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A STUDY OF SELFCONCEPT AMONG THE HIGH SCHOOL STUDENTS OF AHMEDABAD IN RELATION TO THEIR CATEGORY AND SES



Sudha Pattani

Abstract:-Self-concept or self-identity refers to the global understanding a sentient being has of him or herself. It presupposes but can be distinguished from self-consciousness which is simply an awareness of one's self. The self-concept is composed of relatively permanent self-assessments, such as personality attributes, knowledge of one's skill and abilities, one's occupation and hobbies and awareness of one's physical attributes. The self-concept is not restricted to the present. It includes past selves and future selves or possible selves. It corresponds to hopes, fears, standards, goals and threats.

Keywords :SelfConcept , Category and SES , self-assessments , physical attributes.

INTRODUCTION

As far it is known, no one is born with a self-concept, it gradually emerges in the early months of life and is shaped and reshaped through repeated perceived experiences. Individuals have within themselves relatively boundless potential for developing a positive and realistic self-concept. Self-concept requires consistency, stability and tends to resist change. Self-concept development is a continuous process. It is learned, organised and dynamic. The guidance system not only shapes the way a Person's view oneself, others and the world but it also serves to direct action.

In today's competing world education should fulfil the needs and meet the requirements of the society. Education plays an important role in the overall development of an individual. Education should be imparted in such a way that the individual is able to face the challenges of life and is able to solve the emerging problems of life with courage.

Education along with the overall development of the individual has also the aim and duty towards the society to preserve the culture and civilization. Education is to formulate a curriculum suited to the modern needs of society. Education process is alive process which involves teacher and student in teaching Learning process. Education tries to promote thinking, reasoning, discrimination and other mental powers of individuals to the maximum. Overall development of an individual is possible only continuous researches are carried out in the education system. Research is needed and has its own importance in bringing out the suitable changes. Researches should be conducted so that educational objectives can be achieved. Further for the overall development of the learner, it is necessary to know the self-concept of the students. The gender of the students also affects the self-concept thus it becomes inevitable to know the effect of the sex of the students on the self-concept. Similarly the area of the residence also plays a vital role in the

development of the learner and thus it becomes necessary to know the effect of the area (urban and rural) of the students on the self-concept.

The development of a positive self-concept at an early age can lead to a positive self-concept later in child's life. An "I can" attitude empowers children to make choices, try new things and strive for success. As an "Teacher" we have the power to help build each child's positive self-concept.

The teacher always keep in mind that a "negative self-concept" can also be observed in young children. As an educator it is very important to note this behaviour at an early age. This way teacher can attempts help turn these negative self-concepts in positive.

It is true that responses of adults, parents, and teachers have a powerful effect on children's action. Adult reactions actually teach children how competent or incompetent they are. To develop self-concept requires focussing on children's strengths and success, have faith in their abilities and reflect their achievement in a positive but realistic manner. The academic self-concept relates to how well the child does in the school or how well they learn. There are two levels, general academic self-concept of how good we are overall and a set of specific content - related self-concepts that describe how good we are Maths, Science, Languages, Art, Social Science etc. The relationship of self-concept to school achievement is very specific. The self-concept is the basis for all motivated behaviour. When people know them elves they can maximise outcomes because they know what they "can" and "can't" do. The researcher therefore in this research study wants to study the effect of self-concept in the relation to the gender, area and type of school.

Again, today the global concern is to struggle against problems of education and maintain the standard of human. The high school student undergoing the self-concept

process is normally threatened by age, area, gender, type of school, education, environment, SES and other problems like poverty, over population, illiteracy, lack of knowledge etc. but if the same is nurtured and nourished with appropriate education, the same threat could be soothing. Self-concept is in-fact a solution to societal crisis and it is deeply rooted in the high school students. The existing curricula at primary, secondary and college levels and the teaching learning process provides opportunities for the same amongst the students. The self-concept is enhanced by the teachers in a natural way while teaching at different levels. In order to acquire appropriate self-concept various means and ways as such the formal education of students in school and colleges, use of various media like radio, T.V. newspaper etc., specific orientation and training programmes are encouraged at any and all the levels of education.

In any stage of education self-concept could be found. Especially at the high school stage when the student is also an adolescent self-concept is a must. It is the responsibility of the school and the society to promote self-concept as required. The school is the second home where the students show their self-concept. Home, school and society play a vital role to enable the student get the environment of self-concept. The co-curricular activities, events, sports, project work, assignments and others provide the environment of self-concept. Thus, self-concept is a media to convert a common learner to great achievers. Of the different levels of education, the high school plays an important role in education and the development of the individual and their self-concept. Again, it is possible that self-concept may be affected by gender, type of school, grade and area related to the high school student. In order to fasten their self-concept it is necessary to know the level of self-concept and the effect of these variables on the self-concept of the high school students. Looking to the aspects of self-concept the present investigation seeks to know the self-concept in the high school students and the way the self-concept is related to their category and SES.

