

Self Concept among Intermediate Arts Student

Manjari^{1*}, Dr. Vijaysen Pandey²

ABSTRACT

Background: Self- concept is accompanied by an understanding you have of yourself that's based on your personal experiences, body image, the thoughts you have about yourself, and how you tend to label yourself in different situations. The purpose of this study was to measure the various aspects of self-concept of intermediate arts school students. **Methods:** Two groups were selected one is male and the other is female, both groups have 50 students. Each group has 25 male and 25 female students. Data were collected from the Delhi and National capital Region School students. In this research paper "self-concept questionnaire" by Dr. R.K. Saraswat was used. The scale consists of 48 items. "t" test was used for analysis. **Results:** The first group of male has standard deviation 17.31 and female group has standard deviation 16.05 hence the value of "t" test is 0.45. It shows that value is insignificant. There is no significance difference in the total self concept among male and female intermediate arts school students. **Conclusion:** In the present research study it is found that, In the present research study it is found that there is no significant difference among the total self concept and dimensions of self concept of male and female intermediate arts school students.

Keywords: *Self Concept, Intermediate Arts Student*

Self-concept is the perception that individuals have of their own worth. This includes a composite of their feelings, a generalized view of their social acceptance, and their personal feelings about themselves (Belmore & Cillessen, 2006). High self-esteem was defined by Walz (1991) as appreciating oneself and acknowledging self-worth, self-control, and competence, with a corresponding positive attitude and high self-evaluation. Opposite to this, Brendgen (2002) defined low self-esteem as having low self-evaluations, self-criticism, and feelings of hopelessness. Both self-concept and self-esteem are fluid through a child's development and can be influenced by positive parental involvement. The normal self-concept includes self-affirmation, active self-love and self-protection and these normative behaviors must be present most of the time" together with flexibility "to shift to any point in interpersonal space if the context requires such a change" (Benjamin, 1993).

¹ Clinical Psychology, Student Of Amity University, Noida, India

² Associate Professor, Clinical Psychology, Department, Amity University Noida, U.P., India

*Responding Author

Received: June 25, 2017; Revision Received: July 20, 2017; Accepted: July 30, 2017

Self Concept among Intermediate Arts Student

The adolescence has theoretically been accounted for both as a period of heightened “storm and stress” with a change in the self-concept in a discontinuous manner (Arnett, 1999; Blos, 1962; Erikson, 1968; Freud, 1983; Sullivan, 1953) and as a stage characterized by gradual development of the self-concept rather than by disruption (Stern, 1985). Self-concept develops as a result of ones experiences with the environment and ones evaluations of these experiences. Additionally, opinions of significant others, casual attributions, and concrete feedback play a crucial role in the process of self-concept development (Shavelson, Hubner, & Stanton, 1976).

Self-concept can be defined as “a person’s sense of self shaped through interaction with the environment and other people” [Shavelson, Hubner, and Stanton, 1976]. A positive self-concept is regarded as important for good mental health, improving academic achievement [Chapman, Tunmer, Prochnow, 2000; Guay, Marsh, Boivin, 2003], protecting against becoming a victim of bullying [Marsh, Parada, Craven, Finger, 2004], and is seen as a key aim of education.

Mwamwenda (1995) added to the definition when he says that self-concept is a person’s way of perceiving himself/herself, which may be either positive or negative as a result of self-evaluation. According to Dembo (1994) as well as Biehler and Snowman (1997) self-esteem is the value or judgment individual place on their behavior. The academic self-concept is how I see myself, while self-esteem is how I feel about myself. The two terms are inseparable since self-esteem is based on the self-concept and explains how one feels about oneself. Consequently the terms are often used interchangeably in educational literature. Self-concept or self-esteem is achieved by comparing oneself with peers or with admired others or from a history of success or failure.

