

Suicides in *Ilam* District of Nepal

Nawa Raj Subba

Pages: 137-141 Published Online: Oct. 12, 2015

DOI: [10.11648/j.lajap.20150406.11](https://doi.org/10.11648/j.lajap.20150406.11) Views [238](#) Downloads [25](#)

A Cross-Sectional Study of Reading Rocks: An Approach to Support and Motivate Vulnerable Readers

Sydney Kerr, Hilary Scruton, John McNamara

Pages: 142-145 Published Online: Oct. 14, 2015

DOI: [10.11648/j.lajap.20150406.12](https://doi.org/10.11648/j.lajap.20150406.12) Views [149](#) Downloads [18](#)

Child Victimization at Working Places in Bangladesh

Md. Kamruzzaman

Pages: 146-149 Published Online: Oct. 22, 2015

DOI: [10.11648/j.lajap.20150406.13](https://doi.org/10.11648/j.lajap.20150406.13) Views [464](#) Downloads [24](#)

Learning Styles Among Undergraduate Nursing Students' in School of Nursing and Midwifery, Tehran University of Medical Sciences, Tehran, Iran

Addis Adera Gebre, Shahrazad Ghiyasvandian, Noorodin Mohammadi

Pages: 150-156 Published Online: Oct. 28, 2015

DOI: [10.11648/j.lajap.20150406.14](https://doi.org/10.11648/j.lajap.20150406.14) Views [146](#) Downloads [17](#)

Factorial Invariance of Academic Self-Efficacy Scale in Men and Women University Students

Judith M. Rodriguez-Villalobos, Maria C. Zueck, Fernando Mondaca, Juan F. Aguirre

Pages: 157-162 Published Online: Oct. 31, 2015

DOI: [10.11648/j.lajap.20150406.15](https://doi.org/10.11648/j.lajap.20150406.15) Views [108](#) Downloads [16](#)

Self-Concept in Young Mexicans, a Comparison by Gender

Jose R. Blanco, Judith M. Rodriguez-Villalobos, Juan C. Barron, Hector L. Medina

Pages: 163-165 Published Online: Oct. 31, 2015

DOI: [10.11648/j.lajap.20150406.16](https://doi.org/10.11648/j.lajap.20150406.16) Views [122](#) Downloads [14](#)

A Gender Study on Mexican College Students' Body-Image Perception

Jose R. Blanco, Nestor E. Rivera, Javier B. Gonzalez, Judith M. Rodriguez-Villalobos

Pages: 166-169 Published Online: Nov. 3, 2015

DOI: [10.11648/j.lajap.20150406.17](https://doi.org/10.11648/j.lajap.20150406.17) Views [161](#) Downloads [19](#)

The Role of Educational Counseling in Reducing Conduct Disorders Among Students of Primary Stage in Nablus Governorate

Fayez Azez Mohamad Mahamid, Ahmed Awad Amin Mahmoud Raba

Pages: 170-177 Published Online: Nov. 16, 2015

DOI: [10.11648/j.lajap.20150406.18](https://doi.org/10.11648/j.lajap.20150406.18) Views [125](#) Downloads [13](#)

The Structure of Intellectual Abilities of Special Olympics Football Players

Dragan Popovic, Evagelia Boli, Milos Popovic, Vladimir Savic, Jasna Popovic, Milica Bojovic

Pages: 178-182 Published Online: Dec. 16, 2015

DOI: [10.11648/j.lajap.20150406.19](https://doi.org/10.11648/j.lajap.20150406.19) Views [84](#) Downloads [6](#)

Factorial Composition of the Self-efficacy Problem Solving and Communication Scale in Mexican University Students

Juan C. Barron, Judith M. Rodriguez-Villalobos, Nestor E. Rivera, Francisco Munoz

Pages: 183-187 Published Online: Dec. 25, 2015

DOI: [10.11648/j.lajap.20150406.20](https://doi.org/10.11648/j.lajap.20150406.20) Views [68](#) Downloads [8](#)

Abstracting and Indexing

WorldCat

WorldCat is the world's largest network of library content and services. WorldCat libraries are dedicated to providing access to their resources on the Web, where most people start their search for information.

