

A CASE STUDY ON SELF-CONCEPT OF THE STUDENTS PURSUING HIGHER EDUCATION

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ABSTRACT

Self-concept is how one perceives them self. The perception includes one's abilities, behaviour, unique characters and so forth. The researchers attempted to understand the self-concept among Post graduate college students pursuing management courses. It also aims to comprehend the relationship, if any, between respondents' self-concept and the education of their parents. The researchers gathered both primary and secondary data to understand the objective. The respondents' self-concept was assessed using a structured questionnaire with 20 statements. The results revealed the status of the respondents' self-concept and the existence of gender differences for specific statements in the questionnaire.

Key words: Self-concept, Gender, parents' education

INTRODUCTION

In India, the present system of education recommends a model that develops students' cognitive capabilities and demonstrative skills. The schools are about developing learners with the skills, talent, knowledge, activities and views to assist their independency and in addition to that in school and social environment, it will also shape their characters and personality. Therefore, education should acknowledge students' personalities, collective traits, individual identities, and cultural dimensions and promote and safeguard their emotions, sentiments, senses, and self-esteem. (Fernandez and Teren, 2008).

Self-concept is how a person understands his/her behaviours, skill, and distinctive characteristics. It tends to be more flexible when a person is very young and involved in self-discovery and identity formation. Self-concept comprises three parts: ideal Self, self-image, and self-esteem. The person they desire to be is their ideal selves. They are working toward or wish to possess the characteristics or qualities that this individual possesses. The term "self-image" describes how a person perceives themselves at a given moment. Self-image is influenced by physical qualities, psychological traits, and social roles. Self-esteem, which is a part of one's self-concept, is the extent to which a person likes, accepts, and appreciates themselves. A person's perception of self-worth can be influenced by their role in society, how others see them, and how they think and stand in comparison to other people.

Argyle M (200) focuses on students' self-concept and finds various factors which affect the students' self-concept and says self-concept among the students is not appreciable. Self-concept is students' way of seeing and thinking about themselves. When a student knows and understands herself, her strengths, struggles, and style, she can seek help, feel confident, and succeed as a thinker and learner. Self-concept develops gradually over time; it cannot be taught as a one-time lesson.

Michal (Michelle) Mann, Clemens M.H. Hosman, Herman P. Schaalma., et al. (2004) According to the authors, self-esteem is essential to maintaining one's mental and social well-being. Influences desires, personal goals, and social interactions. This paper emphasizes the importance of self-esteem as a protective and overall risk factor for physical and mental health. There is evidence that self-esteem leads to better health and better social behavior. Both problems (such as violence and substance abuse) are associated with various mental disorders and social problems. Describe the self-

esteem dynamics in these relationships. It has been argued that understanding self-esteem development, its consequences, and how to actively protect and nurture it is critical to improving mental and physical health. result. A focus on self-esteem is seen as a core part of mental health promotion and a fertile ground for a broader approach.

According to Stefan Elmer and Liv Berit Augestad (2017), The purpose of this study was to review the most recent research on self-concept and self-esteem in young people with visual impairment (VI). A systematic review of articles released between 1998 and 2016 was done by researchers. The inclusion criteria were met by 26 publications from 15 different nations, and cross-sectional design was applied in 24 investigations. Age and the extent of eyesight loss have been demonstrated to have an impact on subjective self-esteem in several studies. It was suggested that friendships need to be independent and socially supportive. To increase the chance of deducing causes and effects, more information, longer-term observational research, and high-quality randomised clinical trials are needed. This will open new opportunities for effective development and better self-evaluation.

Katja Wehrle, Justus Liebig University Gießen, Ulrike Fasbender (2018), In summary, we can say that every person's self-concept is unique and represents every individual's uniqueness. By regulating behavior and shaping perceptions of the environment, people's self-concept defines themselves across contexts and processes self-relevant information that enables them to develop specific behaviors that facilitate the pursuit of goals. Control and guide. Self-concepts help people define themselves through specific roles, direct their attention to a given context, and enable navigation and adaptation to their environment. To function effectively, people strive to achieve their selfish motives, maintain a positive self-view, and strive for self-validation, which assesses the consistency between their beliefs and actions.

According to Morris Rosenberg's Social Forces (1989), several dominant or prominent scientific paradigms that were hostile to research on this subject have posed a significant barrier to advancement in self-concept theory and research. In sociology, the social activist and behaviourist paradigms were prevalent. The behaviourist paradigm dominated psychology, and the Freudian paradigm dominated psychoanalysis. The self-concept was often ignored as a viable subject matter in this profession due to these ideologies. The history of self-concept research serves as an example of how scientific standards can impede the advancement of science.

