CHAPTER II
REVIEW OF LITERATURE
CHAPTER II
REVIEW OF LITERATURE

Self concept had been studied since long. Several factors were found associated with the development of self concept. Review of literature provides good guidelines for framing the research proposals. Also, it tells us about the research gaps observed in the study of any problem or topic.

Scientific literature advocates on solid foundation of the existing literature. The review of relevant literature on a topic, therefore, constitutes an essential aspect of scientific work. It also, helps us conceptualization of the research problem at hand and makes the investigator aware of the existing relative status of the literature of the topic or subject.

An attempt has been made here to present the old and recent relevant findings of the researches done in this field. During the last six decades self concept had attracted the attention of social and behavioural scientists and much research had been done in this field. It is not possible to take an account of all the relevant published work, but representative relevant references are reviewed here.

Hartnagel (1970) explored the effects of fatherlessness and race on the self conceptions of lower-class adolescent males, using the orientation of symbolic interactionism and the semantic differential for measurement. A distinction was made between actual and normative self and the categories of White and Black, and father absent and father present boys were examined. All categories exhibited significant differences between actual and normative self, but the magnitude of differences varied among categories. Black father-absent boys had smaller differences than White father less boys, there was no difference between White and Black father present boys. The
smaller differences of the Black father absent boys was the result of their more potent self-conceptions.

Multivariate Regression Analysis was employed to examine variations in three aspects of adolescent self-image, using data collected in 1970 from a group of Mid Western adolescents (N-88 blacks, 98 whites aged between 14-19 years). Self-esteem, personal powerlessness and political powerlessness were also examined. Racial differences in self-perceptions were pronounced but were not in the expected direction. Black self image were more positive than those of white and provided little evidence of self-rejection or self-hate. Socio-economic deprivation and other personal and social back-ground characteristics were generally unrelated to variation in self-images. The evidence did not support the view that deprivation consistently generates negative self-perceptions. The generation of young blacks, perhaps responding to themes of Black consciousness and Black pride, articulated by the Black liberation movement, may have acquired self-image which are much more positive than those of previous generations (Hulberg 1975).

Singh, Sehgal and Kapoor (1976) measured self concept of co-educated and non co-educated female students. Fifty science and fifty arts college female students from non-coeducational institutions and equal number of Science and Arts female students from coeducational institutions participated as subjects. Two hypotheses were tested by the authors. The first one was, co-educated female students have significantly better self concept than non co-educated female students. Second assumption was, female students from Science stream have significantly better self concept than the female students studying in Arts faculty. Supporting evidences were found, both the assumptions were satiated. Further, significant differences between subjects from the 2 systems were found for behaviour, intelligence, physical appearance, popularity and happiness.
Pound (1978) studied relationship between self concept, race, sex and career maturity. Tennessee Self Concept Scale, (TSCS) and Crites Vocational Development Attitude Scale were administered on the students. Five hundred males and five hundred females were randomly selected predominantly from Caucasian lower and lower middle class high school students. Correlation and Multiple Regression Analysis showed - (a) an overall significant relationship between self concept and career maturity scores (b) the TSCS failed to predict career maturity for either the sex or the racial subgroups (c) no TSCS subscales improved on the simple correlation prediction of career maturity for any subgroup, except the social subscale for black males (d) TSCS predictors related to career maturity differed by sex and racial subgroups.

Rao (1978) examined the relationship between self esteem and socio-economic status, sex, mother’s education, employment, religion and caste. The effective sample was of 220 high school students. Results showed significant relationship between self esteem and SES, but not between self esteem and religion.

In a study 26 parents, who participated in a parent, group showed difference in attitudes, as measured by the Parent Attitude Survey, from the 24 parents who had expressed a willingness to participate in a parent group but who had not yet attended a group. Since, the parents had been randomly assigned to the two groups, it is concluded that the parent group experience accounted for the differences in parental attitudes. The 23 children of the parents who had participated in the parent group showed differences in self concept as measured by the Primary Self Concept Inventory from the 22 children of the parents who had not yet participated in a parent group. Since all of the children were tested 2 months after the first group of parents had completed the parent group and prior to the first session of the second group, these results suggest that the treatment effect experienced by the parents during the parent group participation was communicated to their children and resulted in higher self concepts (Sammertin & Roberts, 1978).
The intimate relationship between mind and body suggests that body image may strongly affect self-image. Low body Cathexis has been correlated with low self cathexis. Since these concepts apparently develop at an early age, the present study was designed to test a means of increasing body satisfaction in children. Twelve third graders, 10 girls and two boys, who demonstrated low body satisfaction and poor physical coordination, were randomly assigned to either an experimental group that received awareness training and yoga exercises or to a control group. A before after 2 group design was used. Measures of body satisfaction were obtained from an adopted children version of the Body Cathexis Scale, and the Human Figures Drawing Test. Results indicate that experimental students increased in body satisfaction, no change was found in controls. If poor body image does indeed adversely affect self-image, the study has demonstrated an effective means of counteracting such negative influence (Clance, et al. 1980).

Reek (1980) compared the general self concept score and the scores on six self concept clusters (behaviour, intellectual and social status, physical appearance and attributes, anxiety, popularity, happiness and satisfaction) of 86 rural and 80 urban sixth graders. Rural students scored significantly lower in general self concept, and also on the intelligence and social status, physical appearance and attributes, happiness and attributes and happiness and satisfaction.

