

## Self-Concept of Adolescent Boys and Girls in Himachal Pradesh

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### Abstract

The present research statement of the problem is “*Self-concept of Adolescent boys and girls in Himachal Pradesh*”. The objectives of the study were: a) To compare the overall self-concept among boys and girls. b) To compare the physical self-concept among boys and girls. c) To find out the significant difference between boys and girls in term of their social self-concept. d) To find out the significant difference among boys and girls in term of their temperamental self-concept. e) To compare the educational self-concept among boys and girls. f) To find out the significant difference between boys and girls in term of their moral self-concept. g) To find out the significant difference among boys and girls in term of their intellectual self-concept. This research is completed on senior secondary school students of Himachal Pradesh both sex. The purposive sampling method is used for the selection of the sample. The two hundred and fifty students are selected for the study. This research gender (boys and girls) is independent variable and physical, social, temperamental, educational, moral and intellectual self-concepts are dependent variables. Self-Concept Questionnaire (SCQ): Developed by Dr . Raj Kumar Saraswat is used. In short boys differ significantly in their overall self-concept, temperamental self-concept, educational self-concept and moral self-concept with respect to girls. Boys do not differ significantly in their physical self-concept, social self-concept and intellectual self-concept with respect to girls.

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### Introduction

Self-concept is made up of one's self-schemas, and interacts with self-esteem, self-knowledge, and the social self to form the self as whole. It includes the past, present, and future selves, where future selves (or possible selves) represent individuals' ideas of what they might become, what they would like to become, or what they are afraid of becoming. Possible selves may function as incentives for certain behavior.

“According to Sangeeta Rath, Sumitra Nanda in 2012, academically competent adolescents have higher physical,moral, personal, family, social and overall self-concept than less-competent ones. The strength of association between personal self-concept and overall self-concept in boys is higher than the association found in girls. As well as 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 the boys.”

Self-concept, the individual's perception of self, affects relationships, functional abilities, and health. Self-concept (1) is unique to the individual; (2) can be positive or negative; (3) has emotional, intellectual, and functional dimensions; (4) changes with the environmental context; (5) changes over time; and (6) has a powerful influence on one's life.

The components of self-concept are identity, body image, self-esteem, and role performance. Personal identity is the sense of what sets a person apart from others. It may include the person's name, gender, ethnicity, family status, occupation, and roles. Personal identity develops during childhood from self-reflection and feedback from others. Erikson's psychosocial theory stresses the importance of the family, peer group, and community in forming the personal identity.

The development of self-concept is through the learning process since childhood. A child surrounding, experiences and the style of parental upbringing also contribute a significant influence towards the development of self-concept. A child evaluate who they are through the response of their parents in every action that taken. If a child live in a confused and negative parental upbringing, as a result this child tend to develop negative self-concept. Negative parental upbringing can be shown through beating without mercy, neglecting, paying less attention, unfairness, humiliating and unsatisfactory towards their child's attitude. When this occurs, they will assume these as a punishment caused by their fault or stupid ness. On the contrary, a positive parental upbringing will develop a positive self-concept.

*Gage and Berliner (1992)*, the research on the relationship between self-concept and school achievement suggests that measures of general or even academic self-concept are not significantly related to school achievement. It is at the level of very specific subjects (e.g., reading, mathematics, science) that there is a relationship between self-concept and academic success. This suggests that success in a particular subject area is not really changing one's self-concept but rather is impacting one's expectation about future success based on one's past experience. *Surinder (2012)* assessed self concept and self esteem of Blind students in integrated and special school settings. This study was designed to investigate the variations of self concept and self esteem in blind students attending integrated school settings and special school settings. Sample of 104 blind children was taken. Wais -R (by T.B. Singh), Kuppusswmys Souo Econoic status scale, Saraswats self concept Questionnause was used as tools. The result showed that the students from integrated school did not significantly differ from special schools on global self concept. *Verma and Rekha (2014)* assessed self concept adjustment and emotional intelligence of rural and urban students of class 10+1 in relation with their academic achievements. After scoring, and tabulation the research has made following statistical calculation to test null hypothesis of research work for total scores and it sub competencies of Emotional competency Inventory. 1. Mean 2. S.D 3. t- test Pearsons Product Moment Correlation. Major findings of the study were; The mean of self concept of urban and rural students are 184.6 and 175.7 respectively the computed t - value is 3.072 which was significant a t .01 level of significance. It shows that there exists a significant difference in the self concept of urban and rural students. The Mean of self concept of urban Boys and rural boys are 185.71 and 180.45 respectively. The obtained t-value is .0098 which shows that there is no significant difference in the self concept of urban and rural boys students. The Mean of Self concept of urban girls and Rural are 183.46 and 175.72 respectively. The obtained t-value is .0048 which is insignificant at .01/.05 level of significance. It shows that there is no significant difference in self concept of urban girls and rural girls students The mean of Emotional Adjustment of Urban and rural boys students are 17.58 and 16.07 respectably. The obtained t -value is