Academickeys

AcademicKeys.com is the premier source for academic employment. Academickeys' 17 discipline-focused sites offer comprehensive information about faculty, educational resources, research interests, and professional activities pertinent to institutions of higher education. More than 89% of the top 120 universities (as ranked by US News and World Report) are posting their available higher ed jobs with AcademicKeys.com.

Researchbib

ResearchBib, which is providing a global and local service for researcher, is a free academic resource publishing system that is flexible, easy to use.

Directory of Research Journals Indexing

The Directory of Research Journal Indexing (DRJI) is to increase the visibility and ease of use of open access scientific and scholarly journals thereby promoting their increased usage and impact. DRJI supply champion has access to global-renowned content in all discipline areas including magazine and journal articles.

JournalSeek

Genamics JournalSeek is the largest completely categorized database of freely available journal information available on the internet. The database presently contains 100101 titles. Journal information includes the description (aims and scope), journal abbreviation, journal homepage link, subject category and ISSN. Searching this information allows the rapid identification of potential journals to publish your research in, as well as allow you to find new journals of interest to your field.

Polish Scholarly Bibliography

Polish Scholarly Bibliography (PBN) is a portal of the Polish Ministry of Science and Higher Education, collecting information on publications of Polish scientists and Polish and foreign scholarly journals. PBN is a part of POL-on - The System of Information on Higher Education.

Electronic Journals Library

The Elektronische Zeitschriftenbibliothek EZB (Electronic Journals Library) offers an effective use of both scientific and academic journals publishing full text articles in the internet.

This service has been developed at the Universitätsbibliothek Regensburg (University Library of Regensburg) in cooperation with the Universitätsbibliothek der Technischen Universität München (University Library of the Technical University of Munich).

Zeitschriftendatenbank

The ZDB is the world's largest specialized database for serial titles (journals, annuals, newspapers etc., incl. e-journals). The ZDB-network is managed by the Staatsbibliothek zu Berlin; the database is held on a server of the Deutsche Nationalbibliothek.

The ZDB actually contains more than 1.6 million bibliographic records of serials from the 16th century onwards, from all countries, in all languages, held in 4.300 German and Austrian libraries, with 11.5 million holdings information. It does not contain contents, i. e. journal articles.

EZB

The Electronic Journals Library was founded in 1997 by the University Library of Regensburg in co-operation with the Technische Universität München University Library within the framework of a project. The aim of this project was to present e-journals to the library users in a clearly arranged user-interface and to create for the EZB member libraries an efficient administration tool for e-journal licences.

Wissenschaftszentrum Berlin

The WZB Berlin Social Research Center conducts basic research with a focus on problems of modern societies in a globalized world. The research is theory-based, problem-oriented, often long-term and mostly based on international comparisons.

Self-Concept in Young Mexicans, a Comparison by Gender

Jose R. Blanco, Judith M. Rodriguez-Villalobos, Juan C. Barron*, Hector L. Medina

Faculty of Physical Culture Sciences, Autonomous University of Chihuahua, Chihuahua, México

Email address:

jcbarron@uach.mx (J. C. Barron)

To cite this article:

Jose R. Blanco, Judith M. Rodriguez-Villalobos, Juan C. Barron, Hector L. Medina. Self-concept in Young Mexicans, a Comparison by Gender. *American Journal of Applied Psychology*. Vol. 4, No. 6, 2015, pp. 163-165. doi: 10.11648/j.ajap.20150406.16

