

A STUDY OF SELF CONCEPT OF PRIMARY SCHOOL STUDENTS OF KADUGOLLA TRIBAL COMMUNITY

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Abstract: Tribal constitute 8.6% of total population of India whereas in Karnataka 6.6% of state population is tribal. The tribal people being the original inhabitants of India constitute a significant part of the vast nation. They have been dwelling in the forests surrounded by hills for a long period. Scheduled tribes face many barriers in attaining education especially Kadugolla tribal community in Karnataka. Hence, the present investigation is to find out the Self Concept of primary school students of Kadugolla tribal community with respect to sex, type of management, locality and father occupation. The present study is elected as descriptive normative survey method. A total of 120 students were selected by stratified random technique. This sample included 56 boys and 64 girls totaling 120 students of 7th standard students studying in government, private aided and unaided schools of both urban & rural districts of Chitradurga and Tumkur districts. Children's Self Concept Scale developed by Dr. S.P. Ahluwalia (2004) was used for data collection. The collected data was analyzed by utilizing appropriate statistical technique like independent 't' test. The level of significance was fixed at 0.05 and 0.01 level of confidence. The 't' test revealed that there was no significant difference in Self Concept of primary school boys and girls of Kadugolla community. Further it was also observed that there was significant difference in the Self Concept of primary school students belongs to Kadugolla community studying in different types of institutions and also found significant difference in Self Concept of urban and rural primary school students. Also there is no significant difference in the self-concept level with respect to father's occupation. The policy makers and school authorities should implement effective intervention programme to promote the self-concept of Kadugolla tribal community.

Index Terms - Self-concept, primary school students, Kadugolla tribal community.

I. INTRODUCTION

As we look towards the world, we find different people performing different tasks. We find some people happy and some sullen, some are satisfied with life and work and some are disappointed with life and work, some are moving towards progress and some are still idle. All these activities are dependent on their self-concept. Whatever human beings do, they do it, according to their self concept, but the question arises, how this self-concept does develops. Cooley (1934) and Mead (1934) sociologists have stated that "self develops out of child's communicative contact with others."

Self-concept refers to the composite of ideas, feelings, and attitudes people have about themselves. Self-concept can also be considered as our effort to explain ourselves to ourselves, to build a scheme that organizes our notions, sentiments and approach about ourselves. But this scheme is not enduring, incorporated or static. Allport (1961) has described the 'self concept' as, "the self is something of which we are immediately aware, we think of it as the warm, central private region of our life. As such it plays a crucial part in our consciousness (a concept broader than self), in our personality, (a concept broader than consciousness) and in our organism (a concept broader than personality) thus it is some kind of core in our being." "In every phase of our life our self-perceptions vary from situation to situation." (Woolfolk, 1998) According to Hamachek (1995) as cited by Shafique (2002) that self-concept refers to "a particular cluster of ideas and attitudes we have about ourselves at any given moment."

Factors Influencing the Development of Self-Concept

There are three factors, which definitely do influence the degree to students from positive or negative self-concept -

- Their own prior behaviors and performance
- The behaviors of other individuals toward them
- The expectations that others hold for their future performance

Each one offers insights as to how, as teachers, we can enhance our students' self-concept. Education is means to overcome social exclusion of disadvantaged group and it is a tool to reduce inequalities in the society. (Hansford and Hattie, 1982) Scheduled tribes face many barriers in attaining education especially Kadugolla tribal community in Karnataka. In the present study is to know the self concept of primary school students of Kadugolla tribal community of Karnataka. Tribal constitute 8.6% of total population of India whereas in Karnataka 6.95% of state population is tribal. (Census Report, 2011) There has been a 6 percent increase in the tribal population during the last decade. The tribal people being the original inhabitants of India constitute a significant part of the vast nation. They have been dwelling in the forests surrounded by hills for a long period and their social structure, culture and language are quite different from the general people of India (Thakur and Thakur, 1994). The 'Kadugollas' is a Schedule Caste group residing mainly in Tumkur and Chitradurga districts of Karnataka. Studies have shown that social support is positively related to the self-concept of student and it is positively associated with academic outcomes. Healthy self-concept is important to be successful and happy throughout one's life.

