# A Study Of Self Concept Among Hindu And Muslim School Students Of Darbhanga District

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## ABSTRACT

The present study was conducted on 320 school students of Darbhanga district selected by 2 x 2 x 2 stratified random sampling. The factors of stratification were religion (Hindu and Muslim) x gender (Male and Female) and Academic Achievement Category (High Achiever and Low Achiever) from Darbhanga district. The main objective was: (i) To measure the extent of self concept on academic achievement of sample groups. The extent of self-concept was measured by self concept questionnaire. Percentage of scores was applied for analysis of data. The results revealed that the extent of self-concept varied among total and different sample sub-groups.

*Key Words:* *Self-Concept, Religion, Gender and Academic Achievement Category*

## INTRODUCTION

Self-concept is an important concept of any child's development. As children develop a sense of individuality and interact with society and gain experience in the world, their self-concept is affected. The importance of self-concept within educational settings has been discussed by several scholars and has led to the performance of studies examining the role of self-concept in school performance. Self-concept is the core of human personality. It refers to the totality of people's perception about their physical, social and academic competence. It is the set of perceptions that the person has about himself, the set of characteristics, attributes, qualities, deficiencies, capacities limits, values and relationships that the subject knows to be descriptive of him (Zahra, 2010). Baumeister (1999) defines self-concept as "the individual's belief about himself or herself, including the person's attributes and who and what the self is". Self-concept is defined as a "Concept regarding individuals own self-evaluation of himself, feeling that one has about himself" (Prasad and Thakur, 1977) Self-concept is defined as the sum total of person's perceptions about his /her physical, social, temperamental and academic competence. It covers beliefs, convictions and values the person holds. It also includes attitudes of himself or herself as a person, his/her worth, his or her right to have his/ her own feelings and thoughts and making his /her own decisions (Sood, 2006). Self-concept is an individual's awareness of her/his own identity. There are three aspects of this concept: self-image (of what the person is), ideal self (what the person wants to be) and self-esteem (what the person feels about the discrepancy between what s/he is and what s/he would like to be) (Lawrence, 1996). Self-concept "is the set of perceptions or reference points that the subject has about himself; (...) the set of characteristics, attributes, qualities and deficiencies, capacities and limits, values and relationships that the subjects knows to be descriptive of himself and which he perceives as data concerning his identity" (Hamachek, 1981, quoted by Machargo, 1991: 24). It is the set of knowledge and attitudes that we have about ourselves; the perceptions that the individual assigns to himself and

characteristics or attributes that we use to describe Ourselves. It is understood to be fundamentally a descriptive assessment and has a cognitive nuance. The importance of self - concept stems from its notable contribution to personality formation.  Self - esteem has to do with social competence, since it influences how the person feels, how he or she thinks, learns, values himself or herself, relates to others, and ultimately, how he or she behaves (Clark, Clemes& Bean, 2000; Clemes& Bean, 1996). In order to reach a common definition of self - concept, we opted to take the theoretical model and definition proposed by Shavelson, Hubner and Stanton (1976) as our reference.  These authors define the term self - concept as the perception that each one has about himself, formed from experiences and relationships with the environment, where significant people play an important role. Self - concept, as a component of human personality development, has its own nature and peculiarity. Several authors (Shavelson et al., 1976; quoted by Garma and Elexpuru, (1999) have tried to specify the nature of the term self - concept. To this end, they look at it as  a compendium of seven characteristics or fundamental aspects: self - concept constitutes a  psychological dimension; it is  multidimensional ; it has a  hierarchical organization (a general  self - concept and specific self - concepts); it is  stable , but as we go lower on the hierarchy, self - concept becomes more  specific and more  susceptible to change ; the different  facets of self – concept become more differentiated among themselves with age and experience; self - concept  includes both descriptive as well evaluative aspects ; self - concept  can be differentiated  from other constructs which it is related to, such as academic performance.

