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Research Paper

A Study of Self-Concepts of College Freshmen of Self – Financed, Aided and Government Colleges Affiliated to Dr. R.M. L. Awadh University, Faizabad

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Abstract

Self-concept plays a very prominent role in a student's overall development. The present study was an attempt to find out the difference in the self concept of college freshmen from many different aspects. The word 'Freshmen' refers here to the newly admitted to college or the first year students. The study was conducted on the college freshmen of Dr. R.M.L. Awadh University, Faizabad. A sample of 1356 college freshmen reading in undergraduate classes among nine districts was taken for this purpose. Random sampling method was employed in the study. Bhatnagar self-concept inventory is used to collect data. To compare the difference between groups t-test was employed.

INTRODUCTION

Self-concept like motivation is a major psychological factor operating within the individual which determines his behaviour. Self concept is the concept about oneself, one's personality, strength and weakness too. As an individual grows, he gradually forms the images and concepts about himself. These images may have a range of variety. The images may be about his physical health, structure of his body, physical features, strength, intelligence, interest, attitude, vitality and many other traits.

The self concept has been conceived of theoretically since the late 1800. The idea of self concept was proposed by Lecky [1945] and adopted by Rogers [1951] as the key stone of his system of non directive counseling. Up to 1976 self concept was viewed as unidimensional structure and its measurement of global and general self concept provided inconsistent, confounded and ambiguous results [Byrne and Gavin 1996]. Shavelson, Hubner and Stanton derived a multidimensional and hierarchical model descending from general self concept. In this model general self concept was divided into two parts-

1. Academic Self-Concept.
2. Non-academic Self-Concept.

SELF CONCEPT

In the present study self concept means the perception of college freshmen of their own qualities and characteristics. Self-concept being broad phenomena has many aspects and dimensions. Only the following aspects of their perceptions have been covered for the purpose of this study-

1. Perception about their achievement
2. Perception about their withdrawal tendencies
3. Perception about their confidence
4. Perception about their inferiority feelings
5. Perception about their feelings of emotional instability

CHARACTERSTICS OF A PERSON WITH STABLE SELF-CONCEPT

1. Consistent approach
2. Social attitudes and goals
3. Independence
4. Feelings for/of attractiveness
5. Wholesome persons
6. Tolerance
7. Acceptance of other
8. Personal responsibility
9. Self-confidence
10. Self-determination

JUSTIFICATION OF THE STUDY

Self concept is a very important psychological factor in the field of education. It is a determinant factor of our behaviour, thoughts and points of views. The perception of traits of students about his own personality may play a vital role to gain whatever they want. Moreover self concepts guides us for what we want to be .Silverman [1978] conducted a

study and found that there was no significant difference among urban, Sub-urban and rural learning disabled groups. Aniloff (1977) investigate that the students who selected academic programme has more positive self concept and higher occupation expectation than the students who selected business programme. Armour [1961], Finger and Schlessler [1963] and Goldberg [1962] have conducted studies and found that the attitudes are related to scholastic achievement. The term is so much important in the field of education that researcher id intended to this.

OBJECTIVES OF THE STUDY

The present study is based on the following objectives-

1. To compare the self-concepts of urban and rural students.
2. To compare the self-concepts of students with their sex.
3. To compare the self-concepts of students of different type colleges.

HYPOTHESIS OF THE STUDY

The present study is based on the following hypothesis-

1. There is no significant difference in the self-concepts of students of urban and rural students.
2. There is no significant difference in the self-concepts of male and female students.
3. There is no significant difference in the self-concepts of different type colleges.

POPULATION AND SAMPLE

In the present study the population comprises of all the freshmen of the colleges affiliated to Dr. R.M.L. Awadh University, Faizabad of U.P. This university covers 139 colleges from nine districts. Sampling procedure adopted for the present study was random sampling.

METHOD USED

In the present study Normative survey method has been employed to find out the significant difference in self concepts in relation to gender, locality and type of colleges.

TOOLS USED

To measure the self-concepts of students Bhatnagar's self-concept inventory is used. The reliability of questionnaire was based on 75 answer sheets respondent, sample selected from

a total of 504 randomly. The tool used in the study is reliable and valid and has been used in various studies.

RESULTS AND DISCUSSION

The data and discussion of result are presented hypothesis wise.

