

A Comparative Study on Self Concept among Sarna and Tribal Christian School Students of Jamshedpur Town

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ABSTRACT

The present study was conducted on 80 school students of Jamshedpur selected by 2 x 2 stratified random sampling. The factors of stratification were gender (Male and Female) and religion (Sarna and Tribal Christian). The main objectives were: (i) To assess the extent of self concept among school students. (ii) To find out the impact of gender and religion on self concept among school students. The extent of self concept was measured by self concept questionnaire. Statistical techniques such as percentage of scores, anova mean and SD were applied for analysis of data. The results revealed that the extent of self concept varied among total and sub-groups, gender had impact on home environment but not religion.

Key Words: Self Concept, Gender and Religion.

Introduction

Self-concept is an important concept of any child's development. As children develop a sense of individuality and interact with society and gain experience in the world, their self-concept is affected. The importance of self-concept within educational settings has been discussed by several scholars and has led to the performance of studies examining the role of self-concept in school performance.

Self-concept is the core of human personality. It refers to the totality of people's perception about their physical, social and academic competence. It is the set of perceptions that the person has about himself, the set of characteristics, attributes, qualities, deficiencies, capacities limits, values and relationships that the subject knows to be descriptive of him (Zahra, 2010).

Baumeister (1999) defines self-concept as "the individual's belief about himself or herself, including the person's attributes and who and what the self is".

Self-concept is defined as a "Concept regarding individuals own self-evaluation of himself, feeling that one has about himself" (Prasad and Thakur, 1977)

Self-concept is defined as the sum total of person's perceptions about his /her physical, social, temperamental and academic competence. It covers beliefs, convictions and values the person holds. It also includes attitudes of himself or herself as a person, his/her worth, his or her right to have his/ her own feelings and thoughts and making his /her own decisions (Sood, 2006).

Self-concept is an individual's awareness of her/his own identity. There are three aspects of this concept: self-image (of what the person is), ideal self (what the person wants to be) and self-esteem (what the person feels about the discrepancy between what s/he is and what s/he would like to be) (Lawrence, 1996).

Self-concept “is the set of perceptions or reference points that the subject has about himself; (...) the set of characteristics, attributes, qualities and deficiencies, capacities and limits, values and relationships that the subjects knows to be descriptive of himself and which he perceives as data concerning his identity” (Hamachek, 1981, quoted by Machargo, 1991: 24). It is the set of knowledge and attitudes that we have about ourselves; the perceptions that the individual assigns to himself and characteristics or attributes that we use to describe Ourselves. It is understood to be fundamentally a descriptive assessment and has a cognitive nuance.

The importance of self - concept stems from its notable contribution to personality formation. Self - esteem has to do with social competence, since it influences how the person feels, how he or she thinks, learns, values himself or herself, relates to others, and ultimately, how he or she behaves (Clark, Clemes & Bean, 2000; Clemes & Bean, 1996).

In order to reach a common definition of self - concept, we opted to take the theoretical model and definition proposed by Shavelson, Hubner and Stanton (1976) as our reference. These authors define the term self - concept as the perception that each one has about himself, formed from experiences and relationships with the environment, where significant people play an important role.

Self - concept, as a component of human personality development, has its own nature and peculiarity. Several authors (Shavelson et al., 1976; quoted by Garma and Elexpuru, (1999) have tried to specify the nature of the term self - concept. To this end, they look at it as a compendium of seven characteristics or fundamental aspects: self - concept constitutes a psychological dimension; it is multidimensional ; it has a hierarchical organization (a general self - concept and specific self - concepts); it is stable , but as we go lower on the hierarchy, self - concept becomes more specific and more susceptible to change ; the different facets of self – concept become more differentiated among themselves with age and experience; self - concept includes both descriptive as well as evaluative aspects ; self - concept can be differentiated from other constructs which it is related to, such as academic performance.

Methodology

Objectives

- To assess the extent of self concept among school students.
- To find out the impact of gender and religion on self concept among school students.

Hypothesis

- The extent of self concept will vary in total and different sample sub-groups.
- Gender and religion of sample groups will have no impact on self concept.

Sample

The present study was conducted on 80 class 10th school students of Jamshedpur town of Jharkhand. The sample was selected by stratified random sampling technique.

The sample stratification was based on:

- Gender -2(Male and Female)
- Religion -2(Sarna and Tribal Christian)

Thus, there were 8 strata. From each stratum, 10 cases were selected randomly making a total of 80 cases. The sample design is presented in Table - 1.

Table-1: Sample Design

	Sarna		Tribal Christian		Total
Male	10	10	10	10	40
Female	10	10	10	10	40
Total	20	20	20	20	80

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 obtain information about the students' name, gender, religion and class 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 provided 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.

