

A STUDY ON SELF CONCEPT ON RURAL SCHOOL STUDENTS

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Abstract

Self-concept and self-esteem are two crucial components of our lives. These components can shape how we develop during childhood and affect who we become as adults. During childhood and adolescence, self-concept and self-esteem begin to develop. As such, it is important for adolescents to develop a positive self-concept and high self-esteem in order to better their chances for a happy and satisfying adulthood. Self-concept is the perception that individuals have of their own worth. This includes a composite of their feelings, a generalized view of their social acceptance, and their personal feelings about themselves. Self-concept develops as a result of one's experiences with the environment and one's evaluations of these experiences. Additionally, opinions of significant others, casual attributions, and concrete feedback play a crucial role in the process of self-concept development. In this study an attempt was made to study the self concept of rural school students in relation to their gender, type of management, locality of residence, class studying, medium of instruction, birth order and parental occupation. For this purpose a sample of 300 rural school students studying in class IX to XII were selected from Theni district of Tamilnadu through Stratified Random Sampling Technique. Self-Concept by Dr. (Miss) Mukta Rani Restogi, National Psychological. New Delhi. The investigator used the statistical techniques like Mean, SD, t test were employed. The result indicate that there is no significant difference in self concept of rural school students towards their gender, type of management, locality of residence, class studying, medium of instruction, birth order and parental occupation.

Key words: Self concept, Rural school students, Secondary and higher secondary students

Introduction

The self-concept is a characteristic inherent in the personality of every individual. But different individuals have self-concept in varying qualities as suggested by the term "positive and negative" self-concept and in varying quantities as implied by the term "low and high" self-concepts. Morses S, Gerger KJ. (1990) Self-concept is therefore defined as an organized and consistent way an individual thinks, feels, and reacts to issues concerning himself or

herself arising from his/her personal experience in life Pelemo (1994) Thus, self-concept is the set of feelings and cognition about oneself. It influences our thoughts, behaviors, and performances in school. Self-concept is very significant to Psychologists and educationists because whatever a person feels or thinks about himself is very important and could be a strong determinant of his behavior, even at school (academic performance). The components of “self” include self-image, that which refers to the sort of person an individual thinks he is; self-esteem, which refers to how favorable an individual regards himself; and ideal-self, which represents the ideals of behavior manifestations an individual aspires to be Boulter LT.(2002)

According to a popular scholar Fayombo GA.(2001) self-concept is the image an individual has of himself/herself which is a composite of the beliefs he or she has about himself or herself, including his or her physical, academics, psychological, social and emotional characteristics, aspirations and achievements. Self-concept could be viewed as the extent to which an individual believes himself to be capable, significant, successful, and worthy. Self-concept entails all the beliefs about the individual self and is essentially an individual’s self-judgment of his own abilities, influence and popularity.

A positive self-concept can lead to a fulfilling adulthood. Many different conditions can affect how students develop their self-concept. Marsh (2005) found that a student's self-concept is partially dependent on his or her surroundings. If the average ability of classmates is high, equally able students most likely will have a more negative academic self-concept. However, if the average ability in a given student's class is low, then he or she is more likely to have a positive academic self-concept. This academic self-concept is very important during a child's middle school years because much of a child's daily interaction is related to school. Once these academic self-concepts have been established, it can be difficult to alter them.

Research Methodology

This research was done on the basis of Descriptive Survey Method.

Sample

The study was conducted with a sample of 300 secondary and higher secondary students studying in rural areas in class IX to XII selected from Theni district of Tamilnadu through Stratified Random Sampling Technique. Stratification was done on the basis of gender, type of management, locality of residence, class studying, medium of instruction, birth order and parental occupation of rural schools were considered.

Statistical Techniques Used:

The investigator used the statistical techniques like Mean, SD, t test and F test.

Objectives of the Study

- 1 To find out if there is any significant difference in the self concept of the rural students students in respect of their gender.
- 2 To find out if there is any significant difference in the self concept of the rural students students in respect of their type of management.
- 3 To find out if there is any significant difference in the self concept of the rural students students in respect of their locality of residence.
- 4 To find out if there is any significant difference in the self concept of the rural students students in respect of their class studying.
- 5 To find out if there is any significant difference in the self concept of the rural students students in respect of their medium of instruction.
- 6 To find out if there is any significant difference in the self concept of the rural students students in respect of their birth order.
- 7 To find out if there is any significant difference in the self concept of the rural students students in respect of their parental occupation.

Hypotheses of the Study

- 1 There will be no significant difference in the self concept of the rural students students in respect of their gender.
- 2 There will be no significant difference in the self concept of the rural students students in respect of their type of management.
- 3 There will be no significant difference in the self concept of the rural students students in respect of their locality of residence.
- 4 There will be no significant difference in the self concept of the rural students students in respect of their class studying.
- 5 There will be no significant difference in the self concept of the rural students students in respect of their medium of instruction.
- 6 There will be no significant difference in the self concept of the rural students students in respect of their birth order.
- 7 There will be no significant difference in the self concept of the rural students students in respect of their parental occupation.

Tool used in the present study

Self-Concept by Dr. (Miss) Mukta Rani Restogi, National Psychological. New Delhi. Self-concept can be described as the mental image one has of oneself. This image, of course, may be composed of a host of attributes. There are many attributes that define our images of

ourselves, physical appearance, wit, charm, religiousness, ethnicity, sociability, success, etc. The scoring is based on 5,4,3,2 and 1.

