

A Study On Self-Concept Of Undergraduate Students Of Arts And Science College In Karur District

Running Title:-A Study On Self-Concept

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Abstract

The study has been conducted on the self-concept of undergraduate students. Self-Concept Scale (SCS) constructed and validated by the Investigator (2020). A normative survey method has been used in the present investigation. A simple Random sampling technique has been used in the selection of 150 undergraduate students of Arts and Science College in Karur District. Findings revealed that the level of self-concept of undergraduate students is average. There is a significant difference in the self-concept of undergraduate students with regard to gender and type of management. There is no significant difference in the self-concept of undergraduate students with regard to the medium of instruction.

Keywords:Self-concept, Gender, Medium of Instruction and Type of Management

Introduction

The most distinctive feature of an individual is over personality in which the overall pattern or investigation of the structure; is made of behaviour, interests, intellectual abilities and many other distinguishable characteristics. The picture of an individual as oneself is called the concept of self. It includes the perception an individual has of his physical appearance and of his tangible properties. It covers beliefs, convictions and values that have been held. Further, it includes the attitudes he has concerning himself as a person, his worth, and his right to have his own feelings and thoughts and to make his own choices. Studies of self-concept have suffered from a lack of both a solid theoretical base and a clear definition of the term. It is not clear whether self-concept is a construct from the cognitive sciences, an active part of personality or of the ego and unconscious, or a physiological process as indicated from neurological research.

Definitions of Self-Concept

Self-concept has been defined by several authors. William James (1890) holds it to be all that a person is tempted to call by the name me or mine. Murphy (1947) defines it as the individual as known to the individual. According to Symonds (1951), it is the way or manner in which the individual reacts to him. He spells out four aspects of self: (i) How a person perceives himself; (ii) What he thinks of himself; (ii). How he values himself; and how he attempts through various actions to enhance or defend himself.

Review of related Literature

Jens Moller et.al. (2020) conducted a study on “A Meta-Analysis of Relations between Achievement and Self-Concept”. Academic achievement has a strong impact on people’s self-concept, both within and between subjects. Meta-analyses of k = 505 data sets containing the six bivariate correlations between achievement and self-concept in two subjects. Negative paths from achievement to non-corresponding self-concept, indicating dimensional comparison effects, were strongest when the subjects were dissimilar with regard to the math-verbal continuum, reduced but still significantly negative when both subjects belonged to the verbal domain and near-zero when both subjects belonged to the math/science domain. The study found stronger positive paths from achievements to corresponding self-concepts, indicating social comparison effects, and stronger dimensional comparison effects for grades than for standardized test scores, and for older rather than younger students. It extends dimensional comparison theory by discussing these results with particular regard to the nonexistence of assimilation effects, the effects of subject similarity on dimensional comparison effects, and other moderators of dimensional comparison effects.

JhoselleTus (2021) conducted a study on “Self – Concept, Self – Esteem, Self – Efficacy and Academic Performance of the Senior High School Students”. The study was to determine the students' self-concept, self-esteem and self-efficacy, and academic performance. The respondents of the study were senior high school students. The descriptivecorrelation research method was utilized to describe the respondents' profile in terms of self-concept, self-esteem, self-efficacy, and academic performance. The computed multiple regression analysis results revealed that self-concept, self-esteem, and self-efficacy do not significantly affect senior high school students' academic performance. Moreover, it is suggested that the school personnel and parents monitor and provide the needed support and guidance to their children while searching for their identities. Also, devise additional programs for their students' proper guidance and make progress on the learning activities and teaching-learning plan to maximize their learning experience and boost the students' performance in class.

Huimin Wu et.al. (2021) conducted a study on “A Meta-analysis of the Longitudinal Relationship between Academic Self-Concept and Academic Achievement”. The relationship has not been investigated fully from a developmental perspective. 240 effect sizes were aggregated from 68 longitudinal studies to examine the longitudinal relationship between ASC and achievement. The results found that achievement significantly predicted ASC ($\beta = 0.16, p < 0.01$) and vice-versa ($\beta = 0.08, p < 0.01$) after controlling for the initial level of outcome variables, which provided further evidence for the reciprocal effects model (REM). Moderator analyses found that the effect of achievement on ASC was significantly moderated by student age, whereas the effect of ASC on achievement was significantly moderated by student age, achievement level, and types of achievement measurement.

Need For The Study

Self-concept can be defined as “the perception one has of oneself with regards to different facets of that perception (i.e., cognitive and emotional) that vary in importance during the person’s life (the evolutionary and temporal facet), influenced by social interaction which, in turn, is conditioned by the fact that the person belongs to certain social groups (the importance of the social structure)”. A number of basic factors can be emphasized that contribute towards the formation of a person’s a self–concept. They are Body image, Language, the acquisition of sexual identity and the role of gender, the interpretation of information received from the surrounding environment: how others see me and educational practice. Hence, the need for the present study was felt by the investigators as there is no study as same to the present study on self-concept of undergraduate students.