4.097 which is significant at .01 level of significance. It shows that there is significant difference in the Emotional Adjustment of urban and rural boys students. The mean score of educational adjustment for urban and rural boys are 17.33 and 15.47 respectively. The obtained t-value is 5.898 which are significant at .01 level of significance. It pretends that there is significant difference in the educational adjustment of urban and rural students.

**Objectives of the Study:**

- 1.To compare the overall self-concept among boys and girls.
- 2.To compare the physical self-concept among boys and girls.
- 3.To find out the significant difference between boys and girls in term of their social self-concept.
- 4.To find out the significant difference among boys and girls in term of their temperamental self-concept.
- 5.To compare the educational self-concept among boys and girls.
- 6.To find out the significant difference between boys and girls in term of their moral self-concept.
- 7.To find out the significant difference among boys and girls in term of their intellectual self-concept.

**Hypothesis of the Study:**

- 1.Boys do not differ significantly in their overall self-concept with respect to girls.
- 2.Boys do not differ significantly in their physical self-concept with respect to girls.
- 3.Boys do not differ significantly in their social self-concept with respect to girls.
- 4.Boys do not differ significantly temperamental self-concept with respect to girls.
- 5.Boys do not differ significantly educational self-concept with respect to girls.
- 6.Boys do not differ significantly moral self-concept with respect to girls.
- 7.Boys do not differ significantly intellectual self-concept with respect to girls.

**Research Methodology:**

This research is conducted on Sen. Sec. School students of both sex. Descriptive survey research method is used for collection of the data. The research is comparative study among boys and girls in terms of their overall self-concept, as well as physical, social, temperamental, educational, moral and intellectual self-concepts.

**Variables of the Study:**

In the present research, Type of gender ( Boys and Girls) is independent variable and overall self-concept, physical self-concept, social self-concept, temperamental self-concept, moral self-concept, educational self-concept, and intellectual self-concept are dependent variables. It was showed as follows.

**A)Independent Variables:** Type of Gender :1) Boys 2) Girls

**B)Dependent variables:**

1. Overall Self-Concept,
- 2.Physical Self-Concept,
3. Social Self-Concept,
4. Temperamental Self-Concept,
- 5 Educational Self-Concept,
6. Moral Self-Concept,
7. Intellectual Self-Concept.

**Selection of the Sample:**

In the present research, sample consisted of two hundred boys and girls. Out of two hundred samples, one hundred and twenty five are boys selected and one hundred and twenty five are girls. Purposive sample method is used for selection of the sample.

**Limitations of the Study:**

- 1.The present research is conducted on only Sen. Sec. schools 11<sup>th</sup> class students who will be considered as adolescents.
- 2.The study delimited to 250 students .
3. The study will be restricted to only four districts of himachal Pradesh i.e Kangra, Chamba, Una and Shimla.

#### Scopes of the Study:

1.The present research is conducted on sen sec school students of both sex in terms of their overall self-concept, in relation to physical self-concept, social self-concept, temperamental self-concept, educational self-concept, moral self-concept, and intellectual self-concept.

2.The present study is completed on boys and girls students in sen. Sec. school students.

