

## A Comparative Study of Self Concept of Boys and Girls of Rural Area of Panipat District of Haryana State

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### ABSTRACT

Self-concept is the cognitive thinking aspect of the self (related to one's self image), and it 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 and where he or she belongs in the world. The main concern of this paper is to study the self concept of boys and girls of rural area. For this purpose the sample was selected from 2 rural schools of Panipat district. A numbers of 100 students (50 boys and 50 girls) were participated in the study. Random sampling was used in the study. Self Concept rating Scale developed by Deo (1998) was used to collect data. The results revealed that there is no significant relationship between the self concept of boys and girls.

**Keywords:** *Self concept, rural, boys, girls*

Education is the fundamental right of all people, men and women, of all types of areas and places, irrespective of gender, sect, religion or any other denomination. Everyone has the "right to education" states the Universal Declaration of Human Rights (1948). Therefore, one of the purposes of elementary education is also to develop social skills among children because social skills are just as important as academics. Social skills are most often thought of as a set of skills that allow us to communicate, relate and socialize with others. Self concept is the best conceived as a system of attitudes towards oneself. Just as a person, as a result of experience, form attitudes which he organises into a self- consistent system and defends against threats and attacks, so the person also forms attitudes towards himself. Self-concept is a multi-dimensional construct that refers to an individual's perception of "self" in relation to any number of characteristics, such as behavior, intellectual and school status, physical appearance and attributes, anxiety, popularity, happiness and satisfaction and many others. The self-concept as an organizer of behavior is of great importance. Self-concept refers to the experience of one's own being. It includes what people come to know about themselves through experience, reflection and feedback from others.

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Wheales (1992) defines it as a coherent sense. According to him self-concept depends upon the awareness that one's life makes sense that they are meaningful in the context in which life is lived, it depends upon the state of values and it is a sense of wholeness or integration of knowledge of what is right and what is wrong and being able to choose. It is widely recognized by the theorists that an individual orientation towards himself is one of an immense significance of his life. Thus self-concept refers to individual's perception or view of himself. It includes the person's abstractions and evaluations about his physical abilities, appearance, intellectual capacities, social skills, psychological self image, self-confidence, self-respect and self adequacy. Self concept includes both descriptive as well as evaluative aspects. Self concept is an important concept which develops as the child grows. As children attain sense of self and as s they interact with others, they gain experience in the world and develop the self concept. Children's perceptions of their abilities affect their values, self regard, and beliefs about their competence to achieve personal and academic goals (Bandura, 1986). A person is not born with self concept, rather it develops gradually. Shavelson, Hubner and Stanton (1976) define the term self-concept as the "perception that each one has about him, formed from experiences and relationships with the environment, where significant people play an important role. Self-concept is the sum total of all that the individual can call "I" or "Me". It refers to those perceptions, beliefs, feelings, attitudes and values which the individual views as part or characteristics of himself. Thus self-concept refers to individual's perception or view of himself. It includes the person's abstractions and evaluations about his physical abilities, appearance, intellectual capacities, social skills, psychological self image, self-confidence, self-respect and self adequacy.

### **REVIEW OF THE RELATED LITERATURE**

Review of related literature is an essential prerequisite to actual planning and execution of any research project. It is like surveying the area and judging the distance first and then to formulate a plan. It helps the investigator in avoiding duplication on the one hand and in getting benefit from similar studies on the other in respect to methods adopted and devices used in the collection of data and their organization and interpretation.

Wankhade, V. K. (2016) compared the self-concept of rural and urban school going adolescents. A sample of 50 students consisted (25 rural and 25urban) were selected randomly from rural and urban area of Amravati District (MS). The age level of the subjects ranged from 13 to 14 years. Self-concept was assessed with the help of Swatva Bodh Parikshan (SBP) Self-Concept Questionnaire constructed and standardized by Dr. G. P. Sherry, Dr. R. P. Verma and Dr. P.K. Goswami. Swatva-Bodh Parikshan, was used to assess the self-concept. The results showed that there was a significant difference between rural and urban school going adolescent students.