The relevance of self-concept for psychological adjustment and academic achievement has been documented in a plethora of studies (Flook, Repetti, & Ullmann, 2005; Harter, 1999; Valentine, DuBois, & Cooper, 2004). During adolescence peer relations gain increasing importance and at the same time students frequently develop an anti-intellectual attitude (e.g., Vannatta, Gartsein, Zeller, & Noll, 2009).

Objectives of the Study

- To compare the self concept among male and female intermediate arts students.

Hypothesis

- There is no significant difference between self-concept of the male and female intermediate arts students.

RESEARCH METHODS

In the Present Study normative survey method of research has been used.

Self Concept among Intermediate Arts Student

Sample

The sample consisted of 50 students of the Delhi and National capital Region School. All the students belong to the age group of 16 to 18. These students were selected by using simple random method.

Tool Used

For the data collection A self concept Questionnaire by Dr.Raj Kumar Saraswat was used. It consists 48 items. These 48 items belong to the six dimensions of self concepts such as physical, social, temperamental, educational, moral and intellectual. Each dimension contains eight items. Reliability of the Inventory was found by test- retest method 0.91 for the total self-concept measure. The reliability coefficient of various dimensions varies from 0.67 to 0.88.

ASPECT	NAME OF THE TEST	AUTHORS
self concept	self concept Questionnaire	Dr.Raj Kumar Saraswat

Methodology and Procedure

In the present study descriptive survey method of research was used. All the students belong to the age group of 16 to 18. These students were selected by using simple Random method.

A self concept questionnaire by Dr. Raj Kumar Sara swat given them. The questionnaire were checked and given the score of i.e.5, 4, 3, 2, 1 whether the items are positive or negative. For testing the hypothesis of the study & drawing the inference from data collected 't' test was used.

RESULTS AND DISCUSSION

From the Table 1 it is observed that 44 students having above average self concepts and 6 students having high self concept. It means 88% students having above average self concept. There is no significant difference between physical self- concept among the male and female intermediate arts school students. There is no significant difference between Social self-concept among the male and female intermediate arts school students. There is no significant difference between temperamental self-concept among the male and female intermediate arts school students. There is no significant difference between Educational self-concept among the male and female intermediate arts school students. There is no significant difference between Moral self-concept among the of male and female intermediate arts school students.

Table: 1 Showing mean, SD, t value of Self –concept of male and female intermediate arts school students. Total Self Concept

SR.NO	GROUP	N	MEAN	S.D	“t” value	RESULT
1	MALE	25	170.63	17.31		
					0.45	NS
2	FEMALE	25	173.9	16.05		

Self Concept among Intermediate Arts Student

Table: 2 Showing mean, SD, t value of physical Self –concept of male and female intermediate arts school students. Physical

Sr. No	Group	N	Mean	SD	“t” value	Result
1.	Male	25	27.88	4.26	0.7	NS
2.	Female	25	28.2	3.31		

Table: 3 Showing mean, SD, t value of Social Self –concept of male and female intermediate arts school students. Social

Sr. No	Group	N	Mean	SD	“t” value	Result
1.	Male	25	29.48	3.39	0.49	NS
2.	Female	25	30.16	3.50		

Table: 4 Showing mean, SD, t value of temperamental Self –concept of male and female intermediate arts school students. Temperamental

Sr. No	Group	N	Mean	SD	“t” value	Result
1.	Male	25	29.04	4.13	0.32	NS
2.	Female	25	30.08	3.09		

Table: 5 Showing mean, SD, t value of Educational Self –concept of male and female intermediate arts school students. Educational

Sr. No	Group	N	Mean	SD	“t” value	Result
1.	Male	25	28.28	4.60	0.16	NS
2.	Female	25	30	3.89		

Table:6 Showing mean, SD, t value of Moral Self –concept of male and female intermediate arts school students. Moral

Sr. No	Group	N	Mean	SD	“t” value	Result
1.	Male	25	30.8	3.16	0.49	NS
2.	Female	25	31.44	3.22		

