

A STUDY OF SELF-CONCEPT OF ARTS AND SCIENCE STUDENTS STUDYING IN GOVT. AND PUBLIC SENIOR SECONDARY SCHOOLS OF GURGAON DISTRICT

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ABSTRACT

The present study is an attempt to find out the Self-Concept level of Arts and Science students studying in Govt. and Public Senior Secondary Schools of Gurgaon District. The investigator has used a Self-Concept Questionnaire in Hindi constructed by R.K. Saraswat. This questionnaire assesses students' physical, social, temperamental, educational, moral and intellectual dimensions of Self-Concept. It is observed from this study that there is no significant difference between the Self-Concept level of Arts and Science students studying in Govt. schools as well as between the Public School students and there is no significant difference investigated in the Self-Concept level of Arts students both in Govt. and Public schools as well as in the Science students both in Govt. and Public schools of Gurgaon District.

INTRODUCTION

The seventeenth century has been called the age of enlighten; the eighteenth- the age of reason; the nineteenth- the age of progress and the twentieth- the age of anxiety, with the conquest of many of them. Physical ills which have afflicted the man throughout his history, man has become increasingly aware of the role of the psychological factors in human existence. Adolescence is a period of transition, stress, strain and storm whereas present day of psychological plaque has exaggerated the conditions to the worst. In adolescence the foundation of personality is laid down which is composed of several components such as Self-Concept, Self-Disclosure, Family relationship and Social acceptability among peers. Failure and success in school affect Self-Concept and other traits of behaviour such as acceptance, rejection etc.

Self concept is an image one holds of himself. It comprises of personal evaluation of one's characteristics, capacities, aspirations and achievements. The self or self concept is defined as the organized, consistent conceptual gestalt composed of perception of the characteristic of the 'I' or 'me' and relationship of the 'I' or 'me' to others and to various aspects of life together with

the values attached to these perception (Rogers, 1969). The child comes to define himself in terms of a set of dimensions such as size, action relationship, gender, castes, age, colour, specific skills or knowledge, possession personal characteristics. The specific set of dimensions value a child applies to herself is her self-concept.

According to Jersild (1965), " Self-concept is a composite of a person's thoughts and feelings, strivings and hopes, fears and fantasies; his views of what he is, what he has been, what he might become and his attitudes." Chaudhary, Chetanapati and Muni (1997) express in their opinion that a child with an adequate self-concept tends to be spontaneous, creative and original in nature. He develops trust in himself and other persons and is free from negative anticipations. By contrast, the child who has developed an inadequate self-concept feels insecure and is obsessed by feelings of inferiority.

Gupta (1986) observed that one's self-concept also contributes to his social adjustments. The sociological relevance of self-concept, however is not obscure. For one thing social factors play a major role in its formation. It is not present at birth but arises out of social

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experience and interaction. It both incorporates and is influenced by the individuals location in the social structure, it is formed with in institutional system such as the family, school, economy, church, it is constructed from the materials of the culture, and it is affected by immediate social and environmental contexts.

RATIONALE

Adolescence is a period of life with its peculiar characteristics and problems. At this stage, child strives to develop his identity. Values, Self-Concept and Attitudes are formed at this stage remains more or less same throughout life for oneself as well as for others. It has been generally observed that one's Self-Concept plays an important role in success and stability in one's life in wider perspectives. It is also important to observe that students of various Public Schools excel in almost every field unlike their friends in Govt. Schools. Though there is almost no difference in the intellect level or calibre but it is just the matter of Self-Concept that makes a difference. A Public School student sees himself capable of doing anything and remains eager to take risks or chances as he is tough or provided a favourable and encouraging environment to compete and develop the belief in himself whereas a Govt. School student has not much backing or motivation coming from his teachers or school environment as general. Since this difference balance, the present study has been chosen.

OBJECTIVES OF THE STUDY

1. To study the Self-Concept of Arts and Science students studying in Govt. schools of Distt. Gurgaon.
2. To study the Self-Concept of Arts and Science students studying in Public schools of Distt. Gurgaon.
3. To compare the Self-Concept of Arts students studying in Govt. and Public schools of Distt. Gurgaon.
4. To compare the Self-Concept of Science students studying in Govt. and Public schools of Distt. Gurgaon.

HYPOTHESES

1. There is no significant difference of Self-Concept among the students of Arts group studying in Govt. and Public Schools.
2. There is no significant difference of Self-Concept among the students of Science group studying in Govt. and Public Schools.
3. There is no significant difference of Self-Concept among the students of Arts group and Science group studying in Govt. Schools.
4. There is no significant difference of Self-Concept among the students of Arts group and Science group studying in Public Schools.

METHODS OF THE STUDY

Descriptive survey method of research is used.

SAMPLE

The sample of the present study comprised 200 students of class 12th (100 Govt. school students and 100 Public school students). 50-50 students from both Arts and Science groups from both types of schools are taken.

TOOLS USED

For Self-Concept, a Self-Concept Questionnaire in Hindi constructed by R.K. Saraswat is used. It has 48 questions based on 6 dimensions which assess physical, social, temperamental, educational, moral and intellectual Self-Concept level of the respondents.

