

Gender Difference between Self-Concept

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ABSTRACT

The purpose research attempted to study the gender difference between Self-Concept. To study by research seared variables in gender and Self- Concept sub factor. The sample has 100 college students in each 50 male college students and 50 female college students. The scale was used for data collection Self-Concept Questionnaire by Dr. R.K. Saraswat (2010). Sample design was used and data were analysis by Mean, SD and 'F' values. Results show that 1) Female Students high Physical Self -Concept, Social Self -Concept than Male Students. 2) There is no significant differences between Male and Female college students on demotion Temperamental Self -Concept.3) Male Students high Educational Self -Concept, Moral Self -Concept and Intellectual Self -Concept than Female Students. 4) There is no significant difference between male and female college students with self - Concept.

Keywords: *Self-Concept, Physical, Social, Temperamental, Educational, Moral, and Intellectual*

Self concept is perhaps the single most important attribute and the key to understand the behavior of an individual. An individual's self concept is a critical face of his/her personality. Self concept is influenced by many factors like, one's home environment, school environment, socio economic status level, peer group, etc. Even though, many factors influence one's self concept in this study, only the factor like academic achievement has been studied. Self-concept includes the individual's beliefs, perception, attitudes, feelings and confidence levels about a task. Self-concept is the mental and conceptual understanding of a person by which he holds his own existence and it enable to behave in socially desirable manner. Self-concept is accompanied by an understanding you have of yourself that's based on your personal experiences, body image, the thoughts you have about yourself, and how you tend to label yourself in different situations.

Saraswat and Gaur (1981) represent self-concept as an individual's own thinking ability and own belief. Self-concept is persons own impression thoughts and feeling of conscious senses of being and accumulation of ideas & thoughts about himself.

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REVIEW OF LITERATURE

Prabha S. Chiniwa (July -2012) found that There is no significant difference between boys and girls in their self concept scores. That means, in the study boys and girls do not differ in their scores on self concept. Manjari.(March, 2017) this study found that There is no significant difference between the Physical self-concept, Social self-concept, Intellectual self-concept, Temperamental self-concept, Educational self-concept, Moral self-concept and total self-concept among the male and female college students. Muthuri RNDK, Arasa JN, (August, 2017) males were found to have a higher overall self-concept than female undergraduate students. Gupta (2014) where she established that gender has an effect upon the self concept and also concluded that boys have higher self concept level than girls. ARNAB PAN and ABHIJIT GUHA, (2015), this study found that there is a significant difference between male and female English medium secondary school students in their self concept. Ayesha Khan and Shah Alam, (2015) this study found that there was no significant gender differences existed on total self-concept, physical self-concept, intellectual self-concept, educational self-concept and temperamental self-concept. Furthermore it was found that girls and boys differed significantly on social self-concept and moral self-concept.

Need and Significance

Self-concept is a key to success because the basic assumption is that individuals who feel good about themselves and their abilities are the ones who are most likely to succeed. The importance of self-concept within educational settings has been discussed by several scholars. Adolescents live in their own world. They build their self-picture according to the circumstances in which they live. Self-image leads to self-prestige, self-esteem and self-believe. All these components of personality are the outcome of self-concept. It is also necessary to assess the self-concept of College Students. Since Self-concept is expected to play a major role in academic success, so it will be desirable to study Self Concept among college students.

Statement of the problem

- To study Self-Concept among Male and Female college students.

Objectives

- To examine the Self-Concept among male and female college students.

Hypothesis

“There is no significant difference between male and female college students with Self-Concept dimension on Physical, Social, Temperamental, Educational, Moral, and Intellectual”

METHODOLOGY

Participants

The present study sample go was selected from Art's college students of Jalna district in Maharashtra. To select the sample Gender in which students study of Art's College Students

Gender Difference between Self-Concept

were considered as per independent variable taken in this research stratified random sampling method was employed to select the unit of sample. Total sample of present study 100 college students, in which 50 were male and 50 females' students. The subject selected in this sample will be used in the age group of 18 years to 21 years (Mean – 19.16, SD- 2.01.) and Ratio 1:1. Thus total sample includes as shown in the following table.

