

Original Research Paper

Self Concept of Higher Secondary Students with Reference to their Gender

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ABSTRACT

Positive self-concept plays significant role in successful living. Positive self concept helps an individual to understand their own life and the way they behave. In order to build a positive self concept, one needs to start the process from an early age so that one can put a solid foundation for one's bright future. The aim of this research was to find out the differences in their self concept of Higher Secondary students with reference to their gender. The present study covers 120 boys and girls studying in Higher Secondary school. The self concept questionnaire (SCQ) of Dr. R.K. Sarasawat is used as a tool. The self-concept questionnaire was administered to the students individually for measuring their self-concept. The present study measures the self concept only with regard to gender with six separate dimensions. After the analysis of the data, independent 't' test was applied to check significance. The finding reveals significant difference in the physical dimension of self concept and overall scores with regard to gender.

Key words: *Self concept, Gender, Student*

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INTRODUCTION:

Self-concept generally refers to a complex, organized and dynamic system of learned beliefs, attitudes and opinions each person holds to be true about their lives. It is the inner perception a person holds about himself or herself. This perception is influenced by the values and beliefs one upholds and also by the interactions one does with eminent people in their life. Positive self-concept plays significant role in successful living. Positive self concept helps an individual to understand their own life and the way they behave. In order to build a positive self concept, one needs to start the process from an early age so that one can put a solid foundation for one's bright future. The aim of this research was to find out the differences in their self concept of Higher Secondary students with reference to their gender. The present study covers 120 boys and girls studying in Higher Secondary school. The self concept questionnaire (SCQ) of Dr. R.K. Sarasawat is used as a tool. The self-concept questionnaire was administered to the students individually for measuring their self-concept. The present study measures the self concept only with regard to gender with six separate dimensions. After the analysis of the data, independent 't' test was applied to check significance. The finding reveals significant difference in the physical dimension of self concept and overall scores with regard to gender. In the present study self-concept refers to the perception or an image that Higher Secondary Students of Ahmedabad city have about themselves.

The reviewed studies conducted on self concept reveals the following: *The studies conducted by Agrawal Madhvi & Dr. Teotia Anil Kumar (2015)*, found no significant difference in the self concept of the secondary level student in relation to gender. According to Byrne (1990) Self-esteem and Self-Concept (used as interchangeable constructs) are linked to scholastic achievement. Velmurugan, K. and Balakrishnan, V. (2011) conducted a study on self concept of higher secondary students in relation to social adjustment found that the level of self

concept among higher secondary school student is unstable. The male and female students differ significantly in their level of Self Concept. According to the studies conducted by Archana Kumari (2013) on Self-Concept and Academic Achievement of Students at the Higher Secondary revealed that students belonging to central board schools were better in their self-concept and academic achievement when compared to students from other boards. There is also a significant and positive relationship between self-concept and academic achievement of students at the higher secondary level.

Yashi Jain (2012) made a study of Self Concept of senior secondary students with reference to their high and low groups of academic achievement. The result of the investigation revealed that low and high groups of academic achievement did not show any remarkable difference with regard to six areas of self-concept. It was also observed that high academic achievers had positive attitude towards their school, teachers and extra-curricular activities. The total self-concept and academic performance are good predictors of general performance. Hence it had established the association and prediction between self-concept and academic performance. The studies of Chiniwar Prabha S. (2012) revealed that adolescence should be viewed as an opportunity to achieve a realistic, stable, socially acceptable and personally satisfying self concept. Muhammad Faisal Farid and Mumtaz Akhtar (2013) found gender difference in self-esteem of students. In a Belgian study, Brutsaert (1995) points to the interesting finding that girls in Catholic schools, but not boys, have enhanced self-esteem levels.

METHODOLOGY

Statement of Problem: An attempt was made by the researcher to know the “Self Concept of Higher Secondary Students with Reference to their Gender.”

Objectives:

This study discovers the difference in self concept between boys and girls of Higher Secondary with six separate dimensions. Hence this study is important both theoretically and practically because it is empirically justified. The objectives of this empirical research are as follows:

- To find out the differences in self concept among the boys and girls with six separate dimensions of self-concept viz. physical, social, temperamental, educational, moral and intellectual.
- This study may help in developing new concept and theory to understand the self concept.

Hypothesis:

- There will be no significant difference in the mean scores of physical, social, temperamental, educational, moral and intellectual dimensions of self concept between the boys and girls Higher Secondary students of Ahmedabad city.
(H_{01})

Research Design:

The nature of the present investigation does not show the results experimentally. Hence, the investigator has adopted the quantitative descriptive research for gaining the objectives of the study. It is the survey quantitative research in which the event has already occurred and the effects of the variables were studied by qualitative analysis.

Sample:

The samples of present study were taken from Ahmedabad, city of Gujarat state. Total 120 samples were selected (60 boys and 60 girls). The samples were chosen by random sampling method.

