

## Self-Concept And Personality Correlates (A Review Of Indian Studies)

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### Abstract

Self-concept and personality correlates show an important relationship. Personality test measures different variables such as, intelligence, anxiety, adjustment, values, hostility and physical efficiency, etc. Some of our recent Indian studies in the field of personality are conducted in school/college settings, both with normal as well as handicapped students.

Different tests and techniques are used in relation to various personality correlates: Non-verbal test of intelligence, physical efficiency test, progressive matrices, personality word-list, anxiety scales, numerical ability test, general mental ability test, new forced choice inventory, and various adjustment inventories.

The data has been analyzed using a variety of techniques and statistics such as mean, standard deviation, SEM, SED, correlation, t-ratio, analysis of variance, critical ratio and percentage, etc.

**Keywords:** Self-Concept & Personality Correlates.

### Introduction

#### Self-concept and Intelligence

Some of the recent Indian studies conducted in the area of self-concept in relation to intelligence are given below.

**Vasantha (1970)** studied the relationship between the self-concept and intelligence. He found a significant positive correlation between intelligence and self-concept. Vasantha (1970) in another study found that boys' self-concept increased with decrease in intelligence while decrease in girls' intelligence was found to lower their self-concept.

**Vasantha (1971)** studied the self-concept of forward-backward community and rural-urban areas. He administered the same tool on two different samples and found that forward and backward community students differ significantly in their self-concept scores as well as in relation to different levels of intelligence. Similar results were found in urban and rural students.

**Vasantha (1972)** studied the ordinal position in family and self-concept. He found that when intelligence is controlled there is no; significant relationship between ordinal position and self-concept.

**Passi and Sood (1973)** studied the discrepancies between intelligence test, self and teacher estimation in relation to intelligence. Results indicate that test measure and teacher estimation about the performance in numerical ability test are not convergent; consequently, discrepancies among themselves exist, and intelligence and discrepancies in test estimation and self-estimation and teacher-estimation are having negative significant correlations.

**Deo and Bhullar (1974)** in a study of physical efficiency, self-concept and intelligence found that no relationship exists between self-concept and intelligence.

All the above studies indicate that intelligence and self-concept scores have positive correlation.

#### Self-concept and Hostility

**Bhalla (1971)** studied the self-concept of disciplined students. This study reveals that in-disciplined students described themselves through greater number of adjectives. In-disciplined students had a low mean of self-concept scores while disciplined students had achieved a high mean self-concept score.

The results yielded much higher scores for in-disciplined students and comparatively lower scores for disciplined students. Higher self-concept scores of disciplined students was attributed to their larger number of positive than negative adjectives endorsed by them while higher score indicated high self-regard, lower score did not necessarily indicate low self-regard.

The in-disciplined students described themselves as graceful and likable, enthusiastic, energetic, forceful, extroverted and carefree. Disciplined students described themselves as shy, socially withdrawn, well-adjusted and relaxed.

#### Self-concept and Physical Efficiency

**Singh and Akhtar (1971)** studied the self-concept of visually handicapped and non-handicapped children. They found that the handicapped children have lower self-esteem and social esteem than the non-handicapped children. The handicapped children appeared to be more objective and realistic in their judgment from a social frame of reference. The two groups differed significantly in their self-concept.

**Deo and Bhullar (1974)** studied the relationship of physical efficiency with self-concept. They found that no relationship exists between self-concept and physical efficiency.

The difference indicated above seem to be due to the reason of comparing it with a singular measure of physical efficiency alone while a measure of self-concept is based on a variety of personality correlates. The other reason may be the sample was quite small and selective one. The data in this study was also not so normally distributed. The handicapped children have lower self-social esteem than non-handicapped children.

#### Self-concept and Adjustment

**Kakkar (1967)** studied the self-acceptance and adjustment. He found that male students who obtained the high adjustment score and opposite

tendency in the case of those having low to very low adjustment scores. Male students generally appear to be less well-adjusted and consequently capable of less self-acceptance than female students.

#### Self-concept and Anxiety

Some studies showed the relationship of self-concept with anxiety. **Vankatramiah (1965)** studied the influence of anxiety on the congruence between perceived self and ideal self. He took three groups of subjects-ten normal, five neurotics, and eight psychotic patients. The results indicated that normal subjects have obtained low scores on anxiety and high coefficient correlation between the self and ideal self, suggesting the congruence between the perceived self and ideal self. Psychotic patients showed significantly higher discrepancy than normal subjects ( $P>0.01$ ). The study showed that ideal self is more associated with anxiety and pathological states.