Edwins and associates (1980) investigated the relationship between sex role identity, self concept and over anxiety in 136 undergraduates. Bem’s Sex Role Inventory, Tennessee Self Concept Scale, and Taylor Manifest Anxiety Scale were administered on the students. Those students who rated themselves low in both masculine and feminine attributes had significantly poor self concepts than both androgynous and masculine students. It suggests that this group should be distinguished from high scorers labelled as androgynous. There was no significant difference in self concept between masculine and androgynous students. The masculine group reported significantly lower levels of anxiety. These findings support a contention that it is the
presence of masculine attributes rather than a balance of masculinity and femininity that is crucial to personal adjustment.

An examination of relationship between children’s self-concepts and their evaluation of parents, in families where father deprivation has occurred either through divorce or death, was conducted. Data were gathered through the Personal Attribute Inventory for children, administered to one hundred thirty two fifth to eighth graders. The correlates were further analyzed relative to whether children perceived their present family situation as “happy” or “unhappy”. Results indicated significant correlations between self-concepts and evaluation of parents in unhappy and divorced family units. Non significant relationships were obtained in “happy” and father-loss through death configuration (Parish and Nunn, 1981).

Eyo (1981) compared British male delinquents (N-90) with their non-delinquent counterparts (N-121) in terms of scores on seven socialization-related domains of counseling an Research Form of WH Fitt’s Tennessee Self Concept Scale. Subjects were sub-grouped according to both security conscious and openness of delinquent institution. The hypothesis that delinquents would have poorer self-concept than non-delinquents was strongly supported with respect to five of the seven domains. The hypothesis was only partially supported regarding the remaining two. Delinquents from the most closed or security conscious institutions were found to value their physical selves more than did the other subgroups while they also tended more in terms of self-criticism, towards pathological defenselessness.

Brown (1984) studied group work with low income Black youths. He inferred that low income Black youths face problems that negatively affect their self concepts and educational achievements. Similar opinion was expressed by Dean (1984) after an empirical study of Black youths. Dean further suggested that Black youth’s perceptions of having little control over their environment both at home and at school, results in poor
self esteem. As Purkey (1970) has stated, the school is perhaps the most important social force in shaping and maintaining the child’s self concept; the disadvantaged being admitted in the ordinary local schools do develop poor self concepts. Purkeys assertion was substantiated by findings of many studies. In one of such study, 496 school boys and 419 girls took part. Effect of school environment on the development of preadolescents’ self concept was measured. The findings showed that there was high influence of school environment on the self concept (Kale, 1984). Contradictory to the Purvey’s opinion Weber and associates found non significant difference in the different school students. Weber and his associates (1984) compared fundamental and regular schools in USA, in terms of educational achievement, students’ self concept, school climate etc. On achievement variables fundamental school students performed as well or better than regular schools, but the self concepts of students in both types of schools were about the same.

Wilkinson and Burke (1984) examined the effects of 3 variables - ethnic identity, SES and self concept on the academic performance. They found that SES differences failed to bring out significant difference in self concept.

Barnes and Farrier (1985) carried out a longitudinal study of self concept of low income youths. In 1969, items from Rosenberg Self-Esteem Scale were administered on 263 females and 220 males. The scale was administered on the same students in 1978. The findings showed that, the self concept was not significantly affected by race or place of residence (urban vs. rural). For most students self concept remained stable over time, with only a slight increase between testing.

Lee (1985) developed a profile of successful Black adolescents in rural school system on the basis of interviews, conducted with 68 Black 8th to 12th graders, identified by their teachers as successful, often despite social and economic hardships. Areas examined include home and family life, school experiences, self concept, activities and
interest. Though disadvantaged, even since birth, the students showed high educational and occupational goals, and a positive but realistic view of the self.

In a study, data were derived from 184 Mexican American and White adults (Mean age 29). A Spanish language version of ASPP by Harter and Messer (1986) was evaluated initially in 65 monolingual Spanish speaking adults and in an additional 20 Ss following revisions. The ASPP measured differences between abused an un-abused individuals in the domains of sociability, morality and global self-worth: Sensitivity of the ASPP in the detection of differences between groups and changes was also supported (Harter & Messer, 1986).

Gaffney (1986) investigated the association that 5 components of maternal fetal attachment (giving of self, attributing characteristics to fetus, role taking, differentiation of self and interaction with fetus) had with scores on the Tennessee Self Concept Scale and the State Trait Anxiety Inventory among 100 women (mean age 26 years) in their 3rd trimester of pregnancy. Findings fail to demonstrate the strong association between anxiety and maternal - fetal attachment described by other theorists. It is hypothesized that the chosen instruments do not adequately differentiate between the mother’s anxieties regarding self and these related to the fetus.

Isarelite (1986) compared the self-reported levels of family responsibility, suppression, anxiety and self concept in 14 female siblings (aged 14-18 years) of hearing-impaired children and 14 female siblings (aged 16-18 years) of normal hearing children. Ss completed a family responsibility inventory, the Beck Depression Inventory, the State Trait Anxiety Inventory, and the Tennessee Self Concept Scale. Results indicate significant differences on 2 dimensions of self concept: identity and social self. It is suggested that subjects in the experimental group defined themselves not only as individuals in their own right but also as siblings of hearing impaired children. This self definition did not appear to influence subjects feelings about their
personal worth or their worth as family members, however, it may have contributed to feelings of inadequacy in social situation.

