

A Study On Self Concept And Decision Making Among Boys And Girls With Siblings And Without Siblings

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Abstract: Adolescent is the period of life with its own peculiar characteristics and problems where the formation of Self concept has an impact in their personalities. Self concept is the ability of attitude, judgments and value of an individual relating to his or her behavior, abilities and qualities. Self concept also has a major role on Decision Making of an individual. Decision making is the study of identifying and choosing alternatives based on the values and preferences of the decision maker. The study aimed to find the gender difference on Self concept and decision making among boys and girls with siblings and without siblings. The Survey research design was used with random sampling technique on the sample population of 110(55 boys and 55 girls). The tools used for the study was Self Concept Questionnaire constructed by Mukta Rani Rastogi(1979) which consists 20 items with 5 point likert scale ; Decision Making Questionnaire I and II developed by Mann (1982) . The collected data were analyzed with statistical tool of t test to interpret the results. The result revealed that there is no significant difference among boys and girls with siblings and without siblings pertaining to their Self Concept and Decision making.

Keywords: Adolescent, Self Concept and Decision Making.

I.INTRODUCTION

The Self is the central concept used to represent the individual in social psychology and also important attribute and key to understand the behavior of an individual. Alderman(1974) defined that the roll of Self Concept as determinant of human behavior and its acceptance as concise measure and critical factor or personality has increasingly raised. According to Harris (1996), Self Concept is the totality of attitude judgment and value of an individual relating to his behavior, abilities and qualities. It composed of relatively permanent self-assessments, such as personality attributes, knowledge of one's skills and abilities, one's occupation and hobbies, and awareness of one's physical ability. Leon Festinger's (1954) social comparison theory proposes that individuals compare themselves with others in order to assess their abilities and opinions. Argyle believes there are 4 major factors that influence Self Esteem, Reactions of others, comparison with others , social roles and Identification. Decision making is defined as the collection of information, alternatives , values and preferences available at the time of the decision. Authoritarian and group approaches are widely used in organization. Thus the gender of adolescent age is a period of life with its own peculiar characteristics and problem has the influence on these variables.

II.REVIEW OF LITERATURE

Sahrma and Parul(2015) investigated a study on” Impact of intervention programme on Decision Making Ability and Self Esteem in Adolescents”.The study was conducted on schools of Ghaziabad. The result revealed that adolescents decision making abilities and Self Esteem were not affected as they progressed to the higher classes. The positive correlation between variables existed in the study. Dere Ciftci (2015) conducted a study on” Do Adolescents Self Esteem levels affect their decision making behaviours? The Study of the relation between decision making behaviors and self esteem levels of 7th and 8th grade Adolescents. The result revealed that a positive correlation between self esteem levels and decisional self esteem and vigilance selectivity levels.Donald F. Dansereau et al.,(2013) investigated a study on “ Improving Adolescent Judgment and Decision making” revealed that training would enhance the Judgment and decision making. Dustin Albert and Laurence Steinberg (2010), investigated a study on “ Judgement and Decision making in Adolescence” the result revealed that by bridging work on biological , cognitive , emotional and social development in adolescence influence JDM. Victor A. Miller and Dennis Drotar(2007) conducted a study on “Decision making competence and Adherence to treatment in Adolescents with Diabetes” and found that parent-adolescent communication was associated with adherence to treatment but not with adolescent decision making. Ramon Alzate Saez de Heredia et al.,(2004) investigated a study on “ Decision making patterns, conflict styles and self esteem”. The result focused on the subject’s level of self esteem is effectively seen to be mediating the relationship between conflict styles and decision patterns. Self Esteem tends to weaken the pattern style relationship.

III.METHODOLOGY

3.1 OBJECTIVES

1. The article aims to find whether there will be any significant difference between boys and girls on Self Concept.
2. To determine whether there will be any significant difference between boys and girls on Decision making Style.
3. To exemplify whether there will be any significant relationship between boys and girls on Self Concept and Decision Making.

3.2 HYPOTHESIS

1. There would be no significant difference between boys and girls with siblings and without siblings in Self Concept.
2. There would be no significant difference between boys and girls with siblings and without siblings in Self Esteem dimension of Decision Making.
3. There would be no significant difference between boys and girls with siblings and without siblings in Vigilance dimension of Decision Making.
4. There would be no significant difference between boys and girls with siblings and without siblings in Hyper Vigilance dimension of Decision Making.
5. There would be no significant difference between boys and girls with siblings and without siblings in Defense Avoidance dimension of Decision Making.
6. There would be no significant difference between boys and girls with siblings and without siblings in Rationalization dimension of Decision Making.
7. There would be no significant difference between boys and girls with siblings and without siblings in Buck passing dimension of Decision Making.
8. There would be no significant difference between boys and girls with siblings and without siblings in Procrastination dimension of Decision Making.

