Study on self Concept among Rural Girl students

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Abstract

The self concept is the individual's perception of her abilities and her status and roles in the outer world. There is a causal relationship between the self concept and the rate of learning and achievement. It is one of the important determinants of achievement motivation. 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 realisation and it will also determine her level of aspiration. This descriptive study is an attempt to know perceived level of self-concept among the rural girl students in Pennagaram Block of Dharmapuri District. There were 370 respondents selected by using stratified proportionate random sampling technique constituted the sample. The researcher used questionnaire pertaining to personal data along with .Self -concept questionnaire developed by Dr. Rajkumar Saraswat. Major findings of this study revealed that more than half (56.5%) of the respondents had high self concept. As per the study results it is understood that no socio-demographic variable has influence over the respondent's self concept except the course of study.

Introduction

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 realisation 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 as the individual's way of looking at himself and the dimensions of self concept involves, physical, moral, temperamental, educational, intellectual and social self concept. The physical self concept which 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. Individual's view of their prevailing emotional state or predominance of a particular kind of emotional reaction is the temperamental self concept. Individual's estimation of their moral worth, right and wrong activities is dealt by moral self concept. The self awareness of their own intelligence and capacity of problem solving and judgements 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 involves the hereditary and the external factors namely family, peer group and the society in which they belong to.

Muhammad Maqsud and Sepideh Rouhani studied the relationships between socioeconomic status, locus of control, self-concept, and academic achievement were explored in secondary school pupils in the Mmabatho area of Bophuthalswana (Southern Africa). The analyses of data revealed that socioeconomic status was significantly positively associated with internality, self-concept, and academic achievement in English and self-concept was significantly positively correlated to measures of achievement in English and mathematics[2].

Fite et al examined the relationships among high school students level of anxiety, self concept and attitude towards school. 100 students of 11th grade completed the Tennessee self concept scale, the State- Trait Anxiety inventory and the school anxiety measure. Results suggested the following: i. High anxiety levels were associated with low self concept. ii. A positive self image and low state and trait anxiety were associated with a positive view of how others perceived one's academic performance[1].

Niebuhr) examined relationships between several variables and student academic achievement. The study included an investigation of the effect on academic achievement. Findings indicate that student motivation showed in significant effect on the relationship with academic achievement. The findings suggest that the elements of both school climate and family environment have a stronger direct on academic achievement[3].

Schunk and Pajaries found that student's perception of academic competency decline due to various factors, including greater competition, less teacher attention to individual student progress and stresses associated with school transitions. Student learning and showed enthusiasm. There teachers introduced topics in an interesting and challenging way, used varied teaching strategies and promoted student involvement by allowing participation in the selection of learning activities[4].

Methodology

Aim of the study: To study the level of self concept among rural girl students.

Research design: The researcher had adopted descriptive research design for the present study in order to describe the level of self concept among the rural girl students.

Universe: The universe of the study comprises of all girl students, those who are studying twelfth standard in government higher secondary schools in Pennagaram block of Dharmapuri district. There are totally 7 government higher secondary schools located in Kullanur, Perumbalai, Eriyur, Neruppur, Papparapatti, Pennagaram and Chellamudi, offering education to girls in that block. The girl students studying school final year in those schools were classified in to 4 major groups namely Mathematics, Science, Commerce and Vocational. The total strength of the students in the above mentioned groups as per the school register was 926 which formed the universe of the study.

Sampling technique: The population of the study is being a finite one. The lists of the students were obtained from the respective schools which served as the sampling frame. The probability sampling method was applied so that every item of the universe had an equal chance of being included in the sampling population. After consultation with the research supervisor, the researcher used stratified sampling primarily to ensure that different groups of the population are adequately represented in the sample, so as to increase the accuracy. The sampling units of the study comprised of mathematics, science, commerce and vocational group. Sample from the four different strata each comprising 40% was selected using stratified proportionate random sampling, the sample drawn from each stratum being proportional to the population size of the stratum. The total sample size for the study comprised of 370 respondents in all the four major groups.

Independent variables: Socio-demographic variables: Age, Religion, community, Type of family, Nature of family, Family size, Course of study, Order of birth, Mother's occupation, Parent's educational qualification, Parenthood, Number of siblings and their education and Academic performance.

Dependent variables: Self-concept

Tools of data collection: The researcher used questionnaire as the tool for collecting the data for the present study the first part of the questionnaire included the questions pertaining to personal data along with. Self -concept questionnaire developed by Dr. Rajkumar Saraswat. The self-concept inventory provides six separate dimensions of self-concept, viz., physical, social, Intellectual, Moral, Educational and Temperamental self-concept.

Statistical analysis of data: The data collected were carefully analyzed and processed. Statistical test such as mean, median, Standard deviation, chi-square, Z-test, one way analysis of variance and Karl person's co-efficient of correlation were applied to interpret the data to draw meaningful inferences.

