

A Qualitative Study on Self-Concept of Boys and Girls among Late Adolescence

Narmadha. M. P¹ & Dr. M. Sampath Nagi²

¹Ph.D scholar, Bharathiar University, Coimbatore

²Assistant Professor, Department of Management, Central University of Tamil Nadu, Thiruvavur

Abstract : *This study to examine the emotional maturity level in boys and girls among late adolescence. The self-concept as an organizer of behaviour is of great importance. Self-concept refers to the experience of one's own being. It includes what people come to know about themselves through experience, reflection and feedback from others. It is an organized cognitive structure comprised of a self of attitudes, beliefs and values, verity of habits, abilities, outlooks, ideas and feelings of a person. Consistency of behaviour and continuity of identity are of the chief properties of the self-concept. Positive self-concept always strengthens the ability of reasoning, problem solving and efficiency of a child.*

Introduction

The concept of maturity has not received a great deal of explicit attention in the literature. Delineation of libidinal development has been yielded the important formulation of the "Genital level" and "object interest" (Freud). Recent emphasis on the conflict between the regressive, dependents, versus the progressive, productive forces in the personality in the personality has directed interest toward the more detailed nature of maturity. In the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psycho-somatic problems such as anxiety, tension, frustration and emotional upset in day to day life. So, the study of emotional life is now emerging as a descriptive science, comparable with anatomy. It deals with interplay of forces with intensities and quantities. Available test is crude and measure chiefly the degree of dependence. But this test measures the different aspects of emotional maturity. As self-acceptance is an important aspect of maturity says Wenkart, and it must be preceded by acceptance from others.

Objective

Self-concept is defined as the value that an individual place on his or her own characteristics, qualities, abilities and actions (wool folk, 2001).

Self-concept is not innate, but it is developed or constructed by the individual through interaction with the environment and reflecting on that interaction. Our aim in life is to bring peace, happiness and satisfaction in our life. To bring this satisfaction and happiness in our life, we should be quite adjustable. Self-awareness is necessary for well adjustment self. Self-concept is distinguishable from self-awareness which refers to the extent to which self-knowledge is clearly defined, consistent and currently applicable to ones attitudes and dispositions. Self-concept is made of one's self-schemas.

Need for the Study

Self-concept is a dominant element in personality pattern; therefore the measurement of self-concept becomes essential. 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. While it is true that each teenager is an individual with a unique personality and interests, there are also numerous developmental issues that just about every teen faces during the early, middle and late adolescent years.

This study is to know the difference in self-concept between boys and girls among late adolescence. Negative self-concept in adolescence has been associated with various maladaptive behavioural and emotional problems. Problems and difficulties can lower self-concept. This study may help the adolescents to realize the importance of self-concept and change their self-perceptions and to have high self-esteem. Low self-concept can cause problems and they may lose motivation in learning .and this study may help the teachers and parents to maintain the optimum level of self-concept of adolescence

LITERATURE REVIEW

By self, we generally mean the conscious reflection of one's own being or identity, as an object separate from other or from the environment. There are verities of ways to think about the self. Two of the most widely used terms are self-concept and self-esteem. Self-concept is the cognitive or thinking aspect of self (related to one's self-image) and generally refers to "the totality of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence" (purkey, 1988).

The physical aspect of self-concept relates to that which is concrete; what we look like, our sex, height, weight etc. what kind of clothes we wear; what kind of car we drive; what kind of home we live in; and so forth. Our academic self-concept of how well we do in school or how well we learn. The social self-concept describes how we relate ourselves to other people and the transpersonal self-concept describes how we relate to the super natural or unknown.

The self-concept as an organizer of behaviour is of great importance. Self-concept refers to the experience of one's own being. It includes what people come to know about themselves through experience, reflection and feedback from others. It is an organized cognitive structure comprised of a self of attitudes, beliefs and values, verity of habits, abilities, outlooks, ideas and feelings of a person. Consistency of behaviour and continuity of identity are of the chief properties of the self-concept. Positive self-concept always strengthens the ability of reasoning, problem solving and efficiency of a child.

According to the (AACAP, 2003) Adolescence is a time of great change. For young people it is a time when physical changes are happening at an accelerated rate. But adolescence is not just marked by physical changes- Young people are also experiencing cognitive, socio-emotional and interpersonal changes as well. These changes transform the young person's vision of the self in to more complexes, well-organized and consistent picture. As they grow and develop, young people are influenced by outside factors such as parents, peers, and community, culture, religion, school and world events.