According to Maria del Carmen Pegarajar Palomin (2017) , Students with special needs must get education that supports their cognitive and emotional growth and takes into account how each individual student sees himself or herself. As a result, practising mindfulness is a skill that can greatly enhance one's thinking, physical and mental health, emotional stability, and overall well-being. We looked at how 26 primary school pupils (n = 26) who have compensatory educational needs perceived themselves. Positive self-concepts in regard to peer interactions, physical appearance and ability, and intellectual self-concepts in mathematics were reported by respondents. In addition, we found relationships between the scale's many variables, supporting the development and use of later mindfulness therapies.

REVIEW OF LITERATURE

According to Maria del Carmen Pegarajar Palomin's (2017) research, education helps children with special needs grow emotionally and develop their self-confidence. It also takes into account how each student sees themselves. It specifies that it must be inserted. As a result, those who make a commitment to practise mindfulness experience dramatically better physical, mental, and emotional health. This study used a multidimensional self-concept scale to investigate self-concept beliefs. In terms of academic self-concepts in mathematics, peer relationships, appearance and aptitude, and physical ability, respondents reported having very high levels of positive self-concept. To aid in the creation and implementation of mindfulness interventions, the relationships between various factors on the scale were also looked at.

In order to promote mental health and well-being, Kuyken et al. (2013) looked at the effectiveness and acceptability of mindfulness-based interventions by addressing things like fear and delight, self-esteem, and engagement in activities devoid of empathy. Participants who practised mindfulness were more likely to say they felt less stressed, had less depressive symptoms, and were overall happier. Results found by Franco, De la Fuente, & Salvador (2011) were comparable. They saw the programme as a valid and practical tool for encouraging individual development and self-

realization. Additionally, this method has obtained scientific backing for its inclusion and application in classrooms to enhance immigrant youth's psychological and emotional wellbeing (Soriano & Franco, 2010).

Dr. Manjari. Vijaysen Pandey (2017) conducted a study on students' self-concept. The purpose of this study was to assess different aspects of art school students' self-concept. Fifty students were selected from two groups of 25 boys and 25 girls. Information was collected from schoolchildren in Delhi and the metropolitan area. Dr. R.K. The Saraswat Self-Concept Questionnaire was used in this research project. The scale has 48 items. analyzed using the 't' test. The study showed a standard deviation of 17.31 for the first group of men and 16.05 for the first group of women, giving a 't' test value of 0.45. It conveys the idea that value doesn't matter. There is no significant difference in the general self-concepts of male and female junior high school art students. According to the results of the study, there are no discernible differences between boys and girls in art middle school with respect to the overall self-concept and self-concept dimensions.

This 2010 article by Xiaofeng Zhang and Chengzong Li investigates the self-perceptions of college students. This study aimed to investigate the growth of students' self-concepts. The Tennessee Self-Concept Scale was used to evaluate the self-concept of 426 college students (TSCS). The survey found that college students' physical self-ethics, self-criticism, and self-satisfaction varied by gender. In terms of physical self, self-criticism, and self-satisfaction, men outperformed women; however, girls outperformed women in terms of ethics. The social self-images were clearly different. Test results were superior for liberal arts majors compared to science majors. The academic achievement of the students varied as well. The findings of this study demonstrated that during enrollment, college students' self-concept stabilized.

According to Van der Aar, L.P.E., Peters, S., Becht, A.I. et al. (2022), choosing a higher education programme that aligns with one's self-view is difficult for many young people. Encouragement of the growth of one's own self-concept may increase a teen's chances of selecting a decent major. By examining the behavioural and neurological correlates of self-evaluations in the context of a gap year, they looked at the long-term effects of realistic self-concept training. A 4-wave longitudinal study involving lab visits before, during, and after the training, behavioural assessments, and fMRI involved 38 young people (ages 16 to 24). They completed questionnaires on self-esteem and self-concept clarity in addition to ranking their own positive and negative traits in the academic, (pro)social, and physical domains while undergoing fMRI scanning. The results showed that the training improved participants' favourable self-evaluations, self-esteem, and self-concept clarity. People with lower medial PFC activity during self-evaluation prior to training experienced greater annual increases in self-esteem. mPFC activity increased following training to evaluate only favourable features. Additionally, after training to exclusively evaluate positive aspects, mPFC activity increased. Furthermore, academic performance six months after training and social adjustment to college were positively predicted by individual variations in the pace of development of social self-evaluations and self-concept clarity. These results suggest that self-concept can be altered in late adolescence.