3.3 RESEARCH DESIGN

The present study adopted a survey research design.

3.4 SAMPLE

The Sample of the present study consisted of 55 boys and 55 girls. Out of 55 boys, 27 were with siblings and 28 were of non sibling boys and out of 55 girls, 28 were of non siblings and 27 were with siblings and their age ranging from 12-17 years.

3.5 TOOLS

Self Concept Questionnaire constructed by Mukta Rani Rastogi (1979), consists 20 statements which include both positive and negative statements , with 5 point likert scale. Reliability of this scale by split-half method was found to be 0.87. The total scores reflected the individuals self concept with high scores showing higher self concept level.

Decision Making Questionnaire(DMQ) I and II was designed by Mann 1982 to measure the Self Esteem and Decision making Style respectively. DMQ I contain 6 items having 3 point likert scale.DMQ II consists of six subscales measuring decisional coping patterns such as vigilance, hyper vigilance, defensive avoidance, rationalization, buck passing and procrastination having 31 items .

IV. RESULTS AND DISCUSSION

Table 4.1: Shows the mean, standard deviation, standard error, t value and the level of significance between boys and girls on self concept and Decision Making

Variables	Dimension	Groups	n	Mean	SD	SE	t-value	Level of Significance
Self Concept		Boys	55	66.5455	5.607	0.756	0.23	NS
		Girls	55	66.3091	5.213	0.703		
Decision Making	Self Esteem	Boys	55	7.0364	1.846	0.249	1.07	NS
		Girls	55	7.4000	1.706	0.230		
	Vigilance	Boys	55	8.1455	2.313	0.312	0.35	NS
		Girls	55	8.2909	2.025	0.273		
	Hyper Vigilance	Boys	55	5.2909	1.536	0.207	2.36	Sig*
		Girls	55	4.6182	1.446	0.195		
Defense Avoidance	Boys	55	4.7818	1.718	0.232	2.98	Sig**	
	Girls	55	3.6909	2.107	0.284			
	Rationalization	Boys	55	5.9455	1.830	0.247		

	Girls	55	5.2909	1.853	0.250	1.86	NS
Buck Passing	Boys	55	4.2909	2.274	0.307	1.50	NS
	Girls	55	3.7273	1.615	0.218		
Procrastination	Boys	55	4.9091	2.271	0.306	0.37	NS
	Girls	55	4.7636	1.835	0.247		

*Sig – Significant at 0.05 level Sig** - Significant at 0.01 level NS- Non Significant

It can be observed from the table 4.1 that the dimension of Decision making in Hyper Vigilance t value (2.36) and Defense Avoidance t value (2.98) showed the significant difference between boys and girls at 0.05 level of significance. The mean value of boys (5.2909 and 4.7818) is higher than the mean value of girls (4.6182 and 3.6909) in Hyper vigilance and Defense Avoidance respectively. Other dimensions showed no significance difference between boys and girls with siblings and without siblings. Figure 1 depicts the mean scores of Self Concept and Decision making between gender.

