

## Self- concept of the secondary level students in relation to gender stream and locality

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### Abstract

Self concept is a significant personality factor. There are so many studies based on self-concept. It is the most significant aspect in behavior pattern of students. So In the present study self concept is studied in regard to the gender, locality and academic choice (stream) of secondary level students.

**Keywords:** Self- concept, significant, behavior pattern.

### Introduction

The term self-concept is a general term used to refer to how someone thinks about, evaluates or perceives themselves. To be aware of oneself is to have a concept of oneself. Baumeister (1999) describes *self-concept* as the individual's belief about himself or herself, including the person's attributes and who and what the self is. Oyserman & Markus, (1998) discussed self-concepts as cognitive structures that can include content, attitudes, or evaluative judgments and are used to make sense of the world, focus attention on one's goals and protect one's sense of basic worth. There for self concept is a major factor in the personality development of individuals. The more positive will be the self concept, the more confident a person would be. Thus it is a very important construct in the behaviour pattern of an individual. Srivastava, Rekha and Shobhna Joshi (2011) Gakhar, S. C. and Gurdarshan Bains (2011) Magano, M. D. and F. E. Gouws (2012) Rani, Rekha (2013) Gyanani, T.C. (1999), C.P. Labhane, P.A. Baviskar (2015) Rekha Srivastava and Shobhna Joshi (2011) studies self-concept as a significant personality factor. In reviewing of these studies, it was found that these are focused on relationship of self-concept to achievement level, self – concept, gender, motivation etc. In the present investigation self-concept is studied across gender, locality and stream of higher secondary level students.

**Objectives:** Following are the objectives of the present investigation:

- 1 To find out the difference in self concept of girls and boys of secondary level students.
- 2 To find out the difference between self-concept of rural and urban school students.
- 3 To find out the difference in self concept of arts and science stream students.

### Hypothesis

1. There is no difference in self concept of girls and boys of secondary level students.
2. There is no difference in self concept of the students of urban and rural school of secondary level students.
3. There is no significant difference between self –concept of

Students of arts and science stream.

### Methodology

In the present investigation descriptive method was applied. Descriptive statistical method are used to describe the characteristics of the sample or population in totality. They limit generalization to the particular group of individuals observed or studied. No conclusions are extended beyond this group. The statistical analysis based on the computation of descriptive statistical measures is mostly applied in action research and provide valuable information about the nature of a particular group and that group only. (Lokesh Koul, 1997).

**Sample:** The sample for the present study was drawn from the population of the secondary level students of Almora district Uttarakhand. A sample of 480 students was included in the study. Out of 480 students 50% were males and 50 % were females distributed equally stream wise and locale wise.

**Tool:** To collect the data for the related sample the Self concept scale by Dr. A.R. Bisht and Dr. R.S. Pathani was used.

**Procedure:** The students (subjects) were given clear instruction and the purpose of the study was made clear to them so that they would response attentively. The instruction related to the test was given to each student and the answer sheets were collected after students had completed the test. The collected sheets were scored strictly according to the manual. After getting required data it was analyzed by applying statistical techniques Mean SD and t-test.

### Results

**Objective-1** To find out the difference in self concept of girls and boys of secondary level students.

**Hypothesis- 1.** There is no significant difference between self –concept of boys and girls.

There was found no significant difference between the self-concept of boys and girls. The calculated 't' value is.523 that is not significant at 0.05 level of significance so the null hypothesis that states there is no significant difference between self –concept of boys and girls is accepted.

Table -1

	Gender	N	M	SD	SED	df	't'	Level of significance 0.05
Self-concept	Boys	240	106.01	8.683	.741	478	.523	Not significant
	Girls	240	106.40	7.519				

**Objective-2.** To find out the difference between self-concept of rural and urban school students.

**Hypothesis 2.** There is no significant difference between self-concept of rural and urban school students.

The result of the study showed that there is the difference is

insignificant. The calculated 't' value is 1.086 that is below than the table of 't' so the result showed that the rural and urban students did not differ in their self concept. Therefore the null hypothesis that there is no significant difference between self-concept of rural and urban school students is accepted.

Table 2

	Residence	N	M	SD	SED	df	't'	Level of significance 0.05
Self-concept	Urban	240	106.60	8.727	.741	478	1.086	Not significant
	Rural	240	105.80	7.451				

**Objective -3.**To find out the difference in self concept of arts and science stream students.

**Hypothesis-3.**There is no significant difference between self – concept of students of arts and science stream.

In Table-3 the calculated value of 't' is 1.606 that is less than

the table value of 't' that showed no difference between self-concept of arts and science stream students. Therefore the null hypothesis that states no significant difference between self – concept of students of arts and science stream is accepted.

Table 3

	Stream	N	M	SD	SED	df	't'	Level of significance 0.05
Self-concept	Arts	240	106.80	8.605	.740	478	1.606	Not significant
	Science	240	105.61	7.566				

**Discussion**

The result of Present investigation has been seen in the light of prior studies Gyanani, T.C. (1999), and Rekha Rani (2013), who found no significant difference between self –concept of boys and girls. This result is also explored in studies by Meahabo Dinah Magano & F. E. Gouws (2012), Manisha Patel (1999). Rekha Srivastava and Shobhna Joshi (2011) who investigated that there is no significant difference between self –concept of urban and rural students. The result is in line with C.P. Labhane, P.A. Baviskar (2015) who found no significant difference between self- concept of arts and science stream students.

**Conclusion**

In this investigation the self concept of students was studied in reference of gender, stream and locality. In the study there was no significant difference between self- concept in reference to gender, stream and locality. Though there is no significant difference between the self concept of boys and girls but the mean score of girls was better than the boys. Stream wise also no difference but the mean score of arts students is high than the science students. So as the locale wise there is no difference but the urban students had better score in self concept than the rural students.

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