Assessment of Self Concept among Intermediate Students of A. P. Model Schools

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Abstract: *The main purpose of this study was to assess the Self Concept among Intermediate students of A.P. Model Schools. In this study, Normative Survey Method was adopted. The participants of the study were 200 Intermediate II year students of ten A.P. Model Schools , Chittoor District, Andhra Pradesh, India in 2014-2015 session. The researchers used Self Concept checklist developed by N. Venkataramana (1976). Its validity and reliability has been well established. Data was analyzed using Descriptive Statistics and Differential Analysis (t-test). The findings revealed that the subgroups of Intermediate students did not show any significant difference in the five dimensions of Self Concept. Among the five dimensions, the first three are negative dimensions and last two are positive dimensions. A negative relationship was found between the first three dimensions and subgroups where as a positive relationship was found between the last two dimensions and subgroups. Based on the findings, suggestions were made that same study may be extended to A.P. Model Schools of 13 Districts of Andhra Pradesh, other Junior colleges, Degree colleges, PG colleges, Engineering and Medical colleges etc. Different other variables like management, locality, birth order, caste, educational status of father, educational status of mother, size of family etc. can be included.*

Key words: *self concept, Intermediate students, A.P. Model Schools., standardized tool.*

I.   Introduction

Today our Self Concept, i.e., our knowledge assumptions and feelings about ourselves is central to most of the mental process. The self is one's inner world. In the development of human personality, behavior and social interactions, Self Concept plays a vital role. Self Concept is the internal compass which directs a person's physical and metaphysical outlook, beliefs and attitudes and human relationship.

Meaning of Self Concept
The term Self Concept was originally proposed by Prescott Lecky in 1945 and adopted by Rogers in 1951 as the key stone of his system of non-directive counseling. The Self Concept is best conceived as a system of attitudes towards one self. All attitudes are important determinants of behavior, but attitudes concerning the self are much more basic than those in which the individual's ego is less involved and are therefore, correspondingly more potent in determining the behavior.

A person's self is the sum total of all that can be called his. This self includes among other things a system of ideas, attitudes, values and commitments. The self is a person's total subjective environment. It is the distinctive center of experience and significance. The self constitutes a person's inner world as distinguished from the outer world consisting of all the other people and things.

Definitions of Self Concept
* The individual's perceptions or views of himself are known as his Self Concept.
* Self Concept generally refers to the totality of a complex, organized and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence.
* Self Concept is a cognitive appraisal of our physical, social and academic competence.
* Self Concept consists of all the perceptions, feelings, attitudes, aspirations and values concerning oneself.
* Self Concept is defined as the idea or mental image one has of oneself and one's strengths, weaknesses, status etc.

Self Concept forms an essential determinant in the holistic development of a child's personality and as the reported studies provided diverse results, a need was felt to study variations of self concept.

II. Objectives
- To study the Self Concept among Intermediate students of A.P. Model Schools.
- To study whether various dimensions of Self Concept among Intermediate students differ significantly with respect to gender.
- To study whether various dimensions of Self Concept among Intermediate students differ significantly with respect to group of students.

III. Hypothesis
- There is no significant difference between the mean scores of boys and girls with respect to various dimensions of Self Concept.
- There is no significant difference between the mean scores of science and arts group students with respect to various dimensions of Self Concept.

IV. Methodology
Sample: The Sample for present study consisted of 200 Intermediate II year students from ten A.P. Model Schools of Chittoor District, Andhra Pradesh, India. Random Sampling Method was employed by the researchers to obtain the desired sample. The socio demographic variables used in the present study were gender and group of students.

Table 1: Details of the variables and subgroups. Sample Size (N=200)

S.No	Variables	Subgroups	Sample size
1	Gender	Boys	100
		Girls	100
2	Group	Science	100
		Arts	100

Tools:
- General information schedule.
- Self Concept checklist by N. Venkataramana (1976). This tool was developed based on the Self Concept scale of Perin H. Mehta of NCERT (1968). The tool has 75 items divided into 5 dimensions consisting of 15 items each. The dimensions are as follows.
    1. Feeling of Inadequacy
    2. Emotional Instability
    3. Withdrawal tendency
    4. Self confidence
    5. Positive attitude towards achievement.

Of the five dimensions, the first three dimensions are negative in nature where as the last two are positive. It is a standardized tool and its validity and reliability are well established.

Method of data collection: The tool was administered to sample of Intermediate II year students. Before the administration of the tool, permission was taken from principals of concerned A.P. Model Schools. The researchers first explained the importance of investigation to the students. Before giving the check list to the sample of Intermediate II year students, certain instructions were given for getting appropriate responses. The researchers asked to put a [√] mark against the S.No. of the items which he/she agrees and [X] mark against the S.No. of the items which he/she does not agree. Every student was asked to do like this for all the 75 items in the checklist developed. Later, the agreed statements were counted dimension wise, and the total score on each dimension were added together to get the score of an individual, dimension wise. Like this, for the entire sample, the scores were tabulated and data was represented in the form of Frequency distribution table.