OBJECTIVES OF THE STUDY

1. To measure the self-concept of college students.
2. To understand the factors influencing self-concept.

RESEARCH METHODOLOGY

The research was carried out in May 2022. The researchers gathered both primary and secondary data. Books, periodicals, journals, and other published sources were used to collect the secondary data. The primary data was gathered from the respondents through a structured questionnaire. A questionnaire developed by Philip Robson (Robson, 1989) was utilized to measure the Self- concept of the respondents. A pre-test was carried out. With the help of a sample of 15 respondents, the questionnaire was pretested and appropriately improved. After careful consideration, the researchers reduced it to 20 statements. In the questionnaire, a 7 points scale was used to measure the respondents' Self-concept. Based on the feedback from the pilot survey, 4 points scale was employed from Completely Agree to Completely disagree. The scoring of some of the statements are reversed. The scoring of Q. No. 1, 2, 5, 7, 9, 11, 13, 16, 19 and 20 are straight for Q. No. 3, 4, 6, 8, 10, 12, 14, 15, 17 and 18 reversed.

Summing up all the scores would give the Self-Concept score of each respondent. The questionnaire was sent to more than 100 management students. The researchers received 85 completed questionnaires.

To verify the questionnaire's internal coherence, Cronbach's alpha test was administered. The alpha value determined is 0.784, which is acceptable (Nunnally and Durham, 1975).

| | |
|------------------|------------|
| Cronbach's Alpha | N of Items |
| 0.784 | 20 |

Respondents with strong self-concept would score between 61 and 80, those with moderate levels between 41 and 60, and those with low levels between 21 and 40. The Student's t-test and the Chi-square test were used to test the hypotheses.

HYPOTHESES

H₀₁: There is no relationship between respondents' self-concept scores and their parents' educational levels.

H₀₂: There is a significant relationship between the self-concept scores of male and female respondents

DATA ANALYSIS AND INTERPRETATION

The demographic data are given in the following table.

Table 1 Demographic data

| Variables | Particulars | Percentage of respondents |
|--------------------|-------------------------|---------------------------|
| Gender | Male | 58 |
| | Female | 42 |
| Parent's education | Both are educated | 52 |
| | Both are not educated | 40 |
| | Only Father is educated | 6 |
| | Only mother is educated | 2 |

Source: Primary data

Table 1 presents the demographic data of the students and that shows 58 percent of the students are male and 42 percent of students are female. Further, it has been noted that 52% of students' parents both father and mother are educated, 40% of respondents parents are not educated.

From the sample data, the self-concept of the respondents has been calculated under three categories such as Low level, Moderate and High level using simple percentage and the same is presented below.

Table 2 Self-concept score of the respondents

| Self-concept score | Percentage of respondents |
|--------------------|---------------------------|
| Low level | 0 |
| Moderate | 77 |
| High level | 23 |

The above table shows that around 23 per cent of the respondents have a high level of Self-concept and around 77 per cent of respondents have a moderate level of Self-concept.

ASSOCIATION BETWEEN PARENT'S EDUCATION AND RESPONDENTS' SELF-CONCEPT SCORES

To test whether there exists an association between parent's education and their wards' Self-concept scores; Chi-square test was administered and presented below.

Table 3 Association between Parent's education and respondents' Self-concept scores

| Gender | Self-concept scores | | Chi-square value | P-value |
|-------------------------|---------------------|------|------------------|---------|
| | Medium | High | | |
| Both are educated | 33 | 11 | 2.370 | 0.499 |
| Both are not educated | 25 | 9 | | |
| Only Father is educated | 5 | 0 | | |
| Only mother is educated | 2 | 0 | | |

Source: Primary data

The above table reveals that association between respondents' self-concept scores and their parents' education. The P-value of the chi-square is 0.499 which is greater than 0.05. Hence, the Null hypothesis is taken into consideration and it can be proved that there is no connection between respondents' self-concept scores and the educational level of their parents.

DIFFERENCE BETWEEN MALE AND FEMALE RESPONDENTS' SELF-CONCEPT SCORES.

Table 4 Self-concept score of the respondents

| Gender | Number | Mean value | S.D | t-value | p-value |
|--------|--------|------------|----------|---------|---------|
| Male | 49 | 55.2857 | 5.537749 | -2.985 | 0.004** |
| Female | 36 | 58.8056 | 5.137089 | | |

Source: Primary data

Note: **- Significant at 1% level.

