

Self-Concept among Graduate and Post-Graduate Students

Mitalben M. Jadav^{1*}

ABSTRACT

The present study aimed to know the self-concept among graduate and post-graduate students. It also aimed to check self-concept with reference to the level of education and gender. The Self-concept Questionnaire (SCQ) by R. K. Saraswat (2010) was used. The sample constituted a total of 120 students out of which 60 were from graduate students (30 boys students and 30 girls students) and 60 from post-graduate students (30 boys students and 30 girls students). The data was collected from Patan City. The data was scored, analyzed as per the manual. 'F' test was being calculated. The result showed that (1) There is a significant difference in the mean score of the self-concept among the graduate and post-graduate students. Therefore it could be said that the graduate students group is having high self-concept than post-graduate students group, (2) There is a significant difference in the mean score of the self-concept among the boys and girls students. Therefore it could be said that the boys students group is having high self-concept than girls students group and (3) There is a significant difference in the interactive effect of the mean scores of self-concept with regards to the level of education and gender. Therefore it could be said that the boy students of the graduate group are having high self-concept than girl students of the post-graduate group.

Keywords: *Self-Concept, Graduate And Post-Graduate, Boys Students And Girls Students*

Self-concept is the overall image of us. It is the perception of an individual's about himself or herself. It is the entirety of a complex, organized and dynamic system of an individual's existence. It is a dynamic mental structure that motivates, interprets, organizes, mediates and regulates personal and interpersonal behaviors and processes.

Self-concept effects on our perception, judgment, and behavior of our daily life the self is arguably the largest and the most accessible structure in the cognitive system. It encompasses virtually every facet of one's experience. it is never more than a stranger's glance from being activated (Vallacher, Nowak, Froehlich and Rockloff, 2002).

Self-concept has three major qualities:

1. Self-concept is learned :

According to researchers, self-concept is learned, it is not innate. It is developed through an individual's experience and interaction with the parents, family members,

¹ Ph.D. Scholar, Department of Psychology, Hemchandracharya North Gujarat University, Patan, Gujarat, India
**Responding Author*

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relatives, teachers, peer groups, other people and the environment (Bony and Clark, 1999; Bony and Skallvik, 2003; Marsh and Shavelson, 1985).

2. **Self-concept is organized :**

Self-concept has the quality of stability which is characterized by harmony and orderliness. Every individual maintains infinite perceptions related to one's personal existence. Each person coordinates with all the other people. This is the organized and firm quality of self-concept which gives consistency to personality.

3. **Self-concept is dynamic :**

Self-concept is like a true guide who always shows the true nature of an individual's existence. This guidance helps a person to review oneself, other people and also for the world. It helps to bring stability or consistency in life.

“Self-Concept is the total picture of how an individual perceives or understands him or herself, his or her attributes, and how an individual perceives others' perceptions of him or her.” (Meggert, 2004). “Self-Concept is the attitude of a person through which one identifies his roles and realizes his responsibilities.” (Zahra and Aasma-tuz, 2010).

Self-Image: Self-image means the way we see our self. It is a factual self-portrait, including information about the body, such as weight, height, built, the individual's likes and dislikes, their past experiences and so on. Self-images are mostly influenced by the way we are seen and treated by significant others, especially by our parents. Children tended to internalize what their parents thought about them, their judgments and expectations and regard themselves accordingly. Ohannessian, Mc Cauley, Lerner and Von Eye (1994) observed that young adolescents who had high levels of self-worth also had good coping techniques, families and peer supports with which they were satisfied. On the other side, adolescents who had poor family adjustment were more likely to report higher levels of anxiety and depression. Later, our self-image develops through experiences with our teachers, friends, and spouses.

Self-Perception: According to Bem (1967), how we perceive ourselves is an important part of the self-concept. Schachter and Singer (1962) showed that the way in which people perceive and interpret their physiological state can be important in their experience of emotion. Self-perception theory argues that we observe how we are acting and draw conclusions from this about what we are like.

Durmus Ummet (2015) had examined college student self-esteem according to the satisfaction of their basic psychological needs and some certain variances. The sample of 342 students studied in college. The data was collected through Co-coppersmith Self Esteem Inventory, Basic Psychological Needs Scale and an information form developed by the researcher. When the obtained data was examined, it was found that the satisfaction of autonomy and relatedness needs of the students significantly predicted their self-esteem, while the satisfaction of competence need did not predict self-esteem. Also, the self-esteem of the students showed the significant difference as to the educational level of the mother, income level and perceived parent attitudes by them, whereas the educational level of father and gender did not have an effect on self-esteem.

Objective

The objectives are:

1. To Study of the self-concept among the graduate and post-graduate students.
2. To Study of the self-concept among the boys and girls students.

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3. To Study of the interactive effect of self-concept with regards to the level of education and gender.

METHODOLOGY

Hypothesis

1. There will be no significant difference in the mean score of the self-concept among the graduate and post-graduate students.
2. There will be no significant difference in the mean score of the self-concept among the boys and girls students.
3. There will be no significant difference in the interactive effect of the mean scores of self-concept with regards to the level of education and gender.

Sample

The sample of the present study constituted total 120 students out of which 60 were from graduate students (30 boys students and 30 girls students) and 60 from post-graduate students (30 boys students and 30 girls students).