Tools:

Self Concept Questionnaire (SCQ) of Dr. R.K. Sarasawat is used as a tool. The self-concept questionnaire was administered to

the students individually for measuring their self-concept. The questionnaire provides six separate dimensions of self-concept viz. physical, social, temperamental, educational, moral and intellectual. The questionnaire contained 48 items and each was provided with five alternatives.

Limitations:

- This study is confined only to 120 students.
- Even though, many factors influence one’s self concept, the present study measures the self concept only with regard to gender with six separate dimensions viz. physical, social, temperamental, educational, moral and intellectual.
- This study is restricted only to English Medium Higher Secondary Students who follow the syllabus of Gujarat State Board of schools in Ahmedabad City.

Procedure:

Self Concept Questionnaire (SCQ) of Dr. R.K. Sarasawat was administered to the students individually for measuring their self-concept. The questionnaire provides six separate dimensions of self-concept viz. physical, social, temperamental, educational, moral and intellectual. The total scores of boys and girls were analysed statically. The independent 't' test was carried out for each dimension of self-concept to check the significance.

RESULTS AND DISCUSSION

Table No. 1

Self Concept	Gender	N	Mean	SD	't'
Physical	Boys	60	29.53	3.886	2.11 p < .01
	Girls	60	28.22	2.865	
Social	Boys	60	30.08	4.756	1.28
	Girls	60	29.08	3.779	NS
Temperamental	Boys	60	30.18	3.634	1.52
	Girls	60	29.30	2.676	NS
Educational	Boys	60	28.63	5.207	0.67

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Self Concept	Gender	N	Mean	SD	't'
Moral	Girls	60	28.05	4.327	NS
	Boys	60	31.57	4.060	0.73
	Girls	60	31.08	3.115	NS
Intellectual	Boys	60	26.13	3.824	1.07
	Girls	60	25.42	3.519	NS

In the above Table No.1, six separate dimensions of self-concept viz. physical, social, temperamental, educational, moral and intellectual are considered. The total sample consists of 120 students among them 60 boys and 60 girls.

In the perusal of Table 1.1 shows that the two groups under study i.e boys and girls of Higher Secondary school differ significantly in the physical dimension of self concept. The significant mean difference is to be reported for the physical self concept ('t' = 2.11, $p < .01$), it is observed that the mean score of boys is 29.53 while the mean score of girls is 28.22 with the standard deviation of 3.87 and 2.65 respectively. The Self Concept of boys is significantly higher than the girls.

In a random interview with some girls who had scored low in the physical dimension of self concept expressed their following views: one girl said, "I don't have time for games and physical exercise because I am so much worried about my result." The other girl said, "My father doesn't want me to go out for practice of games." One more girl added saying, "games are meant for boys and not for girls says my granny." Hence girls generally don't find themselves strong enough to do physical work in comparison to boys. It seems the influence of traditional narrow mindedness of the Indian Society doesn't allow girls to go out for physical activity in the male dominated society.

In the social dimension of self concept, it is observed that the mean score of boys is 30.08 (SD = 4.76) while the mean score of

girls is 29.08 (SD = 3.78) respectively. The 't' ratio is also reported insignificant ('t' = 1.28, $p > .05$). Thus both the groups are similar in social self concept. Similarly insignificant mean difference was also found in the Temperamental dimension of self concept ('t' = 1.52, $p > .05$). It is observed that the mean score of boys is 30.18 while the mean score of girls is 29.30 with the standard deviation of 3.634 and 2.676 respectively.

It is evident from the Table that there is insignificant difference in the Educational dimension of self concept ('t' = 0.67, $p > .05$). The mean score of boys is 28.63 (SD = 5.21) whereas the mean score of girls is 28.05 (SD = 4.33) respectively. Hence, both the groups are similar in educational self concept. In the moral dimension of self concept, it is observed that the mean score of boys is 31.57 while the mean score of girls is 31.08 with the standard deviation of 4.060 and 3.115 respectively. It shows that there is insignificant difference in the moral dimension of self concept ('t' = 0.73, $p > .05$). So boys and girls have similar level of moral self concept.

While there is no significant difference in the intellectual dimension of Self Concept, it is observed that the mean score of boys is 26.13 (SD = 3.82) while the mean score of girls is 25.42 (SD = 3.52) respectively. The 't' ratio is also reported insignificant ('t' = 1.07, $p > .05$). Thus both the groups are similar in intellectual self concept.

CONCLUSION:

After the analysis of the data, independent 't' test was applied to check the significance. The findings reveal that there is significant difference in the physical dimension and overall scores with regard to gender. The boys have more physical self concept than their counterpart girls. The random interviews of some girls who had scored low in the physical dimension of self concept seems to suggest that we have yet to overcome the influence of traditional narrow mindedness in Indian society

which does not allow the girls to go out for physical activity like sports and games in the male dominated society.

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Conflict of Interest:

The authors colorfully declare this paper to bear not conflict of interests

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