Differential Analysis For Self Concept Scores of Rural School Students

TABLE 1

‘t’ – VALUES BETWEEN GENDER WITH RESPECT IN THEIR SELF CONCEPT

Gender	N	Mean	SD	‘t’ Value	Level of Significance
Male	190	31.15	7.05	0.291	Not Significant
Female	110	30.90	7.57		

It is evident from Table 1, the calculated ‘t’ value is 0.291, which is not significant at 0.05 level. Hence, the framed null hypothesis was accepted and research hypothesis is rejected. It is inferred that there is a no significant difference found between male and female rural school students with respect to their self-concept.

TABLE 2

‘t’ – VALUES BETWEEN TYPE OF MANAGEMENT WITH RESPECT IN THEIR SELF CONCEPT

Type of management	N	Mean	SD	‘t’ Value	Level of Significance
Government	157	30.50	7.21	1.398	Not Significant
Private	143	31.67	7.23		

It is evident from Table 2, the calculated ‘t’ value is 1.398, which is not significant at 0.05 level. Hence, the framed null hypothesis was accepted and research hypothesis is rejected. It is inferred that there is a no significant difference found between government and private rural school students with respect to their self-concept.

TABLE 3

**‘t’ – VALUES BETWEEN LOCALITY OF RESIDENCE WITH RESPECT IN THEIR
SELF CONCEPT**

Locality of residence	N	Mean	SD	‘t’ Value	Level of Significance
Rural	165	30.87	7.43	0.479	Not Significant
Urban	135	31.28	7.01		

It is evident from Table 3, the calculated ‘t’ value is 0.479, which is not significant at 0.05 level. Hence, the framed null hypothesis was accepted and research hypothesis is rejected. It is inferred that there is a no significant difference found between rural and urban of rural school students with respect to their self-concept.

TABLE 4

**‘t’ – VALUES BETWEEN CLASS STUDYING WITH RESPECT IN THEIR SELF
CONCEPT**

Class studying	N	Mean	SD	‘t’ Value	Level of Significance
Secondary	144	31.51	7.73	1.044	Not Significant
Higher secondary	156	30.64	6.74		

It is evident from Table 4, the calculated ‘t’ value is 1.398, which is not significant at 0.05 level. Hence, the framed null hypothesis was accepted and research hypothesis is rejected. It is inferred that there is a no significant difference found between secondary and higher secondary of rural school students with respect to their self-concept.

TABLE 5

**‘t’ – VALUES BETWEEN MEDIUM OF INSTRUCTION WITH RESPECT IN
THEIR SELF CONCEPT**

Medium of instruction	N	Mean	SD	‘t’ Value	Level of Significance
English	169	30.76	7.47	0.806	Not Significant
Tamil	131	31.44	6.93		

It is evident from Table 5, the calculated 't' value is 0.806, which is not significant at 0.05 level. Hence, the framed null hypothesis was accepted and research hypothesis is rejected. It is inferred that there is a no significant difference found between English and Tamil medium of rural school students with respect to their self-concept.

TABLE 6
't' – VALUES BETWEEN BIRTH ORDER WITH RESPECT IN THEIR SELF
CONCEPT

Birth order	N	Mean	SD	't' Value	Level of Significance
Below 2	177	31.47	7.39	1.191	Not Significant
Above 2	123	30.46	6.99		

It is evident from Table 6, the calculated 't' value is 1.191, which is not significant at 0.05 level. Hence, the framed null hypothesis was accepted and research hypothesis is rejected. It is inferred that there is a no significant difference found between above 2 and below 2 of rural school students with respect to their self-concept.

TABLE 7
't' – VALUES BETWEEN PARENTAL OCCUPATION WITH RESPECT IN THEIR
SELF CONCEPT

Parental occupation	N	Mean	SD	't' Value	Level of Significance
Employed	186	31.57	7.44	1.579	Not Significant
Unemployed	114	30.21	6.84		

It is evident from Table 7, the calculated 't' value is 1.579, which is not significant at 0.05 level. Hence, the framed null hypothesis was accepted and research hypothesis is rejected. It is inferred that there is a no significant difference found between employed and unemployed of rural school students with respect to their self-concept.

Major Findings of the Study

- 1 It is inferred that there is a no significant difference found between male and female rural school students with respect to their self-concept.
- 2 It is inferred that there is a no significant difference found between government and private rural school students with respect to their self-concept.

- 3 It is inferred that there is a no significant difference found between rural and urban of rural school students with respect to their self-concept.
- 4 It is inferred that there is a no significant difference found between secondary and higher secondary of rural school students with respect to their self-concept.
- 5 It is inferred that there is a no significant difference found between English and Tamil medium of rural school students with respect to their self-concept.
- 6 It is inferred that there is a no significant difference found between above 2 and below 2 of rural school students with respect to their self-concept.
- 7 It is inferred that there is a no significant difference found between employed and unemployed of rural school students with respect to their self-concept.

Recommendations

- 1 That parents and guardians should imbibe the culture of encouraging and strengthening the self-concept of their children rather, than condemning and criticizing the child with abusive statements that will make them feel inadequate, incompetent, and inferior; this would help in developing positive and high self-concept.
- 2 Also, it is important for individual to learn to be characteristically independent, courageous, creative, confident in judgment, psychological stable, and less anxious, as this would help them to mobilize their efforts in order to meet the academic challenges and expectations. In addition, the training of professional personality psychologists that would sensitize both parents,, guardians, teachers, and students with low self-concept would go a long way in developing students.

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