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## ROLE OF LEVEL OF EDUCATION i.e. JUNIOR AND SENIOR COLLEGE IN SELF CONCEPT OF STUDENTS

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### Abstract: -

The aim behind this investigation is to find out whether the Self Concept of students are affected by Junior and Senior College Students, for this investigation Purposive randomized sampling technique was employed to select the participants. Initially sample of 200 subjects was taken from the population in which 100 students were Junior College Students another 100 students were Senior College Students. To measure the level of Self Concept scale developed by Dr. Mukta Rastogi was used, mean, S.D. and 't' test was applied to find out the difference between groups. The result obtained through the study showed Senior College Students exhibit higher Self Concept than Junior College Students. Progression in Higher may result of increasing Self-Concept among Students.

**Keywords: Self Concept, Junior and Senior College Students.**

**Introduction: -**

Self-concept is our own insight into who we are, enveloping our considerations in general and sentiments about ourselves genuinely, by and by, and socially. Self-concept likewise incorporates our insight into how we act, our abilities, and our singular qualities. Our self-concept grows most quickly during youth and pre-adulthood, yet self-concept proceeds to shape and change over the long run as we more deeply study ourselves.

Social clinician Roy Baumeister says that self-concept ought to be perceived as an information structure. Individuals focus on themselves, seeing both their interior states and reactions and their outside conduct. Through such self-mindfulness, individuals gather data about themselves. Self-concept is worked from this data and keeps on creating as individuals extend their thoughts regarding what their identity is.

Early exploration on self-concept experienced the possibility that self-concept is a solitary, steady, unitary conception of the self. All the more as of late, in any case, researchers have remembered it as a dynamic, dynamic construction that is influenced by both the singular's inspirations and the social circumstance.

Self-regard as an indicator of future school accomplishment Keltikangas-Järvinen, L. (1992) was concentrated on in 1253 haphazardly chosen youths. Self-regard was evaluated with the Coopersmith's Self-Regard survey when the students began a Junior or Senior Secondary School. School accomplishment was estimated when they graduated. Self-regard had all the earmarks of being a legitimate indicator representing things to come grade normal. From the parts of self-regard, general self-regard and home-guardians anticipated the future execution while social self related somewhat adversely with school accomplishment. An orientation based distinction was found: in young men the job of self-regard was comparative in all school stages while in young ladies the self-regard was more critical in a complete (for example obligatory) school and its job diminished in the later, wilful tutoring.

Wang, C. C. D., and Castañeda-Sound, C. (2008) analyzed the impacts of generational status, self-regard, scholarly self-adequacy, and saw social help on 367 undergrad college students' prosperity. Discoveries showed that first era students announced fundamentally more physical side effects and lower levels of scholastic self-adequacy than did non-first era students. What's more, students' generational status was found to direct prescient impacts of seen family support on pressure.

The build legitimacy of the Scholastic Self-Concept Scale (Reynolds, in press) as a proportion of a scholarly feature of general self-concept in college students was inspected by Reynolds, W. M. (1988). Subjects were 589 college students from three colleges. Concurrent legitimacy was exhibited as relationships between the scholarly self-concept measure and subjects' grade point normal (GPA), and scores on proportions of general self-concept and locus of control. A various relapse examination of the Scholarly Self-Concept Scale created a numerous relationship of .59 with GPA and general self-concept. Discriminate legitimacy was shown through low connections between's scholarly self-concept and proportions of mental capacity and social attractiveness. True to form, contrasts in scholastic self-concept between year levels in college were additionally found. Factor examination of the Scholastic Self-Concept Scale and ensuing diagonal revolution brought about seven interpretable variables. The after effects of this examination loan support for the build legitimacy of the Scholarly Self-Concept Scale.

Ayodele, M. O. (2016) analyzed the strength and course of the connection between demeanour, self-concept and accomplishment of Junior Optional Schools students in Essential Science in Ekiti State, Nigeria. The review utilized an expressive of overview type on 360 Junior Optional Two students chose from nine public auxiliary schools across the three senatorial regions of Ekiti State, Nigeria, utilizing multistage testing strategy. The instruments utilized for this review included: Logical Disposition Stock (SAI); Self-Concept Scale (SCS) and Fundamental Science Accomplishment Test (BSAT). The discoveries of the review uncovered that there was a huge connection between students' disposition and accomplishment in Essential Science. The finding likewise showed that there was a positive and huge connection between students' self-concept and accomplishment in Fundamental Science. It is subsequently proposed that educators ought to exploit this uplifting perspective and self-concept to work on their students' accomplishment in the homeroom.