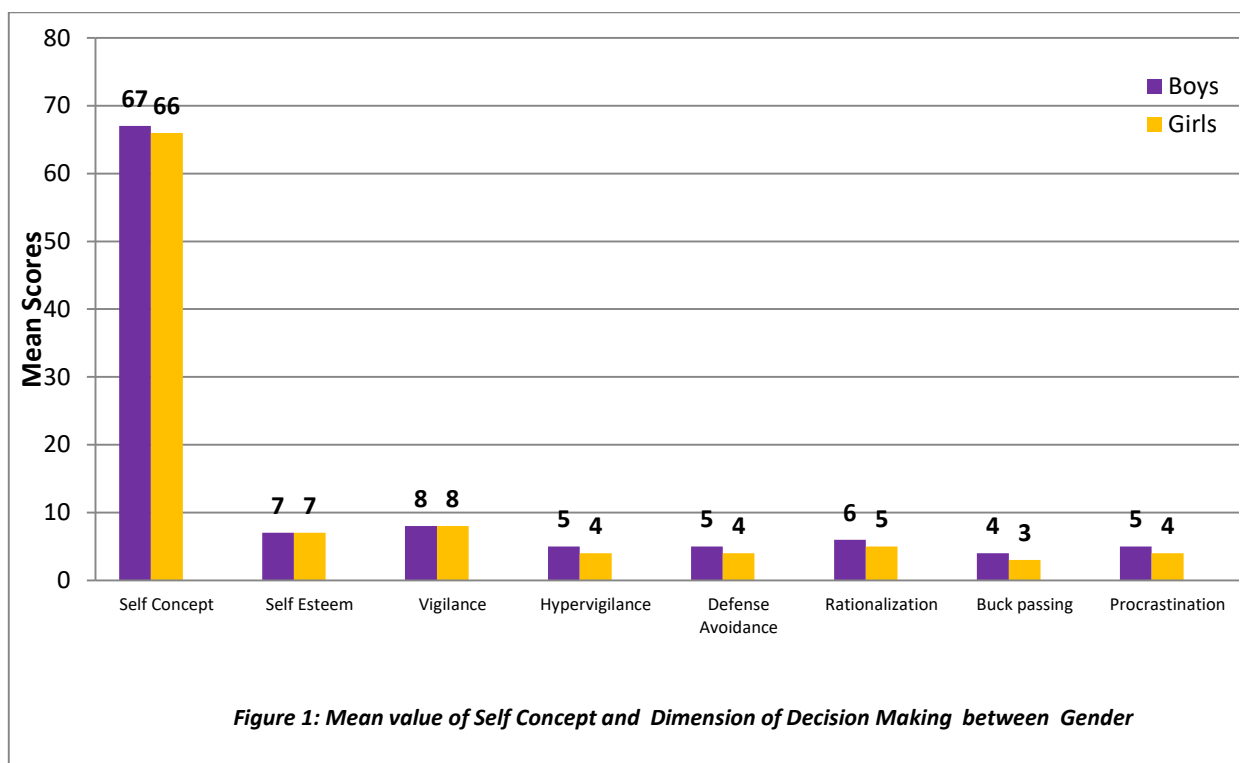


Table 4.2: Shows the mean, standard deviation, standard error, t value and the level of significance between with siblings and without siblings of Self Concept and Decision Making.

Variable	Dimension	Groups	n	Mean	SD	SE	t-value	Level of Significance
Self Concept		With Siblings	55	66.0909	5.233	0.706	0.65	NS
		Without Siblings	55	66.7636	5.571	0.751		
	Self Esteem	With Siblings	55	7.2545	1.974	0.266	0.21	NS
		Without Siblings	55	7.1818	1.576	0.213		
	Vigilance	With Siblings	55	8.3273	2.186	0.295	0.53	NS
		Without Siblings	55	8.1091	2.157	0.291		
Decision Making	Hyper Vigilance	With Siblings	55	5.1455	1.458	0.197	1.32	NS
		Without Siblings	55	4.7636	1.575	0.212		
	Defense Avoidance	With Siblings	55	4.3091	1.894	0.255	0.38	NS
		Without Siblings	55	4.1636	2.097	0.283		
	Rationalization	With Siblings	55	5.7818	1.685	0.227	0.92	NS
		Without Siblings	55	5.4545	2.026	0.273		
	Buck Passing	With Siblings	55	4.0909	1.993	0.269	0.43	NS
		Without Siblings	55	3.9273	1.989	0.268		
	Procrastination	With Siblings	55	4.9455	2.031	0.274	0.55	NS
		Without Siblings	55	4.7273	2.095	0.282		

Table 4.2 depicts that there is no significant difference between with siblings and without siblings in Self Concept and Dimensions of Decision making. Figure 2 also depicts the same. depicts the mean scores of Self Concept and Decision making between with siblings and without siblings.

