"GENDER DIFFERENCES INSELF-CONCEPT LEVEL AMONG
CORPORATE EMPLOYEES"

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ABSTRACT

The aim of the study is to assess the level of self-concept among male and female corporate employees and to find the differences in the level of self-concept among corporate employees. The data was collected from 100 male and female corporate employees, using Self-concept scale by R.K Saraswat. The self-concept inventory provides six separate dimensions of self-concept viz., physical, social, intellectual, moral, educational and temperamental self-concept. It also gives a total self-concept score. The hypothsis of the study states that there is a signifcant differences in the level of self concept among male and female corporate emplyoees and also there is significant differences in different sub areas (physical, social, temperamental, moral, educational and intellectual) of the self concept scale among male and female corporate employees.The analysis of the data was done by using statistical analysis like't' test (independent sample't' test), S.D and mean. Hence from the study we come to the conclusion that there are a no significant differences in the level of self-concept among male and female corporate employees, There is a significant difference in the physical area of self-concept among male and female corporate employees is according to the hypothesis. And there is no significant difference in the social area, temperamental area, educationalarea, moral area intellectual area of self-concept among male and female corporate employees is not according to the hypothesis.

Keywords:-self-concept,male and female corporate employess.

INTRODUCTION

Self-concept is an overarching idea we have about who we are—physically, emotionally, socially, spiritually, and in terms of any other aspects that make up who we are (Neill, 2005). We form and **regulate** our self-concept as we grow; based on the knowledge we have about ourselves. It is multidimensional, and can be broken down into these individual aspects; for example, you may have a very different idea of who you are in terms of your physical body and who you are in terms of your spirit or soul.

The influential self-efficacy researcher Roy Baumeister (1999) defines self-concept as follows:

"The individual's belief about himself or herself, including the person's attributes and who and what the self is."
A similar definition comes from Rosenberg's 1979 book on the topic; he says self-concept is:
"…the totality of an individual's thoughts and feelings having reference to himself as an object."
Self-concept is related to several other "self" constructs, such as self-esteem, self-image, self-efficacy, and self-awareness.

Self-Concept vs. Self-Esteem

Self-concept is not self-esteem, although **self-esteem** may be a part of self-concept. Self-concept is the perception that we have of ourselves, our answer when we ask ourselves the question "Who am I?" It knows about one's own tendencies, thoughts, preferences and habits, hobbies, skills, and areas of weakness. According to Carl Rogers, founder of **client-centred therapy**, self-concept is an overarching construct that self-esteem is one of the components of it (McLeod, 2008).

Self-Concept vs. Self-Image

Self-image is related to self-concept, but is generally less broad. Self-image is how an individual sees him- or herself, and it does not necessarily have to align with reality! A person's self-image is based only on how they see themselves, while self-concept is a more comprehensive evaluation of the self based on how a person sees herself, values herself, thinks about herself, and feels about herself. Carl Rogers posited that self-image is a component of self-concept, along with self-esteem or self-worth and one's "ideal self" (McLeod, 2008).

Self-Concept vs. Self-Efficacy

Self-concept is a more complex construct than self-efficacy; while **self-efficacy** refers to an individual's judgments of their own abilities, self-concept is more general and includes both cognitive (thoughts about) and affective (feelings about) judgments about oneself (Bong & Clark, 1999).