Operational definition: Self-concept: The Self concept is the individual's way of looking at himself. Individual's view of their body, health, physical appearance and strength is known as physical self concept. The social self concept is individual's sense of worth in social interactions. Individual's view of their prevailing emotional state or predominance of a particular kind of emotional reaction is emotional self concept. The educational self concept is the **i**ndividual's view of themselves in relation to school, teachers and extracurricular activities. Moral self concept is the individual's estimation of their moral worth, right and wrong activities. Individual's awareness of their intelligence and capacity of problem solving and judgments is called as the intellectual self concept.

Results and Discussion

Findings related to socio-demographic background: It has been found from the socio demographic background that more than half (64.9%) of the respondents were in the age group of 17-18 years (mean age: 16.7), more than one fourth of the respondents (34.6%) were in the age group of 15-16 years and very meagre respondents were above 18 years of age. Regarding the religion of the respondents a vast majority (98.4%) of the respondents were Hindus and 1.4 per cent of the respondents were Muslim and the remaining 0.3 per cent of the respondents were Christian. With regard to the community of the respondents, more than half of the respondents (65.9%) were from Most Backward Class, 19.7 per cent of the respondents belonged to Other Backward Class, 14.1 per cent of the respondents were from Scheduled Caste and a small per cent (0.3%) of the respondents belonged to Scheduled Tribal community. While analysing the respondent's type of family, it was found that a high per cent (89.2%) of the respondents were from Nuclear family and 10.8 per cent of the remaining were from joint family.

It was inferred that a huge per cent (90.5%) of the respondent's nature of family was male headed family and the remaining 9.5 per cent of the respondents were from female

headed families which follows the predominant nature of Indian family system. Birth order analysis reveals that a little more than two fifth (42%) of the respondents were found to be the first born in their families. 29 per cent of them were second born, 19 per cent of them were third born, 8 per cent of them were fourth born and the rest of the 2 per cent were last born in their families. The mean birth order of the respondents was found to be 2. With regard to the family size of the respondents, a little less than three fourth (73.2%) of the respondents have 1-5 members in their families, and the remaining 26.8 per cent were from large family size having 6-10 members in their families. The mean number of family members was found to be 5.05. When it comes to the number of siblings of the respondents, a vast majority (84.3%) of the respondents informed that they had 1-3 siblings while the next 13 per cent of them had 4-6 siblings, a very small per cent (0.3%) of them had more than 6 siblings and 2.5 per cent of the respondents had no siblings.

Socio economic status: It is inferred from the findings related to socio economic status that a significant majority of the respondents (73.8%) were from low educational status background. A vast majority of the respondents (97.8%) were from the low professional background and the remaining 2.2 per cent of the respondents' families professional status was at higher level, since majority of the respondent's parents were engaged in blue collar job. Regarding the income level, 99.7 per cent of the respondents were from low income family and 0.3 per cent of them belonged to high income category. It is in correspondence with their professional background. Further it is noted that a high per cent (83.8%) of the respondents had low possession and 16.2 per cent of the respondents had high possession

Similarly majority (83%) of the respondents had low level of property and the remaining 17 per cent of them belonged to high property status. When it comes to the locality more than three fourth (78.6%) of the respondents were from poor locality and the remaining 21.4 per cent were having good locality of residence. Regarding social status 56.8 per cent of the respondents were from the families which had low social status in terms of social dignity and recognition and the remaining 43.2 per cent had high social status. It is also inferred from the findings that half (50.5%) of the respondents were from below average socio-economic status background. 30.8 per cent of them belonged to average socio-economic status category. 15.9 per cent of them were from poor socio-economic status. 2.2 per cent of them were from above average socio-economic status background and only a meagre (0.5%) respondents were belonged to high socio-economic status group. Hence, it is obvious that a vast majority of the respondents were not having sound socio-economic status background.

The table-5 shows the academic performance of the respondents. It was assessed from their overall average

performance. Nearly half (48%) of the respondents were in the category of 61-80% marks securing group. 31.7 per cent of them were outstanding performers securing more than 80 marks. More than one fourth of the respondents were average performers securing below 61% marks. The average performance category people had got fail marks some times.

Table-1
Distribution of respondents by their academic performance

Academic performance	No. of respondents (n:370)	Percentage
Below 61%	75	29.3
61-80%	179	48
Above 80%	116	31.7

It is inferred from the above table that a majority of the respondents(50.3%) had high physical self concept , while a little less than half(46.5%) of the respondents had above average level of physical self concept and al little per cent (3.2%) of the respondents perceived average level of physical self concept.