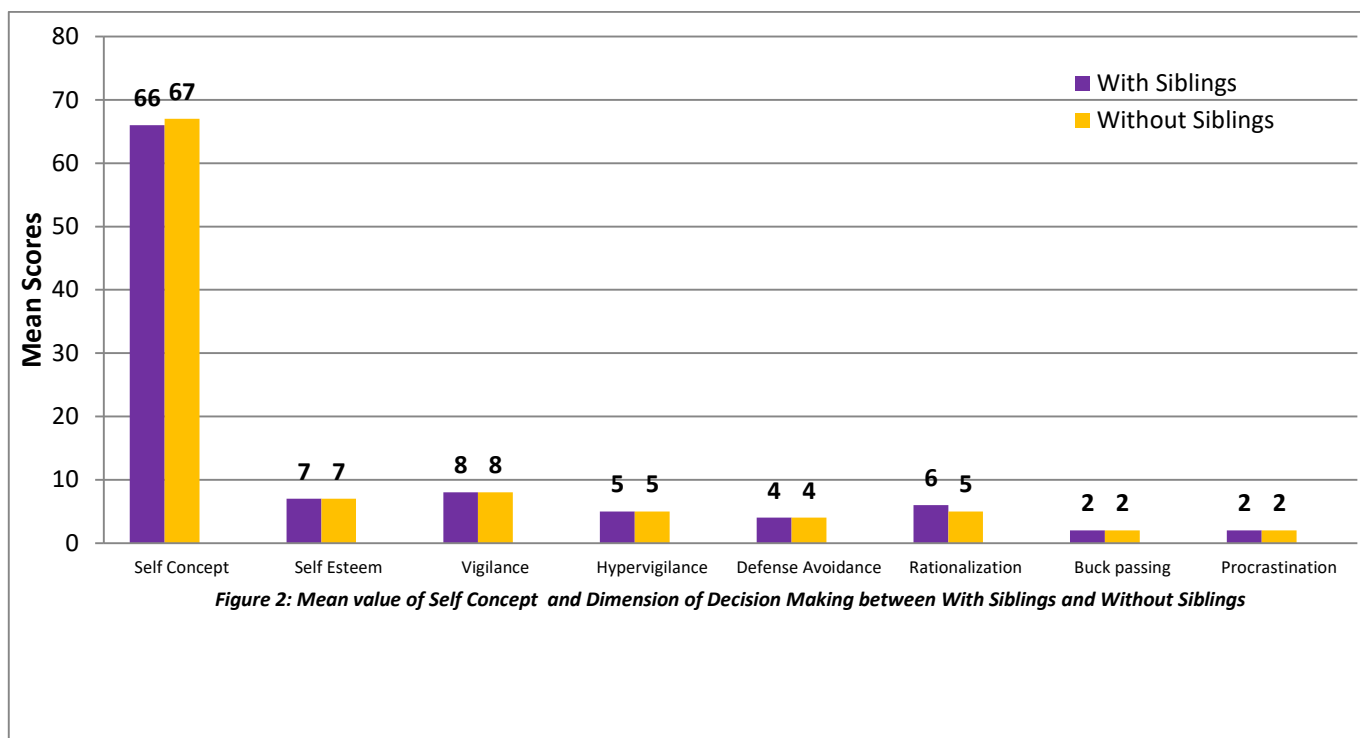


Table 4.3: Shows the mean, standard deviation, standard error, t value and the level of significance among BOYS of Self Concept and Decision Making.

Variable	Dimension	Groups	n	Mean	SD	SE	t-value	Level of Significance
Self Concept		With Siblings	28	65.5000	6.046	1.143	1.43	NS
		Without Siblings	27	67.6296	4.993	0.961		
Self Esteem		With Siblings	28	6.8929	2.233	0.422	0.59	NS
		Without Siblings	27	7.1852	1.360	0.262		
Vigilance		With Siblings	28	7.7500	2.474	0.468	1.30	NS
		Without Siblings	27	8.5556	2.100	0.404		

Decision Making	Hyper Vigilance	With Siblings	28	5.4643	1.598	0.302	0.85	NS
		Without Siblings	27	5.1111	1.476	0.284		
Defense Avoidance	Defense Avoidance	With Siblings	28	4.8214	1.827	0.345	0.17	NS
		Without Siblings	27	4.7407	1.631	0.314		
Rationalization	Rationalization	With Siblings	28	5.8929	1.685	0.318	0.21	NS
		Without Siblings	27	6.0000	2.000	0.385		
Buck Passing	Buck Passing	With Siblings	28	4.5714	2.332	0.441	0.93	NS
		Without Siblings	27	4.0000	2.219	0.427		
Procrastination	Procrastination	With Siblings	28	5.3571	2.164	0.409	1.51	NS
		Without Siblings	27	4.4444	2.326	0.448		

From table 4.3 it revealed that there was no significant difference among boys of Self Concept and dimension of Decision making. Figure 3 depicts the mean scores of Self Concept and Decision making of boys with siblings and without siblings.