Research Design

Simple research design used in the present study.

Variables of the Study

| Variable | Type of variable | Sub. variable | Name of variable |
|--------------|------------------|---------------|---|
| Gender | Independent | 02 | 1) Male 2) Female |
| Self-Concept | Dependent | 06 | 1) Physical 2) Social 3) Temperamental 4) Educational 5) Moral 6) Intellectual |

Instruments

| Aspect | Name of the Test | Author |
|--------------|----------------------------|------------------------|
| Self-Concept | Self-Concept Questionnaire | Dr. Raj Kumar Saraswat |

Self-Concept Questionnaire (2010)

Self concept Questionnaire by Dr. Raj Kumar Saraswat was used. It consists 48 items. These 48 items belong to the six dimensions of self concepts such as physical, social, temperamental, educational, moral and intellectual. Each dimension contains eight items. . Each item is provided with five alternatives. For the first alternative the score is 5, second – 4, third -3, fourth – 2 and fifth – 1, respectively. The summated score of all the forty-eight items provides the total self concept score of an individual. A high score on this inventory indicates a higher self concept. Reliability of the Inventory was found by test- retest method 0.91 for the total self-concept measure. The reliability coefficient of various dimensions varies from 0.67 to 0.88.

Procedures of data collection

The following research methodology was used in the present study. The primary information was gathered by giving personal information from to each to each student. The students were called in a small group of 10 to 15 students. To fill the inventories subjects were given general instructions belongs to each scale. The students provided the Self-Concept Questionnaire.

Data analysis

The data were analyzed as follows.

Gender Difference between Self-Concept

The Mean and SD with graphical representation for Gender (Male and Female College Students) on Self-Concept was analyzed. A simple design was selected to adequate of statistical analysis of ANOVA in order to examine the roll of main as well as subsequently on students Self-Concept.

RESULTS AND DISCUSSION

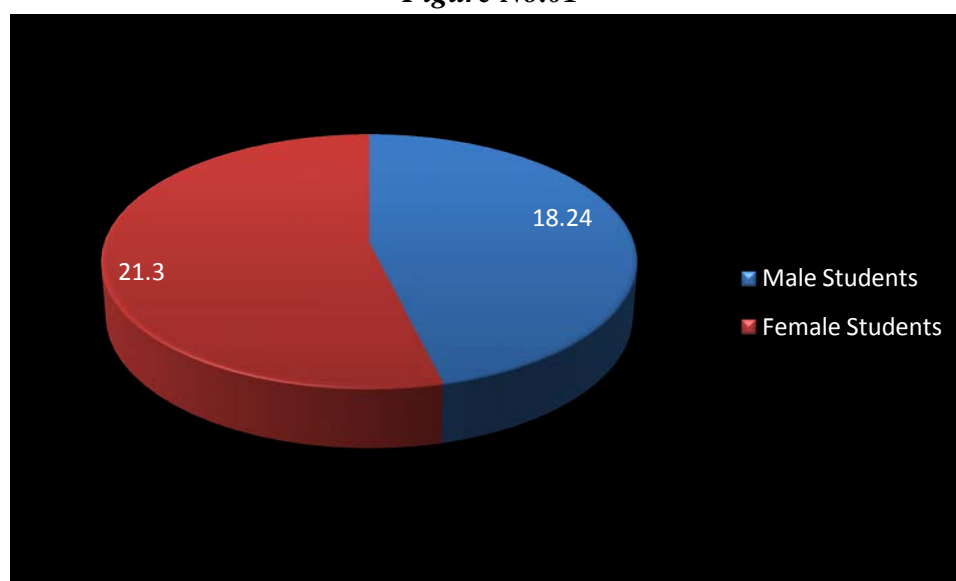
The analysis of data interpretation and discussion of the results are presented below.

