

A Study of Self Concept among School Students of Ranchi Town

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ABSTRACT

The present study was conducted on 320 school students of Ranchi town selected by 2 x 2 x 2 stratified random sampling. The factors of stratification were religion (Christian and Sarna) x gender (Male and Female) and Academic Achievement Category (High Achiever and Low Achiever) from Ranchi district. The main objective was: (i) To measure the extent of self concept on academic achievement of sample groups. The extent of self-concept was measured by self concept questionnaire. percentage of scores was applied for analysis of data. The results revealed that the extent of self-concept varied among total and different sample sub-groups.

Key Words: Self-Concept, Religion, Gender and Academic Achievement Category

Introduction

Self-concept is an important factor in the interaction. It is caused by each individual in behaviour as much as possible adjusted to the concept of self. Human capabilities when compared to all other creatures are better able to know who he was, observing himself in every action and be able to evaluate every action that know and understand the behaviour that is acceptable to the environment (successismychoice.blogspot.com). 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 (Saul Mcleod, 2008). Self concept is the individual's belief, confidence, idea and conviction about himself or herself, including the person's traits and attributes moreover who and what the self is. Self-concept is defined as the value that an individual places on his or her own characteristics, qualities, abilities, and actions. Self-concept is a power full tool in psychology. The self-concept, and its development over time, has been given a lot of attention both in psychological theories and in empirical research. A lot of efforts have been made to define the two most commonly used terms, the self-concept and self-esteem and difficulties have plagued self-concept research with respect to how these concepts differ from each other (Skaalvik, 1997; Skaalvik & Bong, 2003). Self-concept is that how you think about and sees yourself. It contains all the beliefs, ideas, and perspectives you have of yourself. In the progress of human development Self-concept makes a person, social and at the same time independent. The person who has good self-concept has a broader view in every single step he makes. Self Concept helps in all the spheres of life through its various constituents or components. The achievement of the end results in terms of better handling of mutual relationships is quite essential and significant in his study life. It can only be possible through his/her high self concept. Self concept is the idea about him. High self concept students may be internally controlled the various situations or vice versa. Now-a-day's School Students are the future of India. Once they will understand the worth of their self concept, they will want to make their concept better. Class 9th level Students are far more mature than other pupils who are studying in lower levels of education. They will understand the important of Self Concept of an individual.

Carl Rogers' Components of Self-Concept

Carl Rogers, one of the founders of humanistic psychology, suggested that self-concept includes three components:

Self-Image

Self image is the way we see ourselves. Self-image includes what we know about ourselves physically (e.g. brown hair, blue eyes, tall), our social roles (e.g. wife, brother, gardener), and our personality traits (e.g. outgoing, serious, kind).

Self-image doesn't always match reality. Some individuals hold an inflated perception of one or more of their characteristics. These inflated perceptions may be positive or negative, and an individual may have a more positive view of certain aspects of the self and a more negative view of others.

Self-Esteem

Self-esteem is the value we place upon ourselves. Individual levels of self-esteem are dependent on the way we evaluate ourselves. Those evaluations incorporate our personal comparisons to others as well as others' responses to us.

When we compare ourselves to others and find that we are better at something than others and/or that people respond favourably to what we do, our self-esteem in that area grows. On the other hand, when we compare ourselves to others and find we're not as successful in a given area and/or people respond negatively to what we do, our self-esteem decreases. We can have high self-esteem in some areas ("I am a good student") while simultaneously having negative self-esteem in others ("I am not well-liked").

Ideal Self

The ideal self is the self we would like to be. There's often a difference between one's self-image and one's ideal self. This incongruity can negatively impact one's self-esteem.

According to Carl Rogers, self-image and ideal self can be congruent or incongruent. Congruence between the self-image and ideal self means that there is a fair amount of overlap between the two. While it is difficult, if not impossible, to achieve perfect congruence, greater congruence will enable self-actualization. Incongruence between the self-image and ideal self means there's a discrepancy between one's self and one's experiences, leading to internal confusion (or cognitive dissonance) that prevents self-actualization.

