



Self-concept among Urban and Rural Area Higher Secondary Schools Students in Relation to their Gender

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Abstract

The present investigation in to find out the Self-concept among Urban and Rural Area Higher Secondary Schools Students in Relation to their Gender boys and girls. The sample consisted of 120 Higher Secondary School Students out of which 60 where boys and 60 where girls. For this purpose of investigation “Self-concept Questionnaire” by Dr. R.K. Saraswat was used. The obtained data were analyzed through ‘t’ test to know the mean difference between Higher Secondary Schools Students in Relation to their Gender. The result shows that There is a significant difference between Self-concept among Urban and Rural Area Higher Secondary Schools Students. There is no significant difference between Self-concept among Higher Secondary Schools boys and girls students.

Key Words: Self-concept, Boys, Girls, Urban area, Rural area, Students.

Introduction:

Self-concept is made up of one's self – schemas, and interacts with self-esteem, self-knowledge, and the social self to form the self as a whole. It includes the past, present, and future selves, where future selves (or possible selves) represent individuals' ideas of what they might become, what they would like to become, or what they are afraid of becoming. Possible selves may function as incentives for certain behaviour.

Self-concept is a dominant element in personality pattern, therefore, the measurement of self-concept becomes essential. A variety of methods and techniques have been developed to measure self-concept. The problem of measuring the self-concept to a large extent still remains unsolved. The difficulty in conducting research in such an area is in a state of flux. There are several terms that are virtually synonymous with self-concept among them are “Self-image”, the “Ego”, “Self-understanding”, “Self-perception” and “Phenomenal Self.”

Baumeister (1999) provides the following self-concept definition:

"The individual's belief about himself or herself, including the person's attributes and who and what the self is".

Self-concept is distinguishable from self-awareness, which refers to the extent to which self-knowledge is defined, consistent, and currently applicable to one's attitudes and dispositions. Self-concept also differs from self-esteem, self-concept is a cognitive or descriptive component of one's self (e.g. "I am a fast runner"), while self-esteem is evaluative and opinionated.

Adolescence is a period of life with its own peculiar characteristics and problem. Hence for deep penetration into their perceptions their own physical, social, temperamental, educational, moral and intellectual spheres of self-concept need to be explored. As such, an attempt has been made in this questionnaire for eliciting information regarding adolescent's perceptions and characteristics.

The era of 21st century is the age of anxieties, struggle, frustration, envy and hatred. This is the age of mental, social and personality disintegration. The surrounding environment exerts an influence on an individual. The system of modern age is determined by the quality of school and school teachers. The climate produced by interaction of all can be significant both to the students on organizations. We all want to remain happy and healthy and achieve success. We want to fulfil our dreams and goals. All are connected to our self-concept. Healthy, happiness and success are the result of positive self-concept.

The formation of self-concept is fundamental to the development of individual's personality, as the person grows up, forms an image about other and about himself/herself. Though the interaction of all, he/she begins to form an image of his/her own self : physical, strength, vitality and other potentialities like interest, intelligence and attitude etc.

Review of Literature:

Singh Poonam (2010) undertook a study on "A study of Self-concept of Higher Secondary Students in Relation to their Level of Anxiety". Main objective of the study is to find out significant of difference between self-concept score of boys and girls students and urban and rural students. For this purpose a sample of 800 students (400 science students and 400 arts students) selected. To find out the significance of difference between the self-concept among different categories of the students frequency distribution were maintained for tracing out the significance of difference by calculating t- values with the help of mean, S.D. of different groups. The self-concept of arts and science students were compared with reference to their mean and S.D. the difference of the mean of self-concept of these groups was not significant (t – value = .603) at .05 level. When the self-concept of urban arts and urban science were compared it was found that no significant difference (t-value = .966) exist at .05 level between the groups. The same result reported between self-concept of rural arts and rural science students and self-concept between boys and girls.

Thakur, Aniruddha K (2013) “A study of Self-concept and anxiety of secondary school students.” The focus of the investigation is the relationship between self-concept and anxiety of secondary school students. Researcher has selected 100 secondary school students from four schools and 200 students from urban and 200 students from rural area secondary school. Thus, total sample of the study was 400 secondary school students. Self- concept inventory by Dr. K. S. Likhia and Anxiety test by Dr. Paresh acharya was used. Descriptive statistics of self-concept inventory and anxiety test score were computed and histograms were prepared using SPSS. To test the hypotheses t-ratio was computed using SPSS coefficient of correlation. Self-concept of student of urban area is higher than that of students of rural area. There was no difference between the self-concept of boys and girls students of secondary school. Self-concept of boy students of urban area is higher than that of girl students of urban area. Self-concept of girl students of urban area is higher than that of boy students of urban area. The results showed that Student who are having higher level of self-concept are having low level of anxiety.

Rajput Shalini (2015) investigated “Self-concept and social skills of children with reading difficulties in relation to their academic self-perception and self-efficacy.” The Present study aimed a investigating the Self-concept and social skills of children with reading difficulties in relation to their academic self-perception and self-efficacy. The sample in the present study consisted of 666 students of grade VI studying in selected five English Medium Senior Secondary Public Schools. In the present study, SPSS (Statistical Package for Social Science) was used for inputting, coding and analysing the data. In Descriptive statistics, Mean, Standard Deviation and Pearson’s Product Moment Coefficient of Correlation (r) were used. The result of No significant correlation was found to exist between Academic Self-Perception and Self-Concept of Children with RD. No significant correlation was found to exist between Self-Efficacy and Self-Concept of Children with RD. No significant correlation was found to exist between Academic Self-Perception and Social Skills of Children with RD. Negative and significant correlation was found between Self-Efficacy and Social Skills of Children with RD.