Self-Concept vs. Self-Awareness

Self-awareness may also be considered a component of or factor influencing self-concept. It is the quality or trait that involves conscious awareness of one's own thoughts, feelings, behaviours, and traits (Cherry, 2018A). To have a fully developed self-concept (and one that is based in reality), a person must have at least some level of **self-awareness**.
We explore this further in **The Science of Self-Acceptance Master class**

The Meaning of Self-Concept Theory

There are many theories about what exactly self-concept is and how it develops, but generally, theorists agree on these points:

- On the broadest level, self-concept is the overall idea we have about who we are and includes cognitive and affective judgments about ourselves.
- Self-concept is multi-dimensional, incorporating our views of ourselves in terms of several different aspects (e.g., social, religious, and spiritual, physical, emotional).
- It is learned, not inherent.
- It is influenced by biological and environmental factors, but social interaction plays a big role as well.
- Self-concept develops through childhood and early adulthood when it is more easily changed or updated.
- It can be changed in later years, but it is more of an uphill battle since people have established ideas about who they are.
- Self-concept does not always align with reality. When it does, our self-concept is "congruent." When it doesn't, our self-concept is "incongruent." (Cherry, 2018B; Gecas, 1982).

Identity and Self-Concept Theory in Psychology vs. Self-Concept in Sociology

While both psychology and sociology have had an interest in self-concept over the last 50 years or so, they often take slightly different tacks to exploring it. Individual researchers vary, of course, but generally, the divide can be thought of in these terms:

- Sociology/social psychology focuses on how self-concept develops, specifically within the context of the individual's social environment.
- Psychology focuses on how self-concept impacts people (Gecas, 1982).

There are other differences between the two, including psychology's general focus on the individual versus sociology's focus on the group, community, or society; however, this difference in focus has led to two diverse research streams. Both have resulted in great insights and interesting findings, and they sometimes overlap, but this divide can still be seen in the literature today.

Carl Rogers and the Self-Concept Theory of Personality

Famed psychologist, theorist, and clinician **Carl Rogers** posited a theory of how self-concept influences and, indeed, acts as the framework for, one's personality.
The image we have of who we are necessarily contributes to our personality, as the actions we take in alignment with our personality feed back into our image of ourselves. Rogers believed that our personality is driven by our desire for **self-actualization** or the condition that emerges when we reach our full potential and our self-concept, self-worth, and ideal self all overlap (Journal Psyche Authors, n.d.).
The ways in which we develop our personalities and self-concepts varies, resulting in the unique individuals we are. According to Rogers, we are always striving for self-actualization—some with more success than others.

You might be wondering how people go about striving for self-actualization and congruence; read on to learn about the ways in which we maintain our self-concept.

Self-Concept Maintenance Theory

Self-concept maintenance refers to the efforts people make to maintain or enhance their sense of self. Although self-concept is relatively fixed after a person reaches adulthood, it can—and does—change based on the person's experiences.

The theory of self-concept maintenance posits that we do not simply sit idly by while our self-concept develops and shifts, but take an active role in shaping our self-concept at all ages (whether we are aware of this or not). Although there are several different theories about the processes that make up self-concept maintenance, it is generally thought of as concerning:

1. Our evaluations of ourselves
2. Our comparison of our actual selves with our ideal selves
3. Our actions taken to move closer to our ideal selves (Munoz, 2012).

However, although this may seem like a pretty logical and straightforward process, we tend to give ourselves room for moral ambiguity.

For example, a study by Mazar, Amir, and Ariely (2007) showed that people will generally engage in beneficial dishonesty when given the opportunity, but will also generally not revise their self-concept to incorporate this dishonesty. If participants in the study were prompted to be more aware of their own internal standards for **honesty**, they were less likely to engage in beneficial dishonesty; on the other hand, if they were given "degrees of freedom" (greater separation between their actions and the rewards they would receive for dishonesty), they were more likely to engage in dishonesty with no impact to their self-concept.

This is but one example of the work on self-concept maintenance, but it offers a convincing case of how people actively manage their own self-concept based on the context.

Self-Concept Clarity and Differentiation

Self-concept clarity and self-concept differentiation are two important concepts in the literature.

Self-concept clarity (SCC) refers to how clear, confident, and consistent an individual's definitions of his- or herself are (Diehl & Hay, 2011).

On the other hand, self-concept differentiation (SCD) refers to the degree to which an individual's self-representations vary across contexts or social roles (e.g., self as a spouse, self as a parent, and self as a student).

