



ASEAN Journal of Educational Research and Technology



Journal homepage: <https://ejournal.bumipublikasinusantara.id/index.php/ajert>

Cosmetics Product and Self-Concept Among Senior High School Students: An Educational Perspective

Kenesha Borling, Elyza Criz Abraham, Chrissie Dyanne Pamplona, Jims Adrian Carbonell, Anamarie Valdez*

Sultan Kudarat State University, the Philippines

*Correspondence: E-mail: keneshaborling@sksu.edu.ph

ABSTRACTS

The study aimed to determine the significant relationship between Cosmetic Products on Self-Concept from an educational perspective. We used subjects from Sultan Kudarat State University - Laboratory Highschool Students. We used an adapted and modified questionnaire as the primary tool to gather data for this study. The Likert scale was used to determine the level of self-concept of the respondents when using cosmetics products and to what extent they use cosmetics products in different situations. The findings show that the respondents sometimes use cosmetic products in different situations, and the data revealed that the respondents have a high level of self-concept when applying cosmetics products. According to the respondents' responses, cosmetics products and students' level of self-concept has a high relationship. Recommendations have been made to conduct and that future researchers enhance the study by focusing on the large number of people who have a deeper understanding of the issue. We also recommend that the community should learn more about the self-concept of one person and they should give an understanding if even the young generation is more likely to use cosmetics to enhance their appearance.

ARTICLE INFO

Article History:

Submitted/Received 20 Jul 2022

First revised 15 Aug 2022

Accepted 21 Aug 2022

First available online 22 Aug 2022

Publication date 01 Mar 2023

Keyword:

*Appearance,
Cosmetics,
High level psychology,
Self-concept,
Teaching enhancement.*

1. INTRODUCTION

Cosmetic products are defined as anything that is designed to be applied to the outside of the human body (Nohynek et al., 2007). It's also defined as any item, preparation, or odor intended for human consumption with the goal of cleansing, beautifying, or modifying appearances, such as beauty products, cosmetics, or perfumes. A person's attitude and feelings about himself and a gaggle of psychological processes that govern behaviour and adjustment are called self-concept. It is a crucial attribute of understanding and predicting human behaviour. Self-concept could even be a crucial part of the event of personality. Self-concept is the cognitive or thinking aspect of self-related to one's self-image and typically refers to the organized, and dynamic system of learned beliefs, attitudes, and opinions that every person holds to be true about his or her existence (Mishra & Khatun, 2015).

Insecurity about their skin, face, and other body parts makes them hesitant to interact with others. Students whose primary issue is how to gain self-confidence cannot avoid using or purchasing cosmetics. Teens are frequently obsessed with cosmetics as a result of the social media videos they have viewed. By doing so, blemishes and other facial imperfections were concealed. The purpose of this study was to determine the significant relationship between Cosmetics products and Self-concept among Senior High School students of Sultan Kudarat State University Laboratory - High School.

2. METHODS

We used a Quantitative Descriptive-correlation research design to reveal the relationship between cosmetics products and students' level of self-concept from the senior high school students of Sultan Kudarat State University – Laboratory High School.

2.1. Respondents of the Study

A total of one hundred forty-nine (149) students is the population of Senior High School students at Sultan Kudarat State University. Using Calmorin's formula (2003), in calculating the sample size, only 122 students from the population are selected and questioned from the estimated sampling size. In total, (122) students are selected among them, and they will be questioned about the relationship between cosmetics products usage on their level of self-concept. The respondents of this study were chosen based on the following criteria: He or she must: (a) be a senior high school student, and (b) presently enrolled at SKSU Laboratory High School.

2.2. Research Instrument

The researcher used an adapted and modified e-questionnaire to gather the needed data in this study. A survey questionnaire is a type of research instrument that consists of a series of questions designed to elicit data from respondents (Collins, 2003). Survey research is a quantitative method for collecting information from a pool of respondents by asking multiple survey questions (Apuke, 2017). This research type includes the recruitment of individuals, collection, and analysis of data.

In addition, this study utilized a Likert scale to determine the level of self-concept of the respondents when using cosmetics products and to what extent they use cosmetics products in different situations. The researchers use the Likert scale to collect the necessary response from the respondents, they are tasked to scale their thoughts or their answers on a scale of 1 to 5. To collect and analyze data, researchers used an adapted and modified e-questionnaire.

This study utilized a Likert scale to determine the level of self-concept of the respondents and the frequency they used cosmetics products and the frequency they use cosmetics products in different situations.

2.3. Data Gathering Procedure

The researchers ask permission from the research adviser, the examining committee, and the chairman of SKSU- Laboratory High School to conduct the study. A questionnaire is used in collecting primary data from the respondents, the researchers are guided by the research problem of the present study in formulating the questionnaire. The content of the questionnaire is validated by three (3) professionals to ensure its validity and reliability before distributing it to the respondents. After the questionnaire is validated, the researchers identify the chosen respondents and distribute the survey questionnaire online. And after that, the researcher compiles and analyzes the information provided by the respondents.