Table No.01 Show the mean, SD and F value of Gender and Physical Self -Concept

| Gender | Mean | SD | N | DF | Mean Difference | F | Sign |
|-----------------|-------|------|----|----|-----------------|-------|------|
| Male Students | 18.24 | 4.26 | 50 | 98 | 3.06 | 16.49 | 0.01 |
| Female Students | 21.30 | 6.87 | 50 | | | | |

(Critical value of “F” with df 99 at 0.01 = 3.94 and at 0.05 = 6.90)

Figure No.01



Observation of the table No.01 and Figure No.01 indicated that the mean value of two classified groups seems to differ from each other on Physical Self -Concept. The mean and SD value obtained by the male college students 18.24, SD 4.26 and Female College students was 21.30, SD 6.87, but on the basis of mean observation it would be that mean difference 3.06. Both groups' 'F' ratio was 16.49. At a glance, those female college students show a high score than male college students.

In the present study, the hypothesis related Physical Self -Concept and Gender was "There is no significant difference between Male and Female college students on Physical Self -Concept. Gender effect on Physical Self -Concept was significant (F= 16.49, 1 and 99, P= 0.01 and 0.05). This is significant at 0.01 and 0.05 levels because they obtained 'F' values are high than table values at 0.01 and 0.05. In the present study, it was found that male and female college students differ on Physical Self -Concept. The findings do not support the hypothesis; the hypothesis was rejected in the present study. It means that Female Students have a high Physical Self -Concept than Male Students.

Gender Difference between Self-Concept

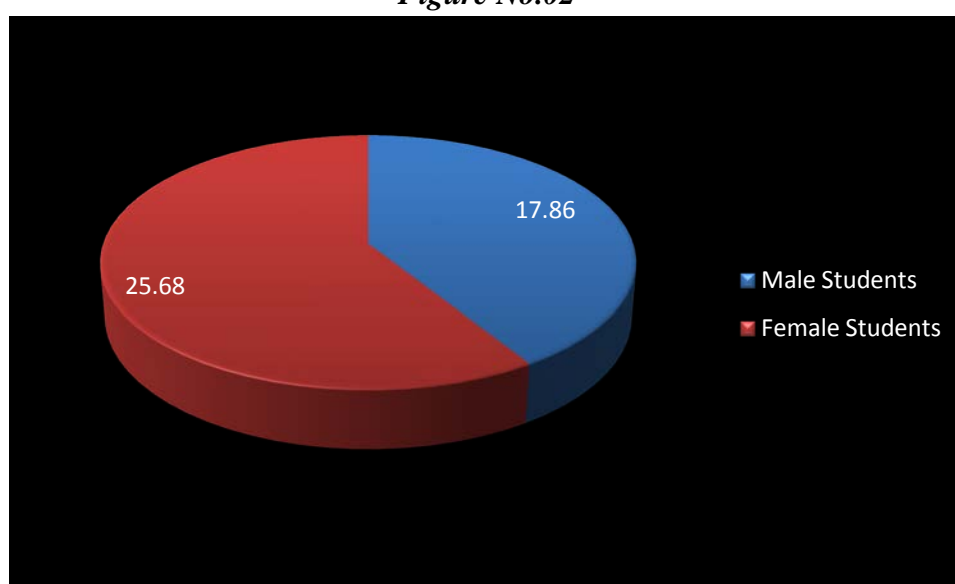
An Opposite finding was found that Manjari. (2017) found that there is no significant difference between physical self concept among the male and female college students. Ayesha Khan and Shah Alam, (2015) this study found that there was no significant gender differences existed on physical self-concept.

Table No.02 Show the mean, SD and F value of Social Self -Concept and Gender.

| Gender | Mean | SD | N | DF | Mean Difference | F | Sign |
|-----------------|-------|------|----|----|-----------------|--------|------|
| Male Students | 17.86 | 3.81 | 50 | 98 | 7.82 | 108.20 | 0.01 |
| Female Students | 25.68 | 4.60 | 50 | | | | |

(Critical value of “F” with df 99 at 0.01 = 3.94 and at 0.05 = 6.90)

Figure No.02



Observation of the table No.02 and Figure No.02 indicated that the mean value of two classified groups seems to differ from each other on Social Self -Concept. The mean and SD value obtained by the male college students 17.86, SD 3.81 and Female College students was 25.68, SD 4.60, but on the basis of mean observation it would be that mean difference 7.82. Both groups' 'F' ratio was 108.20. At a glance, those female college students show a high score than male college students.