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Kaur, et. al. (2015) studied the level of self concept among school going students district Faridkot, Punjab. In this study 200 students were selected randomly by lottery method. Self concept scale by Saraswat was used in the study. The descriptive statistics, unpaired t-test, ANOVA test was used for analysis. The study revealed that about 40% children had high, 51.5% had above average, 7% had average and 1.5% had below average self concept. School health nurse has a pivotal role in maintaining high self concept. The findings of the present investigation suggested that most of the children had above average self concept in the study setting. Group counseling techniques can be used to produce favorable self image, skill development and self enhancement among the students. Motivational sessions and personality development lectures can be organized to enhance the motivation of students.

Dosković, et.al. (2014) examined teachers self concept and empathy. The purpose of the study was to examine how teachers perceive themselves, precisely, what their self-concept was, and how they assessed their empathic abilities? The connection between empathy and self-concept was also examined. The study was conducted on a sample of 120 teachers from several primary and secondary schools in Serbia. The results showed that teachers had evaluated themselves positively on all of the observed dimensions of self-concept, and that the degree of their empathy had been estimated quite highly. Almost all aspects of self-concept were connected to empathy, but it was shown that the most important predictor of high empathy was favorable self-estimation of social self-concept.

Khera & Khosla (2012) investigated the relationship between self concept and core life skills. A sample of 500 adolescents studying in secondary classes of Sarvodaya schools situated in south Delhi under gone for YUVA (SLP) were selected randomly. The Major findings of the study that there was a positive co-relation between core affective life skill and self concept of adolescents which means those who posses these essential skills were better confident in all aspects.

### ***Statement of the problem***

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### ***Objectives***

1. To assess the self concept of boys of rural area of Panipat area.
2. To assess the self concept of girls of rural area of Panipat area.
3. To compare the self concept of boys and girls of rural area of Panipat area.

### ***Hypotheses***

1. There exists no significant difference between the self concept of boys and girls of rural area of Panipat.

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## METHODOLOGY

### *Sample*

The sample of the present investigation was drawn from the 6<sup>th</sup> to 8<sup>th</sup> class students studying in schools of rural area of Panipat District of Haryana state. A sample of 100 students was taken which included 50 girls and 50 boys.

### *Tool Used*

The investigator used Self-Concept Rating Scale by Deo (1998) to measure the self concept of the students. SSRS can be used for the assessment of the individual for self reporting approach or for the approach of observation by others. It can be used in a 'Yes' or 'No' form or in a rating scale on a 3-points or 5-points. It contains 90 words and those words are divided in the positive, negative and neutral classes.

### *Procedure of Data Collection*

The investigator, in order to arrive at meaningful generalizations selected the representative sample of 100 from the population under Panipat district. The students were approached personally after the permission of their school principal. Then, the investigator administered the selected tools for measuring self concept of boys and girls. The investigator approached the subjects and explained them the instructions provided in the manuals. The investigator after establishing rapport with the subjects administered the above mentioned tool. The responses to items of the tool were scored as per the method recommended by the constructor of the test.

### *Statistical Techniques Used*

The information/responses collected from the respondents were subjected to various statistical treatments. The data was analysed by using statistical techniques. Statistical techniques used for analyzing data were Mean, S.D. and t-test was used to study the significant difference of self concept between boys and girls.

## RESULTS AND DISCUSSION

*Objective-1. To assess the self concept of boys of rural area of Panipat.*

*Table -1*

Sr. No.	Z score Range	Grade	No. of students			Self Concept Status
			Perceived Self	Ideal self	Social self	
1	+2.01 and above	A	—	—	—	Very high level
2	+1.26 to +2.00	B	—	—	—	High level
3	+0.51 to +1.25	C	—	—	—	Above Average level
4	-0.50 to +0.50	D	18	07	31	Average level
5	-0.50 to -1.25	E	22	27	17	Below Average level
6	-1.26 to -2.00	F	09	15	02	Low level
7	-2.01 and below	G	01	01	—	Very low level

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Table 1 shows that 18 boys are at average level, 22 at below average, 09 at low level, 01 at very low level and none are at very high level, high level and above average level of perceived self sub scale of self concept.

Under Ideal Self sub scale of Self concept, 07 boys lie at average level, 27 at below average, 15 at low level, 01 at very low level and none lies at very high level, high level and above average level.

In the other hand, 31 boys are at average level, 17 at below average, 02 at low level and none are at very high level, high level, above average level and very low level of social self sub scale of self concept.