Research Design

A total sample of 120 students equally distributed between the level of education and gender from Patan City selected for the research study.

Showing the table of Sample Distribution

Type of Family	Level of Education		Total
	Graduate	Post-Graduate	
Boys students	30	30	60
Girls students	30	30	60
Total	60	60	120

Variable

Independent Variable

1. **Level of Education** : Graduate and Post-Graduate.
2. **Gender**: Boys and Girls students.

Dependent Variable : Self-concept Score.

Tools

The Self-concept Questionnaire (SCQ) by R. K. Saraswat (2010). The scale consisted of 48 items with 6 dimensions i.e. Physical, Social, Temperamental, Educational, Moral and Intellectual. The alternatives or responses are arranged in such a way that the scoring system for all the items will remain the same. i.e. 5, 4, 3, 2, 1 whether the items are positive or negative. Reliability coefficients of its various dimensions varies from .67 to .88. Experts opinion were obtained to establish the validity of the inventory. 100 items were given to 25 psychologists to classify the items to the category to which it belongs. Items of highest agreement and not less than 80% of the agreement were selected.

Procedure

The permission was granted from various graduate and post-graduate students for data collection in Patan City after the establishment of rapport, personal information and the 'Self-concept Questionnaire (SCQ)' was administrated the data was collected, scored as per the manual and analyzed. The statistical method 'F' test was calculated and results were interpreted.

RESULT AND DISCUSSION

Table: 1 The Table showing the sum of variance mean ‘F’ value and level of significance of the level of education and gender.

Sum of Variance	Df	Mean	F-value	Sign. Level
SS _A	1	18278.01	15.63	0.01**
SS _B	1	8217.08	7.03	0.01**
SS _{A*B}	1	21843.01	18.67	0.01**
SS _{Error}	116	1169.64	—	—
SS _{Total}	119	184016.59	—	—

*0.05=3.92, **0.01=6.84, N.S.= Not Significant

A = Level of Education B = Gender

A₁ = Graduate B₁ = Boys students

A₂ = Post-Graduate B₂ = Girls students

Table: 2 The Table showing the Mean Score of the self-concept of graduate and post-graduate students.

	A (Level of Education)		‘F’ value	Sign.
	A ₁ (Graduate)	A ₂ (Post-Graduate)		
M	185.28	160.60	15.63	0.01
N	60	60		

The above table no.2 shows the mean score of the self-concept among graduate and post-graduate students. The mean score of graduate students group is 185.28 and post-graduate students group is 160.60. The ‘F’ value is 15.63 is significant at the 0.01 level. This means that the two group interaction effect under study differ significantly in relation to self-concept and level of education. It should be remembered here that, according to the scoring pattern, a higher score indicates high self-concept. Thus from the result, it could be said that the graduate students group is having high self-concept than post-graduate students group. Therefore the hypothesis no.2 that, “There is no significant difference in the mean score of the self-concept among the graduate and post-graduate students” is rejected.

Table : 3 The Table showing the Mean Score of the self-concept of boys and girls students.

	B (Gender)		‘F’ value	Sign.
	B ₁ (Boys Students)	B ₂ (Girls Students)		
M	181.22	164.67	7.03	0.01
N	60	60		

The above table no.3 shows the mean score of the self-concept among boys students and girls students. The mean score of the boys students group is 181.22 and girls students group is 164.67. The ‘F’ value is 7.03 is significant at the 0.01 level. This means that the two group interaction effect under study differ significantly in relation to self-concept and gender. It should be remembered here that, according to the scoring pattern, a higher score indicates high self-concept. Thus from the result, it could be said that the boys students group is having high self-concept than girls students group. Therefore the hypothesis no.2 that, “There is no significant difference in the mean score of the self-concept among the boys and girls students” is rejected.

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Table: 4 The Table showing the interactive effect of the Mean Score of the self-concept of the level of education and gender

			A		‘F’ value	Sign.
			A ₁	A ₂		
M	B	B ₁	180.07	182.37	18.67	0.01
		B ₂	190.50	138.83		
N			60	60		

The above table no.4 shows the interactive effect of the self-concept among the level of education and gender. The mean score of boy students of the graduate group is 180.07, boy students of graduating group are 190.50, girl students of the post-graduate group is 182.37 and girl students of the post-graduate group is 138.83. The ‘F’ value is 18.67 is significant at the 0.01 level. This means that the four group interaction effect under study differ significantly in relation to self-concept, level of education and gender. It should be remembered here that, according to the scoring pattern, a higher score indicates high self-concept. Thus from the result, it could be said that the boy students of the graduate group are having high self-concept than girl students of the post-graduate group. Therefore the hypothesis no.3, “There is no significant difference in the interactive effect of the mean scores of self-concept with regards to the level of education and gender” is rejected.

CONCLUSION

1. There is a significant difference in the mean score of the self-concept among the graduate and post-graduate students. Therefore it could be said that the graduate students group is having high self-concept than post-graduate students group.
2. There is a significant difference in the mean score of the self-concept among the boys and girls students. Therefore it could be said that the boys students group is having high self-concept than girls students group.
3. There is a significant difference in the interactive effect of the mean scores of self-concept with regards to the level of education and gender. Therefore it could be said that the boy students of the graduate group is having high self-concept than girl students of the post-graduate group.

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Conflict of Interest

The authors carefully declare this paper to bear not a conflict of interests

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