In the present study, the hypothesis related to Social Self -Concept and Gender was "There is no significant difference between Male and Female college students on Social Self -Concept". The gender effect representing the Social Self -Concept was significant (F= 108.20, 1 and 99, P= 0.01 and 0.05). This is significant at 0.01 and 0.05 levels because the obtained 'F' value is higher than the table values at 0.01 and 0.05. In the present study, it was found that male and female college students differ on Social Self -Concept. The findings do not support the hypothesis; therefore, the hypothesis is rejected in the present study. It means that Female Students have a high Social Self -Concept than Male Students. Ayesha Khan and Shah Alam, (2015) this study found that girls and boys differed significantly on social self-concept.

Gender Difference between Self-Concept

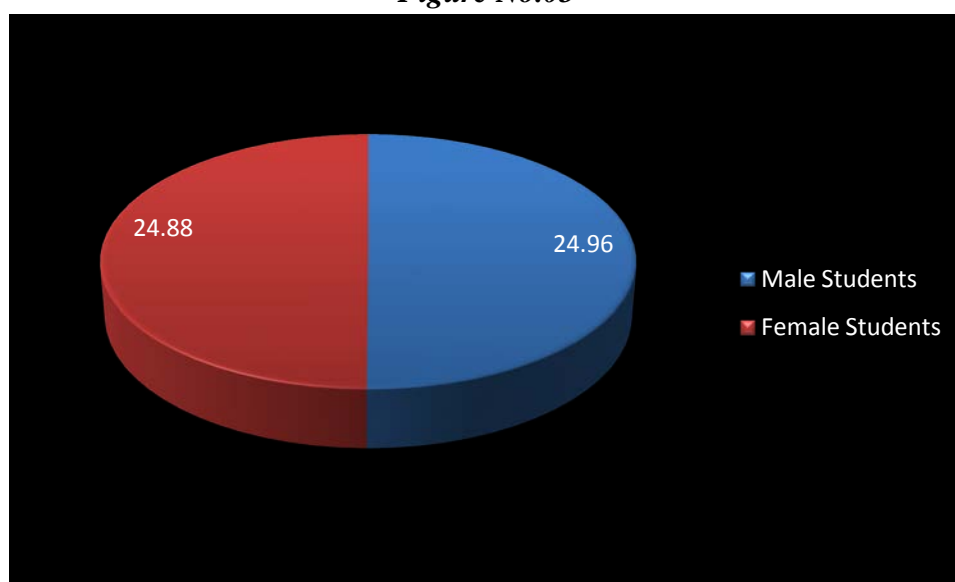
An Opposite finding was found that Manjari. (2017) found that there is no significant difference between Social self concept among the male and female college students.

Table No.03 Show the mean, SD and F value of Temperamental Self -Concept and Gender.

| Gender | Mean | SD | N | DF | Mean Difference | F | Sign |
|-----------------|-------|------|----|----|-----------------|-------|------|
| Male Students | 24.96 | 4.30 | 50 | 98 | 0.08 | 0.013 | NS |
| Female Students | 24.88 | 4.57 | 50 | | | | |

(Critical value of “f” with df 99 at 0.01 = 3.94 and at 0.05 = 6.90)

Figure No.03



Observation of the table No.03 and Figure No.03 indicated that the mean value of two classified group seems to differ from each other on Temperamental Self -Concept. The mean and SD value obtained by the male college students 24.96, SD 4.30 and Female College students was 24.88, SD 4.57, but on the basis of mean observation it would that mean difference 0.08. Both group ‘F’ ratio was 0.13 at a glance those male college student shows minor high score than Female college students.