Most of exploration on the result of school brutality has been led in Western nations. Observational examinations on what school viciousness means for understudy mental prosperity in a Chinese social setting are generally restricted. Chen, J. K., and Wei, H. S. (2011) was address this hole by investigating how understudy abuse by educators, understudy execution against students, and understudy exploitation by different students impacted the self-regard and sadness of 1,376 junior secondary school students in Taiwan. The ongoing concentrate additionally investigated how orientation, family financial status (SES), understudy instructor connections and friend support moderate the effect of school brutality. Underlying condition investigations

showed that understudy exploitation by students and understudy execution of brutality against students effectively anticipated despondency, however not self-regard. Understudy abuse by instructors was related with neither melancholy nor self-regard. Multigroup examinations showed that connections among the factors were comparative across orientation, family financial status, or understudy instructor connections. In any case, the effect of understudy exploitation on melancholy was more grounded for subgroups with a low degree of companion support than for those with an elevated degree of friend support. The general discoveries recommend that downturn is the significant outcome of school savagery in Taiwan and that the effect of understudy exploitation by individual students on sorrow is cradled by certain companion support. Suggestions for hypothesis, intercession and proposals for future examination are talked about.

### Statement of the Problem: -

**“To study the role of the Junior and Senior College in Students Self Concept.”**

### Objectives: -

1. To find out whether the Self Concept of students are affected by Level of Education i.e. Junior and Senior College.
2. To investigate whether Self Concept of students affected by Level of Education i.e. Junior and Senior College.

### Hypotheses: -

1. Senior College Students exhibit higher Self Concept than Junior College Students.
2. Progression in Higher may result of increasing Self-Concept among Students.

### Methodology: -

#### Participants and sample –

The population of the study was undergraduate students from Latur, Maharashtra. Purposive randomized sampling technique was employed to select the participants. Initially sample of 200 subjects was taken from the population in which 100 students were Junior College students another 100 students were Senior College students. The efforts were made to have the sample as representative as possible in terms of education. All the subjects were from similar kind of socio-economic status.

### Sample Distribution

Variables	Students
Junior College students	100
Senior College students	100
<b>Total</b>	<b>N = 200</b>

#### Variables: -

- 1) Level of Education i.e. Junior and Senior College is independent variable in this study.
- 2) Self Concept of students is dependent variables in this study.

#### Research Design: -

The present study was not possible experimentally because of the nature of the investigation. To attain objectives of the present study, single factorial design was employed to find out the significance differences between Self Concept of students and Level of Education i.e. Junior and Senior College.

#### Measurement Tools: -

**Self Concept:** - To measure the level of Self Concept scale developed by Dr. Mukta Rastogi was used. This scale measures ten types of self concepts i.e. health & sex, appropriateness, abilities, self confidences, self acceptance, worthiness, present-pest and future, believes and convictions, feelings of shame and guilt, sociability and emotional maturity. The scale consisted of 51 items.

#### Procedure: -

Initially researcher was categorized the students in Level of Education i.e. Junior and Senior College and record the score of Self Concept for 200 subjects on with the help of individual interview technique.

#### Purposed Statistical Procedure: -

The sample was available for statistical analysis consisted of 200 subjects after data collection. For each subject, initially data of each group were separately scrutinized by employing descriptive statistics i.e., mean and S.D. The statistical analysis was mainly consisted of inferential statistics i.e., 't' test with the help of SPSS.

#### Result Analysis: -

On the basis of close scrutiny brief summary of the results relevant to the hypotheses are presented below.

**Research Hypothesis:**

1. Senior College Students exhibit higher Self Concept than Junior College Students.
2. Progression in Higher may result of increasing Self-Concept among Students.

**Table showing Mean & S.D. Value for Level of Education i.e. Junior and Senior College on Self Concept**

Variables	N	Mean	S.D.	't'	Significance
Senior College students	100	25.4143	5.60720	29.20	0.01
Junior College students	100	9.7357	7.01929		

Results depicts that the mean score of the Senior College students is (25.41) comparatively larger than mean score of the Junior College students (9.74) on Self Concept. Further inferential comparison i.e., 't' test ('t' = 29.20P < 0.01, df=198) indicate that there is significant difference found between Senior and Junior College on Self Concept. On the basis of the results, it can be concluded that Senior College Students exhibit higher Self Concept than Junior College Students. Progression in Higher may result of increasing Self-Concept among Students.

Findings are in line with study conducted by Chan, D. W. (2002) investigated the connections among level of intelligence, view of skill, and self-concepts in an example of 116 Chinese junior optional school students in Hong Kong. These students, selected by their schools to join the college gifted programs, were surveyed on their level of intelligence, worldwide and area explicit self-concepts, as well as their impression of their own talent as far as their anxiety for feeling unique, their basic demeanour in assessing their own presentation, and their experience of exclusive requirement to accomplish from their folks. The discoveries demonstrated that overall the ways students saw their skill impacted differentially worldwide self-worth and explicit self-concept areas. While contrast concern and basic assessment impacted students' particular self-concepts unfavourably, high parental assumption had a more sure impact. Self-concept areas connected with social acknowledgment and fellowship issues were most emphatically and antagonistically impacted. Ramifications of the discoveries for intercessions to improve the self-regard of skilled students through rebuilding their view of talent are examined.

**Conclusions: -**

On the basis of data and discussion of results, the hypotheses were tested and verified and following conclusions were drawn.

1. Senior College Students exhibit higher Self Concept than Junior College Students.
2. Progression in Higher may result of increasing Self-Concept among Students.

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