

Effect of Residential Background and Gender on Self-Construal of the Adolescent

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Abstract: *The present paper is based on the study that describes the impact of residential background and gender on the self-construal of the adolescents. The concept of self-construal evolved from a comparison of Western and Eastern conceptualizations of the self (Markus & Kitayama, 1991). It refers to the perception, that individual have about their thoughts, feelings and actions in relation to others. In the present study effort were made to explore the impact of residential background and gender on self-construal of the children. To achieve this, data were obtained on 100 students of which 50 were girls and 50 were boys. Out of 50, 25 were local (Bhopali) & 25 were kashmiri girls and boys. Standard tools assessing self-construal were used in this study. Relationship between residential background and self-construal were examined. Result indicated that residential background and gender was positively related with self-construal.*

Keywords: Self-construal, residential background and gender

1. Introduction

Self-construal refers to the grounds of self-definition, and the extent to which the self is defined independently of others or interdependently with others. Initially, the term derived from perceived cultural differences in the self. Westerners were thought to have an independent self-construal, which is characterized by separateness from others, by attention to one's abilities, traits, preferences, and wishes, and by the primacy of one's individual goals over those of in-groups. East Asians were thought to have an interdependent self-construal, which is characterized by a sense of fundamental connectedness with others, by attention to one's role in in-groups, and by the primacy of group goals over one's individual goals. Later, a third characterization, the relational self-construal, was proposed; it represents the ways that people may define themselves in terms of close, dyadic relationships. Social and cultural psychologists now view these as three dimensions of the self, which virtually all people construct to some degree. Cultural differences in self-definition arise through differences in the relative strength or elaboration of this self-construal. Consequently, the literature on self-construal can seem somewhat confusing: self-construal is described at times in terms of very different understandings of the self in different cultures, and at other times in terms of universal dimensions (independent, relational, or interdependent) that vary in strength in different cultures.

Objectives

- Do the Kashmiri and Local (Bhopal) students vary in the perception of self-construal?
- Do the male and female students vary in the perception of self-construal?

Hypothesis

- Perceived self-construal of the Kashmiri students will vary significantly as compared to local students.
- Perceived self-construal of the female students will vary significantly as compared to male students.

2. Methodology

Sample

A total of 100 students (50 males and 50 females) studying in different college and university of Bhopal participated in this study. Out of total 100 student, 50 students (25 males, 25 females) were Kashmiri PG students and the other 50 students (25 males, 25 females) were local student of M.P. the participants studying in the Barkatullah University of Bhopal. The age range of sample was 21-26 yrs.

Tools/measures

Self-Construal scale was developed by Marks and Kitayama. (1991).The scale consisted of 22 items.

3. Results

Self-construal

It is evident from ANOVA result that effect of residential background on self-construal ($F(1, 96) = 7.93, P < 0.01$) was significant. It indicated that Kashmiri participants displayed higher on self-construal ($M = 76.86$) as compared to local participants ($M = 75.30$). The effect of gender on the perceived self-construal was found significant, $F(1, 96) = 6.12, P < 0.01$. The pattern of result reflects that the male participants ($M = 76.66$) displayed higher self-construal as compared to female participants ($M = 75.50$).

4. Discussion and Conclusion

A close look on the pattern of result support that Kashmiri students were inclined towards developing interdependent as well as independent self equally the same was not observed in the case of local Bhopali students. The result support that the Kashmiri students were more interested to work in group, to work for the group and to follow the group decision. Probably, it happens due to socialization practices available to them here during their three or four years sustain in Bhopal. Effect of gender on self-construal was also found to be significant. It suggested that male students showed more positive approach to assess their self as compared to female student. The male students love to

work with group and want to respect the authority figure and group interest. The pattern of result also indicated that they evaluate their self more positively and develop a sense of collective self. The result also support that according to need of situation the male students displayed matter independent and interdependent self as compared to female students.

References

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