Regarding social self concept, 54.3 per cent of the respondents had above average level of social elf concept and 39.2 per cent of them perceived high level of social self concept. 6.2 per cent of them had average self concept and only a meager (0.3%) respondents perceived below average level of self concept.

When it comes to the level of temperamental self concept, it is clear that 47.8 per cent of the respondents had high level of temperamental self concept and 48.8 per cent of them perceived above average level of temperamental self concept and only 3.5 per cent of the respondents belonged to average level of temperamental self concept category.

Regarding educational self concept, a high per cent (83.8%) of the respondents had high educational self concept and 14.6 per cent of them had above average level of educational self concept. A very little percent (1.4%) of the respondents had average level of educational self concept and the rest of the respondents perceived below average level of educational self concept.

While analyzing the moral self concept, it is understood that more than half of the respondents (63.8%) had high level of moral self concept and 34.3 per cent of them had above average level of moral self concept and the remaining 1.6 per cent of them perceived average level of moral self concept.

Further it is noted that a significant percent (66.2%) of the respondents had above average level of intellectual self concept and a little more than two fifth of the respondents had high level of intellectual self concept and the remaining 13 per cent of them perceived average level of intellectual self concept.

It is thus revealed from the above table that more than half of the respondents (56.5%) perceived high level of self concept

and 42.7 per cent of them had above average level of self concept and only a very little per cent (0.8%) of them perceived average level of self concept.

Thus it is inferred from the above table majority of the respondents had high level of physical, educational, moral and overall self concept and above average level of social, temperamental and intellectual self concept.

It is revealed from the above table that there is no significant difference between the courses of study of the respondents with regard to the dimensions of self concept like physical, social, temperamental and intellectual self concept. However, there is a significant difference between the courses of study of the respondents with regard to the overall self concept and its dimensions such as education and moral self concept. Hence the course of study plays a vital role in self concept of the respondents.

Table-2
Distribution of respondents by their self concept

S. No.	Self concept		No. of respondents (n:370)	Percentage
1	Physical self concept	Below average	0	0
		Average	12	3.2
		Above average	172	46.5
		High	186	50.3
2	Social self concept	Below average	1	0.3
		Average	23	6.2
		Above average	201	54.3
		High	145	39.2
3	Temperamental self concept	Below average	0	0
		Average	13	3.5
		Above average	180	48.6
		High	177	47.8
4	Educational self concept	Below average	1	0.3
		Average	5	1.4
		Above average	54	14.6
		High	310	83.8
5	Moral self concept	Below average	0	0
		Average	7	1.9
		Above average	127	34.3
		High	236	63.8
6	Intellectual self concept	Below average	0	0
		Average	48	13.0
		Above average	245	66.2
		High	77	20.8
7	Over all self concept	Below average	0	0
		Average	3	0.8
		Above average	158	42.7
		High	209	56.5s

Table-3
One way analysis of variance between the courses of study of the respondents with regard to self concept

S. No	Course of Study		Df	SS	MS	Mean	Statistical inference
1	Physical	Between groups	3	124.372	41.457	G1=32.60	F=1.938
						G2=33.07	P>0.05
		Within groups	366	7829.684	21.393	G3=33.76	Not significant
						G4=31.89	
2	Social	Between groups	3	82.217	27.406	G1=30.62	F=1.511
						G2=30.86	P>0.05
		Within groups	366	6637.591	18.135	G3=31.75	Not significant
						G4=31.55	
3	Temperamental	Between groups	3	48.876	16.292	G1=31.61	F=1.105
						G2=32.34	P>0.05
		Within groups	366	5395.124	14.741	G3=32.38	Not significant
						G4=31.70	
4	Educational	Between groups	3	237.206	79.069	G1=35.39	F=5.862
						G2=35.06	P>0.05
		Within groups	366	4936.567	13.488	G3=37.24	significant
						G4=36.00	
5	Moral	Between groups	3	95.342	31.781	G1=33.27	F=2.888
						G2=32.82	P>0.05
		Within groups	366	4028.161	11.006	G3=34.24	significant
						G4=33.39	
6	Intellectual	Between groups	3	52.352	34.090	G1=28.64	F=2.122
						G2=28.96	P>0.05
		Within groups	366	5930.959	16.068	G3=30.00	Not significant
						G4=28.86	
7	Over all self concept	Between groups	3	2898.566	966.189	G1=192.33	F=3.263
						G2=193.12	P>0.05
		Within groups	366	108383.49	296.130	G3=199.36	significant
						G4=193.89	

G1=Mathematics G2=Science G3=Commerce G4=Vocational

Table-4
One way analysis of variance between the respondents' parenthood with regard to self concept

