



SELF CONCEPT AMONG GRADUATE AND POST-GRADUATE STUDENTS

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ABSTRACT

The present study aimed to know the self concept among graduate and post-graduate students. It also aimed to check self concept with reference to level of education and residence area. The Self-Concept Scale (SCS) by Dr. (Mrs.) Pratibha Deo (2014) was used. The sample constituted total 120 students out of which 60 were from graduate students (30 students of urban area and 30 students of rural area) and 60 from post-graduate students (30 students of urban area and 30 students of rural area). The data was collected from Patan District. The data was scored, analyzed as per the manual. 'F' test was being calculated. The result showed that 1. There is significant difference in the mean score of self concept among the graduate and post-graduate students. The post-graduate students group is having more self concept than graduate students group. 2. There is significant difference in the mean score of self concept among the students of urban area and rural area, the students of urban area group are having more self concept than students of rural area group and 3. There is no significant difference in the interactive effect of the mean scores of self concept with regards to the level of education and residence area.

Keywords: Self concept, graduate and post-graduate, students of urban and rural area.

The term Self -concept is a general term used to refer to how someone thinks about evaluates or perceives themselves to be aware of oneself is to have a concept of oneself. Self-concept refers to the individual's perception or view of himself. It refers to those perceptions, beliefs, feelings, attitudes, and values which the individual perception of his abilities and his status and role in the other world.

The self-concept is the individual's perception of her abilities and her status and roles in the outer world. self-concept includes past, present, and future selves. The ideal self is important for higher aspiration and high future performance. The students' self-concept will decide what goals suit him and how she should strive for their realization and it will also determine her level of aspiration. Self-concept is distinguishable from self-awareness which refers to the extent to which self-knowledge is clearly defined, consistent, and currently applicable to one's attitudes and dispositions. Self-concept is made up of one's self-schemas. Additionally, self-concept interacts with Self-esteem, self-knowledge, and social self to form the self. The self-concept is the individual's way of looking at himself and the dimensions of self-concept involve physical, moral, temperamental, educational, intellectual, and social self-concept. The physical self-concept deals with the individual's view of their physical appearance, health, and strength. The social self is the individual's sense of worth in social interactions. An Individual's view of their prevailing emotional state or predominance of a particular kind of emotional reaction is the temperamental self-concept. Individuals' estimation of their moral worth, right and wrong activities are dealt with by moral self-concept. The self-awareness of their own intelligence and capacity for problem solving and judgments is known as the intellectual self-concept. The individual's view of themselves in relation to academics is the educational self-concept. The self-concept is influenced by both internal and external factors. The internal factors involve the hereditary and the external factors namely family, peer group, and the society in which they belong to.

Three Parts of Self-Concept

- **Ideal self:** The ideal self is the person you want to be. This person has the attributes or qualities you are either working toward or want to possess. It's who you envision yourself to be if you were exactly as you wanted.
- **Self-image:** Self-image refers to how you see yourself at this moment in time. Attributes like physical characteristics, personality traits, and social roles all impact your self-image.
- **Self-esteem:** How much you like, accept, and value yourself all contribute to your self-concept in the form of self-esteem. Self-esteem can be impacted by a number of factors including how others see you, how you think you compare to others, and your role in society.

According To Baumeister (1999) - "The individual's belief about himself or herself including the person's attributes and who and what the self is." According To Meggert (2004) - "Self-Concept is the total picture of how an individual perceives or understands him or herself, his or her attributes, and how an individual perceives others' perceptions of him or her."

Mahender Reddy (2017) had studied relationship between self-concept and adjustment of secondary school students. A sample of 120 students was selected by simple random sampling technique. The result shows that no significant difference was found between boys and girls in self-concept and adjustment but the difference was found between the private and government school students. The co-efficient of correlation between the students self-concept and adjustment was found to be 0.70, which is significant at

0.01 level. The high scores in self-concept tend to accompany with low scores in adjustment and vice versa.

Objective

The objectives are:

1. To Study of the self concept among the graduate and post-graduate students.
2. To Study of the self concept among the students of urban area and rural area.
3. To Study of the interactive effect of self concept with regards to level of education and residence area.

METHODOLOGY

Hypothesis

1. There will be no significant difference in the mean score of self concept among the graduate and post-graduate students.
2. There will be no significant difference in the mean score of self concept among the students of urban area and rural area.
3. There will be no significant difference in the interactive effect of the mean scores of self concept with regards to the level of education and residence area.

Sample

The sample of the present study constituted total 120 students out of which 60 were from graduate students (30 students of urban area and 30 students of rural area) and 60 from post-graduate students (30 students of urban area and 30 students of rural area).

Research Design

A total sample of 120 students equally distributed between level of education and residence area from Patan District selected for the research study.