Table:7 Showing mean, SD, t value of Intellectual Self –concept of male and female intermediate arts school students. Intellectual

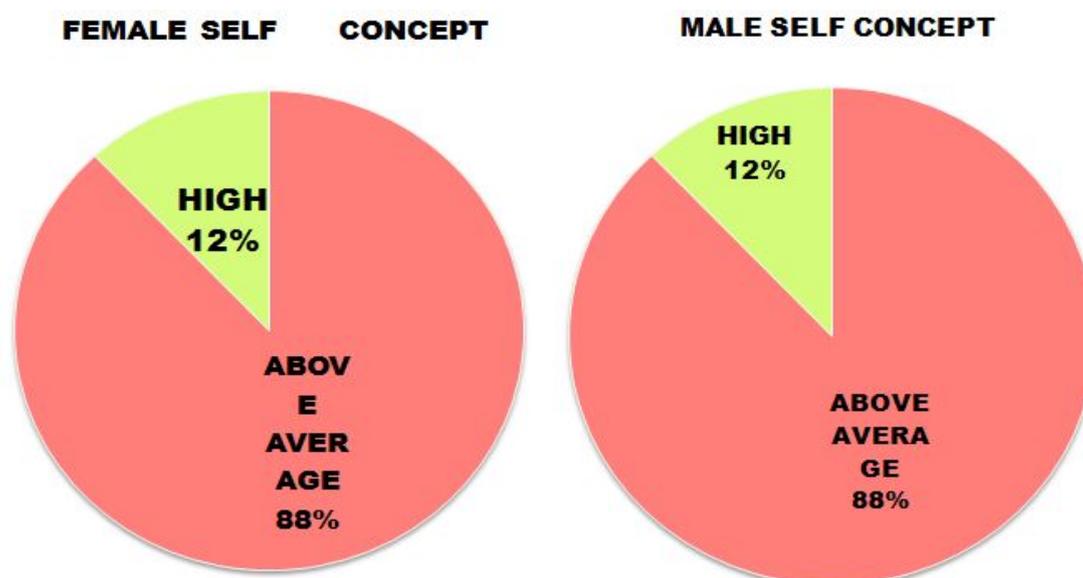
Sr. No	Group	N	Mean	SD	“t” value	Result
1.	Male	25	27.48	3.98	0.79	NS
2.	Female	25	27.16	4.32		