II. NEED AND IMPORTANCE OF STUDY

The self concept plays a vital role and has a vital significance in the existence and life of an individual. If a person understands and realizes himself in a right way, he develops positive self concept and he turns into a star. If he does not understand and realize himself in a right way, he develops negative self concept and turns into a waste. The student, who is abused, insulted, beaten etc., develops negative self concept and therefore remains academically backward, while as a student who is reinforced positively becomes a high academic achiever. We know that a student's memory, reasoning, problem solving, thinking, understanding, recall, recognition, perception, attention, memorization etc. all are influenced by his self-concept, therefore self-concept (the core part of the personality) should be developed in a right way, so that these abilities would achieve maximum heights in academic side.

Students of high schools with high academic achievement are considered to achieve their identity in the society, get good career opportunities, develop leadership qualities, and enhance their self confidence and self esteem whereas, academic failure leads to frustration, stress, inferiority complex, rejection, increased number of suicides, discouragement and ultimately to dropping out. Labeling of children based on school performance as under achievers or over achievers tends to suggest that intelligence is not the sole basis of predicting achievement and agrees that there are other variables influencing achievement. This leads us to the question of discovering about self concept. It is found that certain psychological factor like self-concept plays a major role in determining the academic achievement of students (Shah, 1990). Hence it becomes very essential for the researches to ascertain to know the self-concept of primary school students of Kadugolla tribal community. Hence, the investigator felt the need to select this vital area for the present investigation.

2.1 Statement of the Problem

The topic selected for the investigation is "A Study of Self Concept of Primary School Students of Kadugolla Tribal Community"

2.2 Objective of the Study

The objective of the study is to find out the significant differences in the Self Concept of primary school students of Kadugolla tribal community with respect to sex, type of management, locality and father occupation.

2.3 Hypotheses

The following hypotheses have been framed in null form for statistical verification.

1. There is no significant difference in Self Concept of primary school boys and girls belonging to Kadugolla tribal community.

2. There is no significant difference in the Self Concept of primary school students belonging to Kadugolla tribal community studying in different type of institution (Government, Private Aided and Private Unaided).
3. There is no significant difference in the Self Concept of primary school students belonging to Kadugolla tribal community from different locality (Urban and Rural).
4. There is no significant difference in the Self Concept of primary school students belonging to Kadugolla tribal community whose fathers are following modern occupation and traditional occupations.

III. METHODOLOGY

In the present study, the investigator employed the 'survey method.' Survey method is a method for collecting and analyzing data, obtained from large number of respondents representing specific population collected through highly structured and detailed questionnaire.

3.1 Sample

The investigator used the simple random sampling technique. A sample is a small proportion of a population for observation and analysis. The investigator selected the sample of 120 Kadugolla tribal students in Chitradurga and Tumkur Districts of Karnataka.

3.2 Tools Used for Data Collection

As a measure of self-concept, the Kannada version of Children's Self-Concept scale by Ahluwalia (1986) was used. This test contains 80 items with 'yes' or 'no' responses. It also includes 16 lie items. This scale consists of 6 subscales Behaviour, Intellectual and school status, Physical appearance and attributes, Anxiety, Popularity, Happiness and satisfaction. The test contains eighty items in all with 'Yes' or 'No' responses. It includes fourteen lie items to detect whether the children have filled it accurately or not. It is verbal paper-pencil test. The scale items are scored in a positive or negative direction to reflect the evaluation dimension. A high score on the scale is presumed to indicate a favorable self concept, which is interchangeable with the term 'self-regard.' It has high test-retest reliability and the concurrent validity range from 0.397 to 0.621.

