



## **A Study of Self-concept Among School Students.**

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### **ABSTRACT**

*This study was aimed to do the research work on student's self-concept in relation to their psychological perspectives. For this purpose, 300 (150 Government School and 150 Private School) students were purposively selected as a research sample. Self-concept scale of Saraswat, R.K. and Self Prepared Personal Data Sheet was administered upon research sample. The obtained data were analyzed with comparative method. The findings revealed that : student's self concept was found significantly influenced by their inhabitation factor, gender related factor, type of schools (government or private) and academic background related factors.*

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### **INTRODUCTION :**

Self-concept is our personal knowledge of who are encompassing all of our thoughts and findings about ourselves physically, personally and socially. Self-concept also includes our knowledge of how we behave our capabilities, and our individual characteristics.

Several concepts about self-concept had been given by different psychologists and experts. According to Karl Rogers (1959) self-concept is the organized, consistent, conception gestalt composed of perceptions of the relationship of the self-image, self-esteem and ideal self. Cooley (1964) viewed about self-concept that man's ideals about himself are reflections of how other see

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him. Raimy (1943) described and said that self-concept is the map which each person consult in order to understand himself during the moment of crisis or choice. Roy Baumeister (2010) says that self-concept should be understood as a knowledge structure. People pay attention to themselves, noticing both their internal states and responses and their external behaviour.

Self-concept begins to develop in early childhood. This process continues throughout the life span. However, it is between early childhood and adolescence that self-concept experiences the most.

Bharati & Sreedevi (2015) studied the self-concept of adolescents and observed that higher percentage of adolescents had above average levels of self-concept.

Jourard (1963) point out that girls tend to have more unrealistic concepts of what they want to look like when they grow up.

In another study, Sion (1965) reports that the security one has in one's body is related to the security with which one faces one's self and the world.

Mahakud & Joshi (2016) studied the self-concept and its relation to academic achievement and found that children with learning disabled were poor in their self-concept compare to the skilled learners and children with learning disabled were also found poor in their academic achievement.

According to above review of related literatures the present research have been taken to study the self-concept among school students.

### **OBJECTIVE OF THE STUDY :**

The main objectives of the research was to do the study of self-concept of school students in relation to their background perspectives.

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### **HYPOTHESES OF THE STUDY :**

- (i) The self-concept would be significantly differed between rural and urban respondents.
- (ii) There would be significant gender difference on self-concept measures.
- (iii) The self-concept would be better among private school student's comparison to their counterpart government school students.
- (iv) The academic background of the family would be significantly effecter of respondent's self-concept.

### **METHOD :**

#### **(i) Sample :**

Total 400 secondary school students were purposively selected from different secondary schools located in Samastipur district area of Bihar state.

The distribution of sample were as follows :

- (i) Total nos. of samples - 400
- (ii) Boys samples - 200
- (iii) Girls samples - 200
- (iv) Rural samples - 200
- (v) Urban samples - 200
- (vi) Private school samples - 200
- (vii) Govt. school samples - 200

#### **(ii) Scales used :**

##### **(i) Self-concept Questionnaire :**

Self-concept Questionnaire developed by Saraswat, R.K. was used to measure the self-concept level of students.



**(ii) Personal Data Sheet :**

Self-prepared Personal Data Sheet was used to collect background information regarding students.

**PROCEDURE OF DATA COLLECTION :**

The relevant data were collected with the help of selected questionnaires. The researcher had obtained the permission of respected schools head and completed data collections work.

**ANALYSIS OF DATA :**

The data were analyzed with t-test method and prepared results in the light of current context.

**RESULTS :**

**Table no. - i**

**Comparison of self-concept between rural and urban respondents:**

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>t-value</b>	<b>p-value</b>	<b>df</b>
<b>Urban respondents</b>	<b>200</b>	<b>36.71</b>	<b>7.44</b>	<b>6.80</b>	<b>&lt;.01</b>	<b>398</b>
<b>Rural respondents</b>	<b>200</b>	<b>32.42</b>	<b>5.34</b>			

**Table no. - ii**

**Comparison of self-concept between boys and girls respondents:**

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>t-value</b>	<b>p-value</b>	<b>df</b>
<b>Boys respondents</b>	<b>200</b>	<b>29.32</b>	<b>5.94</b>	<b>7.94</b>	<b>&lt;.01</b>	<b>398</b>
<b>Girls respondents</b>	<b>200</b>	<b>34.64</b>	<b>7.53</b>			

**Table no. - iii**

**Comparison of self-concept between private school students and government school students:**

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>t-value</b>	<b>p-value</b>	<b>df</b>
<b>Private school students</b>	<b>200</b>	<b>35.72</b>	<b>6.38</b>	<b>6.92</b>	<b>&lt;.01</b>	<b>398</b>
<b>Government school students</b>	<b>200</b>	<b>31.77</b>	<b>5.16</b>			

**Table no. - iv**

**Comparison of self-concept between respondents belonging to educated and uneducated family:**

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>t-value</b>	<b>p-value</b>	<b>df</b>
<b>Respondents belonging to educated family</b>	<b>200</b>	<b>35.89</b>	<b>6.32</b>	<b>9.66</b>	<b>&lt;.01</b>	<b>398</b>
<b>Respondents belonging to uneducated family</b>	<b>200</b>	<b>30.77</b>	<b>4.33</b>			

**DISCUSSION :**

It is clear from the content of Table no. i that majority of better self-concept belonged to urban respondents and the obtained t-value (6.80, p=01, df=398) was found significant at <.01 level of confidence. This findings reveled that, urban respondents can develop their self-concept because of their better environment and other persons co-operate them. In another side, rural students cannot able to develop their self-concept in better way due to this rural environment and lack of



other's co-operation. Thus, the hypothesis formulated in this context was supported by empirical facts.

It is clear from the content of Table no. ii that there was significant gender difference in term of their self-concept measures. In this context girls respondents were found better in their self-concept while boys respondents were found comparatively less in their self-concept. The reason behind such findings may be that girls respondents gives proper attention in any understanding than their counterpart boys respondents. The computed t-ratio ( $t=7.94$ ,  $df=398$ ,  $p<.01$ ) was found significant beyond chance. Thus, the hypothesis formulated in this context was supported by empirical facts.

The statistical result contained in table no. iii makes it clear that type of school (government or private) significantly influence student's self-concept. Regarding this result private school respondents were obtained more mean (35.72) and SD (6.38) than those of government school respondents. The computed t-ratio ( $t=6.92$ ,  $df=398$ ,  $p<.01$ ) was found significant. Thus, this result showed clearly that the self-concept among private school respondents was better than those of respondents of government school respondents. Hence, the hypothesis formulated in this context was supported and revealed significant difference between government school and private school students interm of their self-concept measures.

The statistical findings that presented in table no. iv make it clear that respondents belonging to educated family were obtained more mean(35.89) and SD (6.32) scores while respondents of non-educated family were obtained comparatively less mean (30.77) and SD (4.33) scores on self-concept measures. The calculated t-value (9.66) was found significant at  $<0.1$  level of confidence.

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According to this result it can be say that respondent of educated families can able to develop their self-concept level by means of their academic environment and co-operation by their family members. Hence, the hypothesis no. iv was also found significant ( $t=9.66, p<.01, df=398$ ) at beyond chance by empirical facts.

### **CONCLUSION :**

To conclude, it can be say that self-concept of students influenced by inhabitation, gender related, type of school and academic background of family etc related factors. Thus, according to this findings we can express that these factors play significant role in student's self-concept.



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