Kruse & Render (1986) examined the relationship of the use of a fantasy journey in the classroom and the self concept of 25 34th and 4th grade students. A short relaxation exercise was read, followed by an imaginary 13 min recorded journey that allowed for indirect expression of emotions, goals and beliefs in non-threatening, non-judgmental atmosphere. The Piers-Harris Children’s Self Concept Scale was administered to the treatment group and to 24 matched controls and results reveal a relationship approaching significance. It is suggested that a fantasy journey may aid in improving student’s self concept.

Warger, and Kleman (1986) studied the effects of creativity drama as a therapeutic intervention with 22 institutionalized 6-10 years old with behaviour disorders, 22 institutionalized non-handicapped 6-10 years olds, 18 non institutionalized 6-10 years olds with behaviour disorders, and 20 non institutionalized non-handicapped 6-10 years olds. Each treatment group met for 30-45 min. per day over a 2 week period. Adult volunteers who were trained in the use of modified drama techniques and in special education participated as group members. Redirection of activity was the primary behaviour at intervention technique. Ss were administered the Peirs-Harris Children Self Concept Scale and Torrance’s Thinking Creativity in Action and Movement before and after the intervention. Results indicate that all Ss in the 4 groups who underwent the intervention benefited in terms of improving their creative abilities, while 2 of the 4 groups - the non-institutionalized non-handicapped group appeared to gain the most in improved self-concept.

A review of research on learning disabilities (LD) students self concept and attributions shows consistent patterns across samples using different measures. LD students hold negative self concepts when queried about their academic performance,
but do not differ from achieving students in their feelings of self worth. LD Ss tend to attribute their successes to external factors, namely, to a lack of ability. Findings suggest that the passive learning style of LD students may reflect their beliefs that they are not in control of their destinies. Also found that the LD Children respond in non-strategic ways to various talks and that their maladaptive attributions become more pronounced as tasks increase in difficulty. Strategies for teachers and parents are recommended (Bryan, 1986).

Srivastava and Tiwari (1986) conducted a study to explore the effect of caste factor and socio-economic condition on children’s self perception. Significant differences in the self concept of students coming from different SES groups were observed. No caste differences were observed.

Perceived self, social self and ideal self of 158 culturally disadvantaged and equal number of advantaged students of Aurangabad were measured by Rangari (1987). Social, economic and cultural deprivation were the main criteria on which the students were classified. The findings revealed that the culturally disadvantaged group was higher in perceived self and lower in ideal self, as compared to the disadvantaged group. However, with respect to social self the two groups failed to differ significantly. Similarly, in a study of Santal and non-Santal college students no significant difference with respect to self concept was observed (Asha Rani and Singh, 1987).

Koe & Oldridge (1981) investigated the interaction between measures of hypnotic responsiveness and type of esteem suggestion on self concept as measured by the Tennessee Self Concept Scale. 52 college students were hypnotized and administered combination of self and other esteem suggestions. A regression approximation of analysis of Covariance (ANCOVA) was used to compare differences among groups of Ss. Findings indicate that hypnosis improved the self concept of susceptible Ss. Susceptible Ss made significant improvements in self concept after 4 sessions of
hypnotic treatment utilizing. J. Hartlands (1971) ego strengthening technique. Aspects of self concept, that were most responsive to treatment were self satisfaction, and personal self concept.

Stein (1987) investigated the total self concept of obese students as compared to non obese students in a junior nursing class of 86 students, as compared to non obese students in a junior nursing class of 86 students (aged 18-25 years). A determination was made of the relationships between self concept and variables of obesity, age of onset and social class, using Tennessee Self Concept Scale and demographic data. Results indicate that actual obese Ss had less self esteem in the areas of total scores, physical self, family self, identity and self satisfaction. Neurotic scores were also elevated. In addition, the considered obese Ss had less self esteem in personal self, social self and behaviour also, their general maladjustment, personality distortion and neurosis scores were elevated.

Workman et al (1986-87) compared 36 female community college students who received assertion training (experimental group) with 37 students from the same population who did not receive the group training process (Control group). A non randomized control group was employed. Posttest only and follow up test only means were analyzed through ‘t’ test comparisons. Posttests demonstrated that the experimented group increased significantly in the dependent variables of assertiveness, internal locus of control, and self concept (Tennessee Self Concept Scale), and there was a significant reduction in state and trait anxiety (state-trait anxiety scales). These differences were maintained in follow up testing.

Fabrizi & Pallio (1987) assessed the relationships among measures of humor, inactivity and self concept in 28 7th graders and 31 11th graders. Ss were evaluated based on direct observation of humorous events as well as teacher’s, peers and raters judgment of humorous creativity. Psychometric measures included the Torrance Test of
Creative Thinking and the Piers-Harris Children's Self Concept Scale. For both groups significant correlations were obtained between ratings of humorousness and humor production by teachers, observers and peers. While there were few significant correlations among creativity, humor, and self concept for 7th graders there were many positive correlations for 11th graders. Results suggest that humor may be a sign of low self esteem in 7th graders and a sign of potential creative ability in 11th graders.

Eighty dancers (mean age 14 years, 10 months) were tested once prior to and once 4 months after dance team participation. Eight participants from physical education classes, matched for age, weight, height, graders and race were tested once at the same time as the 2nd dance team test. Physiological tests were maximum oxygen uptake, sit-n-reach, one repetition maximum bench press, skinfolds and hydrostatic weighing. The self concept tests were Coopersmith Self-Esteem Inventory, Tennessee Self Concept Scale and Body Cathexis Scale. Results indicate that physical fitness is improved as a result of dance team participation, however, self concept seems to be affected only minimally, if at all compared with participation in physical education classes (Bertelson, et al. 1987).