SCC and SCD have been hot topics in psychology, in part due to the implications they have on thought patterns and behavior. We have gained some insights through research, but there is still much to be learned.

As you can probably guess, higher SCC indicates a firmer and more stable self-concept, while low SCC indicates that an individual is unclear or vague about whom she really is. Those with low SCC generally struggle with low self-esteem, self-consciousness, and neuroticism.

SCD is not as clear-cut; although having a high SCD may be viewed as a bad thing, it could also be an effective coping mechanism for succeeding in the modern world where much is demanded of an individual in each of their different roles. If SCD is extremely high, it might mean that the individual does not have a stable self-concept and "wears a different mask" for each of their roles. A very low level of SCD may indicate that the individual is authentically "them" across all of their roles—although it may also indicate that he cannot effectively switch from one role to another (Diehl & Hay, 2011).

The Components and Elements of the Self-Concept Model

As noted earlier, there are different ideas about exactly what makes up self-concept and how it should be defined; however, there are some **characteristics** and dimensions that apply to the basic, agreed-upon conceptualization of self-concept.

REVIEW OF LITERATURE

1. A study on self-concept – A psychosocial study on adolescents by Sangeetha Rath and Sumithra Nanda published in Zenith International journal of multidisciplinary research –vol 2 issues 5, may 2012. An attempt has been made to examine the effect of gender and academic competence on the self-concept of adolescents. The study adopted a 2 (academically competent versus academically less-competent adolescents) × 2 (boys versus girls) factorial design. In the present study, two hundred forty adolescents (120 academically competent adolescents securing 80% or more marks and 120 academically less-competent adolescents securing 50% or less mark) are randomly sampled from different urban colleges of Odessa. In each group of 120 adolescents, there are 60 boys and 60 girls. All the subjects are first year graduate students. The participants of all the four groups are compared with respect to their self-concept. The result indicated that academically competent adolescents have higher physical, moral, personal, family, social and overall self-concept than less-competent ones. The strength of association between personal self-concept and overall self-concept in boys is higher than the association found in girls. Similarly, the strength of association between physical self- concept and overall self-concept, as well as social self-concept and overall self-concept is higher in girls than that of the boys

2. A mini literature review of self-concept by Aida Mehrad published in journal of educational, health and community psychology vol 5 no.2, 2016. The aim of the current literature review is to focus on individuals´ self-concept. The results of thepresent study reveal that self-concept assumed as an important factor for each and can change his orher belief, attitude, and reaction toward personal and social life. This study likewise explained thebeginning of self-concept, different views toward this vital factor, the role of introspection, andmulticultural. Furthermore, this paper supported the imperative of self-concept; additionally, it has anessential role in individual advance.

3. A study on Role of self-concept by Malikeh Behetifar and Zohre Rahim-Nazhad published in the European journal of economics, finance and administrative sciences in the year Jan 2012, the study aims that Self-concept refers to the totality of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence. Self-concepts represent knowledge structures that consist of beliefs about the self, including one's attributes, social roles, and goals. The main factors determining the formation of the self-concept of an individual are the environment as well as people with whom the individual lives. Notion of self-concept is developing around people's work and organizational experiences. The individual, relational, and collective self-concepts refer to whether the self is viewed as separate from others, linked to others through relationships, or included in large groups, respectively. Researchers have established that individuals differ in their orientations toward the three levels of the self-concept. Also, self-concept in organizations could effect on social work behaviours, organization-based role-set in workplace, career satisfaction, and achievement. When managers have favourable attitudes toward themselves, they are in a much better position to build positive and realistic self-concept in their employers. However, promoting high self-concept is important. It is suggested that positive self-concept is considered and reinforced among employees.