In the present study was hypothesis related Temperamental Self -Concept and Gender. It was “There is no significant differences between Male and Female college students on Temperamental Self -Concept. Gender effect represent the Temperamental Self -Concept was not significant (F- 0.13, 1 and 99, P- NS). This is not significant 0.01 and 0.05 levels because they obtained ‘F’ value are low than table values at 0.01 and 0.05. In the present study was found that male and female college students not differ from Temperamental Self -Concept. The findings of the supported the hypothesis, they are hypothesis Accepted the present study. Its means that there is no significant differences between Male and Female college students on demotion Temperamental Self -Concept.

Gender Difference between Self-Concept

A similar finding was found Manjari. (2017) found that there is no significant difference between Temperamental self concept among the male and female college students.

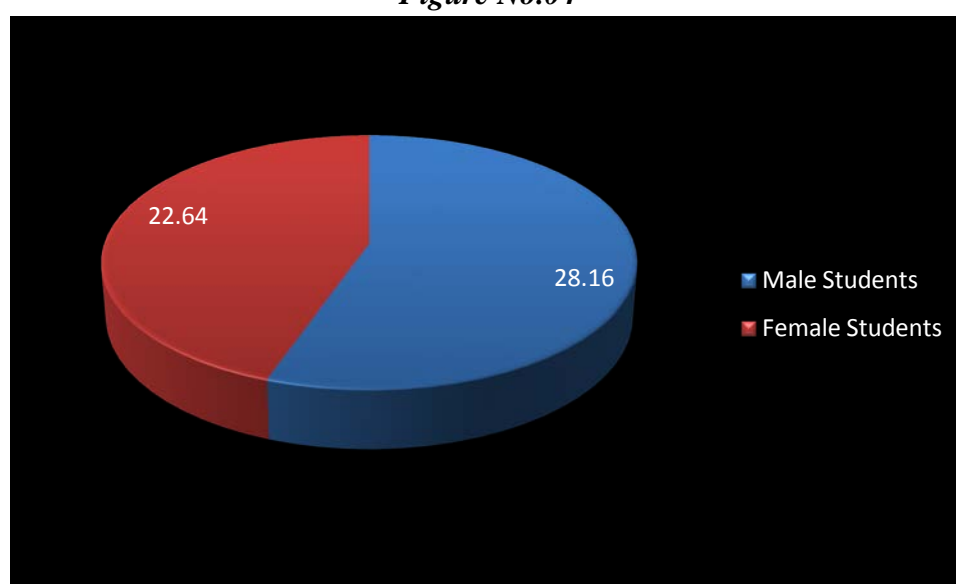
Ayesha Khan and Shah Alam, (2015) this study found that there was no significant gender differences existed on temperamental self-concept.

Table No.04 Show the mean, SD and F value of Educational Self -Concept and Gender.

| Gender | Mean | SD | N | DF | Mean Difference | F | Sign |
|-----------------|-------|------|----|----|-----------------|-------|------|
| Male Students | 28.16 | 3.85 | 50 | 98 | 5.52 | 47.70 | 0.01 |
| Female Students | 22.64 | 5.01 | 50 | | | | |

(Critical value of “f” with df 99 at 0.01 = 3.94 and at 0.05 = 6.90)

Figure No.04



Observation of the table No.04 and Figure No.04 indicated that the mean value of two classified group seems to differ from each other on Educational Self -Concept. The mean and SD value obtained by the male college students 28.16, SD 3.85 and Female College students was 22.64, SD 5.01, but on the basis of mean observation it would that mean difference 5.52. Both group ‘F’ ratio was 47.70 at a glance those male college student shows high score than female college students.

In the present study was hypothesis related Educational Self -Concept and Gender. It was “There is no significant differences between Male and Female college students on Educational Self -Concept. Gender effect represent the Educational Self -Concept was significant (F- 47.70, 1 and 99, P- 0.01 and 0.05). This is significant 0.01 and 0.05 levels because they obtained ‘F’ value are high than table values at 0.01 and 0.05. In the present study was found that male and female college students differ from Educational Self -Concept. The findings of the not supported the hypothesis, they are hypothesis rejected the present study. Its means that Male Students high Educational Self -Concept than Female Students.