Self-concept is an important factor in the interaction. It is caused by each individual in behaviour as much as possible adjusted to the concept of self. Human capabilities when compared to all other creatures are better able to know who he was, observing himself in every action and be able to evaluate every action that know and understand the behaviour that is acceptable to the environment (successismychoice.blogspot.com).The term self-concept is a general term used to refer to how someone thinks about, evaluates or perceives themselves. To be aware of oneself is to have a concept of oneself (Saul Mcleod, 2008). Self concept is the individual's belief, confidence, idea and conviction about himself or herself, including the person's traits and attributes moreover who and what the self is. Self-concept is defined as the value that an individual places on his or her own characteristics, qualities, abilities, and actions. Self-concept is a power full tool in psychology. The self-concept, and its development over time, has been given a lot of attention both in psychological theories and in empirical research. A lot of efforts have been made to define the two most commonly used terms, the self-concept and self-esteem and difficulties have plagued self-concept research with respect to how these concepts differ from each other Skaalvik, 1997; Skaalvik, & Bong, 2003. Self-concept is that how you think about and sees yourself. It contains all the beliefs, ideas, and perspectives you have of yourself. In the progress of human development Self-concept makes a person, social and at the same time independent. The person who has good self-concept has a broader view in every single step he makes. Self Concept helps in all the spheres of life through its various constituents or components. The achievement of the end results in terms of better handling of mutual relationships is quite essential and significant in his study life. It can only be possible through his/her high self concept. Self concept is the idea about him. High self concept students may be internally controlled the various situations or vice versa. Now-a-day's School Students are the future of India. Once they will understand the worth of their self concept, they will want to make their concept better. Class 9th level Students are far more mature than other pupils who are studying in lower levels of education. They will understand the important of Self Concept of an individual.

## Carl Rogers' Components of Self-Concept

Carl Rogers, one of the founders of humanistic psychology, suggested that self-concept includes three components:

## Self-Image

Self image is the way we see ourselves. Self-image includes what we know about ourselves physically (e.g. brown hair, blue eyes, tall), our social roles (e.g. wife, brother, gardener), and our personality traits (e.g. outgoing, serious, kind).

Self-image doesn't always match reality. Some individuals hold an inflated perception of one or more of their characteristics. These inflated perceptions may be positive or negative, and an individual may have a more positive view of certain aspects of the self and a more negative view of others.

## Self-Esteem

Self-esteem is the value we place upon ourselves. Individual levels of self-esteem are dependent on the way we evaluate ourselves. Those evaluations incorporate our personal comparisons to others as well as others' responses to us.

When we compare ourselves to others and find that we are better at something than others and/or that people respond favourably to what we do, our self-esteem in that area grows. On the other hand, when we compare ourselves to others and find we're not as successful in a given area and/or people respond negatively to what we do, our self-esteem decreases. We can have high self-esteem in some areas ("I am a good student") while simultaneously having negative self-esteem in others ("I am not well-liked").

## Ideal Self

The ideal self is the self we would like to be. There's often a difference between one's self-image and one's ideal self. This incongruity can negatively impact one's self-esteem. According to Carl Rogers, self-image and ideal self can be congruent or incongruent. Congruence between the self-image and ideal self means that there is a fair amount of overlap between the two. While it is difficult, if not impossible, to achieve perfect congruence, greater congruence will enable self-actualization. Incongruence between the self-image and ideal self means there's a discrepancy between one's self and one's experiences, leading to internal confusion (or cognitive dissonance) that prevents self-actualization.

## REVIEW OF LITREATURE

A positive self-concept is valued as a desirable outcome in many disciplines of psychology as well as an important mediator to other outcomes. According to the research and a comprehensive meta-analysis conducted by Marsh and Martin (2011) self-concept has a direct and indirect effect on subsequent achievement. Not only is self-concept an important outcome variable in itself, it also plays a central role in affecting other desirable educational outcomes. The studies reviewed pertaining to self-concept and academic achievement are compiled and presented hereunder.