S. No	Course of Study		Df	SS	MS	Mean	Statistical inference
1	Physical	Between groups	4	165.39	41.348	G1=33.03 G2=31.32 G3=32.00 G4=34.86 G5=25.00	F=1.938 P>0.05 Not significant
		Within groups	365	7788.664	21.339		
2	Social	Between groups	4	77.770	19.442	G1=30.92 G2=32.11 G3=31.00 G4=33.43 G5=32.00	F=1.068 P>0.05 Not significant
		Within groups	365	6642.034	18.197		
3	Temperamental	Between groups	4	19.961	4.990	G1=32.05 G2=31.43 G3=35.00 G4=31.80 G5=31.00	F=0.336 P>0.05 Not significant
		Within groups	365	5424.039	14.860		
4	Educational	Between groups	4	72.191	18.048	G1=32.05 G2=31.43 G3=35.00 G4=31.80 G5=31.00	F=0.336 P>0.05 Not significant
		Within groups	365	5101.582	13.977		
5	Moral	Between groups	4	63.218	15.804	G1=33.35 G2=33.46 G3=38.00 G4=34.71 G5=28.00	F=1.421 P>0.05 Not significant
		Within groups	365	4060.285	11.124		
6	Intellectual	Between groups	4	85.221	21.305	G1=29.04 G2=29.25 G3=32.00 G4=30.29 G5=21.00	F=1.318 P>0.05 Not significant
		Within groups	365	5898.090	16.159		
7	Over all self concept	Between groups	4	3196.531	799.133	G1=62.19 G2=52.32 G3=58.00 G4=55.00 G5=81.00	F=5.170 P>0.05 Not significant
		Within groups	365	56423.128	154.584		

G1=Parents living together G2=Widowed parent G3=father with step mother G4=separated parents G5=both are not alive

Table-5
Karl Pearson's coefficient of correlation between the respondent's   personal variables and self concept

S. No	Variable	Correlation Value	Statistical Inference
1	Age And over all self concept	0.025	P>0.05 Not significant
2.	Number of siblings And over all self concept	-0.025	P>0.05 Not significant
3	Family size And over all self concept	-0.040	P>0.05 Not significant
4	Ordinal position And over all self concept	-0.042	P>0.05 Not significant
5	Number of friends and over all self concept	-0.087	P>0.05 Not significant
6	Over all socio-economic status and self concept	0.044	P>0.05 Not significant

It is revealed from the above table that there is no significant difference between the parenthood of the respondents with regard to over all self concept and its dimensions like physical, social, moral, temperamental, educational and intellectual self concept. So respondent's parenthood had no significant role over self concept.

Hence it is inferred from the above table that there is no significant relationship between the respondents' personal variable and overall self concept. The finding of this study contradicts the study conducted by Muhammad Maqsud and Sepideh Rouhani(1990) in which it was found that higher the socio-economic status higher was the self concept[2].

Social work intervention: The mission of school social work is to assure academic success, educational equity, and social justice for every student by reducing or eliminating the social, economic, and environmental barriers that may interfere with a student's ability to maximally benefit from his/her education. Special emphasis is placed on students who live in poverty, belong to other disenfranchised groups, and/or whose families are in crisis." Wisconsin School Social Work Standards and Practice Committee, 1998. The social work direct methods such as Social Case Work, Social Group Work and Community Organization can be highly useful in enhancing the self concept. Group counseling techniques can be used to produce favorable positive self image, skill development and self-enhancement among the students. Motivation sessions and personality development lectures can be organized to enhance motivation of students. Students must be taught about success, goal orientation and they are made to recognize the variety of constructive ways that students can succeed. Regarding success in all its forms, the students must be taught about learning is a lifelong process that can be pleasurable for its own sake. Parents must be involved in discussing their children's motivation related issues. It is necessary to give adequate and sufficient attention to self concept and self esteem and school social workers / counselors should offer methodological guidance to the students throughout the education process, this type of psycho-educational intervention may serve as an avenue to imperil academic performance which influences the higher education aspiration.

Conclusion

From this it is revealed that a little more than half (50.3) of the respondents had high physicalself concept, more than half (54.3%) of the respondents had above average social self concept, nearly half of the (48.6%) respondents had above average temperamental self concept, a vast majority (83.8%) of the respondents had high educational self concept, more than 3/5 the (63.8%) of the respondents had high moral self concept, more than half (66.2%) of the respondents had above average intellectual self concept and more than half (56.5%) of the respondents had high self concept. As per the study results it is understood that no socio-demographic variable has influence over the respondent's self concept except the course of study. The social work direct methods such as Social Case Work, Social Group Work and Community Organization can be highly useful in enhancing the self concept. Group counseling techniques can be used to produce favorable positive self image, skill development and self-enhancement among the students. Motivation sessions and personality development lectures can be organized to enhance motivation of students. Students must be taught about success, goal orientation and they are made to recognize the variety of constructive ways that students can succeed.

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