3. RESULTS AND DISCUSSION

3.1. The Frequency of Usage of Cosmetics Products

Table 1 shows the frequency of the students' use of cosmetics products in the situation of social gatherings. Based on the gathered data, statement 3 obtained the highest weighted mean of 3.65, and standard deviation of 1.16. It is described as often and with an interpretation that the respondents often use cosmetics products when they're at social gatherings. On the other hand, statements 1 and 2 obtained almost the same weighted mean ranging from 3.03 to 3.14 respectively, described as sometimes. It can be seen on the grand mean of 3.27 with a standard deviation of 1.08, with a verbal description of sometimes. The findings by stating that in their study, cosmetics are likely used when having events, that it is important in any kind of situation, and also according to the study cosmetics improved their social skills and attitude in dealing with other people.

Table 1. The frequency of the students using cosmetic products in social gatherings.

Parameters	n	Mean	SD	Verbal Description
1. I use cosmetics products when I'm at a family reunion.	122	3.03	1.07	Sometimes
2. I use cosmetics products when I attend a birthday party.	122	3.14	1.02	Sometimes
3. I use cosmetic products when I attend weddings, christenings, and gatherings.	122	3.65	1.16	Often
Weighted Mean		3.27	1.08	Often

Table 2 shows the frequency of the students' use of cosmetics products in the situation at school. Based on the gathered data, statement 3 obtained the highest weighted mean 4.21, and a standard deviation of 1.01. It is described as always and with an interpretation that the respondents always use cosmetics products when they're at school. On the other hand, statements 1 and 2 obtained almost the same weighted mean ranging from 2.76 to 3.05 respectively, described as sometimes with a verbal description that the respondents sometimes use cosmetics products when they're at school. It can be seen on the grand mean of 3.34 with a standard deviation of 0.97, describe as sometimes with an interpretation of the respondents sometimes use cosmetics products when they're at school.

Applying cosmetics when going to school is very important to the students, it helps them be confident facing their friends, teachers, and school mates, they feel uncomfortable without using cosmetics.

Table 2. The frequency of the students used cosmetic products in school.

Parameters	n	Mean	SD	Verbal Description	Interpretation
1. I use cosmetics products when there is a performance task in class.	122	3.05	0.88	Sometimes	The respondents sometimes use cosmetics products
2. I use cosmetics products when I go to school.	122	2.76	1.03	Sometimes	The respondents sometimes use cosmetics products
3. I use cosmetics products when there is an event in my school (js prom, grad ball, graduation, etc.)	122	4.21	1.01	Always	The respondents always use cosmetics products
Weighted Mean		3.34	0.97	Sometimes	The respondents sometimes use cosmetics products

Table 3 shows the frequency of the students' use of cosmetics products in the situation of going out with friends. Based on the gathered data, statement 3 obtained the highest weighted mean of 3.13, and standard deviation of 1.16. It is described as sometimes and with an interpretation that the respondents sometimes use cosmetics products in going out with friends. On the other hand, statements 1 and 2 obtained almost the same weighted mean ranging from 2.76 to 2.8 respectively, described as sometimes with an interpretation that the respondents sometimes use cosmetics products when going out with friends. It can be seen in the grand mean of 2.89 with a standard deviation of 1.12.

Wearing cosmetics has always been a topic of interest among girls today (Feder, 1994). Some people choose not to use cosmetics products, and some of them always use them wherever they go. Makeup has become the standard for women in our current society, and even grade school students wear it. When people wear cosmetics and feel physically more attractive, they experience the "lipstick effect," which is a widespread psychological phenomenon that enhances their confidence. It aids in the development of self-esteem, attitude, and personality in women. A boost or improvement in self-esteem aids in the enhancement of cognitive capacities. Furthermore, positive emotions can help students improve their grades.

Table 3. The frequency of the students who used cosmetic products in going out with friends.

Parameters	n	Mean	SD	Verbal Description
1. I use cosmetics products when I/we go to the mall	122	2.75	1.08	Sometimes
2. I use cosmetics products when I/we go to travel.	122	2.8	1.13	Sometimes
3. I use cosmetics products when I go on dates.	122	3.13	1.16	Sometimes
Weighted Mean		2.89	1.12	Sometimes

Table 4 shows the frequency of the students' use of cosmetics products in the situation at home. Based on the gathered data, statements 1 and 3 obtained the highest weighted mean of 2.44, and 1.83, respectively, with a standard deviation of 1.01 and 0.93. It is described as rare and with an interpretation that the respondents rarely use cosmetics products when they're at home. On the other hand, statement 2 obtained a weighted mean of 1.66 with a standard deviation of 0.85, described as never with an interpretation that the respondents never use cosmetics products when they're at home. It can be seen on the grand mean of

1.98 with a standard deviation of 0.93, describe as rarely with a verbal description of the respondents rarely use cosmetics products when they're at home.