3.3 Statistical Techniques

The collected data was analyzed by utilizing appropriate statistical technique like independent 't' test. The level of significance was fixed at 0.05 and 0.01 levels.

IV. ANALYSIS AND INTERPRETATION OF DATA

The data is analyzed by computing 't' test analysis in the following table along with graphical presentation.

Table-1: Shows 't' test results related to Self Concept of primary school students of Kaadgolla community due to variations in their sex, type of management, locality and occupation of father.

Variable and groups		Self Concept of students of Kadugolla tribal community			
		No.	Mean	Standard Deviation	't' value & Sig. level
Sex	Boys	56	47.482	9.332	0.39 ^{NS}
	Girls	64	46.812	9.468	
Type of Management	Government	40	49.350	9.455	0.38 ^{NS}
	Private Aided	40	48.625	7.441	
	Private Aided	40	48.625	7.441	2.65**
	Private Unaided	40	43.400	10.078	
	Government	40	49.350	9.455	

Variable and groups		Self Concept of students of Kadugolla tribal community			
		No.	Mean	Standard Deviation	't' value & Sig. level
	Private Unaided	40	43.400	10.078	
Locality	Urban	44	44.318	7.319	2.77**
	Rural	76	48.750	10.066	
Father's Occupation	Modern Occupation	65	48.615	8.232	1.88 ^{NS}
	Traditional Occupation	55	45.363	10.362	

^{NS}Not Significant; **Significant at 0.01 level.

Table-1 elucidates number, mean, standard deviation, 't' value and significant levels of Self Concept of primary school students belonging to Kadugolla tribal community with few variables.

The obtained 't' value of 0.39 is less than the table value 1.98 at 0.05 level of significance. Therefore it is not significant. Hence, the stated null hypothesis is accepted that "there is no significant difference in the Self Concept of primary school boys and girls belonging to Kadugolla tribal community." The both boys and girls scored similar self concept level.

The obtained 't' value of 0.38 is less than the table value 1.99 at 0.05 level of significance. Therefore it is not significant. Hence, the stated null hypothesis is accepted that "there is no significant difference in Self Concept of primary school students belonging to Kadugolla tribal community studying in government and private aided institutions." The students studying in both institutions scored similar self concept level.

The obtained 't' value 2.65 is greater than table value 2.64 at 0.01 level of significance. Therefore it is significant. Hence, the stated null hypothesis is rejected and an alternative hypothesis has been accepted that "there is a significant difference in the Self Concept of primary school students belonging to Kadugolla tribal community studying in private aided and private unaided institutions." The mean self concept scores of students of private aided institutions are higher than private unaided institutions.

The obtained 't' value 2.72 is greater than table value 2.64 at 0.01 level of significance. Therefore it is significant. Hence, the stated null hypothesis is rejected and an alternative hypothesis has been accepted that "there is a significant difference in the Self Concept of primary school students belonging to Kadugolla tribal community studying in government and private unaided institutions." The mean self concept scores of students of government institutions are higher than private unaided institutions.

The obtained 't' value 2.77 is greater than table value 2.63 at 0.01 level of significance. Therefore it is significant. Hence, the stated null hypothesis is rejected and an alternative hypothesis has been accepted that "there is a significant difference in the Self Concept of primary school students belonging to Kadugolla tribal community from urban and rural institutions." The mean self concept scores of students of rural institutions are higher than urban institutions.

The obtained 't' value of 1.88 is less than the table value 1.98 at 0.05 level of significance. Therefore it is not significant. Hence, the stated null hypothesis is accepted that "there is no significant difference in the Self Concept of primary school students belonging to Kadugolla tribal community whose fathers are following modern occupation and traditional occupations." The students whose fathers are following modern and traditional occupations are scored similar self concept level.