Showing the table of Sample Distribution

Residence Area	Level of Education		Total
	Graduate	Post-Graduate	
Urban Area	30	30	60
Rural Area	30	30	60
Total	60	60	120

Variable

Independent Variable

1. **Level of Education** : Graduate and Post-Graduate.
2. **Residence area** : Urban Area and Rural Area.

Dependent Variable : Self concept Score.

Tools

The Self-Concept Scale (SCS) was used. This Inventory was constructed by Dr. (Mrs.) Pratibha Deo (2014). Self concept scale total 212 items consisting total 5-point rating scale Transparent Scoring sheets are being provided for each page on which score for each adjective-positive (4,3,2,1,0) negative (0,1,2,3,4) or neutral (0,0,0,0,0) have been given for each of the six characteristics. Reliability was estimated by leste-lest method. For the 15 days' binterval, the reliability co-efficient came out to be. 89 (N=595.). The convergent and discriminate validity was found over for this SCL besides establishing the content validity,

because the other usual methods of finding out validity did not suit the nature of this tool. For obtaining the convergent validity, another tool SCL (Self-Concept List) which had also been standardized was utilized.

Procedure

The permission was granted from various graduate and post-graduate students for data collection in Patan District after the establishment of rapport, personal information and the 'Self-Concept Scale (SCS)' was administrated the data was collected, scored as per the manual and analyzed. The statistical method 'F' test was calculated and results were interpreted.

Result and DISCUSSION

Table : 1 The Table showing sum of variance mean 'F' value and level of significance of level of education and residence area.

Sum of Variance	Df	Mean	F-value	Sign. Level
SS _A	1	70616.01	3.97	0.05*
SS _B	1	74251.88	4.17	0.05
SS _{A*B}	1	59096.41	3.32	N.S.
SS _{Error}	116	17787.30	—	—
SS _{Total}	119	2267290.99	—	—

*0.05=3.92, **0.01=6.84, N.S.= Not Significant

A = Level of Education

A₁ = Graduate

A₂ = Post-Graduate

B = Residence area

B₁ = Urban Area

B₂ = Rural Area

Table : 2 The Table showing the Mean Score of self concept of graduate and post-graduate students.

	A (Level of Education)		'F' value	Sign.
	A ₁ (Graduate)	A ₂ (Post-Graduate)		
M	516.48	565.00	3.97	0.05
N	60	60		

The above table no.2 shows the mean score of self concept among graduate and post-graduate students. The mean score of graduate students group is 516.48 and post-graduate students group is 565.00. The 'F' value is 3.97 is significant at 0.05 level. This means that the two group interaction effect under study differ significantly in relation to self concept and level of education. It should be remembered here that, according to scoring pattern, higher score indicate more self concept. Thus from the result it could be said that, the post-graduate students group is having more self concept than graduate students group. Therefore the hypothesis no.1 that, "There is no significant difference in the mean score of self concept among the graduate and post-graduate students" is rejected.

Table : 3 The Table showing the Mean Score of self concept of boys and girls students.

	B (Residence Area)		'F' value	Sign.
	B ₁ (Urban Area)	B ₂ (Rural Area)		
M	565.62	515.87	4.17	0.05
N	60	60		

The above table no.3 shows the mean score of self concept among student's of urban area and rural area. The mean score of students of urban area group is 565.62 and student's of rural area group is 515.87. The 'F' value is 4.17 is significant at 0.05 level. This means that the two group interaction effect under study differ significantly in relation to self concept and residence area. It should be remembered here that, according to scoring pattern, higher score indicate more self concept. Thus from the result it could be said

that, the students of urban area group are having more self concept than students of rural area group. Therefore the hypothesis no.2 that, “There is no significant difference in the mean score of self concept among the students of urban area and rural area” is rejected.

Table : 4 The Table showing the interactive effect of the Mean Score of self concept of level of education and residence area

			A		'F' value	Sign.
			A ₁	A ₂		
M	B	B ₁	519.17	612.07	3.32	N.S.
		B ₂	513.80	517.93		
N			60	60		

The above table no.4 shows the interactive effect of self concept among the level of education and residence area. The mean score of graduate students of urban area group is 519.17, graduate students of rural area group is 513.80, post-graduate students of urban area group is 612.07, and post-graduate students of rural area group is 517.93. The 'F' value is 3.32 which was found to be not-significant level at 0.05. Therefore the hypothesis no.3, “There is no significant difference in the interactive effect of the mean scores of self concept with regards to the level of education and residence area” is rejected.

CONCLUSION

1. There is significant difference in the mean score of self concept among the graduate and post-graduate students. The post-graduate students group is having more self concept than graduate students group.
2. There is significant difference in the mean score of self concept among the students of urban area and rural area, the students of urban area group are having more self concept than students of rural area group.
3. There is no significant difference in the interactive effect of the mean scores of self concept with regards to the level of education and residence area.

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