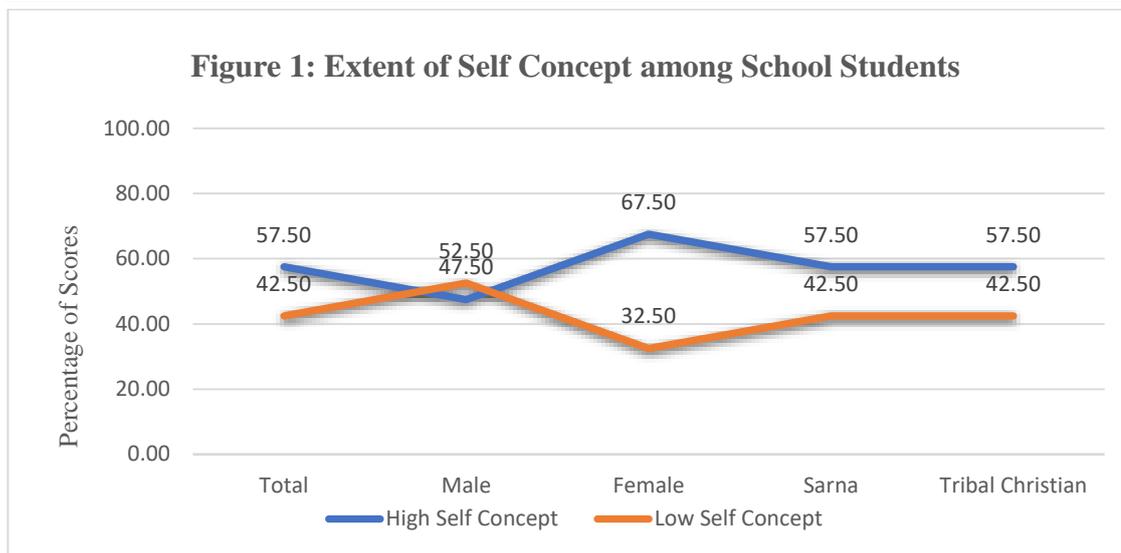
Results and Discussion

Extent of Self Concept among School Students of Jamshedpur Town

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

Table 2: Distribution of School Students according to their Extent of Self Concept

Sample Groups	High Self Concept		Low Self Concept	
	N	%	N	%
Total	46	57.50	34	42.50
Male	19	47.50	21	52.50
Female	27	67.50	13	32.50
Sarna	23	57.50	17	42.50
Tribal Christian	23	57.50	17	42.50



- ❖ The extent of self concept was high among 57.50% total students.
- ❖ The extent of self concept was low among 42.50% total students.
- ❖ The extent of self concept was high among 47.50% male students.
- ❖ The extent of self concept was low among 52.50% male students.
- ❖ The extent of self concept was high among 67.50% female students.
- ❖ The extent of self concept was low among 32.50% female students.
- ❖ The extent of self concept was high among 57.50% Sarna students.
- ❖ The extent of self concept was low among 42.50% Sarna students.
- ❖ The extent of self concept was high among 57.50% Tribal Christian students.
- ❖ The extent of self concept was low among 42.50% Tribal Christian students.

Impact of Gender and Religion on Self Concept of Sample Groups

In order to examine the impact of gender and religion on self concept of sample groups, analysis of variance was used. The F-value is presented in Table 3. The results revealed that:

Table 3: F. Values Showing the Impacts of Gender and Religion of the School Students on Self Concept

Variables	Sum of Squares	df	Mean Square	F-Value	Level of Significance
Gender	4047.013	1	4047.013	9.14	0.01
Religion	15.312	1	15.312	0.035	NS
Gender X Religion	2633.512	1	2633.512	5.948	NS
Error	33650.85	76	442.774		
Total	2405347	80			
Corrected Total	40346.69	79			

Note: - NS Not Significant, ** Significant at 0.01 level

- ❖ The F value showing the impact of gender on self concept was 9.14. This value was statistically significant at 0.01 level. This indicates that gender had significant impact on self concept.
- ❖ The F value showing the impact of religion on self concept was not statistically significant. The F – value was 0.035.
- ❖ The interactional effects of gender and religion on self concept were not statistically not significant. The F – value was 5.948.

Impact of Gender on Self Concept of School Students

F - value indicated that gender of school students had significant impact on their self concept. In order to find out the significant difference between the male and female students, t-test was used. The mean scores, SDs and t-value of male and female students on self concept were presented in Table 4 and Figure 2. The results revealed that:

Table 4: Impact of Gender on Self Concept among School Students

Gender	N	Mean	SD	t Value
Male	40	52.68	7.48	5.10**
Female	40	56.43	7.51	

Note: - ** Significant at 0.01 level **



The mean score of male and female on self concept of school students were 52.68 and 56.43 respectively. The difference between male and female school students was 3.75 and t value was 510. This value was statistically significant at 0.01 level. This indicates that the female students were significantly high self concept than male students.

Conclusion:

- Most of the students was show high self concept.
- Most of the male students was show low self concept.
- Most of the female students was show high self concept.
- Most of the Sarna students was show high self concept.
- Most of the Christian students was show high self concept.
- Gender of students had significant impact on self concept but not religion.

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