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# A Study of self- concept dimensions among Girls and boys of SC Category

Dr. Rashmi Singh \*

## Abstract

Adolescence is where the development of one's self- concept really takes part very fast. This is the stage in which individuals play with their sense of self, experimenting and comparing, and begin developing the basis of the self- concept that will likely stay with them throughout the rest of their life. Various studies have found out that self-concept has an impact on physical, psychological aspect of the individual and we know that adolescent is a period of drastic change in every sense of individual so it is necessary to study the self-concept at this time. Objective- The aim of this paper is to study the various dimensions of self-concept among teenage girls and boys of SC Category. Methodology- Total sample taken was 60 (30 girls and 30 boys) of 14 to 16 years from Udaipur district. Purposive sampling was used. Result- The findings shows that there was significant difference found between boys and girls in all dimensions except intellectual.

**Key words-** self-concept, various dimensions of self-concept, adolescence

## Introduction

The term adolescence derives from the Latin 'adolescere' (to grow into maturity). It is an exciting time in a young person's life: his body is changing, his emotions are intense and he is ready to explore the world. For some young people, it can also be a time of increased stress and responsibility. The primarily developmental tasks in adolescence are the formation of a personal identity and achieving independence. Adolescence try to take new roles, expand their social worlds, experiments with new ways of thinking and behaving, and explore ideas and values which are different from those of their families and diverge from societal expectations.

Self-concept has been referred by Lowe (1961) as one's attitude towards self, and by Paderson (1965) as an organized configuration, of perceptions, beliefs, feelings, attitudes and values which the individual views as a part of characteristic of himself. Rogers (1951) defined self-concept as an "organized configuration of perceptions of the self which are admissible to awareness. It is compared of such elements as the perceptions of one's characteristics and abilities, the percepts and concepts of the self in relation to others and to the environment, the value qualities which are perceived as associated with experiences and objects, and the goals and ideals which are perceived as having positive or negative valence." Self-

concept develops throughout the lifespan of an individual (Robins & Trzeniewski, 2005).

## Review of Literature

Aruna Bharathi, T & Pettugani, Sreedevi. (2013). Studied the self-concept in adolescents. The scale used was of Saraswat (1984) on 40 adolescents of cities of Hyderabad. The findings were that there is higher percentage of adolescents having above average levels of self-concept in dimensions of temperamental (85), intellectual (77.5), physical (60) and social (52.5). The study helped the teachers and parents to maintain the optimum level of self-concept of adolescents.

A study done among 49 countries in all the continents, found that gender- egalitarian countries have minimal gender differences in self-concept specifically academic self-concept (Goldman & Penner, 2016).

The similar study done in 2016, found that gender and self-concept are significant in career choice and vary between countries. For instance, veterinary medicine in Turkey is viewed as a masculine oriented career but in the United States it is viewed as a feminine (Goldman & Penner, 2016). Thus implying that cultural perspectives on self-concept, career choice and gender are influenced by the country level factors.

## Objective

The aim of the study is to investigate significant difference of various dimensions of self-concept between teenager boys and girls.

## Hypothesis

There is no significant difference on various dimensions of self-concept between teenager boys and girls.

## Variables

Independent Variable- Gender

- a) Male      b) Female

Dependent Variable- Self Concept

- a) Physical  
b) Social  
c) Temperamental  
d) Educational  
e) Moral  
f) Intellectual

## Inclusion Criteria

- a) Urban Students  
b) Literate teenagers

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- c) Age range 14- 18 years
- d) SC category boys and girls

**Exclusion Criteria**

- a) Rural Students
- b) Illiterate teenagers
- c) Socio economic students
- d) Other categories of caste

**Methodology**

**SAMPLE-** In accordance with the aim of the present research, sample of 30 male and 30 female teenager girls and boys (age 14 to 18 years) of SC category were taken from Udaipur city (Raj.)

**TOOLS-**For present study Self Concept questionnaire by

Dr. Raj Kumar Saraswatwas used. It measures the self-concept on six dimensions namely physical, social, temperamental, educational, moral, and intellectual. Reliability of the inventory by test retest method is 0.91.

**PROCEDURE-** With the help of purposive random sampling 60 students were selected 30 girls and 30 boys respectively. After selecting the students, test was distributed to them and instructions were given regarding the test. When samples are done with the conduction part of test, the sheets were collected and scoring was done according to the manual.