Analysis and interpretation of the Data

Data was analysed in different dimensions

Table No.1
Self-Concept of Govt. and Public School
Students
Physical Dimension (A)

GOVT		PUBLIC		t-VALUE	
ARTS MEAN	SCIENCE MEAN	ARTS MEAN	SCIENCE MEAN	ARTS	SCIENCE
29.78	29.18	29.18	27.82		
S.D.	S.D.	S.D.	S.D.	0.70	2.30
4.64	4.2	3.90	2.74		

It is clear from the above table that in the area of Physical Dimension (Self-Concept), Govt. School students (Arts and Science) are better than the Public School students. The difference of Science students is significant at .05 level of significance and the difference of Arts students is not significant at .05 level.

Table No.2
Self-Concept of Govt. and Public School
Students
Social Dimension (B)

GOVT		PUBLIC		t-VALUE	
ARTS MEAN	SCIENCE MEAN	ARTS MEAN	SCIENCE MEAN	ARTS	SCIENCE
30.9	30.44	29.68	29.84		
S.D. 4.58	S.D. 4.22	S.D. 3.75	S.D. 3.76	1.46	0.75

It is revealed from the table that in the Social Dimension (Self-Concept) Govt. School students (Arts and Science) are better than the Public School Students. The difference of Science students is not significant at .05 level of significance and the difference of Arts students is also not significant at .05 level.

Table No.3
Self-Concept of Govt. and Public School
Students
Temperamental Dimension (C)

GOVT		PUBLIC		t-VALUE	
ARTS MEAN	SCIENCE MEAN	ARTS MEAN	SCIENCE MEAN	ARTS	SCIENCE
29.98	30.2	30.92	29.82		
S.D. 4.12	S.D. 4.32	S.D. 4.48	S.D. 3.51	1.10	0.48

The table no.3 shows that the Temperamental Dimension (Self-Concept) of Govt. School students (Science) is better than the Public School students. On the other side, the Temperamental (Self-Concept) Dimension of Public School students (Arts) is better than the Govt. School students. The difference of Science students is not significant at .05 level of

significance and the difference of Arts students is also not significant at .05 level.

Table No.4
Self-Concept of Govt. and Public School
Students
Educational Dimension (D)

GOVT		PUBLIC		t-VALUE	
ARTS MEAN	SCIENCE MEAN	ARTS MEAN	SCIENCE MEAN	ARTS	SCIENCE
31.52	30.8	30.02	29.62		
S.D. 4.53	S.D. 4.95	S.D. 4.66	S.D. 4.92	1.64	1.20

We find out from the above given table that the Educational Dimension (Self-Concept) of Govt. School students (Arts and Science) is better than the Public School students. The difference of Science students is not significant at .05 level of significance and the difference of Arts students is also not significant at .05 level.

Table No.5
Self-Concept of Govt. and Public School
Students
Moral Dimension (E)

GOVT		PUBLIC		t-VALUE	
ARTS MEAN	SCIENCE MEAN	ARTS MEAN	SCIENCE MEAN	ARTS	SCIENCE
30.84	30.5	31.28	30.62		
S.D. 4.43	S.D. 4.26	S.D. 4.14	S.D. 4.48	0.53	0.13

Table no.5 shows that Moral Dimension (Self-Concept) of Public school students (Arts and Science) is better than the Govt. School students. The difference of Science students is not significant at .05 level of significance and the difference of Arts students is also not significant at .05 level.

Table No.6
Self-Concept of Govt. and Public School
Students
Intellectual Dimension (F)

GOVT		PUBLIC		t-VALUE	
ARTS MEAN	SCIENCE MEAN	ARTS MEAN	SCIENCE MEAN	ARTS	SCIENCE
28.56	27.62	27.86	28.00		
S.D. 4.6	S.D. 4.73	S.D. 4.27	S.D. 4.25	0.79	0.42

It is shown in the Table No. 6 that the Intellectual Dimension (Self-Concept) of Govt. School students (Arts) is better than the Public School students and the Intellectual Dimension (Self-Concept) of Public School students (Science) is better than the Govt. School students. The difference of Science students is not significant at .05 level of significance and the difference of Arts students is also not significant at .05 level.

FINDINGS

1. It is being observed that in the area of Physical Dimension (Self-Concept), Govt. School students (both in Arts and Science stream) are better than the Public School students.
2. Investigator found that in the Social Dimension (Self-Concept) Govt. School students (both in Arts and Science stream) are better than the Public School Students.
3. The present study revealed that Temperamental Dimension (Self-Concept) of Govt. School students (in Science stream) is better than the Public School students. On the other side, the Temperamental (Self-Concept) Dimension of Public School students (in Arts stream) is better than the Govt. School students.
4. It is concluded from the present work that the Educational Dimension (Self-Concept) of Govt. School students (both in Arts and Science stream) is better than the Public School students.
5. In the Moral Dimension, it is founded that Public school students (both in Arts and Science stream) are better than the Govt. School students.
6. From this study, it is revealed that the Intellectual Dimension (Self-Concept) of Govt. School students (in Arts stream) is

better than the Public School students and the Intellectual Dimension (Self-Concept) of Public School students (in Science stream) is better than the Govt. School students.

CONCLUSIONS

Although there is slightly difference is found in various dimensions but the ratio of difference is very low. On the whole, we can conclude from the present study:

1. There is no significant difference between the Self-Concept of the students studying in Govt. schools in both Arts and Science stream as well as in the Public schools in both Arts and Science streams of Gurgaon District.
2. There is no significant difference in the Arts stream students' Self-Concept of Govt. and Public School students as well as the Science stream students' Self-Concept of Govt. and Public School students of Gurgaon District.

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