4. A study on the effect of self-concept and organizational identity on organizational citizenship- behavior by Sayyeh Mohier Allameh, Saeed Alinajimi, and Ali Kazemi published in the International journal of human resource studies vol2, no1, 2012. The study states that during the two recent decades, researchers of organizational behavior have paid special attention to extra-social behavior in organizations, and there has been specific focus on employees' affairs which are developed beyond formal job demands. Globalization era has created increased inter-individual mutual dependencies among organizations and groups. Thus, it has made more need for extra-social cooperation and interaction inside and outside the organizations. Therefore, organizational citizenship behavior plays a role in increasing the effectiveness and durability of the organization. The main purpose of this survey is to study the manner of impact of self-concept, and organizational identity on organizational citizenship behavior of employees of Social Security Corporation in Isfahan province and also to examine the existence of the balancing role of self-concept variable in the relationship between organizational identity and organizational citizenship behavior. This survey was conducted using descriptive-metrical method. Obtained results of this survey reveal that organizational citizenship behavior is affected by organizational identity, and self-concept; and each variable of organizational identity has positive correlation with organizational citizenship behavior. It means that by strengthening and improving the above variables it is possible to enhance organizational citizenship behavior. Also, results demonstrate that self-concept balances the relationship between organizational identity and organizational citizenship behavior.

METHODOLOGY

AIM:

To assess the self concept level among male and female employees working in a corporate sector.

OBJECTIVES:

- To find the differences in the self concept level among male and female employees working in a corporate sector.
- To assess the differences in areas of self-concept among male and female corporate employees.

HYPOTHESIS:

1. There is a significant difference in self-concept level among male and female employees working in a corporatesector.
    a. There is a significant difference in the physical area of self-concept among male and female corporate employees.
    b. There is a significant difference in the social area of self-concept among male and female corporate employees.

    c. There is a significant difference in the temperamental area of self-concept among male and female corporate employees.

    d. There is a significant difference in the educational area of self-concept among male and female corporate employees.

    e. There is a significant difference in the moral area of self-concept among male and female corporate employees.

    f. There is a significant difference in the intellectual area of self-concept among male and female corporate employees.

VARIABLES:-

Independent variable: male and female corporate employees

Dependent variable: self-concept

SAMPLE:

The sample consisted of 100 employee's workingin corporate sector in non voice process of which 50 male and 50 female employees. All the subjects were working in rotational shifts.

Inclusion criteria:

- Respondent able to read, write and speak English.
- Male and female employers in corporate sectors with degree/ post graduate degree qualification.
- The person who has experienced more than one year were taken.
- Employees from other states or foreigners were not considered.

Exclusion criteria:

- HR were not considered
- The person who has experienced less than one year were not considered.

RESEARCH DESIGN

Within group designs was considered for the corporate employees.

TOOLS

Self-concept scale by R.K Saraswat

The self concept inventory provides six seperate dimensions of self concept viz., physical, social, intellectual, moral, educationaland temperamental self concept. It also gives a total self concept score. The operational definitions of self concept dimensions mesured by this inventory are:-

1. PHYSICAL- individual view of their body, health, physical appearance and strength.
   A –item no: - 2,3,9,20,22,27,29,31
2. SOCIAL- individual's sense of worth in social interactions.
   B-item no:-1, 8,21,37,40,42,46,48
3. TEMPERAMENTAL- indivduals view of their prevailing emotional state or predominance of a particular kind of emotional reaction.
   C-item no:-4, 10,14,16,19,23,24,25
4. EDUCATIONAL- individual's view of themselves in relation to school, teachers and extracurricular activities.
   D-item no:-9, 13,15,17,20,26,30,32
5. MORAL- individual's estimation of their moral worth, right and wrong activities.
   E-item no:-6, 34,35,41,42,44,45,47
6. INTELLECTUAL- individual's awareness of their intelligence and capacity of problem solving and judgements.
   F-item no:-7, 11,12,18,33,36,38,39

The inventory contains 48 items. Each diemension is provided with eight items with five alternatives ranging from most acceptable to least acceptable description of his/her self-concept. The alternatives or responses are arranged in such a way that the scoring syatem to all the items will remain same i.e., 5, 4,3,2,1 whether the items are positive or negative.