Adolescence is the period of heightened sensitivity for rapid learning and critical acquisitions which determine the general style of adult life. Self-conception of adolescents' changes

in structure. As well as content; structurally it becomes more differentiated and organized. Adolescents are more likely to employ complex, abstract and psychological self-characterization. An adolescent who has an adequate self-concept is likely to follow the problem-solving approach and tends to be spontaneous, creative, original, and have high self-esteem. He trusts himself and has good academic achievement motivation and is free to accept others without any negative feelings. Adolescents with high self-concept are consider achieving high academic achievements which will provide their identity in the society, get good career opportunities, develop leadership qualities, and enhance their lie skills etc.

Research Methodology and Design

Research Question

Is there difference in self-concept between boys and girls among late adolescence? - The research objective for this study included exploration. Exploratory research enables the researcher to gain insight into the research topic, to explicate central concepts and constructs and to develop methods to be employed in the study.

Hypothesis

The hypothesis of the study is framed as "There is a significant difference in self-concept of boys and girls in late adolescence".

Inclusion and Exclusion Criteria

Inclusion Criteria - Both boys and girls of late adolescence in the age group of 18-21 from selected areas of Calicut district are included in the study.

Those who are present at the time of study are included.

Exclusion Criteria - Those who are not willing to participate will be excluded from the study. Those who are not present at the time of study will be excluded.

Procedure

The subject is seated comfortably and a good rapport is established with him/her. Data will be collected from the 60 adolescent students. The subjects will be asked to complete the questionnaire. Responses are obtained on the test booklet itself. There is no time limit but generally 20 minutes have been found sufficient for

responding all the items. Test booklets will be counted at the end of the testing and questionnaires will be collected back and solved.

Sampling Design

The study comprised of 60 adolescents (girls and boys) aged 18-21 years. (Sedra spano) convenience sampling design in non-probability sampling is used.

Tools of Measurement

Self-concept inventory of Dr. Rajkumar Saraswat (1984) is used for the data collection. This inventory provides six separate dimensions of self-concept. They are physical, social, intellectual, moral, educational and temperamental self-concept. It also gives a total self-concept score. The inventory contains 48 items. Each dimension contains eight items. Each item is provided with five alternatives.

Reliability and Validity

Before analysing the statistical findings of the questionnaire, reliability tests need to be conducted. The internal consistency of the questionnaire was tested by one of the most commonly used reliability coefficient that is the Cronbach's Alpha coefficient. It is based on the average correlation of items within a test, if the items are standardised to a standard deviation of 1, or on the average, covariance among items on a scale, if the items are not standardised. The calculated overall reliability coefficient has exceeded 0.8 and appears to be consistently high across the entire variables.

Scoring

The respondent provided with 5 alternatives to give his responses ranging from

most acceptable description of his self-concept. The alternatives or responses are arranged in such a way that the scoring system for all the items is positive or negative. If the respondent put tick mark for first five alternatives the score is 5, for second alternative score is 4, for third alternative score is 3, for fourth it is 2 and for fifth and last alternative score is one. The summated score of all the 48 items provide the total self-concept score of an individual. A high score on this inventory indicates a higher self-concept, while a low score shows low self-concept. The added score of all eight items of a particular dimension of self-concept will provide the score for that particular dimension of self-concept.

Analysis and Interpretation

The present chapter is based on the analysis and interpretation of the data. The data may be reliable and valid but it does not served the purpose unless the data is carefully classified, processed, analyzed, interpreted ad concluded. This chapter consists of three parts like the frequency distribution (percentage analysis) and the psychological scoring keys. The analysis is separately displayed for girls and boys.

Analysis Algorithm

- **Part 1 - Percentage Analysis** - this part of analysis measures the gender and the age of respondents using the percentage analysis
- **Part 2 – Psychological Scoring Key** - the percentage analysis has been used to measure the scoring i.e. the number of respondents coming under each criteria for psychological scoring with respect to emotional maturity scale

PART - I - PERCENTAGE ANALYSIS

Table 1.1. Age of the Respondents

Labels	Girls		Boys	
	Frequency	Percent	Frequency	Percent
20 Years	10	33.3	10	33.3
19 Years	11	36.7	6	20.0
18 Years	6	20.0	10	33.3
17 Years	2	6.7	4	13.3
16 Years	1	3.3	0	0.0
Total	30	100.0	30	100.0

Girls - The Majority of the respondents are 19 years with 11 percent, then 20 years with 10 percent, then 18 years with 6 percent, then 17 years with 2 percent and finally 16 years with 1 percent.

