

Measuring the self– concept of post – graduate students

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ABSTRACT

In the present investigation an attempt has been made to measure the self-concept of post-graduate students of Bijapur city in Karnataka. Self-concept scale standardized by Mukta Rani Rostagi was used. The mean and standard deviations were computed from the raw data for the selected sample. To find out the significant difference between the sub-groups t-test was employed. The results show that there is a high level of self-concept among college and university students of Bijapur city. There is a significant difference between sub- groups except Arts and Education students in their level of self-concept.

Keywords: Self– Concept, Graduate Students

For years, self had been regarded as a very broad and stable structure. This “I” or “ME” was crude, almost undifferentiated but was, never the less, called upon to mediate and regulate behavior in an extremely fine-grained fashion. One solution has been to regard the self -concept as a collection of images, schemes, conceptions, prototypes, and the like (Markus and Wurf, 1987). Individuals are active, constructive processors of information. In doing this, it is necessary for them to organize, summarize, and account for their behavior. This will result, eventually in the formation of cognitive structure about self-what are referred self-schemata or self- schemes: “cognitive generalizations about the self-derived from past experience, what organize and guide the processing of self-related information contained in the individual’s social experience (Markus, 1977).

The self-schemata become cognitive representations based upon specific events in our lives. These schemata are derived from information the individual processes and they influence input and output of information relative to the self. Self-schemata are, of course, stored in memory. Once established and once there are repeated experiences accumulated that are relevant to them, self-schemata become increasingly resistant to change.

The self-schemata affect the manner in which information is processed. Marcus and Wurf (1987) have identified several consequences or effects 1) heightened sensitivity to self-relevant stimuli 2) more efficient processing of self-congruent stimuli 3) enhanced recall and recognition of self-relevant stimuli 4) more confident behavioral predictions; 5) resistance to the acceptance of information that is not congruent with one’s self-structure.

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In summary, after reviewing their own research on self-schemata, Markus and her colleagues have described what they refer to as the “dynamic self-concept”. It is an active, forceful and changing structure. In this sense, it replaces older views of self-concept as a passive reflection of on – going behavior. It now becomes an active regular of our behaviour in which our thoughts shape our behavior.

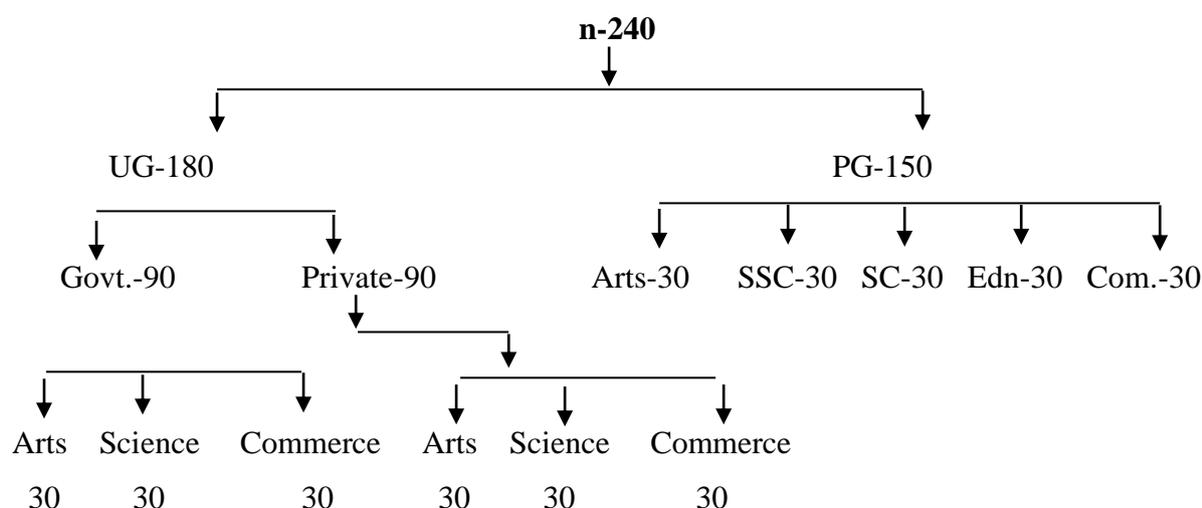
Statement of the problem

Measuring the self-concept of the post graduate students.

METHODOLOGY

Sample

The study was conducted on a sample of 240 High School students of Bijapur city in the of Karnataka state. The stratified random sampling was adapted for the present study. The sample design is as follows:



Materials

Self-concept scale by Mukta Rani Rastogi. Answer sheet and manual.

Description of the material

1. The self-concept scale consists of 51 statements with five responses from strongly agree to strongly disagree.
2. The items are related to 10 constructs namely health and vigor, abilities, self-confidence, self-acceptance, worthiness, present, past and future, beliefs and convictions, feelings of shame and guilt, sociability, and emotional maturity.