Alternative no.	1	2	3	4	5
score	5	4	3	2	1

SOCIO-DEMOGRAPHIC DATA SHEET

This was developed by the researcher to collect information about the age, gender,

Education, external factors and internal factors.

PARTICIPANT DEMOGRAPHIES

Item	N	MEAN	SD
Sex M	50		
F	50		
AGE	23-<28 YEARS		
SHIFTS	MORNING - 34		
	NIGHT-50		
	AAFTERNNON(AUSTRALIAN SHIFT)-16		
YEARS OF EXPERIENCE	<2-5 YEARS		

PROCEDURE

The present study was conducted to know the self concept and achievement motivation of the corporate employees. The subjects working for different organizations at Bangalore study was informed to them. The study comprised of 100 subjects of which 50 are males and 50 are females who met the inclusion and exclusion criteria for the study. The English version of the scale was administered to them. The scales were later scored as per the authors norms.

STATISTICAL ANALYSIS

Data was analysed using descriptive statistics such as mean, standard deviation and "t" test was computed to know the significant difference between the groups. SPSSS software was used to find the statistical data

RESULT AND DISCUSSION

The data was scored appropriately as per the author's norms. The mean, standard deviation and 't' test were used to analyze if there was significant differences in the self concept level among male and female corporate employees.

Table 1 shows the mean, standard deviation and 't' value for the physical area of the self concept.

Group Statistics

	male female	N	Mean	Std. Deviation	Std. Error Mean
physical scores	male	50	8.7200	1.42914	.20211
	female	50	9.7400	1.10306	.15600

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | | | | | | | | 95% Confidence Interval of the Difference | |
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
physical scores	Equal variances assumed	5.794	.018	-3.995E0	98	.000	-1.02000	.25531	-1.52666E0	-.51334
	Equal variances not assumed			-3.995E0	9.209E1	.000	-1.02000	.25531	-1.52706E0	-.51294

Discussion for physical area

The table 1 shows the obtained values of mean, standard deviation and the 't' value for the physical area of self concept. In the physical area of self concept the mean and S.D obtained for male corporate employees is 8.72 and 1.42 respectively, the mean and S.D for female corporate employees is 9.74 and 1.10. The obtained 't' value is 3.99 which indicates that there is a significant difference with regard to physical area of self concept among male and female corporate employees.

Table 2 shows the mean, standard deviation and 't' value for the social area of the self concept.

Group Statistics

	male female	N	Mean	Std. Deviation	Std. Error Mean
social scores	male	50	8.2200	2.13130	.30141
	female	50	8.3000	1.85439	.26225

Discussion for social area

The table 2 shows the obtained values of mean, standard deviation and the 't' value for the social area of self concept. In the social

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
social scores	Equal variances assumed	.954	.331	-.200	98	.842	-.08000	.39953	-.87285	.71285
	Equal variances not assumed			-.200	9.616E1	.842	-.08000	.39953	-.87304	.71304