Gender Difference between Self-Concept

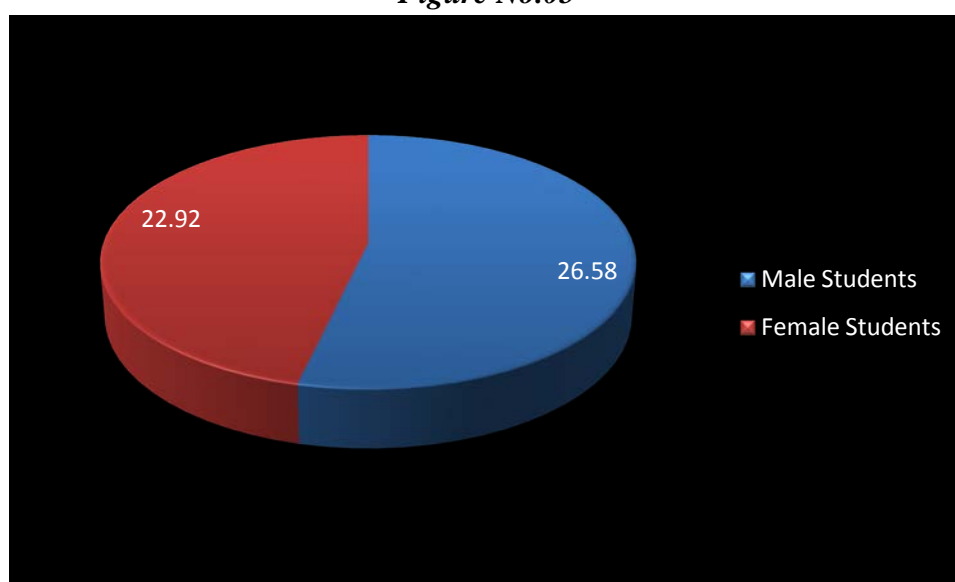
An Opposite finding was found that Manjari. (2017) found that there is no significant difference between Educational self concept among the male and female college students. Ayesha Khan and Shah Alam, (2015) this study found that there was no significant gender differences existed on educational self-concept.

Table No.05 Show the mean, SD and F value of Moral Self -Concept and Gender.

| Gender | Mean | SD | N | DF | Mean Difference | F | Sign |
|-----------------|-------|------|----|----|-----------------|-------|------|
| Male Students | 26.58 | 3.10 | 50 | 98 | 3.66 | 30.85 | 0.01 |
| Female Students | 22.92 | 3.67 | 50 | | | | |

(Critical value of “f” with df 99 at 0.01 = 3.94and at 0.05 = 6.90)

Figure No.05



Observation of the table No.05 and Figure No.05 indicated that the mean value of two classified group seems to differ from each other on Moral Self -Concept. The mean and SD value obtained by the male college students 26.58, SD 3.10 and Female College students was 22.92, SD 3.67, but on the basis of mean observation it would that mean difference 3.66. Both group ‘F’ ratio was 30.85 at a glance those male college student shows high score than female college students.

In the present study was hypothesis related Moral Self -Concept and Gender. It was “There is no significant differences between Male and Female college students on Moral Self -Concept. Gender effect represent the Moral Self -Concept was significant (F- 30.66, 1and 99, P- 0.01 and 0.05). This is significant 0.01 and 0.05 levels because they obtained ‘F’ value are high than table values at 0.01 and 0.05. In the present study was found that male and female college students differ from Moral Self -Concept. The findings of the not supported the hypothesis, they are hypothesis rejected the present study. Its means that Male Students high Moral Self -Concept than Female Students. Ayesha Khan and Shah Alam, (2015) this study found that girls and boys differed significantly on moral self-concept.