The above table clearly shows that the hypothesis(H_{02}) is rejected as the one per cent confidence level. Men and women who responded to the survey differed significantly, as shown by their mean scores. It is ascertained that female respondents' Self-concept scores are higher than their male counterparts.

In continuation, of the previous table, the researchers decided to analyse respondents' response for each statement and test whether there exists any difference between male and female.

Table no: 4 Self- concept scores of the respondents, on each statement

| S. No | Self concept statements | Mean | | t- value | p-value |
|-------|--|--------|--------|----------|---------|
| | | Female | Male | | |
| 1 | I can control my own life. | 2.9444 | 3.2041 | 1.909 | 0.060 |
| 2 | I am attracted to many people | 2.4722 | 2.7755 | 1.954 | 0.054 |
| 3 | I am not uncomfortable to let people know my opinions. | 2.9444 | 2.6531 | -1.602 | 0.113 |
| 4 | I am happy for myself | 3.2500 | 3.1429 | -0.754 | 0.453 |
| 5 | I am a reliable person. | 3.1111 | 3.0816 | -0.178 | 0.859 |
| 6 | I am determined if a task is difficult. | 2.8611 | 2.5510 | -1.976 | 0.052 |

| | | | | | |
|----|--|--------|--------|--------|---------|
| 7 | I can take a decision and stick to it. | 3.1111 | 3.1633 | 0.394 | 0.695 |
| 8 | I can overcome most of my problems. | 3.3333 | 3.2245 | -0.710 | 0.480 |
| 9 | I can like myself even when others do not. | 3.4444 | 3.1224 | -1.850 | 0.068 |
| 10 | Those who know me well are fond of me. | 3.1944 | 3.1837 | -0.059 | 0.953 |
| 11 | I never achieved anything worthwhile. | 3.2500 | 2.6531 | -3.509 | 0.001** |
| 12 | I wish to change lots of things if I could. | 1.8889 | 1.7959 | -0.630 | 0.530 |
| 13 | I do not care what happens to me. | 3.3056 | 2.8163 | -2.844 | 0.006** |
| 14 | Most people would take advantage of me. | 2.7500 | 2.4490 | -1.787 | 0.078 |
| 15 | It would be boring if I talked about myself. | 2.9722 | 2.5510 | -2.446 | 0.017* |
| 16 | I often feel disgraced. | 3.0278 | 2.7347 | -1.564 | 0.122 |
| 17 | Everyone else seems much more confident and contented than me. | 2.6389 | 2.5918 | -0.276 | 0.783 |
| 18 | I often worry about what other people are thinking about me. | 2.8611 | 2.7143 | -0.737 | 0.463 |
| 19 | It is pretty tough to be me. | 2.3333 | 2.2245 | -0.590 | 0.556 |
| 20 | When progress is difficult, I often quit. | 3.1111 | 2.6531 | -2.620 | 0.010* |

Source: Primary data

Above table (Table no – 4) shows that it is very much evident that there exists a significant difference between male and female respondents, at a one percent level, with respect to statements 11 and 13. Similarly, at the five percent level, for statements 15 and 20, the scores of the male and female respondents differ significantly.

FINDINGS

It is found that there is null relationship between respondents' self-concept scores and their parents' education. Further, the female respondents' scores are higher than the male respondents' scores, which affirms that female students have higher levels of Self-concept than males.

From the analysis is found that around 23 per cent of the respondents have a high level of Self-concept and around 77 per cent of respondents have a moderate level of Self-concept.

From study it is found that there is null relationship between respondents' self-concept scores and their parents' education.

It is found that there is a significant difference between men and women respondents. It is ascertained that female respondents' Self-concept scores are higher than their male counterparts.

This finding contradicts the study that says female adolescents felt that they have failed to meet their ideal self-concept compared to their male counterparts(O'Dea JA, Abraham S. Association between self-concept and body weight, gender, and pubertal development among male and female adolescents, Spring;34(133):69-79. PMID: 10234368, 1999.)

CONCLUSION

To conclude, every person's self-concept is not similar. One of the most important things in people is their perception of themselves. Its main objective is to describe how people manage and perceive their inner world of human existence. An individual's capacity to create a healthy and realistic self-concept is comparatively unbounded. People, places, policies, programmes, and processes that are specifically created to encourage the manifestation of this potential can achieve it. Self-concepts help people in explaining themselves in terms of particular roles, concentrating their interest on the specific context and permitting the navigation in and adaption to situations.

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