**Deo and Sharma (1971)** studied the relationship of self-concept and anxiety. They found that self-concept and anxiety are negatively correlated. An increase in self-concept being accompanied by decrease in anxiety. It was found that as ideal self-discrepancy increases, anxiety also increases. Both self-concept, positive and negative, dimensions and ideal self-discrepancies are linearly related to anxiety.

**Passi and Sood (1973)** studied the discrepancies between the tested self and teachers' estimates in relation to anxiety. It was found that test anxiety and discrepancy between self-estimation are positively correlated.

These studies indicate that psychotic patients showed significantly greater discrepancy than normal subjects. A study showed that self-concept and anxiety are related. The variation in results seems to be due to three different groups of individuals taken for the study.

#### Self-concept and Psychiatric Hospitalization

**Kehas (1969)** found that self-concept declines during psychiatric hospitalization. It may be because of the patient who now realizes that he has been removed from the society and institutionalized. He may look at himself differently because his worst fears have come true. The phenomenon in the lack of change in

the out-patients may be due to the stability of their situations through their weekly visit to the clinic. It seems that the researcher needed a longitudinal study about (i) what happens to self-evaluation during the course of treatment; (ii) a simple method of counting the number of those patients who either deteriorated, improved or maintained a status quo was used in this study; (ii) differences in treatment was not limited to hospitalization versus out-patient status so that the findings are not conclusively attributable to this variable; (iv) there is no baseline regarding change in self-concept attributable to group versus individual psychotherapy to which the present findings could be related.

### **Self-concept and Sex Role**

The studies conducted in the field of self-concept and sex are mostly on the students from schools and colleges.

**Kakkar (1967)** conducted a study on adjustment and self-acceptance of school students. He found that male students appear lower on self-acceptance as compared to females.

**Black and Paramesh (1969)** studied the self-image information and social change in Madras and North Carolina (USA). They found that women subjects were more in favour of ascribed or quality characteristics whereas male students were in favour of other two categories mentioned therein.

**Sharma (1969)** studied the sex as a source of variation in self-acceptance of adolescents. He found that girls as a whole have significant higher self-concept than boys. This study also reveals that the self-ideal discrepancy scores were significantly lower than that of boys.

**Vasantha (1970)** studied the sex differences in self-concept. The results of this study indicate that boys had significant higher scores in self-concept than girls.

**Smart (1971)** studied the sex differences. He found that Indian Young girls are significantly higher in self-esteem. The sex difference at the older age levels was not significant with regard to self-esteem in the Indian sample. Indian girls exceeded younger Indian boys in social orientation.

**Passi and Sood (1973)** studied the discrepancies between tested self and teacher estimates of boys and girls. This study showed that sex difference plays a significant role, produces discrepancy between tested self-concept and teacher estimates.

The results of the above-mentioned studies indicated that the self-concept and sex have important relationship. The girls have significantly greater discrepancies between self-expectancies and self-ideal as well as in self-congruence as compared to boys. The females were more in favor of ascribed or quality characteristics than men. The girls showed higher self-concept than boys.

### **Conclusion**

Self-concept in an individual develops through learning, attitudes, social factors and his community background. These variables play important role in the development of self-concept. Moreover, it is an acquired or learned process through the influence of various variables. It can be developed in a desired direction. Guidance and counseling can help us in the development of a better self-concept amongst the backward class people.

The studies conducted regarding the relationship of self-concept and sex can be concluded that girls were having significant higher self-concept than boys. Their ideal-self discrepancy scores were significantly less than boys. Women in every society were more traditional minded and they are always in favor of ascribed abilities of human beings. Some studies showed that sex difference influences the self-concept and achievement of an individual. The boys have significantly higher scores than those of girls.

The relationship of academic achievement and self-concept revealed a significant positive relationship between the two. Most of the studies conducted with a view to find out the relationship between self-concept and intelligence showed that intelligence is positively associated with self-concept. A study reveals a differentiation in self-concept in different community groups while another study reports no relationship between the above two variables.

Self-concept and anxiety were found to be negatively related, self-concept and self-ideal discrepancies are linearly related to anxiety. In

one study it was found that test estimates and self-estimates are positively correlated with test anxiety and discrepancy. Very few studies have been conducted to investigate the relationship of self-concept with adjustment. The findings of the studies suggested that adjustment and self-acceptance have positive relationship. The male students in general appear to be less well-adjusted than females. In the hostility dimension study shows the negative relationship with self-reference. The indisciplined students have a low self-concept score, while disciplined students achieved high self-concept score.

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