Gender Difference between Self-Concept

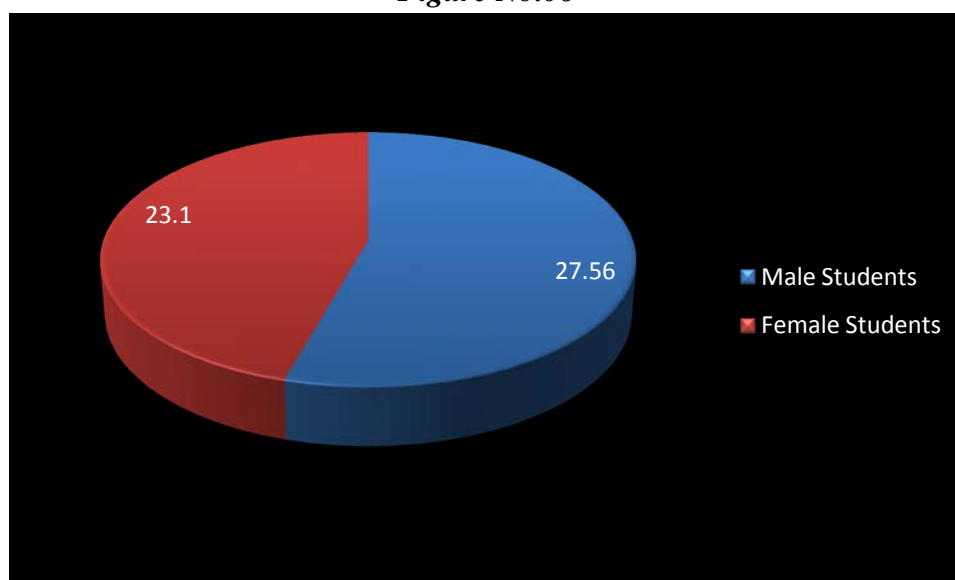
An Opposite finding was found that Manjari. (2017) found that there is no significant difference between Moral self concept among the male and female college students.

Table No.06 Show the mean, SD and F value of Intellectual Self -Concept and Gender.

| Gender | Mean | SD | N | DF | Mean Difference | F | Sign |
|-----------------|-------|------|----|----|-----------------|-------|------|
| Male Students | 27.56 | 4.19 | 50 | 98 | 4.46 | 33.54 | 0.01 |
| Female Students | 23.10 | 3.79 | 50 | | | | |

(Critical value of “F” with df 99 at 0.01 = 3.94 and at 0.05 = 6.90)

Figure No.06



Observation of the table No.06 and Figure No.06 indicated that the mean value of two classified group seems to differ from each other on Intellectual Self -Concept. The mean and SD value obtained by the male college students 27.56, SD 4.19 and Female College students was 23.10, SD 3.79, but on the basis of mean observation it would that mean difference 4.46. Both group ‘F’ ratio was 33.54 at a glance those male college student shows high score than female college students.

In the present study was hypothesis related Intellectual Self -Concept and Gender. It was “There is no significant differences between Male and Female college students on Intellectual Self -Concept. Gender effect represent the Intellectual Self -Concept was significant (F-33.54, 1and 99, P-0.01 and 0.05). This is significant 0.01 and 0.05 levels because they obtained ‘F’ value are high than table values at 0.01 and 0.05. In the present study was found that male and female college students differ from Intellectual Self -Concept. The findings of the not supported the hypothesis, they are hypothesis rejected the present study. Its means that Male Students high Intellectual Self -Concept than Female Students.

An Opposite finding was found that Manjari. (2017) found that there is no significant difference between Intellectual self concept among the male and female college students.