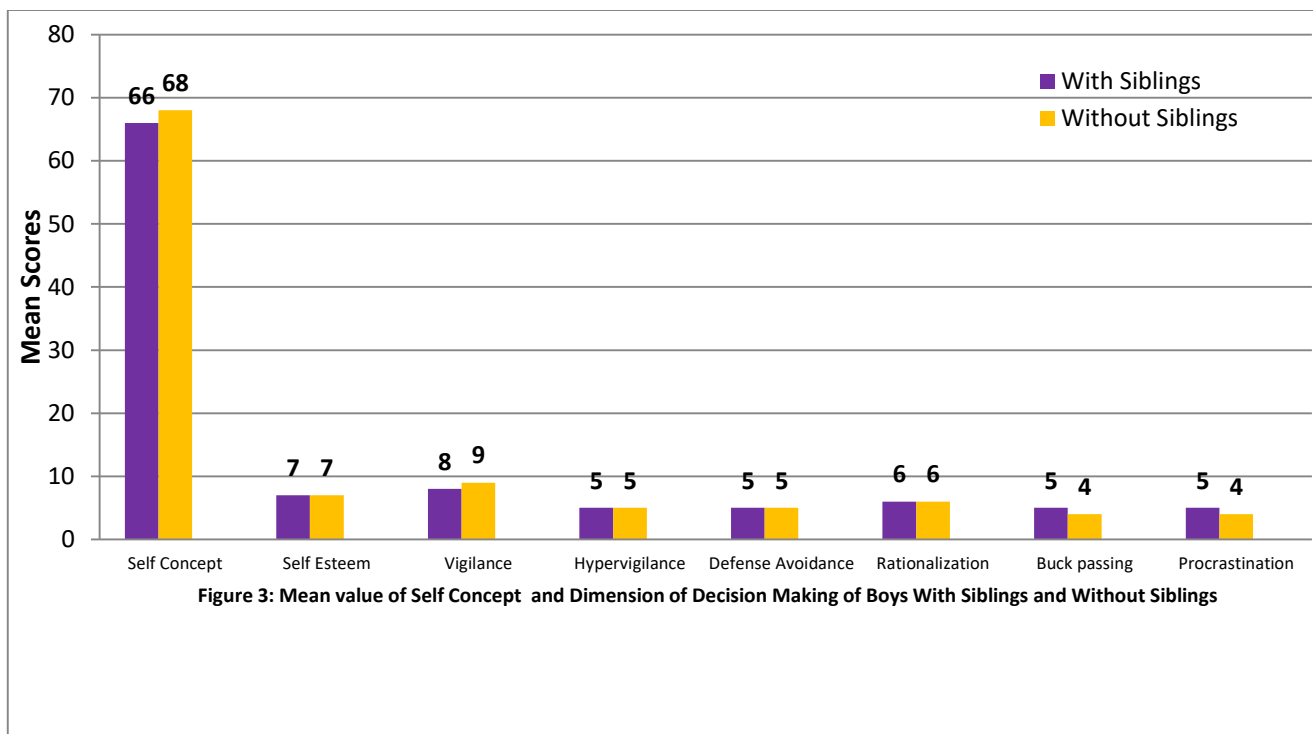


Table 4.4: Shows the mean, standard deviation, standard error, t value and the level of significance among GIRLS of Self Concept and Decision Making.

Variable	Dimension	Groups	n	Mean	SD	SE	t-value	Level of Significance
Self Concept		With Siblings	27	66.7037	4.259	0.820	0.55	NS
		Without Siblings	28	65.9286	6.049	1.143		
	Self Esteem	With Siblings	27	7.6296	1.621	0.312	0.98	NS
		Without Siblings	28	7.1786	1.786	0.337		
	Vigilance	With Siblings	27	8.9259	1.685	0.324	2.39	Sig*
		Without Siblings	28	7.6786	2.161	0.408		
Decision Making	Hyper Vigilance	With Siblings	27	4.8148	1.241	0.239	0.99	NS
		Without Siblings	28	4.4286	1.620	0.306		

		Siblings					
Defense Avoidance	With Siblings	27	3.7778	1.847	0.355	0.30	NS
	Without Siblings	28	3.6071	2.362	0.446		
Rationalization	With Siblings	27	5.6667	1.710	0.329	1.50	NS
	Without Siblings	28	4.9286	1.942	0.367		
Buck Passing	With Siblings	27	3.5926	1.448	0.279	0.61	NS
	Without Siblings	28	3.8571	1.779	0.336		
Procrastination	With Siblings	27	4.5185	1.827	0.352	0.97	NS
	Without Siblings	28	5.0000	1.846	0.349		

From table 4.4 it is evident there existed the significant difference at 0.05 level in Vigilance , the mean value of with siblings (8.9259) is slightly higher than the mean value of without siblings among girls. Figure 4 depicts the mean scores of Self Concept and Decision making of girls with siblings and without siblings.