REVIEW OF LITERATURE

Sharma, K.L. (1998) suggests that intelligence showed strongest relationship with achievement but the relationship between the intelligence and self-concept was not significant in the extreme intelligence groups. SES showed weak positive relationship with intelligence. Students having high intelligence also had high self-concept, achievement and SES and the students having low intelligence had low self-concept and achievement and SES. Intelligence showed strong relationship with 6 areas under self-concept and achievement, intelligence made high positive and significant contribution. SES did not show strong relationship with self-concept and other variables. In the low intelligence group it was negatively correlated. Achievement showed highest relationship with intelligence. Self-concept showed high positive and significant relationship with achievement and intelligence. Boys were found to be superior to girls in all areas of self-concept.

Panwar, P.S., (1996) reveals that academic achievement had significant effect on self-concept. Home

background had significant effect on self-concept. School background had significant effect on self-concept. Academic achievement had no significant relationship with feeling of inferiority. There was no significant effect of school background on feeling of inferiority.

Saraswat, R., (1992) suggests that the boy's self-concept was positively and significantly related to social Self Concept, while the girls self-concept was positively and significantly related to home, health, social emotional school as well as total Self Concept. The boy's self-concept was positively and significantly related to political and religious values, while the girls self-concept was not related to any of these values. Only intellectual self-concept was positively and significantly related to academic achievement in both the sexes. Boys and the girls differed significantly on total self-concept and its physical, social and moral dimensions. Girls were found to be higher on all these dimensions.

Bhatt P. K., (1999) declares that the students from the arts faculty had the highest self-concept, while those from the science faculty possessed lowest self-concept and those from the faculty of commerce ranked in the middle. The college size was not related to self-concept. The student from advanced class had higher perception of themselves, as student opportunities for making friends and their community acceptance than the students belonging to backward class. However, social classes did not differ in their perception of teachers, examination system and social activities. The Hindu and Muslim students possessed almost identical self-concept. On the whole, all the four social groups – Patel, Rajput, Brahmin and Harijan – had almost similar self-concept. Sex was related to self-concept, the female students possessed higher self-concept than the male students. U-type relationship was observed as regards an independent variable. The birth order had no relationship with self-concept. The college students had the poorest perception of the examination system. Social activities got lowest endorsement among the elements of social milieu. The college (teachers and the examination system) was seen less favourably by all groups than self and social milieu. Factor analysis yielded three factor-socio personal, self, performance-oriented self and perceived educational climate.

Agarwal Dinesh (1998) suggests that the self-concept of the adolescents was a personality characteristic which was normally distributed in the population of adolescent students. There tended to be sex difference in the self-concept. It seemed that the male adolescents received more encouragement and attention in the home and society than the female, and developed brighter self-concept than the latter. The more intelligent adolescents tended to have brighter self-concept than the less intelligent ones. It meant that self-concept was not wholly a non-intellectual characteristic of persona. The extent of relationship between intelligence and self-concept did not change with place of residence (Urban or Rural) or with sex. The rural students tended to have a good self-concept as the urban ones and the rural environment was not uncongenial for the development of adequate self-concept. It was the satisfying and frustrating experiences of the adolescent in his social milieu in which he interacted with the member of the family, peers and other

people that formed his self-concept.

The past researches very well involves studying Self-concept with respect to Achievement, Intelligence, achievement motivation, family and school factors, Level of Aspiration and Mental Health. The present study differs in various aspects from the past studies. Past researches include researches done on students of secondary school, students for higher technical education, gifted and other science students etc. but the present study deals with category and SES of high school students Ahmedabad district.

OBJECTIVES OF STUDY

Following are the objectives of the study

- 1.To study the effect of category on the self-concept of the high school students of Ahmedabad district.
- 2.To study the effect of SES on the self-concept of the high school students of Ahmedabad district.

Hypothesis

Following are the hypothesis of the study.

1. There will be no significant difference between the mean scores of self-concept of the open category and other category high school students of Ahmedabad district
2. There will be no significant difference between the mean scores of self-concept of the high school students of Ahmedabad district belonging to high and low SES.

Sampling

In the present research, researcher has used the cluster multistage sampling to select 800 high school students of Ahmedabad. Thus 800 high school students of Ahmedabad were selected as the sample of the study of which there were 376 belonged to open category whereas 424 belonged to other category. Further with respect to the SES, 307 students belonged to high SES and 493 students belonged to low SES.

Research Methodology

In the present study survey has been used.