Lata Gairola (2001) made an attempt to examine the effects of castes and sex on the self- concept of Adolescents. A total sample of 80 students (age group 15- 16 years) was taken from Government School of Srinagar Garhwal, and they were divided into four sub-groups (Non-SC. Boys, Non-SC. Girls, SC. Boys and SC. Girls). The self-concept scale of Pier- Harris, Hindi version by Ahluwalia S.P. (1969) was used. From results it was concluded that there was no significant effect of caste on integrated self-concept among these groups. However the SC adolescents had higher self-concept on physical appearance and attributes with less happiness and satisfaction. As regard to the effect of sex, the difference was found Significant in the dimensions – intellectual and school status, physical appearance and attribute and anxiety in case of scheduled caste adolescents only.

Quarisy and Turki (2011) indicated that self-concept and achievement motivation of high creative male and female adolescents is less than the low creative male and female adolescents. Self-concept and Achievement motivation of low creative male and female adolescents is less than the average and is greater than the high creative male and female adolescents. The results indicated that achievement motivation of the high self-concept of the male and female adolescents is greater than the average self-concept and is greater than the low self-concept. It also indicated that the achievement motivation of low average and high self-concept of private syllabus and state syllabus adolescent that the achievement motivation of the higher self-concept. Total adolescents are less than the average self-concept and are greater than the low self-concept. And the correlation between the creativity with their physical self, social self, temperament self, educational self, moral self, intellectual self and total self-concept of sub- samples are not significant.

Jayshree Dhyani and Jignesh Prashnani (2002) made a study to know the significance of intervention programme to enhance the self-concept of the pre-58 adolescents in school at Vallabh Vidhyanagar, District Anand in Gujarat. The sample consisted of total 60 normal students from VII class for an Experimental Group and Control Group. Findings show that the mean scores of an experimental group student in various areas of self-concept is significantly differing after an intervention. The mean score of control group in various areas of self-concept differed significantly after interval period. In short significant effects of an intervention Programmed on self-concept of pre-adolescents were found in the study. Anand and Padma (1978) reported trends on correlates of academic achievement. It was seen that anxiety, self-concept and adjustment affect academic achievement and academic adjustment.

Coover and Murphy (2000) conducted a study that examined the relationship between self-identity and academic persistence and achievement in a counter stereotypical domain. The study revealed that the higher the self-concept and self-schema, the more positive the self-descriptions, the better the academic achievement at 18. The study also showed that self-identity improves through social interaction and communication with others, which would enhance achievement.

Abisanira (2000) conducted a study to see whether there is a relationship between emotional intelligence and academic success. The population of the study was five hundred 11th graders-boys and girls-- from public and private schools in Montgomery, Alabama. The sampling was stratified, making sure that schools, genders, races, socio-economic status, and abilities will be appropriately represented. The sample was given the Bar-On Emotional Quotient Inventory (EQ -i) which is the first scientifically developed and validated measure of emotional intelligence. The Bar-On EQ-i consists of 133 items that took approximately 30 minutes to complete. Grades were compared with the Emotional Intelligence level of each student and a relationship between emotional intelligence and academic achievement was found to be significantly positive.

Pujar and Gaonkar (2000) analyzed the influence of age and type of family on self concept of adolescents belonging to high and low achieving English medium high school students in Dharwad city. The results of the study indicated that mode of expression of self concept among both high and low achieving adolescents improved with age and the self concept of students from nuclear families was higher than that of those from the joint families.

Marsh (1992) observed that the relationship of self-concept with school achievement was very specific. General self-concept and non-academic aspects of self concept were not related to academic work. General academic achievement measures were related moderately to academic success. Specific measures of subject-related self concept were highly related to success in that content area. Gage and Berliner (1992) found that level of school success, particularly over many years, predicts level of regards of self and one's own ability whereas level of self esteem does not predict level of school achievement.