#### Tools of the study:

**Self-Concept Questionnaire(SSQ):** Dr. Rajkumar Saraswat. This scale is created by Dr. Rajkumar Sarswat. The scale is meant for boys and girls children between age group 14 to 18. This test is 48 items. This questionnaire included six dimensions of self-concept, namely, physical, social, temperamental, moral, educational, and intellectual. The inventory reliability and validity are highly.

#### Statistical Analysis and Interpretation:

Researcher has examined the overall self-concept, as well as physical self-concept, social self-concept, temperamental self-concept, educational self-concept, moral self-concept and intellectual self-concept among boys and girls. Researcher has used mean, SD and 't' test for statistical analysis and interpretation of the data.

**H:1: Boys do not differ significantly in their overall self-concept with respect to girls.**

**Table No.1. Showing the difference among boys and girls on overall self-concept**

Variable	Gender	Mean	S.D.	N	SED	df	't'
Overall Self-Concept	Boys	176.48	15.28	125	1.938	248	2.620**
	Girls	171.40	15.37	125			

**\*\* Significant at 0.05 & 0.01 level.**

From the above table No.1. it is observed that, the boys mean value is 176.48 and SD value is 15.28. Like that the girls mean value is 171.40 and SD value is 15.37. Obtained 't' Value is **2.620** on overall self-concept. Which is greater than the table value at 1.97 at 0.05 level & 2.60 at 0.01 level. Which is significant at 0.05 & 0.01 level. So, there is significant difference among boys and girls on overall self-concept. So that the hypothesis no. 1. "**Boys do not differ significantly in their overall self-concept with respect to girl**" is rejected. Because, Boys have higher overall self-concept than girls. So, gender difference is impotent factor for development of overall self-concepts.

**H:2: Boys do not differ significantly in their physical self-concept with respect to girls.**

**Table No.2. Showing the difference among boys and girls on physical self-concept.**

Variable	Gender	Mean	S.D.	N	SED	df	't'
Physical Self-Concept	Boys	29.80	4.35	125	0.521	248	1.438**
	Girls	29.05	3.88	125			

**\*\* Not Significant at 0.05 level.**

From the above table No.2. it is observed that, the boys mean value is 29.80 and SD value is 4.35. Like that the girls mean value is 29.05 and SD value is 3.88. Obtained 't' Value is **1.438** on physical self-concept. Which is less than the table value at 1.97 at 0.05 level. Which is not significant at 0.05 level. So, there is no significant difference among boys

and girls on physical self-concept. So that the hypothesis no. 2. “*Boys do not differ significantly in their physical self-concept with respect to girls*” is accepted. So, gender difference is not important factor for development of physical self-concept.

**H:3: Boys do not differ significantly in their social self-concept with respect to girls.**

**Table No.3. Showing the difference among boys and girls in social self-concept.**

Variable	Gender	Mean	S.D.	N	SED	df	't'
Social Self-Concept	Boys	28.67	4.08	125	0.535	248	<b>0.018**</b>
	Girls	28.66	4.37	125			

**\*\* Not Significant at 0.05 level.**

From the above table No.3. it is observed that, the boys mean value is 28.67 and SD value is 4.08. Like that the girls mean value is 28.66 and SD value is 4.37. Obtained 't' Value is **0.018** on social self-concept. Which is less than the table value at 1.97 at 0.05 level. Which is not significant at 0.05 & 0.01 level. So, there is no significant difference among boys and girls on physical self-concept. So that the hypothesis no. 2. “*Boys do not differ significantly in their social self-concept with respect to girls*” is accepted. So, gender difference is not important factor for development of social self-concept.

**H:4: Boys do not differ significantly temperamental self-concept with respect to girls.**

**Table No.4. Showing the difference among boys and girls on temperamental self-concept.**

Variable	Gender	Mean	S.D.	N	SED	df	't'
Temperamental Self-Concept	Boys	29.82	4.4	125	0.522	248	<b>2.086**</b>
	Girls	28.73	3.84	125			

**\*\* Significant at 0.05 level.**

From the above table No.4. it is observed that, the boys mean value is 29.82 and SD value is 4.4. Like that the girls mean value is 28.73 and SD value is 3.84. Obtained 't' Value is **2.086** on temperamental self-concept. Which is greater than the table value at 1.97 at 0.05 level. Which is significant at 0.05 level. Table 't' value is less than calculated 't' value. So, there is significant difference between girls and boys on temperamental self-concept. So that the hypothesis no.4. “*Boys do not differ significantly temperamental self-concept with respect to girls*” is rejected. Because, boys have higher temperamental self-concept than girls. So, gender difference is most impotent factor for development of temperamental self-concept.