Hausley et al. (1988) evaluated the scores of one hundred and nine 14 and 16 years old girls on a self-esteem scale as a function of economic status, race, and area of residence. Mean self-esteem of upper economic status urban subjects was significantly higher than that of lower economic status urban subjects. Self esteem of upper Economic Status urban subjects was significantly higher than their rural peers. Urban Black subjects' self esteem was significantly higher than that of urban white subjects.

In a study by Basavanna and Ujijwalani (1988), one hundred twenty Indian College students from high and low socio-economic status used a Semantic Difference measure of self perception and perception of others to rate twenty sets of personality adjectives. Upper caste subjects showed higher levels of self regard than lower caste
subjects. Economic status did not affect self perceptions when social disadvantage was already present.

Jain and associates (1988) administered the Embedded Figure Test and a Self Rating Trait measure to 120 Indian preadolescents, adolescents and young adults. It was found that field independent male preadolescents obtained maximum self consistency on psychological self concept. Field independent female adolescents were more self consistent on the physical self concept. Field independent showed higher self consistency over both psychological and physical self concepts.

Fifty one male and 37 female undergraduates completed the Tennessee Self Concept Scale, and the identity Vs identity diffusion, and intimacy Vs isolation scales developed by Constantinople. Strong positive correlations were found between ego identity and all aspects of self emerged for the intimacy Vs isolation crisis. For males all aspects of self concept were related to a sense of intimacy, but for females intimacy was related only to the behavioural and interpersonal aspects of self concept. The contingency of intimacy on ego identity is questioned with regard to females (Lobel & Guy, 1988).

Wagner (1988) assessed the psychological adjustment of 134 children (aged 5-16 years) exhibiting either nocturnal (NL) or nocturnal / devinal enuresis (NDE) Ss were administered the Piers-Harris Children's Self Concept Scale and the what it think and feel scale. Ss parents completed the personality inventory for children and an enuresis nuisance and tolerance scale. Results indicate that although parents described their children as relatively normal individual who were not exhibiting signs of psychopathology, NDE Ss reported having below average level of self esteem that was significantly lower than that reported by NL. Ss more of a nuisance than did parents of nocturnal enurecis.
For hundred and four, 7-12 years old children, of whom 158 were 1st born, were given the Children's Depression Inventory, the State Trait Anxiety Inventory for children and the Piers-Harris Self Concept Scale. First born Ss scored significantly lower on depression than 2nd, 3rd and 4th born and youngest Ss. First born showed significantly higher levels of self concept than 2nd born and youngest Ss. Girls showed significantly more trait anxiety than boys. (Gates et al. 1988).

Academic self concept, academic locus of control and achievement expectations were investigated over a 2 years period for 78 children identified as learning disabled (LD), and 71 men learning disabled, normally achieving children (NLD). The LD children had not been classified by the schools as LD. The data were collected while the sample was in junior high school. Five schools participated in the project. The results indicated that in comparison with NLD students, the LD children had lower self perceptions of ability, showed signs of learned helplessness, and reported lower achievement expectations. Three differences were well established at the start of year 1 of the project and remained consistent through to the end of year 2. The hypothesis that LD children not receiving remedial help would develop increasingly negative affective characteristics was therefore not supported. Correlation and regression data show that academic self concept scores were the single best predictor of achievement levels. It suggests that negative school related attitudes develop early in the school lives of LD children and remain negative, but consistent through high school. Some consequences for further learning and remedial programming are considered. (Chapman, 1989).

Crowder & Michael (1989) describes a rationale for the measurement of self concept in the employment setting that involves the translation of 6 postulated, constructs into 6 factor scales (level of Aspiration, Anxiety, Job interest and Satisfaction, Leadership and initiative, identification Vs alienation and job stress). An experimental form of a test with 30 self report items for each of the 6 factor scales was administered to 201 employees (aged 20-64 years) in a mid sized company. Internal consistency estimates of reliability were satisfactory. Approximately 75.6% of the items registered
at least as high a correlation with the total score of the factor scale of which they were members as with the total score on the other 5 scales. The 10 subtests from the level of aspiration and job interest and satisfaction factor scales fused to describe one factor dimension.

Twenty children of leprosy patients living with their parents and 30 institutionalized children of leprosy patients were compared with a matched group of 30 children of healthy parents on the variable of self concept. The students were 11-18 years old. Two open ended probes, “Tell us about yourself”, and “Tell us about what you are not”, were used. Children of leprosy patients had a negative self concept as compared with children of healthy parents. Institutionalized children of leprosy patients had a more negative self concept as compared with children of leprosy patients living with parents. This low self concept is attributed to (i) parents negative self image and shame, (ii) social seclusion and (iii) social attitudes (Antony and Broota, 1991).

Whitbeck et al. (1991) examined the effects of parents’ reports of family economic hardship on the self esteem of their adolescent children, using structural equation modeling with data from 451 families of adolescents. Family economic hardship affects early adolescent’s self esteem indirectly by decreasing parental support and involvement, but had a weak direct effect. The effects of the family’s economic hard times on parents’ behaviours towards their adolescent children are more psychologically central to early adolescents than are the direct consequences of the family’s economic situation.

Sixty five students were administered three measures of self concepts to explore instrument equivalence, investigate differences between self concept and self esteem and explore the multidimensionality of the construct. The total scores of the Coopersmith Self Esteem Inventories, Multidimensional Self Concept Scale, and Children’s Self Concept Scale were highly inter correlated, indicating that a single construct underlies the three measures. Convergent and discriminant validity subscale correlations lend
support for a multidimensional interpretation of the self concept construct (Bracken & Howell, 1991).