Procedure

The subject was seated comfortably. The self-concept scale was given to the subject and the following instructions were given, here are given 51 statements. Below each statement are given five responses (strongly agree, agree, undecided, disagree and strongly disagree). Please read each statement carefully and respond to it by marking a tick on any one of the five responses given in the answer sheet. If you strongly agree with the statement mark (√) on strongly agree, if you only agree with the statement mark (√) on “agree” and so on. There is no right or wrong response. Try to give your response according to what you feel about

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yourself in reference to that statement. Your answers will be kept confidential. There is no time limit. However, most people complete in fifteen minutes.

Analysis of data

The means and standard deviations were completed for the selected sample. To find out the significant difference between sub-groups ‘t’-test was employed.

Null hypothesis 1

There is no high self-concept among the college and university students.

Table-1 Mean score of self-concept of college and university students

Group	N	Mean	SD
All UG and PG students	240	207.26	21.48

As per the table-1, all post-graduate and under-graduate students fall under category high self-concept. The self-concept was dispersed widely in PG and UG students as per the standard deviation value cited in table-1. Hence, the null hypothesis was rejected in favour alternative hypothesis. Therefore, it is concluded that there is a high self-concept among under-graduate and post-graduate of women’s university of Karnataka state in India.

Null hypothesis 2

There is no significant difference between the respective sub-groups in their level of self-concept.

Table 2: Significant difference between the different sub-groups in their self – concept.

Variable	Sub-group	n	Mean	SD	Obtained ‘t’-value	Level of significance
level of education	Under-graduate	120	210.85	19.47	133.99	Significant at 0.05 level
	Post-Graduate	120	205.85	20.46		
Institution	Women university	100	206.80	21.20	56.62	Significant at 0.05 level
	Karnataka university	100	202.57	18.47		
level of education	Govt. college	60	217.65	8.45	215.05	Significant at 0.05 level
	Private college	60	199.05	44.73		
Faculty	KSWUB-ARTS	20	199.15	20.37	85.96	Significant at 0.05 level
	KSWUB-SCIENCE	20	216.00	8.84		
Faculty	KSWUB-ARTS	20	199.15	20.37	36.77	Significant at 0.05 level
	KSWUB-SOCIAL SCIENCE	20	207.35	17.51		
Faculty	KSWUB-ARTS	20	199.15	20.37	118.19	Significant at 0.05 level
	KSWUB-COMMERCE	20	220.60	4.36		
Faculty	KSWUB-ARTS	20	199.15	20.37	1.06	Significant at 0.05 level
	KSWUB-EDUCATION	20	188.00	37.38		
Faculty	KSWUB-EDUCATION	20	188.00	37.38	139.10	Significant at 0.05 level
	KSWUB-COMMERCE	20	220.60	4.36		
Faculty	GOVT.ARTS	20	217.80	11.76	20.31	Significant at 0.05 level
	GOVT. SCIENCE	20	220.80	4.81		
Faculty	GOVT.ARTS	20	217.80	11.76	15.55	Significant at 0.05 level
	GOVT.COMMERCE	20	215.60	3.44		
Faculty	GOVT.SCIENCE	20	220.8	4.81	49.90	Significant at 0.05 level
	GOVT.COMMERCE	20	215.60	3.44		

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Variable	Sub-group	n	Mean	SD	Obtained 't'-value	Level of significance
Faculty	PRIVATE-ARTS	20	185.95	31.19	46.52	Significant at 0.05 level
	PRIVATE-SCIENCE	20	197.82	18.33		
Faculty	PRIVATE-ARTS	20	185.95	31.19	89.79	Significant at 0.05 level
	PRIVATE-COMMERCE	20	208.80	18.02		
Faculty	PRIVATE-SCIENCE	20	197.82	18.33	50.18	Significant at 0.05 level
	PRIVATE-COMMERCE	20	208.80	18.12		

The table - 2 reverts that the obtained t – values such as 133.99, 56.62, 215.05, 85.96, 36.74, 118.19, 139.10, 20.31, 15.55, 49.90 and 46.52 89.79, 50.18 are greater than the table t – values respectively. Hence the framed null hypothesis was rejected in favour of alternative hypothesis. Therefore, it was concluded that there is a significant difference between the respective sub - groups in their level of self – concept.

And the table – 2 also reveals that the obtained t – value. 1.06 is less than the table t – value at 0.05 level of significance. Hence, the framed null hypothesis was accepted in the case of Arts and education students of Women’s university.

FINDINGS AND CONCLUSION

1. There is a high level of self-concept among college and university students of Bijapur city of Karnataka state
2. There is significant difference between sub-groups such as UG & PG, women university and Karnataka university, govt. college and private college, arts and science, arts and social science, arts and commerce, arts and education, education and commerce, arts and science, Govt. and private arts, science and commerce in level of self-concept.
3. There no significant difference between arts and education facilities of women university in their level self-concept.

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Conflict of Interest

The author declared no conflict of interest.

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