**H:5: Boys do not differ significantly educational self-concept with respect to girls.**

**Table No.5. Showing the difference among boys and girls on educational self-concept.**

Variable	Gender	Mean	S.D.	N	SED	df	't'
Educational Self-Concept	Boys	30.68	4.11	125	0.512	248	<b>2.127**</b>
	Girls	29.59	3.99	125			

**\*\* Significant at 0.05 level.**

From the above table No.5. it is observed that, the boys mean value is 30.68 and SD value is 4.11. Like that the girls mean value is 29.59 and SD value is 3.99. Obtained 't' Value is **2.127** on educational self-concept. Which is higher than the table value at 1.97 at

0.05 level. Which is significant at 0.05 level. Table 't' value is less than calculated 't' value. So, there is significant difference between girls and boys on educational self-concept. So that the hypothesis no.5. "**Boys do not differ significantly educational self-concept with respect to girls**" is rejected. Because boys have higher educational self-concept than girls. So, gender difference is impact on development of educational self-concept.

**H:6: Boys do not differ significantly moral self-concept with respect to girls.**

**Table No.6. Showing the difference among boys and girls on moral self-concept.**

Variable	Gender	Mean	S.D.	N	SED	df	't'
Moral Self-Concept	Boys	31.24	3.66	125	0.462	248	<b>2.833**</b>
	Girls	29.93	3.65	125			

**\*\* Significant at 0.05 level.**

From the above table No.6. it is observed that, the boys mean value is 31.24 and SD value is 3.66. Like that the girls mean value is 29.93 and SD value is 3.65. Obtained 't' Value is **2.833** on morel self-concept. Which is significant at 0.05 level. Which is higher than the table value at 1.97 at 0.05 level. Table 't' value is less than calculated 't' value. So, there is significant difference between girls and boys on moral self-concept. So that the hypothesis no.6. "**Boys do not differ significantly moral self-concept with respect to girls**" is rejected. Because, boys have higher moral self-concept than girls. So, gender difference is most impotent factor for development of moral self-concept.

**H:7: Boys do not differ significantly intellectual self-concept with respect to girls.**

**Table No.7. Showing the difference among boys and girls on intellectual self-concept.**

Variable	Gender	Mean	S.D.	N	SED	df	't'
Intellectual Self-Concept	Boys	26.25	4.17	125	0.516	248	<b>1.607**</b>
	Girls	25.42	3.99	125			

**\*\* Not Significant at 0.05 level.**

From the above table No.7. it is observed that, the boys mean value is 26.25 and SD value is 4.17. Like that the girls mean value is 25.42 and SD value is 3.99. Obtained 't' Value is 1.607 on intellectual self-concept. Which is less than the table value at 1.97 at 0.05 level. Which is not significant at 0.05. level. So, there is no significant difference between girls and boys on intellectual self-concept. So that the hypothesis no.7. "**Boys do not differ significantly intellectual self-concept with respect to girls**" is accepted. So, gender difference is most impotent factor for development of intellectual self-concept.

## **RESULTS OF THE STUDY:**

1. Boys differ significantly in their overall self-concept with respect to girls.
2. Boys do not differ significantly in their physical self-concept with respect to girls.
3. Boys do not differ significantly in their social self-concept with respect to girls.
4. Boys differ significantly temperamental self-concept with respect to girls.
5. Boys differ significantly educational self-concept with respect to girls.
6. Boys differ significantly moral self-concept with respect to girls.

7. Boys do not differ significantly intellectual self-concept with respect to girls.

**CONCLUSION:** In short, boys differ significantly in their overall self-concept, temperamental self-concept, educational self-concept and moral self-concept with respect to girls. Boys do not differ significantly in their physical self-concept, social self-concept and intellectual self-concept with respect to girls.

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