Super & Black (1992) studied self concept and need for achievement of athletically active and relatively inactive American males with physical disabilities using the Tennessee Self Concept Scale, Counseling Form and the Thematic Apperception Test. Ss were 45 men ranged 18-40 years, with physical disabilities. 50 able bodied Ss composing 2 counterpart groups, were also included. Results support the hypothesis that predicted negligible difference between the disabled Ss and the able bodied counterpart groups occur.

A two year study by Orasan and Associates (1992) describes a tutoring program designed to help 497 children in grades 3-5 who underwent an unscheduled school transfer. Gender differences in self concepts, academic performance, teacher evaluations and peer ratings were examined. Female transfer students reported lower self concepts than males. Self concept of these children was measured by Piers-Harris Children Self Concept Scale.

Parish & McCluskey (1992) surveyed 123 college students to assess their self concepts, evaluations of parents and perceptions of their parents’ parenting styles. Notably, the students self concepts varied directly with perceived level of parental warmth, but did not vary as a function of their parents level of restrictiveness. Fathers & Mothers were rated more highly if they were perceived as being warm and permissive rather than hostile and restrictive.

The efficacy of 3 pedagogical strategies (cooperative learning in small groups, a specially designed social relations program and a combination of the 2) for the enhancement of student’s academic and social self concept in mixed-ethnic classes was examined by Eitan et al. (1992). Five hundred ninety four Israeli children of varying status levels in their 1st year of Junior high school (i.e. 7th grade) participated. A
comparison group using traditional pedagogical approaches was also investigated. Results indicate that low-achieving students of Middle Eastern background only in the comparison group sustained a significant negative change in their social and academic self concepts.

Chaudhary and Ray (1992) assessed self concept of intellectually superior and normal students of Indore. Forty eight intellectually superior and 57 normal students comprised the sample of study. The students were studying in V, VIII & IX standard. Culture Fare Test of Intelligence by Cattell & Cattell, Self Concept Questionnaire by Saraswat, and Adjustment Inventory by Mittal were administered on the students. Authors reported a significant positive relationship between intelligence and self concept, suggesting superior intelligence resulting in development of better self concept.

Mullis et al. (1992) examined the self esteem of 270 adolescents aged 14-19 years over three years of high school. The study was designed to allow for cross sectional and longitudinal comparisons of adolescent self esteem, including the effects of gender and socio-economic status. Subjects completed the Coopersmith Self Esteem Inventories for each three years. Grade level was significantly related to self-esteem in the longitudinal but not the cross-sectional design. The mediational effects of gender and SES were minimal.

Deene (1992) using psychoanalytic reasoning and a modified Durkheimian approach, suggested that attention needs to be given to how family structure shapes conception of self. People recognize their real selves either in acting out institutional roles or in experiencing inner impulses. Some people conceptualize a self anchored neither in institutions nor in impulse but in social pressures. The North Indian family structure, in which maternal indulgence is prolonged and young children live not just with parents but with other adult couples as well, is important in generating the socially anchored real self. Parallels between Hindu men’s and American women’s conceptions
of self and their family experiences support the argument that family structure is important in shaping self conceptions.

Osecka and Blatny (1993) examined whether self esteem in men and women is related to other aspects of their self concept. Seventy two male and 116 female college students completed Rosenberg's Self Esteem Scale and a semantic differential on which students rated themselves on 46 five point bipolar scales. Predictors of self esteem were different for men and women. Men were highly self confident when they rated themselves as perfect, worthy, strong, morally straight and successful. Women with high self esteem rated themselves as interesting, strong, correct, conspicuous and callous. Thus, the self esteem of men is based on their capability of self assertion experienced as a feeling of competence. The responses for women show that they define themselves more in terms of their social environment.

Schupak & Nemeroff (1993) hypothesized that bulimics lack a clearly defined sense of self and subsequently utilize their physical bodies as a means of self-definition and regulation. Three major aspects of this perspective were assessed for 26 bulimics, 25 bingers and 31 normal controls: identity disturbance; use of the binge and purge as means of emotional regulation and sensitivity to interpersonal contact. All students were women, aged 17-26 years. Bulimics reported greater amounts of identity confusion, enmeshment and overall instability in self-concept than normal controls and binge eaters. The binge led to an escape from self-awareness for bulimics also showed greater sensitivity to interpersonal contact with positive people and with their mother than both binge eaters and controls.

Pubertal development has been implicated as the point of origin for decreased body satisfaction (BDS) and self concept for girls from prepubertal levels and increased BDS and self concept for boys. Twenty nine boys and 18 girls in grade 3, and 14 boys and 29 girls in grade 6 completed a Body Satisfaction Questionnaire and the Piers-Harris
Children’s Self Concept Scale to test the assumption. Boys in 6th grade scored lower on BDS than boys in 3rd grade, and self concept scores were positively correlated with self concept in both grades; and few significant differences were found between grades. For girls apparently the relationship between BDS and self concept may be present before the onset of puberty (Folk et al. 1993).

Hogborg (1993) examined gender differences and self concept in 75 boys and 75 girls (grades 8-12) using the Self-perception Profile for Adolescents. Boys rated higher on athletic competence and physical appearance, while girls rated higher on close friendship. Both boys and girls were similarly confident in the domains on peer relations, close emotional bonds with friends, and employment; they were less assured in romantic relations and looks.