Gender Difference between Self-Concept

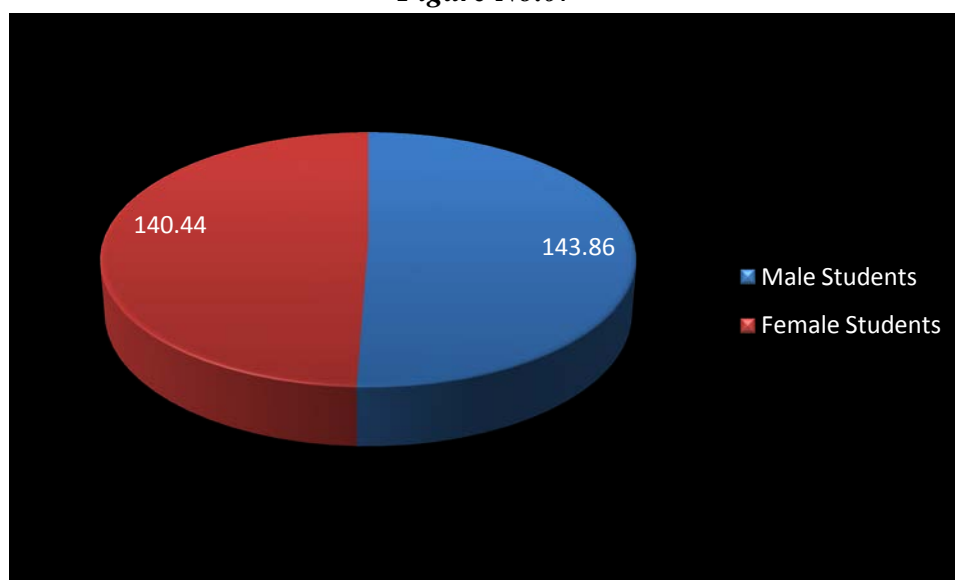
Ayesha Khan and Shah Alam, (2015) this study found that there was no significant gender differences existed on intellectual self-concept.

Table No.07 Show the mean, SD and F value of self -Concept and Gender.

| Gender | Mean | SD | N | DF | Mean Difference | F | Sign |
|-----------------|--------|-------|----|----|-----------------|------|------|
| Male Students | 143.86 | 10.07 | 50 | 98 | 3.86 | 2.73 | NS |
| Female Students | 140.44 | 17.76 | 50 | | | | |

(Critical value of "F" with df 99 at 0.01 = 3.94 and at 0.05 = 6.90)

Figure No.07



Observation of the table No.07 and Figure No.07 indicated that the mean value of two classified group seems to differ from each other on self -Concept. The mean and SD value obtained by the male college students 143.86, SD 10.07 and Female College students was 140.44, SD 17.76, but on the basis of mean observation it would be that mean difference 3.42. Both group 'F' ratio was 2.73 at a glance those male college student shows high score than female college students.

In the present study was hypothesis related self -Concept and Gender. It was "There is no significant differences between Male and Female college students on self -Concept. Gender effect represent the self -Concept was not significant (F- 2.73, 1 and 99, P-NS). This is not significant 0.01 and 0.05 levels because they obtained 'F' value are low than table values at 0.01 and 0.05. In the present study was found that male and female college students not differ from self -Concept. The findings of the supported the hypothesis, they are hypothesis Accepted the present study. Its means that there is no significant difference between male and female college students with self -Concept.

A similar finding was found Manjari. (2017) found that there is no significant difference between self concept among the male and female college students. Ayesha Khan and Shah

Gender Difference between Self-Concept

Alam, (2015) this study found that there was no significant gender differences existed on total self-concept.

An Opposite finding was found that Muthuri RNDK, Arasa JN, (August, 2017) males were found to have a higher overall self-concept than female undergraduate students.

Delimitations of the study

1. The finding of the study is based on very sample.
2. The sample was restricted to Jalna Dist. in Maharashtra.
3. The study was restricted to only B.A. arts college students (arts facility) only.
4. The study was restricted students are only 18-21 years only.

CONCLUSIONS

1. Female Students high Physical Self -Concept than Male Students.
2. Female Students high Social Self -Concept than Male Students.
3. There is no significant differences between Male and Female college students on demotion Temperamental Self -Concept.
4. Male Students high Educational Self -Concept than Female Students.
5. Male Students high Moral Self -Concept than Female Students.
6. Male Students high Intellectual Self -Concept than Female Students
7. There is no significant difference between male and female college students with self -Concept.

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Gender Difference between Self-Concept

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