Munsie (1994) investigated levels of general academic and social self-concept among junior high school students. Results indicated no significant difference between groups on measures of general or social self-concept. No significant difference emerged between males and females on measures of self-concept, between talented and gifted participants scoring higher measures of IQ and achievement and those scoring lower.

## Methodology

## Objectives

● To measure the extent of self concept on academic achievement of sample groups.

## Hypothesis

● The extent of self concept will vary in total and different sample sub-groups.

## Sample

The present study was conducted on 320 class 9th school students of Darbhanga district of Bihar. The sample was selected by stratified random sampling technique.

The sample stratification was based on:

- Religion                                   -2 (Hindu and Muslim)
- Gender                                    -2 (Male and Female)
- Academic Achievement Category     -2 (High Achiever and Low Achiever)

Thus, there were 8 strata. From each stratum, 40 cases were selected randomly making a total of 320 cases. The sample design is presented in Table - 1.

## Table-1: Sample Design

| Religion | | Hindu | | Muslim | | Total |
|---|---|---|---|---|---|---|
| Gender | | Male | Female | Male | Female | |
| Level of Academic Achievement | Higher | 40 | 40 | 40 | 40 | 160 |
| | Lower | 40 | 40 | 40 | 40 | 160 |
| Grand Total | | 80 | 80 | 80 | 80 | 320 |

- High Achiever     = Students who obtained 60% or above
- Low Achiever      = Students who obtain 50% or below

## Tools used in data collection

- Personal Data Questionnaire (PDQ)
- Self Concept Questionnaire (SCQ)

## Personal Data Questionnaire (PDQ)

This questionnaire was prepared by the research scholar to obtained information about the students name, age, sex, religion etc.

## Self-Concept Questionnaire (SCQ)

This inventory was developed by Sara swat (2012). This scale measures self-concept of an individual on 6 dimensions: physical, social, temperamental, educational, moral and intellectual. Each dimension contains eight items. Each item is providing with five alternatives. It consists of 48 items and scoring is done with response 5, 4,3,2,1. A high Score on this inventory indicates a higher self-concept, while a low score shows low self-concept. The reliability was found by test-retest method and was .91 for total self concept measures. Reliability coefficients of various dimensions vary from .67 to .88. This inventory consists of content and constructs validity.
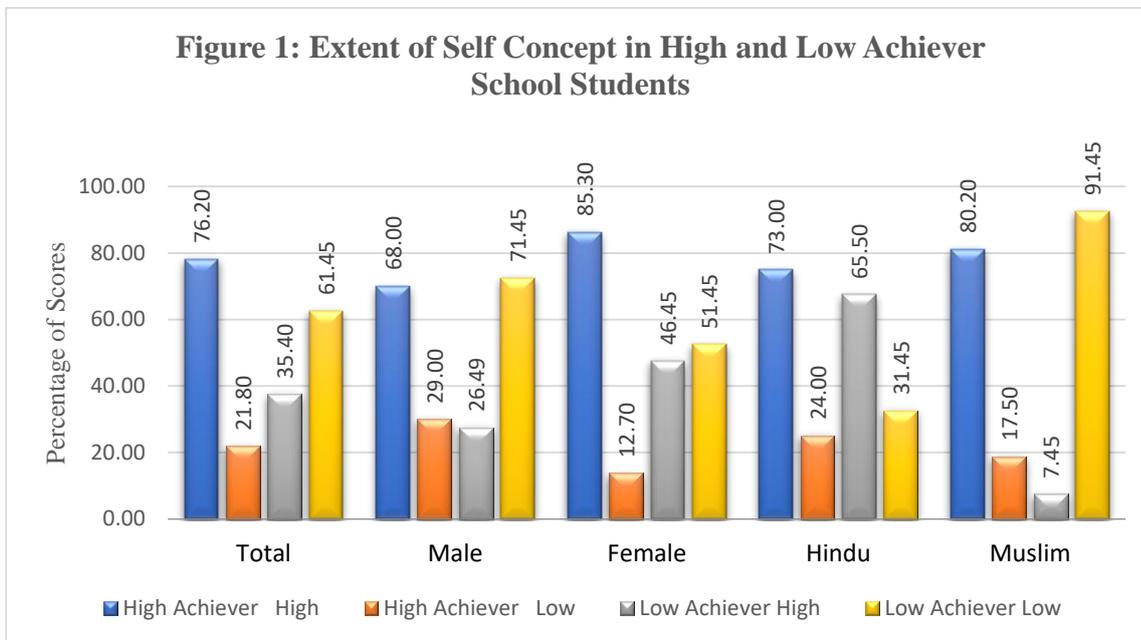
## Results and Discussion

