

Sample

Through purposive sampling, 400 ninth- and tenth-grade children, ages 14 to 16, were selected from schools in the Derabassi and Ambala districts of Punjab and Haryana. There were an equal number of participants in the following categories: (a) 100 rural males, (b) 100 urban males, (c) 100 rural females, and (d) 100 urban females. The study was limited to adolescents who voluntarily gave their agreement to participate. Teenagers who were known to have mental illness or physical or intellectual disability were excluded.

Tool Used

The self-concept questionnaire is a self-report questionnaire originally constructed and standardized by Robson (1989), was used in this research. This SCQ was according to the self-esteem. It has 30 items. Gadhari in 2005 translated this scale into Swedish to English. Through factor analysis, an underlying five-factor structure is identified. The 30 items are divided into these five dimensions: Contentment and worthiness, Attractiveness, Approval by Others, Determinism and significance, Confidence and Value of Existence, and Resilience. So, after the administration of the scale, one can get 5 types of scores, dimension-wise and total self-concept.

RESULT DEMONSTRATION AND INTERPRETATION

1. Gender and Self-Concept

Figure 1: Showing the mean of self-concept of boys and girls

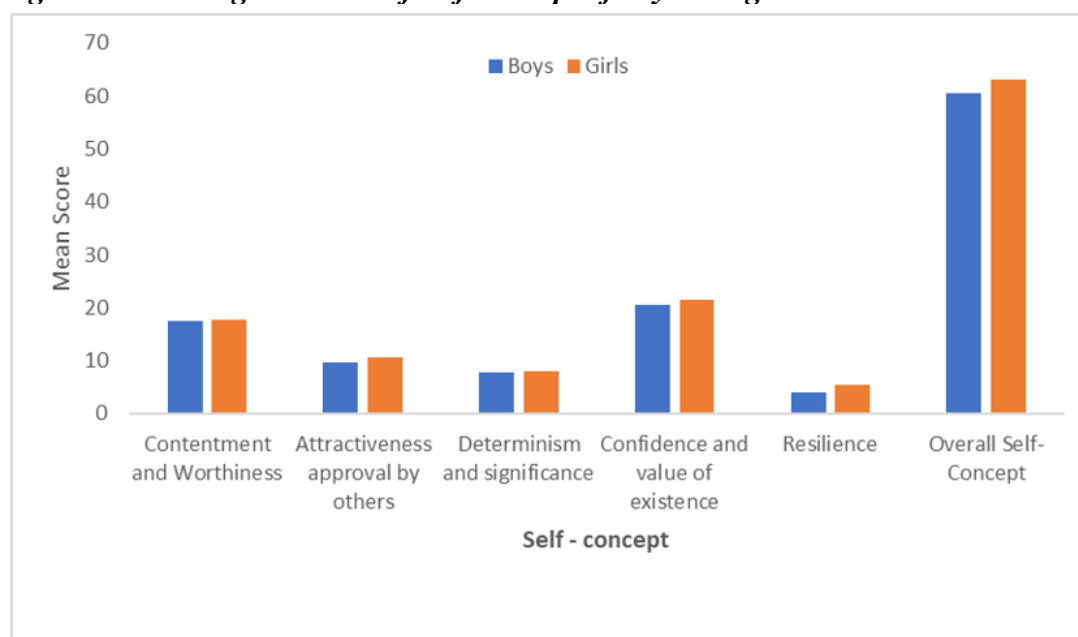


Figure 1 shows the Bar graph for the mean score of boys and girls on self-concept. The figure demonstrates that girls score higher in dimensions of self-concept.

Table 1: Showing Mean, S.D., and t-value of self-concept of Boys and Girls

Dimensions of Self-Concept	Gender		t-value	P value
	Boys (n=200)	Girls (n=200)		
Contentment and worthiness	17.37 ± 3.08	17.69 ± 3.76	0.92	0.35
Attractiveness approval by others	9.64 ± 1.88	10.66 ± 2.67	4.41	.000
Determinism and significance	7.69 ± 1.90	8.05 ± 2.21	1.74	0.08
Confidence and value of existence	20.62 ± 3.05	21.55 ± 4.90	2.26	0.05
Resilience	4.00 ± 1.63	5.35 ± 1.50	2.23	0.05
Overall	60.44 ± 6.42	63.09 ± 10.32	3.08	.001

It is observed from Table 1 that in contentment and worthiness, the mean scores of males and females are 17.37 and 17.69, respectively. The difference between the mean yield t-value of 0.92 is discovered to be insignificant. It shows that boys and girls would not differ regarding contentment and worthiness. They have almost the same level of contentment and worthiness. Thus, the hypothesis formulated in this context is not accepted.