Objectives of the Study

1. To find out the level of Self-concept of undergraduate students.
2. To find out the difference between males and females in the Self-concept of undergraduate students with respect to gender.
3. To find out the difference between Tamil medium and English medium in the Self-concept of undergraduate students with respect to the medium of instruction.
4. To find out the difference in the Self-concept of undergraduate students in respect of type of management.

Hypotheses of the Study

1. The level of Self-concept of undergraduate students is average.
2. There is no significant difference between males and females in the Self-concept of undergraduate students with respect to gender.
3. There is no significant difference between Tamil medium and English mediums in the Self-concept of undergraduate students with respect to the medium of instruction.
4. There is no significant difference in the Self-concept of undergraduate students with respect to the type of management.

Method and Sample of the Study

Normative survey method has been adopted for the present investigation. In the present study, the sample of the study consisted of 150undergraduate students studying in Karur District.

Data Analysis

Hypothesis 1

The level of Self-concept of undergraduate students is average.

Table-1Mean and Standard Deviation Scores of Self-concept of Undergraduate Students

No. of Students	Maximum obtainable Score	Mean	Standard Deviation
150	60	33.07	12.93

The above table 1 the analysis of the whole sample's (150 undergraduate-level arts and science students) self-concept. The mean score of the whole sample is 33.07 against the maximum obtainable score of 60. The mean value stands just below the median i.e., 33.5. This indicates that the Self-concept of the Undergraduate level Arts and Science students is neither high nor low, as the mean score is average.

Hypothesis 2

There is no significant difference between male and female in the Self-concept of undergraduate students in respect to gender.

Table-2 Comparison of Mean Self-concept of Undergraduate Students in respect of their Gender

Gender	N	Mean	Std. Deviation	't' value	Significance at 0.05 level
Male	94	31.1170	7.52466	4.016	Significant
Female	56	36.3393	7.80740		

The above table (2) reveals that the mean scores of the male undergraduate students in the self-concept is 31.1170 and that of the female students is 36.3393. The respective Standard Deviations are 7.52466 and 7.80740. It can also be seen that the calculated t' value, 4.016 is greater than the table value of 1.97 at 0.05 level of significance. It implies that the self-concept of male and female undergraduate students differs significantly in their self-concept. Hence the framed null hypothesis is rejected.

Hypothesis 3

There is no significant difference between Tamil medium and English medium in the Self-concept of undergraduate students in respect to medium of instruction.

Table-3 Comparison of Mean Self-concept of Undergraduate Students in respect to their Medium of Instruction

Type of Instruction	N	Mean	Std. Deviation	't' value	Significance at 0.05 level
Tamil Medium	30	26.8667	5.61852	6.209	Significant
English Medium	120	34.6167	7.78836		

The above table (3) reveals that the mean scores of the Tamil medium undergraduate students in the self-concept is 26.8667 and that of the English medium undergraduate students is 34.6167. The respective Standard Deviations are 5.61852 and 7.78836. It can also be seen that the calculated 't' value, 6.209 is greater than the table value of 1.97 at 0.05 level of significance. It implies that the self-concept of Tamil medium and English medium undergraduate students differ significantly in their self-concept. Hence the framed null hypothesis is rejected

Hypothesis 4

There is no significant difference in the Self-concept of undergraduate students in respect of type of management.

Table-4 ANOVA results for Self-concept Scores of Undergraduate Students with respect to their Type of Management

Type of Management	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	133.682	3	44.561	.689	.560
Within Groups	9441.651	146	64.669		

From the above table 4 reveals that the F value .689 is lesser than the table value 2.66 at 0.05 level. Hence, it is not significant at 0.05 level. It is understood from the table that there is no significant difference in the Self-concept of undergraduate students with respect of type of management. Hence the framed null hypothesis V is accepted.

Findings of the Study

1. The level of self-concept of undergraduate students is average.
2. There is significant difference between male and female in the Self-concept of undergraduate students in respect to gender.
3. There is significant difference between Tamil medium and English medium in the Self-concept of undergraduate students in respect to medium of instruction.
4. There is no significant difference in the Self-concept of undergraduate students in respect to type of management.

Conclusion

Self-concept plays an important role in the lives of students. Self-concept is affected and determined by many factors including external influences. The development of a positive self-concept seems to be facilitated when undergraduate students' standards for evaluating individual reference norms and mastery It is the responsibility of the institution to create a good self-concept in the students so that they can excel in their studies.

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