



A Comparative Study on Self-Concept of 13-16 Years Students of two Different Category Schools

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Abstract

The purpose of this study was to observe the difference, if any, on the early –teen boys students of two different type schools. Subjects of this study were one hundred fifty male Navodaya students of three age categories and similar number of age and height-weight-matched students from other than Navoday schools (fifty students for each age group from each type of school). Six dimensions of self-concept, namely- behaviour, intellectual and school status, physical appearance and attributes, anxiety, popularity, and happiness and satisfaction were the criterion measures. Mean, standard deviation (SD) and ANOVA followed by Post-Hoc LSD and independent t-test were the statistics used for data interpretation. Significance difference ($p < 0.05$) was observed between Navoday and other than Navoday students in behaviour and happiness and satisfaction of 13-year, 14-year and 15-year age groups. Difference was also observed in intellectual and school status in 13-year and 15-year age groups but not in 14-year group. However, in physical appearance and attributes in all three age group, difference was not significant. Difference was observed in 13-year age group in of anxiety but not in 14-year and 15-year age group of two different schools. In popularity, difference was observed in 13-year and 15-year groups, but not in 14-year age group of two different schools.

Keywords: Self-concept, student, navoday and non-navoday school.

Introduction

The 'self' includes all that a person embraces in the works I, Me, Mine and Myself. What a person thinks and how he behaves is largely determined by the concept he holds about himself and his abilities¹. Self concept is described as the individual how known by her/himself². It is the map which a person consults at the time of crisis or choice³, and it has defined as individual's beliefs about one's qualities and how those are judged by the person⁴.

Self-concept is different from self-esteem and self efficacy. Self-concept is a cognitive or descriptive component of one's self, while self-esteem is evaluative and opinionated. Self-efficacy is the extent or strength of one's belief in one's own ability to complete tasks and reach goals⁵.

Three basic components of self-concept are the ideal self, the public self and the real self. The ideal self is the person would like to be, such as a good, moral, and well-respected person. Sometimes, this ideal view faces conflicts with the real self. Public self is what a person thinks that others think of him and it influences the ideal and real self.

When self-concept development begins? It is a topic of controversy. Some asserted that gender stereotypes and expectations set by parents for their children impact children's understanding of themselves by approximately age 3⁶. In other view, self-concept develops later, around age 7 or 8, when

children are developmentally prepared to interpret their own feelings and abilities, as well as feedback they receive from parents, teachers, and peers⁷. Despite differing opinions about the onset of self-concept development, researchers agreed on the importance of one's self-concept, which influences people's behaviours and cognitive and emotional outcomes including academic achievement, levels of happiness, anxiety, social integration, self-esteem, and life-satisfaction⁸.

Positive self-concept and good mental health results when all three components are compatible. A positive self-concept is an important part of a client's happiness and success. Individuals with a positive self concept have self-confidence and set goals they can achieve. Achieving their goals reinforces their positive self-concept. A man with a positive self-concept is more likely to change unhealthy habits to promote health than the individual with a negative self-concept. A healthy self-concept is necessary for overall physical and mental wellness. Different forms of physical activities play important role in the development of self-concept. Navoday School is a special category school, which follow physical education program as an everyday compulsory program in the morning and afternoon sessions that lacks in other type schools.

The purpose of the study was to observe the difference, if any, on six dimensions of self concept 13-15 years students of Navoday School and Non-Navoday Schools.

Materials and Methods

The present study was conducted on a sample of height-weight matched 300 students. Fifty male students in three age categories of thirteen, fourteen and fifteen years of age from two different type schools were the subjects. Their height and weight were matched according to age groups. Students from Navodaya School of Kalyani, Nadia District and Banipur, North 24 Parganas and other than Navodaya school students from three schools of Malda District of West Bengal were selected for the study. Height-weight range of the subjects is given in Table-1.

Table-1
Range of height and weight of the subjects

Age (Years)	Height (cm)	Weight (kg)
13	150 - 156.5	39 – 44
14	156.5 - 163	44 - 49.5
15	163 - 168.5	49.5 - 55.5

As a measure of self-concept, the Bengali version of children's self-concept scale by Ahluwalia (1986)⁹ was used. Mean standard deviation (SD), ANOVA and independent t- test was used for assessment and interpretation of data. For statistical calculations SPSS software version 20 was used.

Results and Discussion

Table-2 represents the description of data of three age groups in the form of mean and SD along with independent t-test results.

From table-2, it was found that the obtained t-values for behaviour of three age groups of 13-year, 14-year and 15-year were 2.85, 4.02 and 4.21 respectively were greater than the tabulated t-value 2.01. Therefore, the difference was statistically significant ($p < 0.05$) in behaviour of Navodaya and non Navodaya school students. In intellectual and school status, obtained t-values were 3.98, 1.93 and 3.62 for the age group of 13-year, 14-year and 15-year respectively. Here, the 14-year age group was not statistically significant but in 13-year and 15-year age group had difference between two groups.