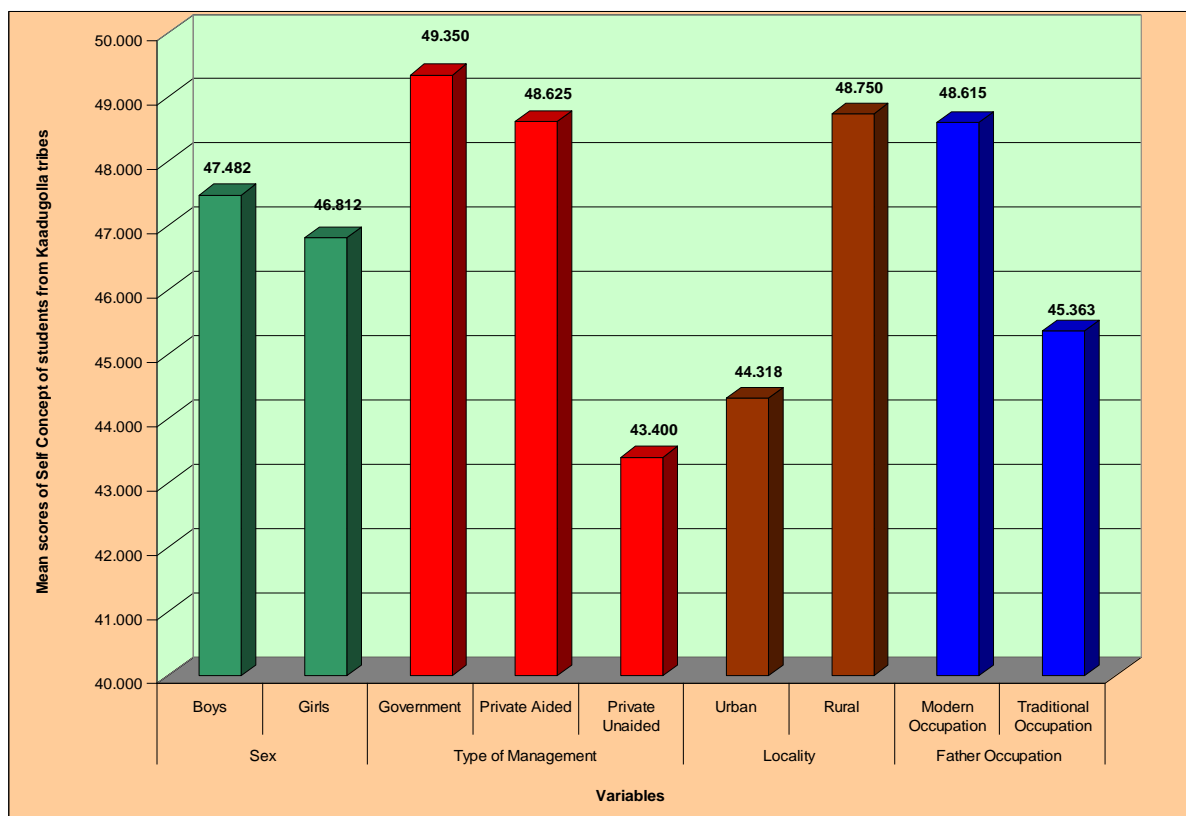


Fig.1: Bar graph shows comparison of self concept of primary school students of Kadugolla tribal community with some background variables.

V. CONCLUSION AND IMPLICATIONS

In the present study, it has been found that there was no significant difference in Self Concept of primary school boys and girls of Kadugolla tribal community. Further, it was also observed that there was significant difference in the Self Concept of primary school students belongs to Kadugolla tribal community studying in different types of institutions and also found significant difference in Self Concept of urban and rural primary school students. Also found that there was no significant difference in the self-concept level with respect to father's occupation. The policy makers and school authorities should implement effective intervention programme to promote the self concept of Kadugolla tribal community. To develop the self concept of students of kaadugolla tribal community and to boost up the confidence of students, schools should develop an interactive and social learning environment especially for Kadugolla tribal community children. Counseling sessions are to be conducted for Kadugolla tribal community students who have low self concept to motivate and support them. Immediate actions are to be taken as its effect can have lifelong impact.

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