HYPOTHESIS-1

This hypothesis assumed that there is no significant difference in the self concepts of urban and rural students. In order to arrive at some definite conclusions in this regard comparison were made on five dimensional self-concept scale.

TABLE-1

MEAN, SD & CR OF SELF-CONCEPT OF URBAN AND RURAL STUDENTS

| Self-concept | URBAN | | RURAL | | | C.R | Significance |
|------------------------------|-------|-------|-------|-------|-------|------|--------------|
| | N | M | N | M | S.D | | |
| Achievement | 751 | 33.07 | 605 | 31.61 | 12.98 | 5.23 | 0.01 |
| Confidence | 751 | 34.56 | 605 | 33.87 | 11.81 | 1.07 | NS |
| Withdrawal | 751 | 35.65 | 605 | 36.71 | 13.07 | 1.37 | NS |
| Inferiority | 751 | 31.42 | 605 | 31.18 | 12.36 | 0.3 | NS |
| Emotional instability | 751 | 35.17 | 605 | 36.39 | 13.39 | 1.4 | NS |

The table shows that two groups did not differ significantly on the four dimensions of self concept. The C.R. values on self concept scale show that the difference between these two groups on achievement is significantly at 0.01 level. The mean score reveals that urban students perceive themselves to be more confident and better achiever than rural ones. Hence the hypothesis is rejected only on achievement and accepted for all four dimensions.

HYPOTHESIS-2

This hypothesis assumed that there is no significant difference in the self concept of male and female students. Mean scores, S.D. and C.R. values obtained for each dimension with their level of significance are presented in the following table.

TABLE-2

MEAN, SD &CR OF SELF-CONCEPT WITH SEX OF STUDENTS

| S.N. | Self-concept | Male | | | Female | | | C.R | Significance |
|------|--------------------|------|-------|-------|--------|-------|-------|------|--------------|
| | | N | M | S.D | N | M | S.D | | |
| 1 | Achievement | 841 | 32.52 | 11.86 | 515 | 35.47 | 11.78 | 4.46 | 0.01 |
| 2 | Confidence | 841 | 33.62 | 12.26 | 515 | 34.13 | 11.89 | 1.38 | NS |
| 3 | Withdrawal | 841 | 36.34 | 13.09 | 515 | 35.78 | 14.22 | 0.72 | NS |
| 4 | Inferiority | 841 | 31.18 | 12.6 | 515 | 31.52 | 12.9 | 0.47 | NS |

The table shows that the difference between these two groups on achievement is significant at 0.01 level while the difference on emotional instability is significant at 0.05 level. There is no significant difference on all other three dimensions. Hence hypothesis 2 is accepted for confidence, withdrawal and inferiority and rejected for achievement and emotional instability.

HYPOTHESIS-3

This hypothesis assumed that there is no significant difference in the self concepts of students of different type colleges.

TABLE-3

COMPARISON OF STUDENTS OF DIFFERENT COLLEGES ON SELF-CONCEPT

| S.N. | Self-concept | Male | | | Female | | | C.R | Significance |
|------|-----------------------------------|------|-------|-------|--------|-------|-------|-------|--------------|
| | | N | M | S.D | N | M | S.D | | |
| 1 | Achievement | 1191 | 33.81 | 11.58 | 165 | 32.33 | 12.54 | 1.51 | NS |
| 2 | Confidence | 1191 | 34.26 | 11.47 | 165 | 34.21 | 12.5 | 0.49 | NS |
| 3 | Withdrawal | 1191 | 33.85 | 15.51 | 165 | 36.44 | 14.28 | 2.03 | 0.05 |
| 4 | Inferiority | 1191 | 30.94 | 12.69 | 165 | 34.03 | 12.49 | 3.24 | 0.01 |
| 5 | Emotional- instability | 1191 | 35.89 | 13.19 | 165 | 35.73 | 13.23 | 0.149 | NS |

On the basis of above table it may be said that these two groups differed significantly on two dimensions namely withdrawal and inferiority. The difference between these two groups on withdrawal was found to be significant at 0.05 level while in case of inferiority the difference was found to be significant at 0.01 level. There is no significant difference found in all other three dimensions. Hence the hypothesis 3 is accepted for achievement, confidence and emotional Instability and rejected for withdrawal and inferiority.

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