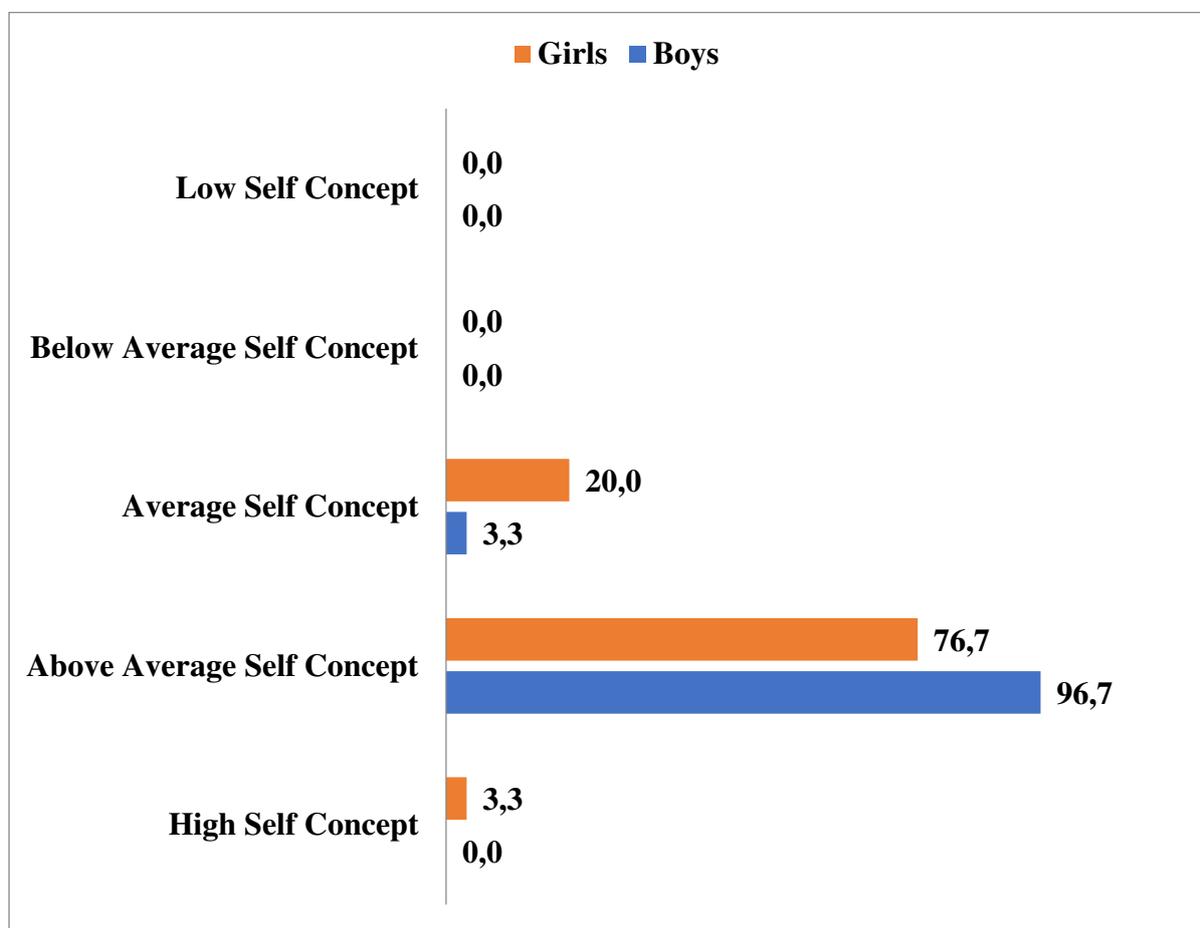
Boys - The majority of the respondents are 20 years and 18 years with 33.3 percent, then 19 years with 6 percent, and 17 years with 4 percent.

PART II – PSYCHOLOGICAL SCORING KEY

Table 1.2. Psychological Scoring for Sixty Respondents

Scales	Boys		Girls	
	Frequency	Percent	Frequency	Percent
High Self Concept	0	0.0	1	3.3
Above Average Self Concept	29	96.7	23	76.7
Average Self Concept	1	3.3	6	20.0
Below Average Self Concept	0	0.0	0	0.0
Low Self Concept	0	0.0	0	0.0
Total	30	100.0	30	100.0

Figure.1.1. Psychological Scoring for Sixty Respondents



Suggestion and Conclusion

The result indicated that academically competent adolescents have higher physical, moral, personal, family, social and overall self-concept than less competent ones. 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 that of boys.

The results showed that there were some differences in the adolescents' self-behaviour and self-concept due to gender. Female students scored lower on social self-concept, family self-behaviour and moral self-behaviour dimensions than male students but higher on physical self-concept.

According to the self-concept scale as opined by the respondents, there are six females and one male respondent are in the average category, whereas the remaining people are having above average and high level self-concept.

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