**STATISTICAL ANALYSIS-** Descriptive statistics viz. mean and standard deviation was performed. T-Test was also applied.

**Result & Discussion**

Dimensions of Self Concept		N	Mean	Std. Deviation	Std. Error Mean	Mean Diff	t	p value
Physical	malc	30	18.06	4.510	.823	7.700	8.159	.000
	female	30	10.36	2.042	.372			
Social	male	30	11.40	2.415	.441	6.833	7.593	.000
	female	30	18.23	4.296	.784			
Temperamental	male	30	20.26	4.025	.734	8.400	10.021	.000
	female	30	11.86	2.208	.403			
Educational	male	30	12.73	3.258	.594	8.233	8.064	.000
	female	30	20.96	4.544	.829			
Moral	male	30	12.43	1.959	.357	10.766	19.041	.000
	female	30	23.20	2.398	.437			
Intellectual	male	30	15.13	3.059	.558	.933	1.128	.264
	female	30	16.06	3.341	.610			

Above Table shows various dimensions of self-concept of SC teenager boys and girls. According to the table mean for boys is more in physical and temperamental dimensions of self-concept as compared to girls. The t value is 8.159 & 10.021 respectively which shows that overall there is a significant difference between boys and girls. Girls mean score are high in social, moral and educational dimensions as compared to boys. Significant difference is also found on social, moral, and educational among two groups. But no significant difference is found on the intellectual dimensions between boys and girls.

**Physical Dimension of Self- concept:** According to the study results it is shown by mean that boys are having more physical self- concept as compared to girls. Physical self-concept is the view of individual about their body, health, physical appearance and strength. Boys were found to be more satisfied with their physical appearance, personality, weight, height and health. According to a study males

show more satisfaction in the physical aspect than the females (Zhang X, 2010). In 2012 a study was conducted to study the effect of gender on self-concept and found that the strength of association between the personal self-concept and overall self-concept in boys is higher than the association found in girls, and the strength of association between physical self- concept and overall self- concept, as well as social self-concept and overall self-concept is higher in girls than the boys (Rath, Saneeta& Nanda, Sumitra, 2012)

**Social Dimension of Self-concept:** According to the study results it was found that females have more social self-concept as compared to boys. Social self-concept means the individual's sense of worth in social interactions. Girls were found to take more advice from their friends. Girls can express views easily to others. They prefer engaging themselves in more social activities arranged by schools, family etc. They enjoy spending



times with their friends. Girls also do the work in respect to others feelings. Social self-concept influences the happiness and well-being of an individual's. Females have been found to get happiness and life satisfaction from interpersonal relationship from family and friendships (Zhang, 2016).

**Temperamental dimension of Self- concept:** According to the study results it is shown by mean that boys are having more temperamental self- concept as compared to girls. It is the individual's view of their prevailing emotional state or predominance of a particular kind of emotional reaction. Boys were found to be more satisfied with their behavior. They consider themselves as a peace loving and giving happiness to others. They know about their emotions and accept them.

**Educational Dimension of self- concept:** According to the study results it is shown by mean that girls are having more educational self- concept as compared to boys. It is the individual's view of themselves in relation to school, teachers and extracurricular activities. Girls were found to enjoy more in school activities, they respect their teachers and engage in the activities conducted by school. They are found to be more regular in presence and in doing homework and classwork. In Kenya, a study among secondary school students found gender differences in academic self-concept (Bishop & Walling, 1997). The findings showed that male student had a higher mathematical self-concept than females (Githua&Mwangi, 2003).

**Moral Dimension of Self- concept:** According to the study results it is shown by mean that girls are having more moral self- concept as compared to boys. This is defined as the individual's estimation of their moral worth; right and wrong activities. Girls are more in spiritual and religious activities. Girls tend to follow more rules and principles as compared to boys. They will help the needy person when in need.

**Intellectual Dimension of Self- Concept:** According to the result table it is found that there is very less difference between boys and girls. Girls mean score were found slightly high as compared to boys. Intellectual self-concept means individual's awareness of their intelligence and capacity of problem solving and judgment's. Both boys and girls denied that they behave abnormally or insult any other person. Girls were more curious to find out new things whereas boys were found to be more critically analyzing the work before starting anything new. Girls were found to be more creative.

## Conclusion

Teenagers are the individuals with their own peculiar characteristics and problems. In six dimension of self-concept that is physical, moral, social, educational, temperamental there were found significant differences between boys and girls but in intellectual dimension it was found not significant.

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