Review of Literature

A positive self-concept is valued as a desirable outcome in many disciplines of psychology as well as an important mediator to other outcomes. According to the research and a comprehensive meta-analysis conducted by **Marsh and Martin (2011)**, self-concept has a direct and indirect effect on subsequent achievement. Not only is self-concept an important outcome variable in itself, it also plays a central role in affecting other desirable educational outcomes. The studies reviewed pertaining to self-concept and academic achievement are compiled and presented hereunder.

Coover and Murphy (2000) conducted a study that examined the relationship between self-identity and academic persistence and achievement in a counter stereotypical domain. The study revealed that the higher the self-concept and self-schema, the more positive the self-descriptions, the better the academic achievement at 18. The study also showed that self-identity improves through social interaction and communication with others, which would enhance achievement.

Abisanira (2000) conducted a study to see whether there is a relationship between emotional intelligence and academic success. The population of the study was five hundred 11th graders--boys and girls-- from public and private schools in Montgomery, Alabama. The sampling was stratified, making sure that schools, genders, races, socio-economic status, and abilities will be appropriately represented. The sample was given the Bar-On Emotional Quotient Inventory (EQ -i) which is the first scientifically developed and validated measure of emotional intelligence. The Bar-On EQ-i consists of 133 items that took approximately 30 minutes to complete. Grades were compared with the Emotional Intelligence level of each student and a relationship between emotional intelligence and academic achievement was found to be significantly positive.

Pujar and Gaonkar (2000) analyzed the influence of age and type of family on self concept of adolescents belonging to high and low achieving English medium high school students in Dharwad city. The results of the

study indicated that mode of expression of self concept among both high and low achieving adolescents improved with age and the self concept of students from nuclear families was higher than that of those from the joint families.

Methodology

Objectives

- To measure the extent of self concept on academic achievement of sample groups.

Hypothesis

- The extent of self concept will vary in total and different sample sub-groups.

Sample

The present study was conducted on 320 class 9th school students of Ranchi district of Jharkhand. The sample was selected by stratified random sampling technique.

The sample stratification was based on:

- Religion -2(Christian and Sarna)
- Gender -2(Male and Female)
- Academic Achievement Category -2(High Achiever and Low Achiever)

Thus, there were 8 strata. From each stratum, 40 cases were selected randomly making a total of 320 cases.

The sample design is presented in Table - 1.

Table-1: Sample Design

Religion		Christian		Sarna		Total
Gender		Male	Female	Male	Female	
Level of Academic Achievement	Higher	40	40	40	40	160
	Lower	40	40	40	40	160
Grand Total		80	80	80	80	320

- High Achiever = Students who obtained 60% or above
- Low Achiever = Students who obtain 50% or below

Tools used in data collection

- Personal Data Questionnaire (PDQ)
- Self Concept Questionnaire (SCQ)

Personal Data Questionnaire (PDQ)

This questionnaire was prepared by the research scholar to obtained information about the students name, age, sex, religion etc.

Self-Concept Questionnaire (SCQ)

This inventory was developed by Saraswat (2012). This scale measures self-concept of an individual on 6 dimensions: physical, social, temperamental, educational, moral and intellectual. Each dimension contains eight items. Each item is provide with five alternatives. It consists of 48 items and scoring is done with response 5,4,3,2,1. A high Score on this inventory indicates a higher self-concept, while a low score shows low self-concept. The reliability was found by test-retest method and was .91 for total self concept measures. Reliability coefficients of various dimensions varies from .67 to .88. This inventory consists of content and construct validity.