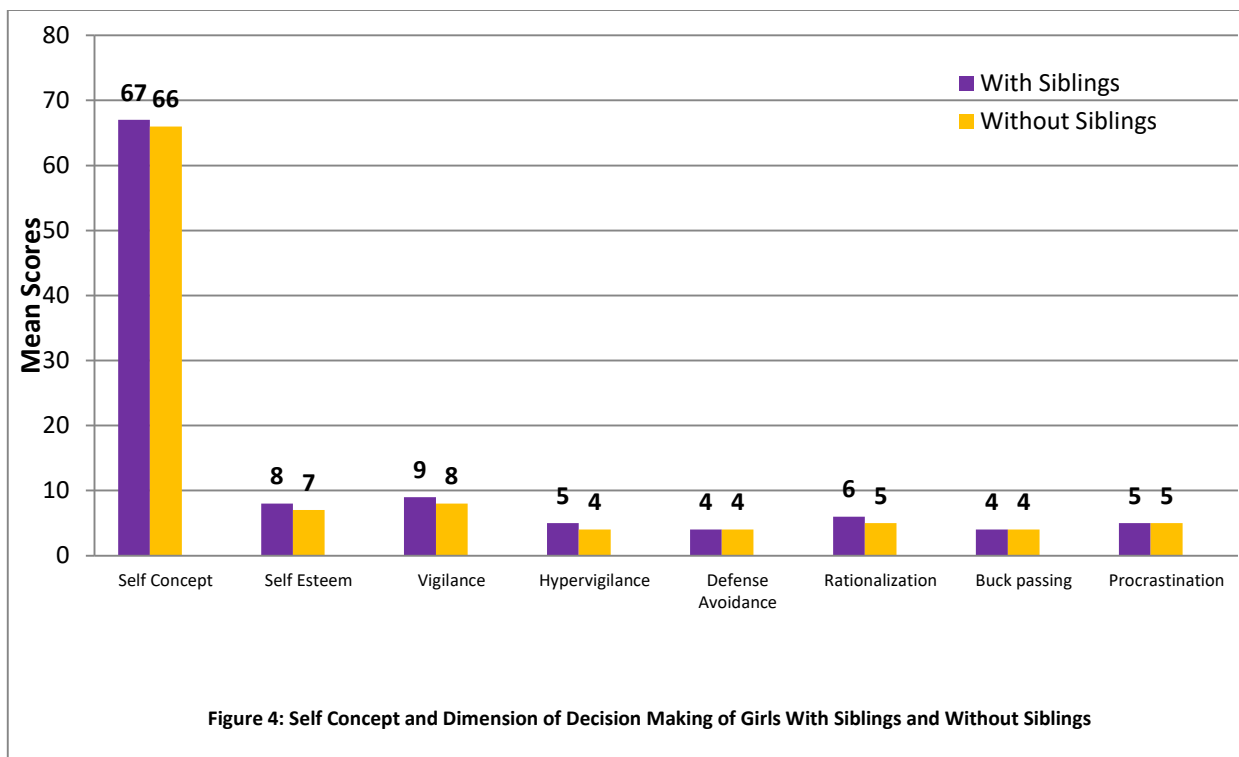


Table 4.5: Shows the mean, standard deviation, standard error, t value and the level of significance between boys and girls with siblings of Self Concept and Decision Making

Variable	Dimension	Groups	n	Mean	SD	SE	t-value	Level of Significance
Self Concept		Boys	28	65.5000	6.046	1.143	0.86	NS
		Girls	27	66.7037	4.259	0.820		
	Self Esteem	Boys	28	6.8929	2.233	0.422	1.40	NS
		Girls	27	7.6296	1.621	0.312		
Vigilance	Boys	28	7.7500	2.474	0.468	2.07	Sig*	
	Girls	27	8.9259	1.685	0.324			
Decision Making	Hyper Vigilance	Boys	28	5.4643	1.598	0.302	1.69	NS
		Girls	27	4.8148	1.241	0.239		
	Defense Avoidance	Boys	28	4.8214	1.827	0.345	2.11	Sig*
		Girls	27	3.7778	1.847	0.355		

Rationalization	Boys	28	5.8929	1.685	0.318	0.49	NS
	Girls	27	5.6667	1.710	0.329		
Buck Passing	Boys	28	4.5714	2.332	0.441	1.88	NS
	Girls	27	3.5926	1.448	0.279		
Procrastination	Boys	28	5.3571	2.164	0.409	1.56	NS
	Girls	27	4.5185	1.827	0.352		

