

A STUDY OF SELF-CONCEPT OF STUDENTS OF STANDARD 9

Neelam P. Jadav*

ABSTRACT

Success in every field depends on person's internal beliefs, abilities and limitations. Some people know their real abilities and limitations. Knowledge about ourselves is known as self-concept. Generally, kids have warmth and good relationship with their parents have positive self-concept. In present study, the researcher has constructed a small self-concept inventory. This self-concept inventory was used to study the self-concept of students of standard 9. The researcher has chosen students from two different schools located in Ahmedabad city as a sample. A comparison of self-concept between boy and girls were performing using t test. The researcher has also checked the effect of self-concept of students on their scholastic achievement.

KEYWORDS: *Self-Concept, Warmth and Good Relationship, t Test, Scholastic Achievement.*

Introduction

Success in every field depends on person's internal beliefs, abilities and limitations. Some people know their real abilities and limitations. Knowledge about ourselves is known as self-concept. Generally, kids have warmth and good relationship with their parents have positive self-concept. Self-concept, rather than being something that you know about yourself, is your general attitude toward yourself. Self-concept refers to the extent to which we like accept or approve of ourselves or how much we value ourselves. Self-concept always involves a degree of evaluation and we may have either a positive or negative view of ourselves. In present study, the researcher had studied the self-concept of students of standard 9.

Self-Concept

"Self-concept as a construct has had a long history within psychology and education because it provides a gauge to determine the effects of academic and social functioning on the emotional well-being of the individual." (Vaughen, 2010)

"Self-concept is tendency to establish and maintain a positive self-image, or sense of self-worth." (Eccles & Winfield, 2002)

Objectives of the Study

- Construction of Self-Concept Scale.
- To study self-concept of students of standard 9.
- To study self-concept of standard 9 in context of gender.

Variable of the Study

- **Independence Variable**
Gender is the independent variable of this study:
Gender : (1) Boys, (2) Girls
- **Dependent Variable**
Scores of Self-Concept Scale is dependent variable of the study.

* Research Scholar, Rai University, Ahmedabad, Gujarat, India.

Hypotheses of the Study

There is no significant difference between mean scores obtained in Self-Concept Scale of boys and girls of standard 9.

Importance of the Study

- This study will help students and teacher to understand the Self-Concept of students of secondary schools.
- The students, teachers and parents can understand students' self-concept in context of their gender.
- The syllabus could be amended to improve self-concept of the students.
- Cocurricular activities to improve self-concept of the students could be conducted.

Limitations of the Study

- This study was conducted on the students of standard 9 studying in schools of Gandhinagar.
- The researcher has used self-constructed Self-Concept Scale for this study.

Research Method

The objective of this research was to study the Self-Concept of the students of standard 9 in context of gender. The researcher had to collect data from the students. Therefore, survey research method was chosen for this study.

Population of the Study

The researcher had performed this study in two different schools of Gandhinagar. Therefore, students studying in standard 9 of Gandhinagar were population of this study.

Sample of the Study

Two different schools from Gandhinagar was chosen by the researcher as sample. The sample of study was as follows,

Table 1: Sample of the Study

S. No.	School	Boys	Girls	Total
1	Navchetan Vidyalaya	53	36	89
2	Nalanda Vidyalaya	47	32	79
Total		100	68	168

From two different schools Navchetan Vidyalaya and Nalanda Vidyalaya total 168 students were chosen as a sample. Out of these, there were 100 boys and 68 girls chosen as a sample.

Tools of the Study

Self-Concept Scale (Self-constructed)

Construction of Tool

The researcher has constructed 20 items in this Emotional Intelligence Test. Each item has 5 responses: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. For a positive item the scores are 4, 3, 2, 1 and 0 respectively to the responses and for a negative item the scores are 0, 1, 2, 3 and 4 respectively to the responses. The test was given to experts for suggestions. The final tool was amended as per suggestions given by the experts.

Data Collection

The Self-Concept Scale was given to the students of standard 9 of Navchetan Vidyalaya and Nalanda Vidyalaya of Gandhinagar district. The students were provided 30 minutes to complete this test. After the test was completed by the students, the researcher had collected the tool for further process. The test was properly checked by the researcher. The score of the test for every student was determined classified and analysed using proper statistical methods.

Statistical Method of Analysis

The researcher has performed t-test to analyse the hypotheses.

Testing of Hypotheses

- H₀ There is no significant difference between mean scores obtained in Self-Concept Scale of boys and girls of standard 9.

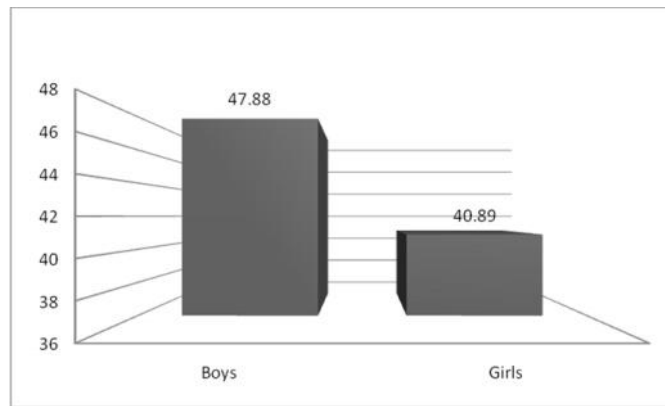
Table 2: Mean, SD, SED and t-value of boys and girls

Gender	N	Mean	SD	SED	t Value
Boys	100	47.88	5.23	0.81	6.99
Girl	68	40.89	5.11		
df		0.05		0.01	
166		1.97		2.61	

Mean score of boys and girls are 47.88 and 40.89 respectively. Standard deviation of boys and girls are 5.23 and 5.11 respectively. Standard error of deviation is 0.81. Calculated t value is 6.99.

For $df=166$, table t values are 1.97 at 0.05 level and 2.61 at 0.01 level. Calculated t value is more than table t value at both the levels. Therefore, hypothesis is rejected and there is a significant value between mean scores obtained in Self-Concept Scale by boys and girls.

Moreover, mean score of boys is higher than the mean score of girls. Therefore, it is said that boys possess more positive self-concept than the girls.

**Graph 1: Mean Score of Boys and Girls**

Finding of the Study

Boys have more positive self-concept than the girls.

Conclusion

The researcher has studied self-concept of students of standard 9 of Gandhinagar. The researcher has chosen two different schools to perform this study. A Self-Concept Scale was constructed by the researcher with the help of experts. It was revealed that the boys possess more positive self-concept than the girls.

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Self-Concept Scale

No.	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I don't have any fault in myself.					
2	I can give answer of any question very confidently.					
3	I don't like leadership.					
4	I am an introvert.					
5	I am a very hard-working person					
6	I can attract almost all people toward myself.					
7	Nothing is impossible for me in this world.					
8	I accept every religion ritual without any reason.					
9	I think, I am very lucky.					
10	I am very optimistic.					
11	I don't like to take part in social functions.					
12	I exercise regularly to be fit physically.					
13	My teachers don't trust on me.					
14	I become very sad when my friends criticise me.					
15	I use modern cosmetics to be looked beautiful.					
16	I generally take myself seriously.					
17	I always like to take on new challenges.					
18	When I am under pressure, I get easily distracted in other things.					
19	I work very hard for my school exams.					
20	I tend to avoid discuss on controversial issues.					

