

IMPACT OF SELF-CONCEPT ON THE BEHAVIOUR OF COLLEGE STUDENTS

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Abstract:

Self-concept plays a very prominent role in student's overall development. The present study was an attempt to find out the difference in the self-concept of college students from many different aspects. In the present study self-concept means the perception of college students of their own qualities and characteristics. Self-concept being a broad phenomenon has many aspects and dimensions The study was conducted on the college students 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.

Key words: Self-concept, Overall Development, Phenomenon and Dimensions of self-concept.

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Introduction:

Self-Concept- Self-concept like motivation is a major psychological factor operating within the individual which determines his behavior. Self-concept is the concept about himself, his 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 nondirective counselling up to 1976 self-concept was viewed as a 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-

- Academic self-concept.
- 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 a broad phenomenon 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 behavior, 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 Schlessor[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, sample was selected from a total of 504 by random method. 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

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

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.

Conclusion:

1. Thus we can conclude from the above analyses that urban students perceive themselves to be more confident and better achiever than rural ones. 2. There is no significant difference between two groups: Male and female on all the three dimensions: **Confidence, Withdrawal and Emotional-instability**. Hence hypothesis 2 is accepted for **confidence, withdrawal and inferiority and rejected for achievement and emotional instability**. 3. These two groups (Aided College students and Non-aided College Students) 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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