Abstract: The purpose of the present study was to compare the profiles of self-concept between men and women Mexican university students. A total sample of 1518 participants, 815 women and 703 men, aged 18-26 years participated in this study. A quantitative approach with a descriptive and transversal survey design was used. All the participants completed the Self-concept Questionnaire AUDIM de Rodríguez and Fernández (2011). The results of the one-way multivariate analysis of variance, followed by the one-way univariate analyses of variance, showed that compared with the women, the men obtained higher scores on the subscales Academic Self-concept, Social Self-concept, Physical Self-concept, and Personal Self-concept. However, in the General Self-concept subscale statistically significant differences were not found. Because of the differences between men and women in their perception of self-concept found, these findings suggest that in order to design any intervention for improving the perceived physical self-concept of the students, the variable gender should be taken into account.

Keywords: Self-Concept, Student's Beliefs, Gender Differences, Self-Perception

1. Introduction

Self-concept is one of the most important findings in the field of motivational research, that's why psychology has always given preference attention to self-concept; considering it as an important predictor of behavior and emotional and cognitive outcomes of people [1].

Self-concept may be defined as the person's own self-perceptions that are formed through experience and interpretations of the own environment [2]. Likewise, the relationship between self-concept and academic performance is one of the most intriguing questions in the research of self-concept. This relationship has been studied extensively in the past decades [1, 3, 4] considering the self-concept as a relevant motivation source for behavior in general and learning behaviors in particular.

One of the most widespread and accepted multidimensional models among the proposed is Shavelson et al.[2] according to which the overall self-concept is at the top of the hierarchy being divided into academic self-concept and non-academic self-concept. The non-academic also includes the domains of social, emotional and physical self-concept [4, 5].

Self-concept plays a crucial and central role in the development of personality, as noted in the main psychological theories; a positive self-concept is the basis of good personal,

social and professional functioning depending on it, largely, personal satisfaction, and feeling good about yourself. Therefore achieving a positive self-concept is one of the objectives pursued in numerous psychological intervention programs (educational, clinical, community, civic. ...) for which are demanded strategies and resources for their improvement [3].

This research is primarily a descriptive study that aims to compare self-concept profiles of men and women Mexican university students. Consequently, this research aims, as an applied research, provide information that translates into a higher educational practice quality in the context of attention to diversity; contributing to pedagogic knowledge to clarify the factors that make a model of the integral human development; under the premise that the educational efforts must focus on the increasing feelings of self-worth and capability of students, strengthening self-esteem and self-concept, which in turn will encourage the motivation for achievement, interpersonal relationships and overall the particularly way to cope with various tasks and challenges they encounter.

2. Method

2.1. Participants

The sample of 1518 participants, 815 (53.7%) woman and 703 (46.3%) men, was obtained by a convenience sample.

Women ages was ranging between 18 and 26 years, with a mean of 20.38 and a standard deviation of 1.81 years; and men ages was ranging between 18 and 26 years, with a mean of 20.78 and a standard deviation of 1.94 years.

2.2. Instrument

Self-Efficacy in Academic behaviors Scale (EACA) designed by [6] is a Likert questionnaire, assisted by computer of 13 items related to academic behavior; where the respondent answers on a scale of 0-10, how often currently, ideally if he strives to change, would make or manifest an action (Figure 1).

Self-concept questionnaire AUDIM of Rodriguez and Fernandez [7], is a Likert questionnaire computer-assisted, of 31 items related to the own person; where the respondent answers on a scale of 1-5 (1 = false, 2 = rather false 3 = neither true nor false to 5 = True) their level of agreement with each of the aspects proposed (choosing the answer that best fits their person). The questionnaire items are grouped into four specific factors: Academic Self-concept (6 items), Social Self-concept (4 items), Physical Self-concept (8 items) and Personal Self-concept (8 items) and one Overall General Self-concept (5 items).