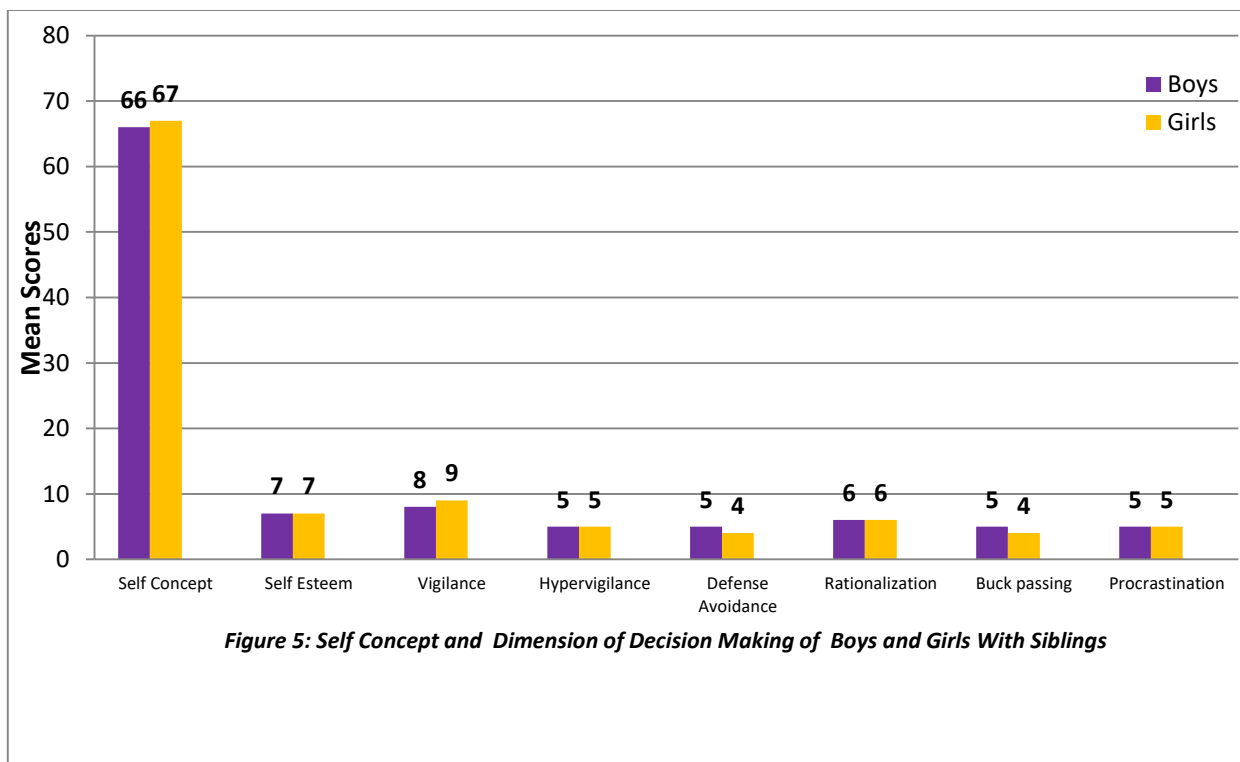


Figure 5: Self Concept and Dimension of Decision Making of Boys and Girls With Siblings

From the table 4.5, it is evident that vigilance and hyper vigilance dimensions of decision making shows a significance level at 0.05 between boys and girls with siblings. Figure 5 depicts the mean scores of Self Concept and Decision making of Boys and girls with siblings.

Table 4.6: Shows the mean, standard deviation, standard error, t value and the level of significance between boys and girls without siblings of Self Concept and Decision Making.

Variable	Dimension	Groups	n	Mean	SD	SE	t-value	Level of Significance
Self Concept		Boys	27	67.6296	4.993	0.961	1.14	NS
		Girls	28	65.9286	6.049	1.143		
Self Esteem		Boys	27	7.1852	1.360	0.262	0.02	NS
		Girls	28	7.1786	1.786	0.337		
Vigilance		Boys	27	8.5556	2.100	0.404	1.53	NS
		Girls	28	7.6786	2.161	0.408		
Hyper Vigilance		Boys	27	5.1111	1.476	0.284	1.63	NS
		Girls	28	4.4286	1.620	0.306		
Decision Making	Defense Avoidance	Boys	27	4.7407	1.631	0.314	2.08	Sig*
		Girls	28	3.6071	2.362	0.446		
Rationalization		Boys	27	6.0000	2.000	0.385	2.01	Sig*
		Girls	28	4.9286	1.942	0.367		
Buck Passing		Boys	27	4.0000	2.219	0.427	0.26	NS
		Girls	28	3.8571	1.779	0.336		
Procrastination		Boys	27	4.4444	2.326	0.448	0.98	NS
		Girls	28	5.0000	1.846	0.349		

