

Efficacy of Gender and Age on Self-concept of Vatsalyadham's children

Yugdeep Pilania

Research Scholar, P.G. Department of Psychology, S. P. University, Anand, Gujarat (India)

Received: July 06, 2018

Accepted: August 16, 2018

ABSTRACT

Backgrounds & Aims: Normally Orphanage students have to deal with a range of tasks, responsibilities, duties and academic assignments. In order to accomplish their individual, social and academic objectives successfully, students required possessing a set of competencies and a required level of intelligence. Self concept of Vatsalyadham's children have become some of the most influential phenomenon in the management of educational and environmental stress. The present research attempt has been made (1) to study the effect of gender on self-concept of Secondary school level children (2) to study the effect of age on self-concept of Secondary school level children.

It was hypothesized that gender and age have no impact on self concept of Vatsalyadham's children. To measure self-concept, self concept scale for children developed by Singh, H and Singh, S. published by Agra Psychological Research Cell was used. For result analysis 't' test and one way ANOVA test was implemented: and I found that self concept of girls was higher than the boys. Whereas age has no impact on self concept of Vatsalyadham's children. All the three age groups of Vatsalyadham's children have more or less similar self concept.

Keywords: Adolescents, self-concept, Gender, Age Groups.

Introduction:

Self-concept as a construct has had a long history within psychology and education because it provides a gauge to determine the effects of academic and social functioning on the emotional well-being of the Orphanage student. Self-concept is generally viewed as a valued educational outcome. Self-concept is typically defined as a person's general composite or collective view of themselves across multidimensional sets of domain specific perceptions, based on self-knowledge and evaluation of value or worth of one's own capabilities formed through experiences with and interpretations of the environment.

The literature on psychological assessment and evaluation is flooded with studies on self-concept and its related constructs designated as self-esteem, self-efficacy, self-image and others on students (e.g., Banyard & Grayson, 2000; Anastasi & Urbina, 2007; Bowling, 2009). Intriguingly, there seems to be diverse opinions on the definition of self-concept. While some authors refer to it as a construct closely related to personality, that is, a relatively stable and distinctive patterns of behavior that characterize an individual and his or her reactions to the environment (Kossowka, 2002; Kaplan & Saccuzzo, 2005; Anastasi & Urbina, 2007).

Areepattamannil, S (2011), conducted a study to find out interactive effect of Orphanage type and learning styles of self-concept of students. This study pointed at the characteristic like learning style, self-concept etc., were related to performance in academics

The importance of self-concept stems from its prominent contribution to personality development. Self-esteem has to do with social competence, since it influences how the person feels, how he or she thinks, learns, values himself or herself, relates to others, and ultimately, how he or she behaves (Clark, Clemes & Bean, 2000; Clemes & Bean, 1996). Some others view it as domain-specific evaluations of the self (Santrock, 2005; Whiston, 2005). However, in the context of present study, self-concept is defined as the way how an individual thinks, feels, acts, values and evaluates him or herself in relation to all over performance. Self-concept, as a component of individual personality development, has its own nature and peculiarity.

Several authors (Shavelson et al; 1976; quoted by Garma and Elexpuru, 1999) have attempted to specify the nature of the word self-concept. To this end, they look at it as a compendium of seven characteristics or fundamental aspects: Self-concept constitutes a psychological dimension; it is multidimensional; it has a hierarchical organization (a general self-concept and specific self-concepts); it is stable, but as we go lower on the hierarchy, self-concept becomes more specific and more susceptible to change; the different facets of self-concept become more differentiated among themselves with age and experience; self-concept includes both descriptive as well as evaluative aspects; self-concept can be differentiated from other constructs which it is related to, such as academic achievement.

Statement of problem:

The present investigation attempts to "Efficacy of Gender and Age on Self-concept of Vatsalyadham's Children".

Objectives:

- ✓ To examine and evaluate the efficacy of gender on self concept of Vatsalyadham's Children.
- ✓ To examine and evaluate the relationship among age groups of Vatsalyadham's Children on self concept.
- ✓ Make recommendations for the focus and development of future study in this field.

Hypotheses

The following research hypotheses were tested at.05 level of significance:

HO1: There will be no significant mean difference between boys and girls with reference to their self concept

HO2: There will be no significant mean difference among various age groups of student with reference to self concept.