For our study the following adaptation was made: while in the original scale is scored with five answer choices, in the version used in this investigation, the subject selected from eleven possible options on a scale of 0-10, this adaptation is justified in relation to the participants, they are used to the scale of 0-10 (0 = FALSE, 1-3 = almost always false, 4-6 = Sometimes false sometimes true, 7-9 = almost always false and 10 = true) (Figure 1) since they have been evaluated this way by the education system in our country (Mexico). Reference [8] reports a similar change in the validation of a scale with Spanish population.

Figure 1. Example response for the items of the questionnaire.

Although each individual responded to the 6 items of the instrument in three different scenarios: scenario perceived ability, scenario of interest in being capable and scenario of being able to change ad; in the psychometric analysis only the answers to the first stage were used.

2.3. Desing

Regarding the design of the study, a quantitative approach with a descriptive and transversal survey design was used [9]. The independent variable was gender (women and men) and the dependent variables were the scores on self-concept.

2.4. Procedure

Once obtained the permission from the corresponding

educational authorities, the students of the Degrees of Human Motricity and Physical Education of the Autonomous University of Chihuahua (UACH) were invited to participate in the study.

Those who agreed to participate signed the document for acceptance. Then the instrument was applied using a personal computer, in a session of about 30 minutes; in the computer labs of the Faculty of Sciences of Physical Culture UACH. At the end of the session students were thanked for their participation.

Once applied the instrument the results were gather through the generator module results Scale Editor Version 2.0 [10].

2.5. Data Analysis

Descriptive statistics were calculated (means and standard deviations) for all variables. Subsequently after verifying that the data meets the assumptions of parametric statistical analysis, was used a multiple analysis of variance (MANOVA) followed by variance analysis of a single factor (ANOVA) to examine the differences between women and men in their self-concept perception in each of the subscales of the AUDIM. The effect size was estimated by eta-squared (η^2). All statistical analyzes were made using SPSS version 20.0 for Windows (IBM SPSS Statistics 20). The level of statistical significance was set at $p < 0.05$.

3. Results

Table 1 shows the mean values and standard deviations of self-efficacy in the five factors of the AUDIM, also the MANOVA results and the subsequent ANOVAs.

MANOVA results showed general differences statistically significant according to the gender variable in self-concept scores (Wilks $\lambda = .814$, $p < .001$; $\eta^2 = .186$).

Subsequently, ANOVAs indicated that, compared to the women students, men students show higher scores in academic self-concept ($F = 18.695$, $p < .001$), social self-concept ($F = 20786$, $p < .001$), physical self-concept ($F = 290,118$, $p < .001$) and personal self-concept ($F = 13,279$, $p < .001$). While in the subscale of general self-concept no significant differences were found ($p > .05$).

Table 1. Results of MANOVA and ANOVA for the gender differences on the five subscales of self-concept.

	Women (n = 815)	Men (n = 703)	F	p	η^2
			69.061	<.001	.186
Academic Self-concept	5.97 (2.04)	6.42 (2.01)	18.695	<.001	.012
Social Self-concept	6.93 (1.52)	7.30 (1.59)	20.786	<.001	.014
Physical Self-concept	6.06 (1.67)	7.44 (1.42)	290.118	<.001	.161
Personal Self-concept	7.25 (1.52)	7.53 (1.43)	13.279	<.001	.009
General Self-concept	7.93 (1.88)	8.07 (1.71)	2.197	.139	.001

Note. Descriptive values are reported as mean (standard deviation).

4. Discussion and Conclusions

The results show that, even though no significant differences between women and men were found, regarding General self-concept, women show a poorer self-concept in the other dimensions including the physical self-concept where the effect size is the most important, so women that manifest lower levels of physical self-concept are at greater risk of suffering from eating disorders, since it has been proven that people with poor physical self-concept are more vulnerable to cultural pressure to seek a slimmer body [11-13]. However, is important to develop more research on this topic, because this subject goes beyond the scope of this research.

The differences found between men and women regarding their self-concept, also suggest, that when designing any kind of intervention that aims to improve the self-concept, the gender variable should be taken into account.