Data analysis: Descriptive statistics (mean, median, mode, standard deviation, kurtosis, skewness) were calculated for entire sample. Descriptive statistics (mean and standard deviation) were calculated for sub groups on all the five dimensions of the tool separately. The null hypothesis for sub groups dimension wise was tested by employing 't'- test at 5% level of significance.

V.   Results

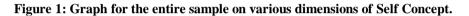The results were presented in line with the research statements and hypotheses.

Table 2: Frequency Distribution of Self Concept Scores of all the dimensions for the total sample.

C.I.	16-20	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60
F	1	1	2	4	54	90	38	7	3

From the above table, the scores calculated for entire sample were as follows.

Mean (M): 42.6   Standard Deviation (SD): 5.252
Median (MDN): 44.88   Kurtosis (Ku): 0.2202
Mode (MO): 55.85   Skewness (Sk): 0.286

From the table, it is clear that value of mean for the total sample on various dimensions of self concept is 42.6 which is less than median 44.88. This shows that the distribution is negatively skewed and the scores are massed at the high end of the scale. This is clear from the following figure. Since Kurtosis obtained 0.2202 is less than normal value 0.263, the distribution is leptokurtic.
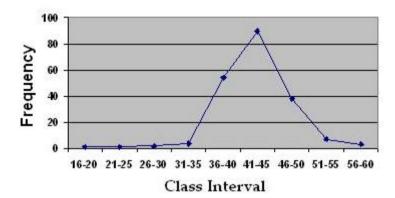
Figure 1: Graph for the entire sample on various dimensions of Self Concept.

Table 3: Mean, SD and 't'- values of boys and girls in relation to various dimensions of Self Concept.

Dimension	Girls (N=100)		Boys (N=100)		t-value	Null Hypothesis (Ho)
	Mean	SD	Mean	SD		
Feeling of Inadequacy	6.7	2.794	7.1	2.662	1.038	accepted
Emotional Instability	5.34	1.727	5.3	2.142	0.145	accepted
Withdrawal tendency	6.65	2.242	6.61	2.158	0.128	accepted
Self confidence	10.52	2.085	10.09	2.478	1.327	accepted
Positive attitude towards achievement	9.52	3.310	9.25	2.927	0.611	accepted

From the above table, it was clear that the mean scores of boys and girls on the first three dimensions were less than 7.5 (neutral point),which proved that there was a negative relationship between the first three dimensions and the subgroups. The mean scores of boys and girls on the last two dimensions were more than 7.5 (neutral point), which proved that there was a positive relationship between the last two dimensions and the subgroups. The above table indicated that the boys and girls did not show any significant difference in all the five dimensions of Self Concept as the calculated t-value was less than the table t-value (1.96) at 5% level of significance. Therefore, the hypothesis was accepted.

Table 4: Mean, SD and 't'- values of science and arts group students in relation toVarious dimensions of Self Concept.

Dimension	Science (N=100)		Arts (N=100)		t-value	Null Hypothesis (Ho)
	Mean	SD	Mean	SD		
Feeling of Inadequacy	7.01	2.783	6.79	2.684	0.5689	accepted
Emotional Instability	5.34	2.006	5.3	1.884	0.1454	accepted
Withdrawal tendency	6.55	2.2688	6.71	2.1274	0.5144	accepted
Self confidence	10.2	2.2090	10.41	2.3836	0.6463	accepted
Positive attitude towards achievement	9.32	3.1870	9.38	3.0976	0.1350	accepted

From the above table, it was clear that the mean scores of science and arts group students on the first three dimensions were less than 7.5 (neutral point),which proved that there was a negative relationship between the first three dimensions and the subgroups. The mean scores of science and arts group students on the last two dimensions were more than 7.5 (neutral point), which proved that there was a positive relationship between the last two dimensions and the subgroups. The above table indicated that the science and arts group students did not show any significant difference in all the five dimensions of Self Concept as the calculated t-value was less than the table t-value (1.96) at 5% level of significance. Therefore, the hypothesis was accepted.

VI. Discussion

From the above results, it was concluded that there was no significant difference between the mean scores of boys and girls with respect to various dimensions of Self Concept. There was no significant difference between the mean scores of science and arts group students with respect to various dimensions of Self Concept.

VII. Recommendations

The Self Concept checklist has five dimensions out of which, the last two dimensions are positive. So every effort should be taken to provide a congenial atmosphere for the proper development of self confidence and positive attitude towards achievement among the pupils.

The schools, the home and the community should provide a right climate for the growth of these dimensions of the Self Concept. This may go a long way in making the learning process more effective.

VIII. Suggestions For Further Research

The same study may be extended to A.P. Model Schools of 13 Districts of Andhra Pradesh, other Junior colleges, Degree colleges, PG colleges, Engineering and Medical colleges etc. Different other variables like management, locality, birth order, caste, educational status of father, educational status of mother, size of family etc. can be included.

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