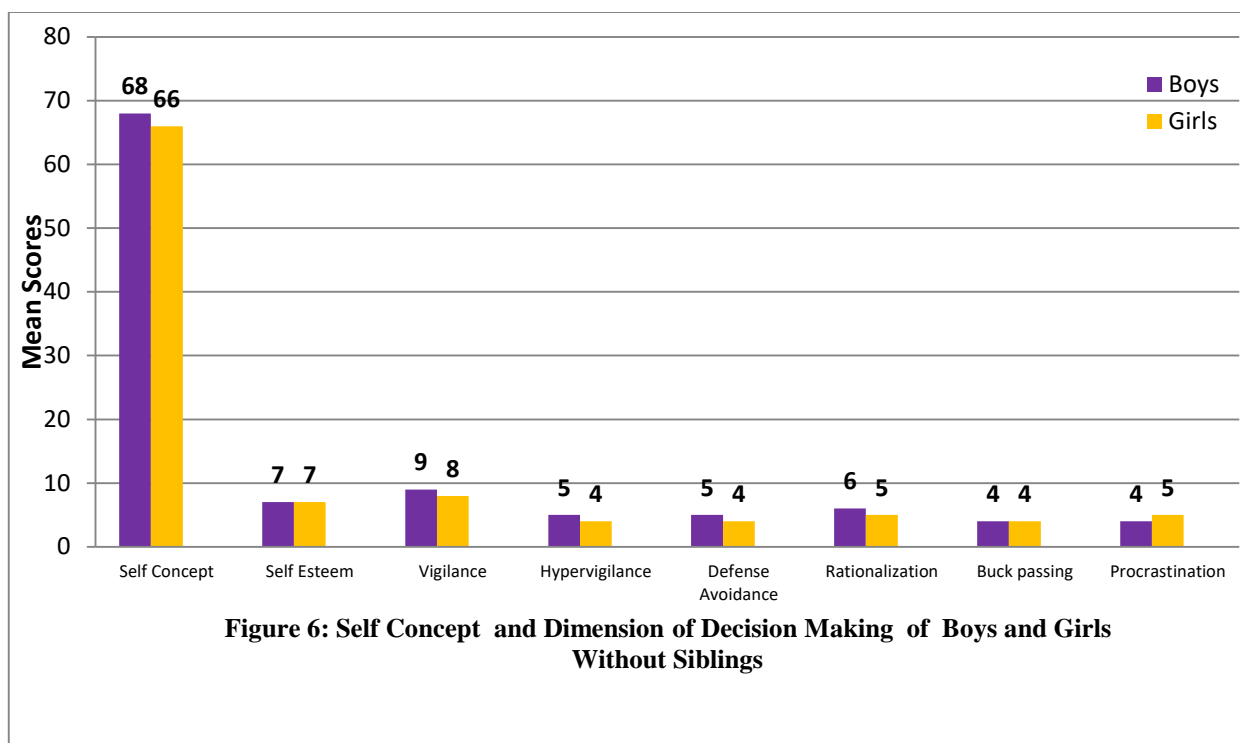


Table 4.6 revealed that the dimension of Decision Making, defense avoidance and Rationalization shows the t value of 2.08 and 2.01 respectively. Figure 6 depicts the mean scores of self concept and decision making of boys and girls without siblings.

From all these tables and figures the difference between siblings and without siblings among boys and girls could be due to the individual difference in the way they brought up because of their family background and style. This may also because of both boys and girls receive more social support, care from family members, positive impact from parents, high social life, leisure activities and fineness of low stress, hence the family background are same.

V.CONCLUSION

Hence from the results found from the analysis, clearly depicts hypothesis 1 that “There would be no significant difference between boys and girls with siblings and without siblings in Self Concept” is accepted. Hypothesis 2 that “There would be no significant difference between boys and girls with siblings and without siblings in Self Esteem dimension of decision making” is accepted. Hypothesis 3 that “There would be no significant difference between boys and girls with siblings and without siblings in Vigilance dimension of decision making” is accepted. Hypothesis 4 that “There would be no significant difference

between boys and girls with siblings and without siblings in Hyper Vigilance dimension of decision making” is not accepted. Hypothesis 5 that “There would be no significant difference between boys and girls with siblings and without siblings in Defense Avoidance dimension of decision making” is not accepted. Hypothesis 6 that “There would be no significant difference between boys and girls with siblings and without siblings in Rationalization dimension of decision making” is accepted. Hypothesis 7 that “There would be no significant difference between boys and girls with siblings and without siblings in Buck passing dimension of decision making ” is accepted. Hypothesis 8 that “There would be no significant difference between boys and girls with siblings and without siblings in Procrastination dimension of decision making ” is accepted.

VI. LIMITATIONS OF THE PRESENT STUDY

The sample size for the present study was limited to 110 students. The study also limited only to age of adolescent. The age limit of 12-17 years with small sample size hence the generalizing the result to the public

VII. IMPLICATIONS AND SUGGESTIONS FOR THE FURTHER STUDY

The study highlighted the significant difference between the boys and girls with siblings and without siblings in Self Concept and Decision making along with its dimensions. The investigation helps to find the causal factors and remedial measures to improve the students Self Concept and Dimension of Decision making. The study helps the teacher, parents and counselors to cater the need of the youth community.

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