Self Concept among Intermediate Arts Student

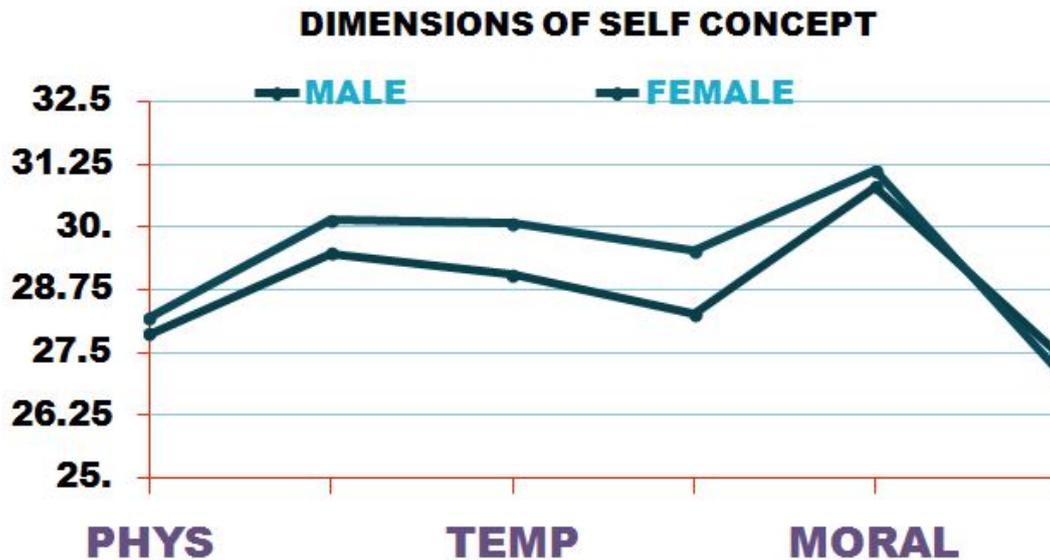
Finding of the Study

On the basis of analysis and interpretation of the data the following finding are drawn: **High:** high self concept **Above average:** above average self concept

1. It is found that 88% of school students have above average self concept and 12% of school students have high self concept.
2. There is no significant difference between the physical self-concept among the male and female intermediate arts school students.
3. There is no significant difference between the social self-concept among the male and female intermediate arts school students.
4. There is no significant difference between the temperamental self-concept among the male and female intermediate arts school students.
5. There is no significant difference between the educational self-concept among the male and female intermediate arts school students.
6. There is no significant difference between the Moral self-concept among the male and female intermediate arts school students.
7. There is no significant difference between the Intellectual self-concept among the male and female intermediate arts school students.
8. There is no significant difference between self-concept among the male and female intermediate arts school students.



Self Concept among Intermediate Arts Student



Limitations of the Study

1. The sample was restricted to Delhi (NCR).
2. The study was restricted to only school students.
3. The study was restricted students only 16-18 years only.

CONCLUSION

In the present research study it is found that there is no significant difference among the total self concept and dimensions of self concept of male and female intermediate arts school students. However there is slight difference among male and female intermediate arts school students educational and temperamental dimensions of self concept. Males have low educational self concept as compared to female it could be because female are more satisfied with there academic work. Females have high temperamental self concept compared to males because females are satisfied with there emotions which they express in appropriate situations. Moral self concept is highest among all the other dimensions of both male and female this indicates that both male and female are highly satisfied with there moral values rather than the other dimensions of self concept.

Acknowledgments

The author appreciates all those who participated in the study and helped to facilitate the research process.

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

REFERENCE

- Arnett, J. J. (1999). Adolescent storm and stress, reconsidered. *American Psychologist*, 45, 317-326.
- Bellmore, A.D., & Cillessen, A.R.N. (2006). Reciprocal influences of victimization, perceived social preferences, and self-concept in adolescence. *Self and Identity*, 5, 209-229.

Self Concept among Intermediate Arts Student

- Benjamin, L. S. (1993). *Interpersonal diagnosis and treatment of personality disorders*. New York: Guildford Press.
- Blos, P. (1962). *On adolescence*. New York: The Free Press.
- Brendgen, I. (2002). *Overcoming low self-esteem: A cognitive behavioral approach*. *Stress News*, 14, 7-11.
- Erikson, E. H. (1968). *Identity: Youth and crisis*. New York: Norton.
- Flook, L., Repetti, R. L., & Ullmann, J. B. (2005). Classroom social experiences as predictors of academic performance. *Developmental Psychology*, 41, 319–327.
- Freud, A. (1983). *Jaget och dess försvarsmekanismer* [The ego and the mechanisms of defence]. Stockholm: Natur och Kultur.
- Shavelson, R.J., Hubner, J.1., & Stanton, G.C. (1976). Self-concept: Validation of construct interpretations. *Review of Educational Research*, 46(3), 407-441.
- Sullivan, H. S. (1953). *The interpersonal theory of psychiatry*. New York: Norton.
- Walz, G. (1991). *Counseling to enhance self-esteem*. (ERIC Document Reproduction Service No. ED 328 827)

How to cite this article: Manjari & Pandey V (2017). Self Concept among Intermediate Arts Student. *International Journal of Indian Psychology*, Vol. 4, (4), DIP:18.01.038/20170404, DOI:10.25215/0404.038