The respondents are likely to use cosmetics in different situations, however, based on the study they are not likely to use cosmetics in different situations as they are labeled sometimes or rarely, it can infer that the Senior High School students of Sultan Kudarat State University are not relying on cosmetics when they're at home.

Table 4. The frequency of the students used cosmetic products at home.

Parameters	n	Mean	SD	Verbal Description
1. I use cosmetics products after taking a bath	122	2.44	1.01	Rarely
2. I use cosmetics products even if I'm sleeping	122	1.66	0.85	Never
3. I use cosmetics products when there are online classes	122	1.83	0.93	Rarely
Weighted Mean		1.98	0.93	Rarely

Table 5 reveals the level of self-concept of the senior high school students of Sultan Kudarat State University – Laboratory High School when they apply cosmetics products, all statements have almost the same weighted mean ranging from 3.84 to 4.02 respectively, with a standard deviation of 0.95 to 1.14. It is described as high and with an interpretation of the respondents' level of self-concept is high when they apply cosmetics products. It can be seen on the grand mean of 3.83 and a standard deviation of 1.04 with an interpretation, that the respondents' level of self-concept is high when they apply cosmetics products.

Most females in India do experience the ill effects of poor self-conception and low assurance of oneself. Meanwhile, using cosmetic products may quickly change their appearance. Most of the research on ladies about their confidence has been determined by how they feel about their bodies, but only with small consideration has been given to a certain population. Meanwhile, ladies with the use of cosmetic products can develop fearlessness and bravery. **Table 6** reveals the results of the test of the relationship between the use of cosmetics products and the level of self-concept. It implies a high correlation or relationship with a Pearson correlation coefficient of 0.729.

Table 5. The student's level of self-concept when they apply cosmetic products.

Indicator	n	Mean	SD	Verbal Description
1. When I apply cosmetics products, I feel good	122	3.84	1.03	High
2. Applying cosmetic products makes me feel more confident	122	3.88	0.97	High
3. I feel more comfortable when I use cosmetics products	122	3.57	1.14	High
4. When I use cosmetics products, it makes me feel more attractive	122	4.02	0.95	High
5. When I use cosmetics products, I feel more professional	122	3.91	1.02	High
Weighted Mean		3.83	1.04	High

Table 6. Testing the relationship between the use of cosmetic products and the students' level of self-concept.

Source of Relationship	n	df	Pearson Correlation (r)	Adjectival Equivalent	P – value	Interpretation
Using of Cosmetics	122	120	0.729	High Relationship	1.85E - 21	Significant
Level of Self-Concept						

*significant at 0.05 level of significance

4. CONCLUSION

From the analysis presented, it was revealed that senior high students had a high level of self-concept when applying cosmetics products. This indicates that the majority of the respondents have a good cognitive aspect of self-related to one's self-image when they apply cosmetics products. Additionally, the findings of the study revealed that the frequency of their using cosmetics product in different situations has a different verbal description. It shows that the respondents rarely use cosmetics in the situation of social gatherings, they sometimes use cosmetics in school and when going out with friends and they rarely use cosmetics products when they're at home. Furthermore, findings also confirmed a link between the use of cosmetics and students' level of self-concept, the data revealed that there is a high relationship between the use of cosmetics and level of self-concept.

5. ACKNOWLEDGMENT

We would not have been able to complete this study without the assistance of numerous people who worked on the project, provided constructive feedback, and provided important guidance. We would like to convey their heartfelt gratitude to the following individuals for their invaluable contributions to making this study possible: Jerick E. Fegarido, Vivialyn T. Asoy, and Joshua Joye O. Caguioa.

6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

7. REFERENCES

- Apuke, O. D. (2017). Quantitative research methods: A synopsis approach. *Kuwait Chapter of Arabian Journal of Business and Management Review*, 33(5471), 1-8.
- Collins, D. (2003). Pretesting survey instruments: An overview of cognitive methods. *Quality of Life Research*, 12(3), 229-238.
- Feder, A. M. (1994). "A radiant smile from the lovely lady": Overdetermined femininity in "ladies" Figure Skating. *TDR (1988-)*, 38(1), 62-78.
- Mishra, B., and Khatun, J. A. (2015). Study on the self-concept of MA class students in view of Carl Roger's theory of self. *International Journal of Informative and Futuristic Research*, 2(6), 1709-1717.
- Nohynek, G. J., Lademann, J., Ribaud, C., and Roberts, M. S. (2007). Grey goo on the skin? Nanotechnology, cosmetic and sunscreen safety. *Critical Reviews in Toxicology*, 37(3), 251-277.