Tool

In the present study the researcher has used the self-concept scale. The verbal self-concept scale originally prepared by Pierris Harris was translated by Kishore Shah in 1981 and standardised on the Gujarati medium high school students of Gujarat. The reliability of the test prepared in Gujarati and standardised on the high school is 0.67. It is a verbal test with 80 statements followed by the option yes or no, one of which the respondent finds suitable is to be encircled. The test is free of the right or wrong answers. The test has no time limit and is thus free of time but normally the test could be completed within 30 minutes. The test comprises of same questionnaire and answer sheet and thus the questionnaire could not be re-used.

The manual enables to measure the self-concept according to which the respondent is to be scored one for each response as per the manual. Since there are eighty statements the maximum score is 80 whereas the minimum score is zero. Hereby the high school students with self-concept score 41 and greater will be considered to have high

self-concept whereas high school students with self-concept score less than 41 will be considered to have low self-concept.

Data collection

Having collected the tool necessary for the data collection and determining all the aspects necessary for the study and the forth coming steps of research, the researcher contacted the authorities of the said schools, sought their permission, time and date for the data collection. On the fixed day and date the researcher reached the pre-decided schools, met the high school students and with the information about the study also provided the sample high school students with clear and precise information to clarify their doubts. It was followed by the distribution of the test by following the instruction and thus the data was collected from the selected sample from high schools of Ahmedabad district. This data was then scored as per the manual and thus the raw data was available which was grouped for the analysis and interpretation.

Analysis and Interpretation

The statistical techniques like Mean, standard deviation and t –test were applied to analyse the data into a meaningful manner.

1. There will be no significant difference between the mean scores of self-concept of the open category and other category high school students of Ahmedabad district.

Table 4.1
Test of Significance of the Self Concept of the Open Category and Other Category high school students

	Category N	Mean	Std. Deviation	Std. Error	t- value
Self Concept	Open 376	58.66	9.03	0.466	16.49**
	Other 424	48.93	7.65	0.372	

** Significant at 0.01 level of significance

From table 4.1, it is evident that the $t_{cal} = 16.49$ which is significant at 0.01 level of significance. It indicates that the hypothesis may be rejected at 0.01 level of significance. Thus the hypothesis that there will be no significant difference between the mean scores of self-concept of the open category and other category high school students of Ahmedabad district may be rejected at 0.01 level of significance. It clarifies that there may be significant difference between the Self Concept of the high school students belonging to different category. Further from the table it is observed that the mean score of Self Concept of the open category high school students is higher than the other category high school students. Thus it could be said that the Self Concept of the open category high school students is more than the other category high school students.

1. There will be no significant difference between the mean scores of self-concept of the high school students of Ahmedabad district belonging to high and low SES.

Table 4.2
Test of Significance of Self Concept of High School Students belonging to High and Low SES

	SES	N	Mean	Std. Deviation	Std. Error Mean	t-value
Self Concept	High	307	57.93	8.72	0.498	11.02**
	Low	493	50.74	9.15	0.412	

** Significant at 0.01 level of significance

From table 4.2, it is evident that the $t_{cal} = 16.04$ which is significant at 0.01 level of significance. It indicates that the hypothesis may be rejected at 0.01 level of significance. Thus the hypothesis that there will be no significant difference between the mean scores of self-concept of the high school students of Ahmedabad district belonging to high and low SES may be rejected at 0.01 level of significance. It clarifies that there may be significant difference between the Self Concept high school students of Ahmedabad district belonging to high and low SES. Further from the table it is evident that the mean score of Self Concept of the high SES students is higher than the low SES high school students. Thus it could be said that the Self Concept of the high SES high school students is more than the low SES high school students.

RESULTS AND DISCUSSION

Results

There exists significant difference between the Self Concept of the high school students belonging to different category and that the Self Concept of open category high school students is more than other category high school students.

There exists significant difference between the Self Concept high school students of Ahmedabad district belonging to high and low SES and that the Self Concept of the high SES high school students is more than the low SES high school students.

DISCUSSION

There exists significant difference between the Self Concept of the high school students belonging to different category and that the Self Concept of open category high school students is more than other category high school students. It might be possible due to openness, forwardness and the societal structure.

There exists significant difference between the Self Concept high school students of Ahmedabad district belonging to high and low SES and that the Self Concept of the high SES high school students is more than the low SES high school students. This might be possible due to the increased freedom, luxury and assurance available to the high SES students as compared to the low SES students.

CONCLUSION

The objectives of the present study comprised to study the effect of gender, area, type of school and grade of the high school students on their self-concept. The present

study was conducted on 800 high school students selected by cluster multistage sampling. The standardized tool of self-concept was used. Data was collected by survey from the sample. The analysis was conducted by descriptive statistics, and t-test. The results declared that there exists significant difference between the Self Concept of the high school students belonging to different category and that the Self Concept of open category high school students is more than other category high school students. Further, there exists significant difference between the Self Concept high school students of Ahmedabad district belonging to high and low SES and that the Self Concept of the high SES high school students is more than the low SES high school students.

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