Table-2
Comparison of self concept of students of two groups

Self- Concept Dimensions	Age Group	Navodaya School (Mean \pm SD)	Non-Navodaya School (Mean \pm SD)	t-ratio	Sig. level
Behaviour	13	10.88 \pm 1.35	9.90 \pm 2.02	2.85	0.00*
	14	11.18 \pm 2.59	9.18 \pm 2.38	4.02	0.00*
	15	10.68 \pm 1.89	8.94 \pm 2.23	4.21	0.00*
ISS	13	14.00 \pm 2.93	11.68 \pm 2.90	3.98	0.00*
	14	13.28 \pm 3.03	12.12 \pm 2.98	1.93	0.06 ^{NS}
	15	13.88 \pm 2.54	11.84 \pm 3.07	3.62	0.00*
PAA	13	7.64 \pm 3.16	8.42 \pm 2.60	1.35	0.18 ^{NS}
	14	7.98 \pm 2.61	8.62 \pm 2.50	1.25	0.21 ^{NS}
	15	8.72 \pm 2.72	8.40 \pm 2.41	0.62	0.54 ^{NS}
Anxiety	13	9.38 \pm 2.00	7.48 \pm 2.20	4.51	0.00*
	14	8.38 \pm 1.86	7.78 \pm 2.21	1.47	0.15 ^{NS}
	15	7.60 \pm 2.60	6.74 \pm 2.25	1.77	0.08 ^{NS}
Popularity	13	7.78 \pm 2.23	6.22 \pm 2.23	3.42	0.00*
	14	7.14 \pm 2.23	6.82 \pm 2.14	0.73	0.47 ^{NS}
	15	7.40 \pm 2.08	6.36 \pm 2.15	2.46	0.02*
HS	13	6.94 \pm 1.02	5.16 \pm 1.68	6.4	0.00*
	14	6.88 \pm 1.38	5.32 \pm 1.73	4.98	0.00*
	15	7.24 \pm 1.41	5.38 \pm 1.19	7.13	0.00*

NS = Not Significant, *Significant at 0.05 level ($t_{0.05, 48} = 2.01$), ISS = Intellectual and School Status, PAA= Physical Appearance and Attributes, HS = Happiness and Satisfaction

For physical appearance and attributes the obtained t-values of three age groups of 13-year, 14-year and 15-year were 1.35, 1.25 and 0.62 respectively, those were lesser than the tabulated t-value. Therefore, there was no significance difference in physical appearance and attributes of Navodoy and non Navodoy school boys.

To anxiety, the obtained t-values for the age group of 13-year, 14-year and 15-year were 4.51, 1.47 and 1.77 respectively. Hence, in 13-year age group there was difference but not in 14-year and 15-year age group, so far their anxiety is concerned.

The obtained t-values for popularity of three age groups were 3.42, 0.73 and 2.46 respectively according to age. Here, in 14-year age group was lesser t-value than the tabulated t-value 2.01. Therefore, the 14-year age group was not statistically significant but 13-year and 15-year age group had significance difference in popularity of Navodoy and non Navodoy school boys.

In happiness and satisfaction the obtained t-values of the age group of 13-year, 14-year and 15-year were 6.4, 4.98 and 7.13 respectively. Therefore, all the age groups had difference in happiness and satisfaction between Navodoy and non Navodoy school boys.

Table-3 represents the description of the data of thirteen, fourteen and fifteen year age group. Results of children's self concept dimension of thirteen, fourteen and fifteen years boys i.e., behaviour, intellectual and school status, physical appearance and attributes, anxiety, popularity and happiness and satisfaction have been presented in mean, standard deviation (SD), ANOVA and 't' ratio.

Among the six dimensions of self-concept F-value for anxiety (8.159) was greater than the critical F-value ($F_{0.05} 2,297=3.09$). Therefore, there was difference in anxiety among the students according to their age. However, in the remaining cases the differences were not statistically significant.

Table-3
ANOVA on self concept of students according to age

Variables	Age-wise value of Mean \pm SD			F-value	Inter-group t-ratio		
	13 Yr.	14 Yr.	15 Yr.		13 vs.14	14 vs.15	13 vs.15
Behaviour	10.39 ± 1.78	10.18 ± 2.67	9.81 ± 2.23	1.692 ^{NS}	0.654 ^{NS}	1.063 ^{NS}	1.031 ^{NS}
ISS	12.84 ± 3.12	12.70 ± 3.06	12.86 ± 2.99	0.082 ^{NS}	0.321 ^{NS}	0.375 ^{NS}	0.046 ^{NS}
PAA	8.03 ± 2.91	8.30 ± 2.56	8.56 ± 2.56	0.976 ^{NS}	0.696 ^{NS}	0.718 ^{NS}	1.368 ^{NS}
Anxiety	8.43 ± 2.30	8.08 ± 2.05	7.17 ± 2.46	8.159*	1.135 ^{NS}	2.841*	3.742*
Popularity	7.00 ± 2.40	6.98 ± 2.18	6.88 ± 2.17	0.081 ^{NS}	0.062 ^{NS}	0.325 ^{NS}	0.371 ^{NS}
HS	6.05 ± 1.65	6.10 ± 1.74	6.31 ± 1.60	0.687 ^{NS}	0.208 ^{NS}	0.887 ^{NS}	1.132 ^{NS}

*Significant at 0.05 level ($F_{0.05} 2,297=3.09$, $t_{0.05} 98=1.98$), NS = Not Significant. ISS =Intellectual and School Status, PAA= Physical Appearance and Attributes, HS = Happiness and Satisfaction

Conclusion

Though the socio-economic conditions of the students were not considered in this study, but on the basis of the finding of the study on height-weight matched 13-16 years male students of Navodoy and Non-Navodoy schools, the following conclusions were drawn on their self concept: i. According to school Navodoy and non Navodoy students' self concept did differ in behaviour, and happiness and satisfaction dimensions for all the three age groups. In popularity and anxiety fourteen years age group and for intellectual and school status in fifteen years age group. ii. According to age of the students of two schools together, had difference only in anxiety dimension of self concept.

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