## Extent of Self Concept on Academic Achievement among School Students of Darbhanga

In order to measure the extent of self concept among school students of Darbhanga district, self concept questionnaire was administered. On the basis of obtained scores, two levels of extent of self concept were categorized- low and high. Percentage of school students are presented in Table 2 and Figure 1.

## Table 2: Distribution of High and Low Achiever Respondents according to their Extent of Self Concept

| Sample Groups | High Achiever | | | | Low Achiever | | | |
|---|---|---|---|---|---|---|---|---|
| | High | | Low | | High | | Low | |
| | N | % | N | % | N | % | N | % |
| Total | 125 | 76.20 | 35 | 21.80 | 60 | 35.40 | 100 | 61.45 |
| Male | 56 | 68.00 | 24 | 29.00 | 22 | 26.49 | 58 | 71.45 |
| Female | 69 | 85.30 | 11 | 12.70 | 38 | 46.45 | 42 | 51.45 |
| Hindu | 60 | 73.00 | 20 | 24.00 | 54 | 65.50 | 26 | 31.45 |
| Muslim | 65 | 80.20 | 15 | 17.50 | 6 | 7.45 | 74 | 91.45 |

Figure 1: Extent of Self Concept in High and Low Achiever School Students

The details are as follow:

**High and low achiever students:**

➢ 76.20% high achiever Students had high Self concept.
➢ 21.80% high achiever Students had low Self concept.
➢ 35.40% low achiever Students had high Self concept.
➢ 61.45% low achiever Students had low Self concept.

**High and low achiever male students:**

➢ 68% high achiever male Students had high Self concept.
➢ 29% high achiever male Students had low Self concept.
➢ 26.49% low achiever male Students had high Self concept.
➢ 71.45% low achiever male Students had low Self concept.

**High and low achiever female students:**

➢ 85.30% high achiever female Students had high Self concept.
➢ 12.70% high achiever female Students had low Self concept.
➢ 46.45% low achiever female Students had high Self concept.
➢ 51.45% low achiever female Students had low Self concept.

**High and low achiever Hindu students:**

➢ 73% high achiever Hindu Students had high Self concept.
➢ 24% high achiever Hindu Students had low Self concept.
➢ 65.50% low achiever Hindu Students had high Self concept.
➢ 31.45% low achiever Hindu Students had low Self concept.

**High and low achiever Muslim students:**

➢ 80.20% high achiever Muslim Students had high Self concept.
➢ 17.50% high achiever Muslim Students had low Self concept.
➢ 7.45% low achiever Muslim Students had high Self concept.
➢ 91.45% low achiever Muslim Students had low Self concept.

## Conclusion

- High achieving students was show more positive self concept than low achieving students.
- High achieving a male student was shows more positive self concept than low achieving male students.
- High achieving a female student was shows more positive self concept than low achieving female students.
- High achieving Hindu students was showing more positive self concept than low achieving Hindu students.
- High achieving a Muslim student was shows more positive self concept than low achieving Muslim students.

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