Two hundred twenty seven university students completed 4 self report measures of various aspects of humor. Three operational measures of self concept were derived from actual and ideal self-ratings completed on a set of personal adjectives. Consistent with the proposal linkage between humor and a healthier more positive self concept, higher humor scores were significantly associated with (i) greater congruence between actual and ideal self concept (ii) greater temporal stability of actual self concept (iii) increased positive self concept and decreased negative self concept. A further indicator of positive self concept showed that more humorous students endorsed significantly fewer dysfunctional standards, for evaluating the self. In terms of general affective levels, greater humor was significantly related to higher levels of self esteem and lower levels of perceived stress (Kuiper & Martin 1993).

Studer (1993) compared the self concept of 217 adolescents (Grade 9-12), from identical home structures (i.e. intact, maternal custodial) and examined variables that effect the adolescents’ adjustment to parental divorce. A difference did exist in five self concept facets between adolescent males and females from homes in which there has
been a parental divorce. Males had higher scores than females in four self concept facets: physical ability, general, emotional and physical appearance. Adolescents from intact homes had better self concepts than adolescents from homes in which a parental divorce had occurred.

Patton and Noller (1994) investigated the reliability and validity of the Offer Self Image Questionnaire (OSIQ) for adolescents, using data from 72 boys and 144 girls (aged 14-16 years). Results indicate significant correlations of the OSIQ Subscales, with the Children's Depression Scale and Small correlations with a measure of social desirability. Significant differences between boys and girls were found on 3 of the OSIQ Scales: Impulse Control, Morals and Vocational and Educational Goals. Girls had a less positive self image on Impulse Control, while boys had a less positive self image on morals and Vocational and Vocational Goals. A factor analysis yielded 5 interpretable oblique factors that support the concept of a multidimensional self image.

Crain and Bracken (1994) examined age, race and gender differences in global and domain specific self concepts (SCTs) among 2188 American children and adolescents (aged 10-18 years). Subjects included 1988 White, 207 African-American and 93 Hispanic students (1006 males and 1182 females). Subjects responded to the Multidimensional Self Concept Scale which assesses SCT in each of 6 domains: Social, Competence, Affect, Academic, Family and Physical. Although several statistically significant effects of age, race and gender on global and domain specific SCTs were found the differences appeared to be of little qualitative or clinical significance.

Berzonsky (1994) investigated hypothesized relationships between identity processing styles and the nature of the self attributes in terms of which self identity is defined (i.e. social, personal or collective attributes). One hundred and seventy five undergraduates completed the revised identity style inventory and the Aspects of Identity Questionnaire. Self definitional emphasis were associated with identity processing
styles: Information types highlighted private self elements, normative types emphasized collective self content, and diffuse/avoiders focused on public self components.

Trusty, Peck and Mathew (1994) investigated the relationship among achievement, SES and self concept in 392 fourth graders. Achievement and SES scores were collected through questionnaires completed by counselors and teachers. Self concept was quantified by the self observational scales, which measure 7 dimensions: Self Acceptance, Self Security, Social maturity, Social confidence, School affiliation, Teacher Affiliations and Peer affiliations. Achievement, and SES clusters accounted for roughly 24% of the variability in self concept scores. Low achieving/low SES students generally had negative social and emotional self perceptions whereas low achieving/higher SES students had more negative school related self perceptions.

In a study Reitzes and Mutran (1994) used data derived from in depth telephone interviews with 818 full time working men and women to explore hypotheses about the influence of roles and identities on self esteem. Four sets of variables focused on self esteem, background characteristics, role occupancy, and identity processes. Findings showed that neither role accumulation nor specific combinations of the roles influence self esteem; that commitment of the worker, spouse, and parental roles increase self esteem and that the influence of identity meanings on self esteem varies by role and gender.

Skaalvik, Valans and Sletta (1994) explored relations between academic achievement, self perceptions, task involvement and defensive ego involvement among 349 6th grade and 350 9th grade Norwegian students. Task involvement was defined as general interest in working with school subjects, whereas defensive ego involvement was defined as subjects’ preoccupation with the impression they make on their classmates emphasizing the concern of not looking stupid. Results show that task involvement and defensive ego involvement are independent but correlated motivational
states. The concepts are negatively, but weakly correlated and are affected by different processes. Task involvement was directly and strongly associated with self esteem. Defensive ego involvement was strongly associated with self esteem and was affected indirectly by academic self concept through self esteem.

Evans (1994) examined the developmental and clinical correlates of self complexity during adolescence by administering the Self Complexity Inventory (SCI) to 182 adolescents (aged 11 to 18 years). The SCI contains 8 scenarios depicting relatively stressful experiences in various domains of self concept (e.g. social, scholastic, athletic) which are differentiated from each other. The SCI correlated positively with chronological age and global self worth and was negatively related to internalizing and externalizing symptoms. Regression analyses indicate that the SCI was the best predictor of depression when holding global self-worth constant.

Brodie; Bagley and Slade (1994) examined whether the process of adolescence is a contributory factor to ratings of both perceived and ideal body image (BI). A distorting mirror and Silhouette pictures were used to examine BI in 2 groups of 59 pre and 41 post adolescent girls (Mean ages 9.3 and 14.1 years respectively). The students’ perception of themselves was reasonably accurate yet both groups had a significantly slimmer mean ideal BI, irrespective of adolescent status. The differences between the two groups were non-significant whether using the distorting mirror or the pictures. The only difference observed occurred when using a body-satisfaction scale. Post adolescent students were significantly less satisfied about their non head body parts than were pre-adolescent students.