area of self concept the mean and S.D obtained for male corporate employees is 8.22 and 2.13 respectively, the mean and S.D for female corporate employees is 8.30 and 1.85. The obtained 't' value is 0.20 which indicates that there is no significant difference with regard to social area of self concept among male and female corporate employees.
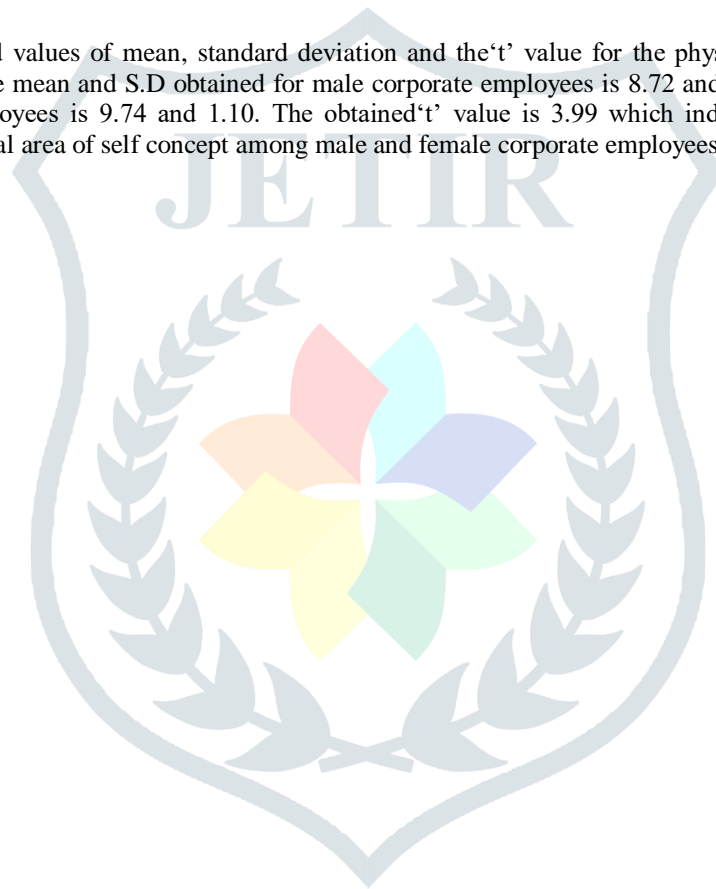
Table 3 shows the mean, standard deviation and 't' value for the temperamental area of the self concept.

Group Statistics

	male female	N	Mean	Std. Deviation	Std. Error Mean
temperamental scores	male	50	8.9200	1.32234	.18701
	female	50	8.4800	1.38858	.19638

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
temperamental scores	Equal variances assumed	.142	.707	1.623	98	.108	.44000	.27117	-.09813	.97813

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
temperamental scores	Equal variances assumed	.142	.707	1.623	98	.108	.44000	.27117	-.09813	.97813
	Equal variances not assumed			1.623	9.777E1	.108	.44000	.27117	-.09815	.97815

Discussion for temperamental area

The table 3 shows the obtained values of mean, standard deviation and the 't' value for the temperamnetal area of self concept. In the temperamental area of self concept the mean and S.D obtained for male corporate employees is 8.92 and 1.32 respectively, the mean and S.D for female corporate employees is 8.48 and 1.38. The obtained 't' value is 1.62 which indicates that there is no significant difference with regard to temperamental area of self concept among male and female corporate employees.

Table 4 shows the mean, standard deviation and 't' value for the educational area of the self concept.

Group Statistics

	male female	N	Mean	Std. Deviation	Std. Error Mean
educational scores	male	50	8.7000	1.40335	.19846
	female	50	8.4000	1.69031	.23905

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
educational scores	Equal variances assumed	3.287	.073	.966	98	.337	.30000	.31069	-.31656	.91656

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
educational scores	Equal variances assumed	3.287	.073	.966	98	.337	.30000	.31069	-.31656	.91656
	Equal variances not assumed			.966	9.479E1	.337	.30000	.31069	-.31682	.91682

Discussion for educational area

The table 4 shows the obtained values of mean, standard deviation and the 't' value for the educational area of self concept. In the educational area of self concept the mean and S.D obtained for male corporate employees is 8.7 and 1.40 respectively, the mean and S.D for female corporate employees is 8.4 and 1.69. The obtained 't' value is 0.96 which indicates that there is no significant difference with regard to educational area of self concept among male and female corporate employees.

Table 5 shows the mean, standard deviation and 't' value for the moral area of the self concept.