It is observed in Table 1 that the t value for attractiveness and approval by others in terms of gender was discovered to be (4.14) significant at a 0.01 level of confidence. It revealed that male and female adolescents differ in their level of attractiveness and approval by others. Thus, the hypothesis formulated in this context is accepted.

The t-value for Determinism and significance in the context of gender was discovered to be 1.74, insignificant. It indicates that males and females wouldn't differ significantly

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concerning determinism and significance. The mean score of male adolescents in self-concept ($M=8.05$) is higher than the mean score of female adolescents ($M=7.69$). Therefore, it may be claimed that both men and women differed in their level of Determinism and significance.

It is observed in Table 1 that the t value yielded in the mean difference in male and female adolescents in confidence and value of existence was found to be 2.26, significant at the 0.05 level of confidence. It indicates that men and women differ significantly in the context of confidence and value of existence. The mean score of females ($M=21.55$) is higher than the mean score of males ($M=20.62$). Therefore, it may be claimed that both men and women differ in their level of confidence and value of existence.

It is observed in Table 1 that the t value for resilience in the context of gender was found to be 2.23, significant at a 0.05 level of confidence. It indicates that males and females differ significantly concerning resilience. The mean score of females ($M=5.35$) is higher than the mean score of males ($M=4.00$). Therefore, it may be claimed that both men and women differ in their level of Resilience.

It can be seen in Table 1 that the t value for overall self-concept in terms of gender was found to be 3.08, significant at a 0.01 level of confidence. It indicates that males and females differ significantly in the context of overall self-concept. The mean score of females ($M=63.44$) is greater compared to the mean score of males ($M=60.09$). Therefore, it may be claimed that both boys and girls differ in their level of overall self-concept.

2. Inhabitation and Self-concept-

Figure 2: shows the mean of urban and rural adolescents in terms of self-concept.

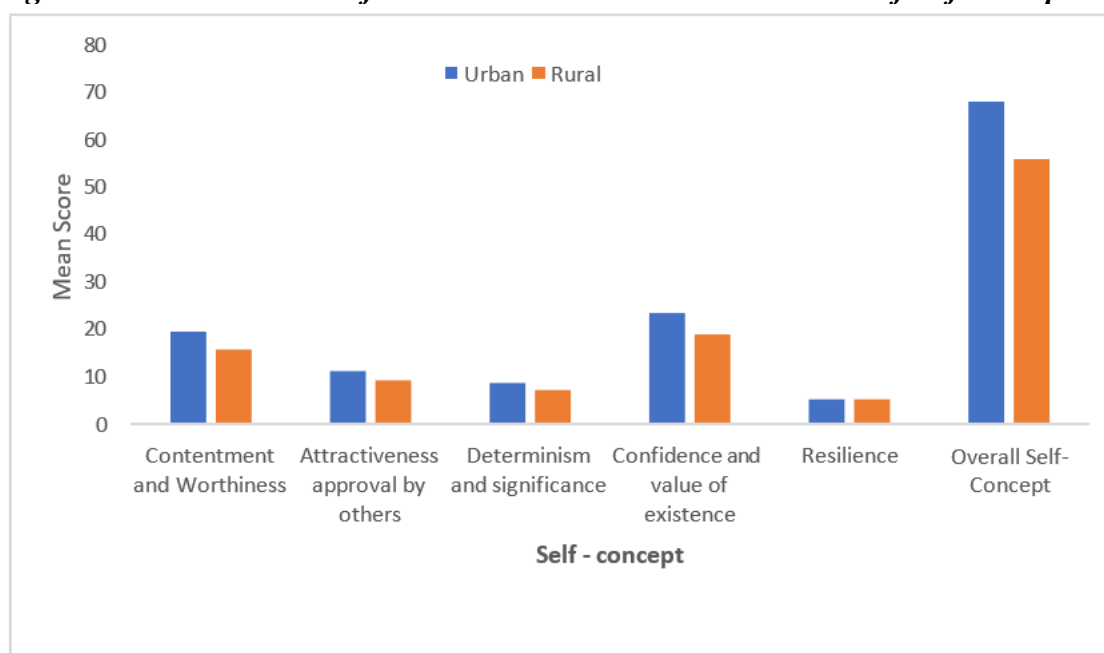


Figure 2 shows the Bar graph for the mean score of urban and rural on self-concept. The y-axis shows mean scores, while the x-axis describes the self-concept dimensions. The figure shows that urban area adolescents score higher on the aspects of self-concept compared to rural adolescents.