Neisser (1994) argued that 2 basic modes of self perception, termed the ecological and the interpersonal, precede mirror image awareness of self. An ecological analysis of perception is presented on visual perception. The ecological self is an active agent in the physical environment, whereas the interpersonal self is an active agent in an
ongoing social exchange. Differences in the emotional accompaniments of these 2 kinds of self knowledge are of importance. The self concept includes beliefs about one's roles, attributes, inner essence and worth and value, none of which are based on direct perceptions. Self concepts are learned in early childhood and self narratives still later after the ecological and interpersonal selves are already firmly in place.

Mpofu (1994) explored 210 Zimbabwean 1st year student teachers' (aged 18–41 years) perception of the self at personal, cultural-idealistic and cultural-behavioural levels. All students had a Shona cultural background. Subjects answered an open-ended questionnaire on the meaning of self, the ideal self and the expression of self in the Shona culture. Although students tested to endorse an individualistic self concept orientation to a significant extent, women and older students were more inclined to perceive the self concept as collectivistic and moralistic in orientation.

Tiwari and Bansal (1994) from a sample of 885 girls of four different places of UP selected only 100 effective sample on the basis of marks obtained by them in UP Board examination. On the basis of their marks 50 girls were treated as high achievers and 50 other were low achievers. Their self concepts were measured. High achievers exhibited superior self concept as compared to the self concepts exhibited by low achievers.

Bhasahkale, Shrivastava and Jai Prakash (1994) measured self image of scheduled castes and non-scheduled castes school going children in relation to their socio-metric status. The students were 300 students studying at X, XI and XII standard. Their age range was 14 to 18 years. Socio-metric status questionnaire by Jai Prakash, Bronfenbrenner's Fixed Frame of Reference and Self Image Questionnaire by Agrawal and Misra were administered on them. Subjects were classified on the basis of sex, caste and frame of reference. Socio-metric status was associated with self concept. The Ss with high socio-metric status had better self concept than those who had low sociometric
status. Non SC Ss had significantly superior self concept, whereas SC Ss had poor self concept.

Cornell et al. (1995) presented the standardized achievement scores and self concept levels of 299 Black, 52 Hispanic and 595 White elementary school students placed in gifted or regular school programmes. Subjects completed the IOWA Test of Basic Skills form J, and the Self Perception Profile for children. Results indicate that minority students identified for gifted programmes scored significantly higher on achievement measures than minority students placed in regular classrooms although White gifted-programmes students scored significantly higher than both Black and Hispanic gifted programmes students. There were no minority group differences in academic or social self concept. Additional analyses suggest that the distinction between academic and social self concept used with white students may not be applicable to minority students.

Verkuylten (1995) assessed the importance of prestige of one’s ethnic minority group among 12 to 17 years old students in multiethnic schools in the Netherlands. The sample included 116 Turkish, 73 Moroccan, 73 Surinamese, and 308 Dutch students who defined themselves as belonging to those nationalities. Subjects completed the Rosenberg Self Esteem Scale, Stability of Self Scale, Collective Self Esteem Scale and measures of ethnic group identification and in group evaluation. Minority and majority youth did not differ in self esteem or self concept stability. Eleven percent of the Ss reported fluctuating self feelings. Minority youth identified more strongly with their ethnic group and evaluated their group more positively than did Dutch contemporaries.

Lo Verso (1995) discussed reasons for the importance of ethnic membership to individual identity. It was argued that culture is an inseparable element of personal identity and the distinction of identity from intrapsychic, inter psychic and transpsychic experience does not correspond to the psychic reality of the self. There is a reciprocal
conception between individual and world: the subject is constructed by a transpersonal world that he or she re-elaborates. In such a sense, the small group can be seen as a laboratory, because it allows a confrontation of similarities and differences and the elaboration of cultural, institutional, individual and family dimensions.

Lewis, et al (1995) investigated self actualization and self concept in 162 male and 206 female intellectually gifted students, in Grades 4-13. Subjects completed the Reflections of Self by Youth (Rosy), the Maslowian Scale, and Piers-Harris Children’s self concept scale. School level and gender had significant effects on self actualization as measured by ROSY. The mean for Ss at the high school level was higher than the mean at either the elementary or junior high school level. The mean for girls was higher than for boys. A significant interaction between school level and gender was observed on the psychological subscale of the Maslowian Scale. The Rosy, the self actualization subscale and the total score on the Maslowian Scale were significantly related to self concept.

Lawrence and Thelen (1995) addressed body image concerns, dieting behaviours, self concept and the relation among these variables in 125 African American (70 girls and 55 boys) and 95 Caucasian (46 girls and 49 boys), in grade 3 and in 103 African American (51 girls and 52 boys), and 90 Caucasian (49 girls and 41 boys) students in grade 6. Subjects completed the Dieting The Body Image Questionnaire and the Self Perception Profile for Children. Girls were more concerned than boys about issues related to being overweight. Caucasian had less body image satisfaction than did African Americans. Results suggest that body image concerns are related to how young children view themselves, particularly among Caucasian girls.

Mboya (1995) examined the relationship between perceived parenting styles and self concepts of black and white South African High school students. Data on these variables were collected from 2014 adolescents from 5 urban high schools (age range
14-22 years). Parenting styles were measured by the Perceived Parental Behaviour Inventory and self concept by the Self Description Inventory. High internal consistency was found in the scales. For black Ss, all the self concept facets measured were positively related to their perceptions of parental behaviours. The relationship reached significance for white students only for the relations with family, general school and physical appearance self concepts. Growing up in a socio-economically segregated society is considered in the light of parent adolescent relations and self concept. Results suggest different dimensions of parental support between the 2 groups with significant influence on self concept.