At least two limitations are present in this work. The first is that participants are only Mexican university students, which threatens the possibility of generalizing these results. Expand the sample (for example adding young adults who are not students) is a work area for the future. The second limitation comes from the measuring instrument itself, which is based on self-inform and therefore may contain biases that result from social desirability.

Is also emphasized, the importance of more research on the subject in our country.

Acknowledgements

This study is part of a project funded by the Secretaría de Educación Pública-Subsecretaría de Educación Superior-Dirección General de Educación Superior Universitaria de México [Mexican Ministry of Education-Department of Higher Education-General Directorate of the University Education] (OF-13-6894). Additionally, the first author is supported by a grant from the National Council of Science and Technology of Mexico (Conacyt).

References

- [1] H.W. Marsh, A.J. Martin, Academic self-concept and academic achievement: Relations and causal ordering, *British Journal of Educational Psychology*, Vol. 81, pp. 59-77, 2011.
- [2] R.J. Shavelson, J.J. Hubner, G.C. Stanton, Self concept: Validation of construct interpretations, *Review of Educational Research*, Vol. 46, pp. 407-441, 1976.
- [3] I. Esnaola, A. Goñi, J.M. Madariaga, El autoconcepto: Perspectivas de investigación, *Revista de Psicodidáctica*, Vol. 13, pp. 69-96, 2008.
- [4] H.W. Marsh, R.J. Shavelson, Self-concept: Its multifaceted, hierarchical structure, *Educational Psychologist*, Vol. 20, pp. 107-123, 1985.
- [5] H.W. Marsh, The hierarchical structure of the self-concept: An application of hierarchical confirmatory factor analysis, *Journal of Educational Measurement*, Vol. 24, pp. 17-39, 1987.
- [6] H. Blanco, M. Martínez, M.d.C. Zueck, G. Gastélum, Análisis psicométrico de la escala autoeficacia en conductas académicas en universitarios de primer ingreso, *Actualidades Investigativas en Educación*, Vol. 11, pp. 1-27, 2011.
- [7] A. Rodríguez, A. Fernández, Propiedades psicométricas del cuestionario de autoconcepto dimensional audim, in: J.M. Román, M.Á. Carbonero, J.D. Valdivieso (Eds.) *Educación, aprendizaje y desarrollo en una sociedad multicultural*, Ediciones de la Asociación Nacional de Psicología y Educación, Madrid, 2011, pp. 999-1113.
- [8] J. Viciania, E.M. Cervelló, J. Ramírez, Effects of manipulating positive and negative feedback on goal orientation, perceived motivational climate, satisfaction, task choice, perception of ability, and attitude to physical education lessons, *Perceptual and motor skills*, Vol. 105, pp. 67-82, 2007.
- [9] R. Hernández, C. Fernández, P. Baptista, *Metodología de la investigación*, McGraw- Hill, México, 2010.
- [10] H. Blanco, M. Ornelas, J.L. Tristán, A. Cocca, D. Mayorga-Vega, J. López-Walle, J. Viciania, Editor for creating and applying computerise surveys, *Procedia Social and Behavioral Sciences*, Vol. 106, pp. 935-940, 2013.
- [11] A. Goñi, A. Rodríguez, Trastornos de conducta alimentaria, práctica deportiva y autoconcepto físico en adolescentes, *Actas Españolas de Psiquiatría*, Vol. 32, pp. 29-36, 2004.
- [12] E. Goñi, G. Infante, Actividad físico-deportiva, autoconcepto físico y satisfacción con la vida, *European Journal of Education and Psychology*, Vol. 3, pp. 199-208, 2010.
- [13] A. Rodríguez, Ó. González-Fernández, A. Goñi, Sources of perceived sociocultural pressure on physical self-concept, *Psicothema*, Vol. 25, pp. 192-198, 2013.