T. Aruna Bharathi, Dr. P. Sreedevi (2015) This study was conducted to “A Study on the Self-concept of Adolescents”. Main objective of the study self-concept of adolescents twins city of Hyderabad, Telangana State. The total sample for the study comprised of adolescent girls are selected. The tool used for the present study is Self-concept Scale by Saraswat (1984). The main finding of the study revealed that higher percentage of adolescents had above average level of self-concept in dimension of temperamental (85%), intellectual (77%), Physical (60%), Social (52%). About 47.5 % of adolescents equally had high and above average self-concept in education and 57.5 % of adolescents had high moral self-concept. Adolescents overall Self-concept was found as 27.5 % in high and 72.5 % above average.

Suthar Hiral v. (2016) submitted a theses entitled “Study of Adjustment Emotional Maturity and Self-concept among College Students”. The main purpose of the study interaction effect on the adjustment, emotional maturity and self-concept of their sex, area and education stream. The present research work was conducted on 320 students (160 general stream and 160 science stream students) are selected. Mr. S.P. Ahluwalia’s self-concept scale (1986) was used. F test was used. Studies reveal that there is significant

interaction effect of gender and stream of college students on self-concept. Science stream girls have more self-concept than remaining group of students. There is significant interaction effect of gender and area of college students on self-concept. Urban girls have more self-concept than remaining group of students. There is significant interaction effect of stream and area of college students on self-concept. Science stream students of Urban area have more self-concept than remaining group of students. There is a no significant interaction effect of gender, stream and area of college students on self-concept.

Objective of the study:

1. To study difference between Self-concept among Urban and Rural Area Higher Secondary Schools Students.
2. To study difference between Self-concept among Higher Secondary Schools boys and girls students.

Hypothesis:

Ho₁ : There is no significant difference between Self-concept among Urban and Rural Area Higher Secondary Schools Students.

Ho₂: There is no significant difference between Self-concept among Higher Secondary Schools boys and girls students.

Method:

Sample:

The present study carried out on the initial sample for the present study consisted of 120 students studying in different higher secondary school students of Urban and Rural area of Kutch District. Elements of the study are out of which 60 were boys and 60 were girls higher secondary school students.

Tools:

In the present investigation measure the self-concept “Self-concept Questionnaire” by Dr. R. K. Saraswat was used. The Gujarati conversion test has been used by the researcher. Reliability of the inventory was found by test-retest method. And it was found to be .91 for the total self-concept measure. Reliability of the Gujarati converted Questionnaire was found by test-retest method and it was found to be .87 for total self-concept measure. Expert’s opinions were obtained to establish the validity of the Gujarati concerted inventory.

Procedure:

The boys and girls who were studying in different type of higher secondary school students of Urban and Rural area in Kutch District. Were randomly selected & Self-concept Questionnaire is constructed and standardized by investigator and supervisor (Dr. R.K. Saraswat). Was give & data was collected. The obtain data form 120 boys and girls were analyzed with the help of mean, SD and ‘t’ test.

Results & Discussion:

The main objective of present study was to do study of Self-concept among Urban and Rural Area Higher Secondary Schools Students in Relation to their Gender boys and girls. In it statistical method was used. Results discussions of present study are as under:

Table no: 1

Showing the Mean, SD, and 't' value of Self-concept in Urban and Rural area Higher Secondary Schools students.

No	Variables	N	Mean	SD	t – Value	Sign. Level
1	Urban	60	186.6	14.20	2.55	0.05
2	Rural	60	180.23	13.95		

significance at 0.05 level

The above result table No.1 we can see that 't' test was used to know the representing type of area higher secondary school students (60 Urban and 60 Rural area Students). In Urban area we had taken 60 students as samples and mean of this sample Urban area 186.6 and SD was 14.20, in Rural area same ratio of sample was taken means was 180.23 and SD was 13.95 and 't' value was 2.55, it was a significance at 0.05 level. Thus the null hypothesis, I which states "There is no significant difference between Self-concept among Urban and Rural Area Higher Secondary Schools Students." was rejected. It can be said that there is a significant difference in Urban and Rural area Higher secondary school students.

Table no: 2

Showing the Mean, SD, and 't' value of Self-concept in Higher Secondary Schools Boys and Girls students.

No	Variables	N	Mean	SD	t – Value	Sign. Level
1	Boys	60	181.82	14.78	1.06	N.S
2	Girls	60	185.02	18.10		

NS = Non – significance at 0.05 level

The above result table No.1 we can see that 't' test was used to know the representing type of Gender higher secondary school students (60 boys and 60 Girls Students). In 60 boys students as samples and mean of this sample 181.82 and SD was 14.78, in Girls students means was 185.02 and SD was 18.10 and 't' value was 1.06, it was no significance at 0.05 level. Thus the null hypothesis, I which states "There is no significant difference between Self-concept among Higher Secondary Schools boys and girls students." Thus it is concluded no significant difference in boys and girls Higher secondary school students.

Conclusion:

1. There is a significant difference between Self-concept among Urban and Rural Area Higher Secondary Schools Students.
2. There is no significant difference between Self-concept among Higher Secondary Schools boys and girls students.

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