Questionnaire data from 957 elementary school children in grades 3-7 in a large metropolitan area of Australia were used to investigate gender and developmental differences in self description, self evaluation and self esteem. Gender differences were found for six of the seven descriptive statements and five of the seven evaluative statements. The major stereotypical findings from previous studies were replicated. Boys had higher scores than girls on descriptive and evaluative statements about their physical abilities. Girls had higher scores on descriptive and evaluative statements. Declines over time were noted for all self-evaluations except having good relations with peers and global self esteem, providing some support for the notion that the decline in self concepts and self esteem may be attributed to the children’s perceptions of themselves becoming more accurate and less egocentric in line with their cognitive capacity to integrate external feedback realistically (Burnett, 1966).

Mboya (1996) examined the relationship between dimensions of family and school social environments and various aspects of adolescents’ self concepts. Contemporary theory and research have suggested that the family and the school contribute significantly to the development of children and adolescents. Inventory data from 1192 secondary school students in Cape Town, South Africa indicated that perceived parental behaviours were associated with relations with family, general school behaviour, physical appearance, emotional stability, peer relations, health and global self
concepts. Perceived teachers' behaviours were associated with family relations, general school behaviour, emotional stability, health and global self concepts. Perceived parental behaviour was a stronger predictor of self concept than was perceived teacher behaviour.

Cramer (1997) investigated the relationships among identity defence mechanisms and self esteem. Ss were 91, 23 years old who were part of a longitudinal study. Several measures were used including the Q-sort prototype for Ego-Identity status. There was a clear relationship between identity crisis and the use of defence mechanisms. The achieved and foreclosed personalities were both associated with high self esteem. While the non committed personalities of Moratorium and Diffusion were related to low self esteem.

Davis, Claridge and Cerullo (1997) assessed the joint impact of both healthy (adaptive) and pathological (maladaptive) narcissistic behaviours and attitudes on body esteem (BE). One hundred ninety one women (aged 18-32 years) completed a BE scale, a neuroticism scale, two scales on adaptive and maladaptive aspects of narcissism, and a body mass index. Regression analysis (controlling for body mass and general neuroticism) indicated that the adaptive and maladaptive aspect of narcissism were interactively associated with BE in the Ss. Findings confirm that women's sense of self worth about their bodies is significantly related to their level of narcissism. Results also indicate that narcissistic traits do make an important contribution to motivating weight control behaviours that can become dysfunction if carried to extreme.

Pavot, Fujita and Diener (1997) examined in 2 studies the relationship between self aspect congruence, subjective well being (SWB) and personality. In study 1, with 106 college students, the congruence between "real" and "ought" Q-sort self descriptions was found to be positively related to measures of SWB and life satisfaction. Congruence was negatively related to neuroticism and positively related to agreeableness. In study 2
with 179 college students, the congruence between “real” and “ideal” Q-sort self descriptions was found to be positively related to both self and non self report measures of SWB.

Dooley and Pranse (1997) used panel data from the National Longitudinal Survey of Youth to test whether prior psychological status would predict later workforce outcomes in non-college-bound young people. Self esteem measured in 1980 while respondents were still in high school, was used to predict employment status in 1987 (N = 3055) and proportion of time spent unemployed in the years between leaving school and 1987 (N = 1905). Results show that high school students with lower self esteem were more likely to be unemployed but that this relationship was stronger for males than females and for whites than blacks. These findings were interpreted in terms of self esteem as a psychological asset in securing and holding employment. The gender and race differences in the value of this asset were considered in terms of social repression (Sexism and racism) and in terms of different sources and meanings of self esteem across gender and racial groups.

Hart et al (1997) compared the semantic space model (SSM) of representations of self and other with both the self concept differentiation perspective and the self concept compartmentalization theories in predicting self evaluation, mood and emotion of 65 college students. In addition to completing the persons and their attributes questionnaire, the Five Factor Inventory, the Trait Anxiety Measure and the Back Depression Inventory, Ss also participated in experience sampling for 1 week. According to the SSM representations of facets of the self (e.g. actual self and ideal self) and of others are arranged in a semantic space, with proximities among representations predicted to be associated with mood, self evaluation and broad personality dimensions. Proximities among representations were shown to predict self esteem and self evaluative moods.
The sample of study consisted of 4500 adolescent girls in the age range of 16-18 years from 15 district of Haryana State. A self devised questionnaire was administered on the Ss to assess parental discrimination against them. Of the total sample 515 low and 735 high discriminated girls were screened out on the basis of Q1 and Q3. The high discriminated group (HD) was further classified into two categories as 225 silent acceptors (SA) and 510 non acceptors (NA). Finally, all the 510 non acceptors were further subdivided into two more categories as 361 active revolters and 239 passive revolters. All the high discriminated girls were administered self devised self esteem inventory which measure self esteem in seven area, viz. family acceptance (FA), general acceptance (GA), academic (ACC), social (Soc) personal (PSE) social self (SSE) and Lie (L). Results revealed significant differences between the self esteem of the high and low discriminated girls silent acceptors, and non acceptors as well as between active and passive revolters (Jain 2003).

Not all but a very few research studies reviewed here clearly indicate that, in India, it is necessary to carry out extensive research on self concept considering the social and economic factors.