Group Statistics

	male female	N	Mean	Std. Deviation	Std. Error Mean
moral scores	male	50	8.7800	1.75301	.24791
	female	50	9.0400	1.53809	.21752

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
moral scores	Equal variances assumed	2.513	.116	-.788	98	.432	-.26000	.32981	-.91450	.39450
	Equal variances not assumed			-.788	9.637E1	.432	-.26000	.32981	-.91464	.39464

Discussion for moral area

The table 5 shows the obtained values of mean, standard deviation and the't' value for the moral area of self concept. In the moral area of self concept the mean and S.D obtained for male corporate employees is 8.78 and 1.75 respectively, the mean and S.D for female corporate employees is 9.04 and 1.53. The obtained 't' value is 0.78 which indicates that there is no significant difference with regard to moral area of self concept among male and female corporate employees.

Table 6 shows the mean, standard deviation and 't' value for the intellectual area of the self concept.

Group Statistics

	male female	N	Mean	Std. Deviation	Std. Error Mean
int scores	male	50	9.0000	1.77281	.25071
	female	50	9.4200	1.12649	.15931

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
int scores	Equal variances assumed	8.425	.005	-1.414	98	.161	-.42000	.29705	-1.00948E0	.16948
	Equal variances not assumed			-1.414	8.302E1	.161	-.42000	.29705	-1.01081E0	.17081

Discussion for intellectual area

The table 6 shows the obtained values of mean, standard deviation and the't' value for the intellectual area of self concept. In the intellectual area of self concept the mean and S.D obtained for male corporate employees is 9.0 and 1.77 respectively, the mean and S.D for female corporate employees is 9.42 and 1.12. The obtained 't' value is 1.41 which indicates that there is no significant difference with regard to intellectual area of self concept among male and female corporate employees.

Table 7 shows the mean, standard deviation and 't' value for the total score of the self concept.

Group Statistics

	male female	N	Mean	Std. Deviation	Std. Error Mean
total	male	50	52.3400	4.55627	.64435
	female	50	53.3800	4.42115	.62524

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
total	Equal variances assumed	.571	.452	-1.158	98	.250	-1.04000	.89784	-2.82174E0	.74174
	Equal variances not assumed			-1.158	9.791E1	.250	-1.04000	.89784	-2.82176E0	.74176

Discussion for total score

The table 7 shows the obtained values of mean, standard deviation and the 't' value for the total score of self concept. In the total score of self concept the mean and S.D obtained for male corporate employees is 52.3 and 4.55 respectively, the mean and S.D for female corporate employees is 53.5 and 4.42. The obtained 't' value is 1.15 which indicates that there is no significant difference with regard to the total score of self concept obtained by the male and female corporate employees.

CONCLUSION

1. The obtained result indicates that there are no significant differences in the level of self concept among male and female corporate employees, which is not according to the hypothesis stated as "there is a significant difference in the level of self concept among male and female corporate employees".

2. There is a signficant difference in the physical area of self concept among male and female corporate employees is according to the hypothesis.

3. There is no significant difference in the social area of self concept among male and female corporate employees is not according to the hypothesis stated as "there is a significant difference in the social area of self concept among male and female corporate employees".

4. There is no significant difference in the temperamental area of self concept among male and female corporate employees is not according to the hypothesis stated as "there is a significant difference in the temperamental area of self concept among male and female corporate employees".

5. There is no significant difference in the educational area of self concept among male and female corporate employees is not according to the hypothesis stated as "there is a significant difference in the educational area of self concept among male and female corporate employees".

6. There is no significant difference in the moral area of self concept among male and female corporate employees is not according to the hypothesis stated as "there is a significant difference in the moral area of self concept among male and female corporate employees".

7. There is no significant difference in the intellectual area of self concept among male and female corporate employees is not according to the hypothesis stated as "there is a significant difference in the intellectual area of self concept among male and female corporate employees".

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