Results and Discussion

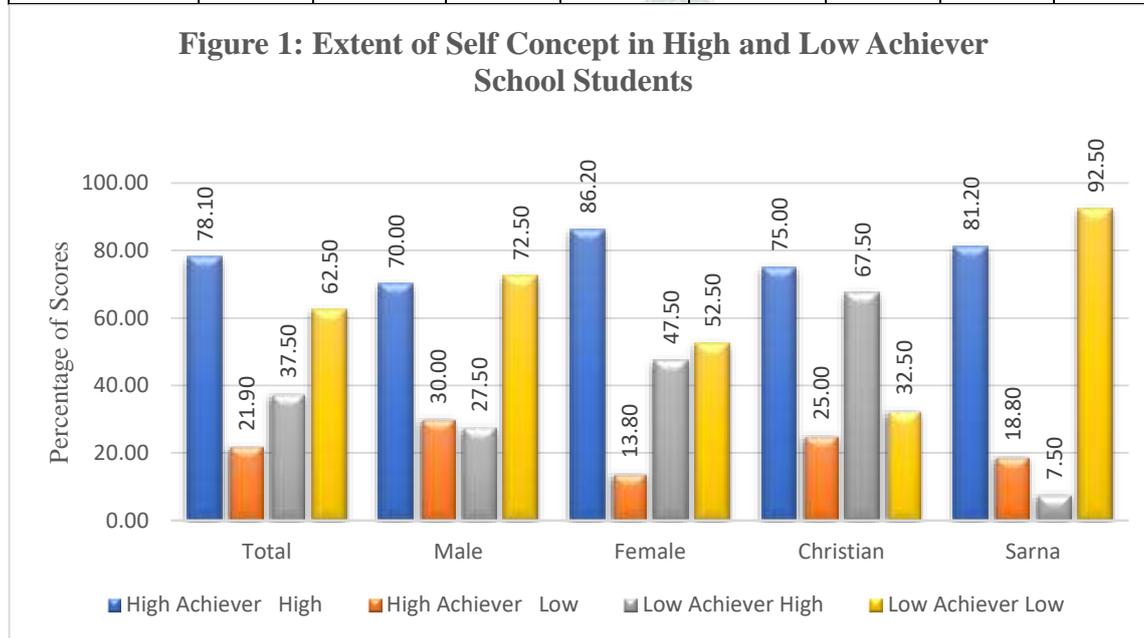
Extent of Self Concept on Academic Achievement among School Students of Ranchi

In order to measure the extent of self concept among school students of Ranchi town, self concept questionnaire was administered. On the basis of obtained scores, two levels of extent of self concept were categorized- low and high. Percentage of school students are presented in Table 2 and Figure 1.

Table 2: Distribution of High and Low Achiever Respondents according to their Extent of Self Concept

Sample Groups	High Achiever				Low Achiever			
	High		Low		High		Low	
	N	%	N	%	N	%	N	%
Total	125	78.10	35	21.90	60	37.5	100	62.5
Male	56	70.00	24	30.00	22	27.5	58	72.5
Female	69	86.20	11	13.80	38	47.5	42	52.5
Christian	60	75.00	20	25.00	54	67.5	26	32.5
Sarna	65	81.20	15	18.80	6	7.5	74	92.5

Figure 1: Extent of Self Concept in High and Low Achiever School Students



The details are as follow:

High and low achiever students:

- 78.10% high achiever students had high self concept
- 21.90% high achiever students had low self concept
- 37.50% low achiever students had high self concept
- 62.50% low achiever students had low self concept

High and low achiever male students:

- 70% high achiever male students had high self concept
- 30% high achiever male students had low self concept
- 27.50% low achiever male students had high self concept
- 72.50% low achiever male students had low self concept

High and low achiever female students:

- 86.20% high achiever female students had high self concept
- 13.80% high achiever female students had low self concept
- 47.50% low achiever female students had high self concept
- 52.50% low achiever female students had low self concept

High and low achiever Christian students:

- 75% high achiever Christian students had high self concept
- 25% high achiever Christian students had low self concept
- 67.50% low achiever Christian students had high self concept
- 32.50% low achiever Christian students had low self concept

High and low achiever Sarna students:

- 81.20% high achiever Sarna students had high self concept
- 18.80% high achiever Sarna students had low self concept
- 7.50% low achiever Sarna students had high self concept
- 92.50% low achiever Sarna students had low self concept

Conclusion

- High achieving students was show more positive self concept than low achieving students.
- High achieving male students was show more positive self concept than low achieving male students.
- High achieving female students was show more positive self concept than low achieving female students.
- High achieving Christian students was show more positive self concept than low achieving Christian students.
- High achieving Sarna students was show more positive self concept than low achieving Sarna students.

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