**Objective-2. To assess the self concept of Girls of rural area of Panipat.**

**Table – 2**

Sr. No.	Z score Range	Grade	No. of students			Self Concept Status
			Perceived self	Ideal self	Social self	
1	+2.01 and above	A				Very high level
2	+1.26 to +2.00	B				High level
3	+0.51 to +1.25	C				Above Average level
4	-0.50 to +0.50	D	11		11	Average level
5	-0.50 to -1.25	E	23	21	23	Below Average level
6	-1.26 to -2.00	F	13	21	14	Low level
7	-2.01 and below	G	03	08	02	Very low level

Table 2 shows that 11 girls are at average level, 23 at below average, 13 at low level, 03 at very low level and none are at very high level, high level and above average level of perceived self sub scale of self concept.

Under Ideal Self sub scale of Self concept, 21 girls lie at below average level, 21 at low level, 02 at very low level and none lies at very high level, high level and above average level and average.

In the other hand, 11 girls are at average level, 23 at below average, 02 at low level, 14 are at low level, 02 are at very low level and none are at very high level, high level, above average level of social self sub scale of self concept.

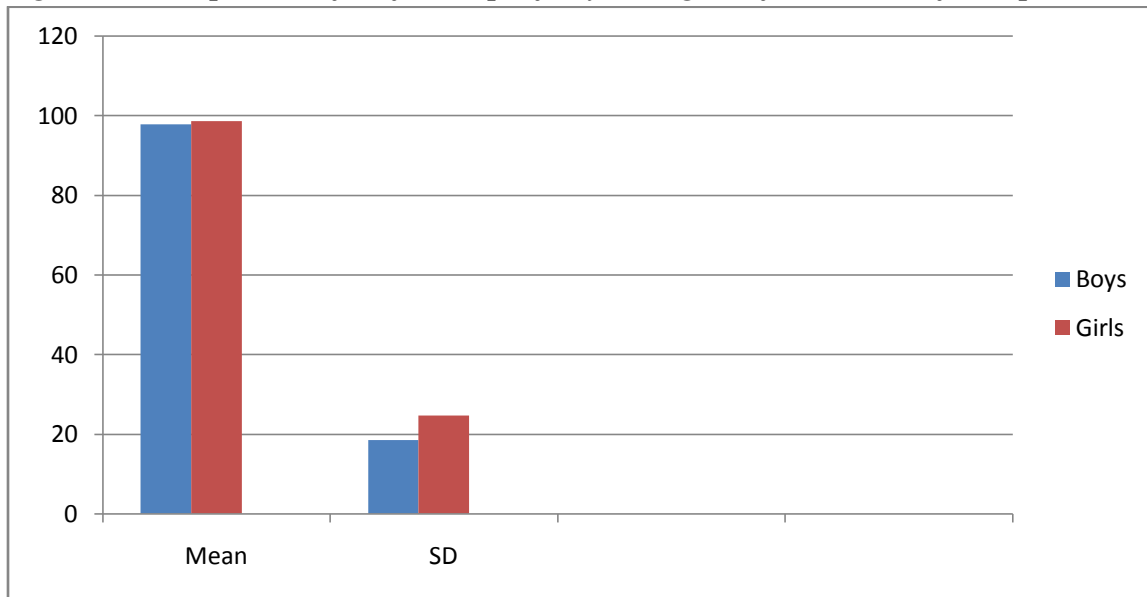
**Objective- 3 Table -3 shows the Mean, Sd and t- value of boys and girls of rural area of Panipat**

Group	No	Mean	SD	df	t' value	Level of significance
Boys	50	97.9	18.50	98	0.865	Not significant
Girls	50	98.66	24.69			

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Table 3 shows the mean, SD and t value of boys and girls. t value indicates no difference between the self concept of boys and girls. Thus the null hypotheses which indicates there exist no significant difference between the self concept of boys and girls of rural area of Panipat was accepted.

**Figure 1.1 Comparison of Self concept of boys and girls of rural area of Panipat**



### CONCLUSION

From the findings of the study it reveals that indicates there exists no significant difference between the self concept of boys and girls of rural area of Panipat district of Haryana. It also reveals that girls of rural areas have high self concept rather than the boys of rural area of Panipat district of Haryana.

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**Conflict of Interests:** The author declared no conflict of interests.

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