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Table 2: Showing Mean, S.D., and t-value of self-concept of urban and rural Adolescents

Dimensions of Self-Concept	Inhabitation		t-value	P value
	Urban (n=200)	Rural (n=200)		
Contentment and worthiness	19.43 ± 2.82	15.64 ± 2.96	13.18	.000
Attractiveness approval by others	11.13 ± 2.33	9.18 ± 1.96	9.03	.000
Determinism and significance	8.59 ± 2.24	7.15 ± 1.58	7.41	.000
Confidence and value of existence	23.33 ± 3.95	18.84 ± 2.82	13.09	.000
Resilience	5.19 ± 1.55	5.16 ± 1.59	0.19	0.84
Overall	67.87 ± 7.26	55.71 ± 4.98	19.44	.000

It indicated that the t value for contentment and worthiness regarding inhabitation was discovered to be 13.18, significant at a 0.01 level of confidence. It indicates that urban and rural adolescents differ significantly concerning contentment and worthiness. The mean score of urban adolescents (M=19.43) is higher than the mean score of rural adolescents (M=15.64). Therefore, it may be claimed that inhabitation impacts contentment and worthiness in adolescents.

It is observed in Table 2 that the t value for Attractiveness approval by others in the context of inhabitation was discovered to be 9.03, significant. It indicates that Urban and Rural differ significantly concerning Attractiveness and approval by others. The mean score of Urban adolescents (M=11.13) is higher than the mean score of rural adolescents (M=9.18). Therefore, it may be claimed that urban and rural adolescents differ in attractiveness and approval by others. Thus, the hypothesis formulated in this context is accepted.

The t value for determinism and significance with regard to inhabitation was discovered to be 7.41, significant at a 0.01 level of confidence. It indicates that Urban and Rural adolescents differ significantly concerning Determinism and significance. The mean score of urban adolescents (M=23.33) is higher than the mean score of rural adolescents (M=7.15). Hence, it might be stated that inhabitation impacts Determinism and significance in adolescents.

It is observed in Table 4.4.1 that the t value for confidence and value of existence with regard to inhabitation was discovered to be 13.06, significant at a 0.01 level of confidence. It indicates that urban and rural adolescents differ significantly concerning confidence and value of existence.

The mean score of urban adolescents (M=23.33) is higher than the mean score of Rural adolescents (M=18.84). Hence, it may be stated that inhabitation impacts the level of confidence and value of existence in adolescents.

It is observed in Table 2 that the t-value for resilience with regard to inhabitation was discovered to be 0.190, which is insignificant at a 0.01 level of confidence. It indicates that urban and rural adolescents do not differ significantly in terms of resilience. The mean score of urban adolescents (M=5.19) is higher than the mean score of rural adolescents (M=5.16). So, it may be stated that inhabitation impacts resilience in adolescents.

DISCUSSION

The current research's objective was to evaluate the impact of gender and inhabitation on adolescents' self-concept. As hypothesised, the result demonstrates that adolescent boys and girls were significantly varies in attractiveness approval by others and total self-concepts, t-values 4.41 and 3.08 were found significant. Results show that female adolescents are better in attractiveness and approval by others and overall self-concept than male students. Similar findings can be seen in the research reported by Bansal & Sangal (2015), where male subjects were higher on self-concept scores than female subjects. According to Chiniwa (2012), there is no discernible difference in the self-concept of boys and girls.

Dafare (2017) observed that female school adolescents have higher self-concepts than male students. Urban and rural adolescents were established to vary in terms of contentment and worthiness, attractiveness, approval by others, determinism and significance, confidence and value of existence, and overall self-concept. The t-values were 13.18, 9.03, 7.41, 13.06, and 19.44, respectively, and were deemed statistically significant.

Only the resilience dimension of self-concept was found to be insignificant in influencing the self-concept of urban and rural adolescents. Several studies explored the influence of gender on self-concept among adolescents. These research findings were confirmed by previous research. For example, Asghar and Nadeem (2021) found differences between adolescents based on their gender in relation to self-concept. The study's findings demonstrated that male teenagers possessed greater emotional intelligence than their female counterparts. Male adolescents were also more intelligent in terms of emotional self-concept and emotional self-awareness than females. Bindu et al. (2020) observed the influence of the school's location on self-concept among middle school students. The result of this research was that there is a noteworthy difference found in self-concept domains and the school. Thakur and Aniruddha (2013) observed that adolescents with higher levels of self-concept tend to have higher emotional intelligence. Therefore, the current study's results were in line with expectations and hypotheses.

CONCLUSION

Boys and girls were found to differ significantly in the context of attractiveness approval by others, confidence and value of existence, resilience as well as overall self-concept. In contentment and worthiness, determination and significance, boys and girls were not found significantly differ. It can be concluded that boys and girls were differ in terms of some dimensions of self-concept. The place of residence also influenced self-concept of adolescents. Adolescents were found significantly differ in context of contentment and worthiness, attractiveness approval by others, determinism and significance, confidence and value of existence, and overall self-concept. Only in resilience adolescents was not found differ. Hence, we can conclude that gender and inhabitations of respondents remarkably influenced self-concept of adolescents.

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Conflict of Interest

The author(s) declared no conflict of interest.

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