Research design:

The present study is not possible experimentally because of nature of the investigation. The researcher adopted the quantitative descriptive research for gaining the objectives of present research. It is the survey quantitative research in which the event has already occurred and the effects of the variables were studied by qualitative analysis.

Variables:

Gender and age were taken as independent variable for the present study. Two categories of gender (boys and girls) and three categories of age (AG-1 9 to 11 Yrs., AG-2 12 to 14 Yrs & AG-3 15 to 17 Yrs.) were selected for the present research work where as self concept of Vatsayadham's children was taken as dependent variable.

Sample:

For the present research work researcher has selected initially 670 Children of Vatsalyadham (an orphanage), Kamrej, Surat between age ranges of 9 to 17 years with the help of random sampling technique. Further they were classified in boys (427) and girls (223) as per availability. Similarly total sample were divided into three age groups. i.e. Age Group-1(166),Age Group-1(378) and Age Group-1(109).

Tool:

The tool for the present study was selected in a manner to achieve an optimum level of confidence by the researcher for the objectives of the study.

Procedure:

The investigator was familiar with the objectives of the study, methods, and ethical protocols. The researcher used a standardised protocol to communicate and interact, and build rapport with the children. Then researcher had explained the importance of research work and collected the data after ensuring the confidentiality of them. Each subject was given a questionnaire of self concept. All were requested to read all statements one after the other and give their responses in the responses column by choosing appropriate responses for each statement, which they felt correct and appropriate.

Scoring:

In the present study, scoring of the obtained data was done with help of respective manuals available for the test. The data have been arranged in the respective table according to the statistical test applied.

Statistical Analysis:

In the present study to find out the significant difference between gender student 't' test, Mean and SD were calculated where as to find out significant difference among age groups one way ANOVA test was administered with the help of SPSS software.

Result & Discussion

Table:-1 Showing Mean, SD & 't' value between boys and girls on self concept of Vatsalyadham's children.

Measures	Groups	N	Mean	SD	't' Value
<i>Self Concept</i>	Boys	427	81.63	17.96	2.94 p<.01
	Girls	223	85.76	14.87	

A perusal of table 1 shows that the two groups under study i.e. boys and girls differ significantly on scores of self concept. The significant mean difference is to be reported for the boys and girls ('t'=2.94, p<.01). Girls

have scored higher mean ($M=85.76$, $SD=4.87$) than boys ($M=81.63$, $SD=17.96$). Therefore, $H0_1$ is declined, it may be said that gender has influence on self concept of Orphanage children. In other words, girls have greater self concept as compared to boys.

Table:-2 Showing Mean, SD & F value among various age groups of Vatsalyadham's children on self concept.

Measures	Groups	N	Mean	SD	F
<i>Self Concept</i>	9 to 11 Y	166	82.25	17.34	0.63p>.05
	12 to 14 Y	378	82.54	17.51	
	15 to 17 Y	109	84.51	18.56	

Table no.2 indicates F value and mean score for age groups of Vatsalyadham's children in which F ratio is reported insignificant $F = 0.63, p < .05$. Mean score obtained by Age Group-I is 82.25 ($SD = 17.34$), for Age Group-II is 82.54 ($SD=17.51$) and for Age Group-III is 84.51 ($SD = 18.56$) respectively. On the basis of insignificant mean difference it can be said that all three groups have by and large similar on their self concept. Thus, $H0_2$ is strongly accepted.

Conclusion:

Self-concept and Self-esteem are among the most widely discussed but misunderstood constructs in education. As per the general principle in Psychology, a child needs good self-concept in order to be successful academic life. To achieve this success, Vatsalyadham like Orphanages can impact their self-concept by developing an organized, orderly and supportive environment. In a rapid changing global, the cultivation of an all-round personality, sensitive to problems in environment, is important, vital and necessary for these children.

References

1. Areepattamannil, S.(2011): Academic Self-concept, Academic motivation, Academic Engagement and Academic achievement, A mixed method study of Indian Adolescents in Canada and India, Ph.D. Dissertation, Queen's University: Ontario.
2. Clark, A., Clemes, H. & Bean, R. (2000). Cómo desarrollar la autoestima en adolescentes.[How to develop self-esteem in adolescents]. Madrid: Editorial Debate
3. Clemes, H., & Bean, R. (1996). Cómo desarrollar la autoestima en los niños. [How to develop self-esteem in children].Madrid: Editorial Debate.