Assessment of Self-concept of Secondary School Students in respect to their Gender, Localities and Category (Tribe and Non-Tribe)

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Abstract: The success of one’s life in any field requires the positive and proper level of self concept. The people belonging to various Castes and Tribes, regions or localities behave according to their own style of philosophy, psychology and sociology. Some particular section of people like people of tribal community lies behind in academic, social as well as political field not only to general people but also to Other Backward Classes and even to Scheduled Caste People. It has also been observed that, the females lie behind to males and rural people to urban people. Present researchers assumed the psychological factors other than societal and economical factors are responsible for such backwardness. The psychological factors like negative self concept, poor level of educational aspiration, adjustment and other psychological phenomena are more important contributing factors of one’s success or failure not only in academic field but also in whole life activities. Keeping these in view, the researchers considered self concept as an important variable to study and tried to compare the level of self concept of tribal students with non-tribal as well analyzing this variable in respect to students’ gender and localities. In the present study, researchers assumed three localities and gender as factors of self concept. For this purpose, researchers selected 680 (N =680) Secondary School going students from different sections studying in schools running under the Board of Secondary Education, Odisha. Mukhopadhyaya and Basantia Self Concept Questionnaire (MBSCQ) developed by Mukhopadhyaya, D. and Basantia, J. M. has been used to measure the selected variable. Descriptive statistics along with t-test have been employed to analyze the data. The significant differences of the elf Concept were found in case of gender and category but no difference was found in case of localities. It might be concluded that the gender and category might mediate in forming the self concept of a person.

Keywords: Self concept, Localities, Gender, Tribal, Non-tribal.

I. INTRODUCTION

Backwardness of Tribal community, women and rural people are major concerns of our present society. Particularly, the conditions of tribes and rural people in Odisha are more miserable. In Odisha, the public participation of people belonging to tribal community, rural and the women in various sectors i.e. education, politics, workforce, in trades or business is very poor. The investigator highlighted that, current tribal and rural unrest is not merely the problem of socio-economic backwardness but it also owes its origin to certain other deep rooted psychological reasons which ought to be taken into account. The negative and poor self concept, low intellectual ability, poor ability of adjustment and improper level of academic aspiration of the individual are vital psychological factors which may cause the backwardness of said sections. Being as academicians and Education as a Discipline of their teaching profession, the researchers have showed interest to study such problem. They made a detailed review of findings and found that the academic progress of the students were determined by various factors viz.- sociological, psychological, environmental and personal factors. Besides the socio-economic and physical limitations, different psychological aspects like- intelligence, memory, anxiety, interest, attitudes, adjustment, aspiration, self-concept, motivation are expected to be the major influential determinants of academic progress. On the basis of theoretical concept of the education and personality of the tribes, problems of women and rural people, the present researcher selected Self-concept as an important variable to estimate the status of self concept of adolescent secondary students belonging to different sections. Keeping the above issues in their mind the researchers identified this problem for the study. Thus, the problem identified by the researchers was titled as “Assessment of Self-concept of Secondary School Students in respect to their Gender, Localities and Category (Tribe and Non-Tribe)”. 
II. OBJECTIVES OF THE STUDY

Objectives for the present study were:
(a) To study the status of Self-concept of both secondary Tribal and Non-tribal Students in respect to their gender and localities.
(b) To compare the level of self-concept between the secondary Tribal and Non-tribal Students.
(c) To develop and or adopt, and standardize tool for measuring Self-concept.
(d) To suggest for implications of the findings of the study.
(e) To recommend for further the studies.

III. HYPOTHESES

The following null-hypotheses were considered for the present study.
H01: There exists no significant difference between Tribal Secondary School Students and Non-tribal Secondary School Students in respect to their self concept.
H02: There exists no significant difference between Male Secondary School Students and Female Secondary School Students in respect to their self concept.
H03: There exists no significant difference between Urban Secondary School Students and Rural Secondary School Students in respect to their self concept

IV. METHODOLOGY AND DESIGN OF THE STUDY

A. Methods Employed

The major objective of this study was to assess the self concept of secondary students of Odisha. The study at present has been planned an implemented descriptive frame work. It aims at comprising the level of self concept in respect to gender, locality and category. As such the method of the investigation was confined to a descriptive and analytical approach, the methodology of the study involves collection, tabulation and meaningful analysis of the data; and drawing out the relevant inferences. Hence, description of the investigation is obviously combined with analysis, comparison, contrast, interpretation and evaluation.

B. Variables Studied

(a) One Output or dependent Variable i.e. Self Concept,  
(b) Three Attribute variables i.e. Gender (Male and Female), Localities (Rural and Urban) and Category (Tribal and Non-tribal).

C. Population and Sample

The population of the study was secondary school students of Odisha. The schools included in the sample were found in two Districts of Odisha i.e. Balasore and Mayurbhanja. A judgment sample of eleven schools was selected, the main consideration being that the schools should be situated in both the rural and urban areas. Out of eleven schools there were five co-educational, three were exclusively for boys and three were exclusively for girls. Six Schools were in rural and other three schools were in urban areas. Initially, all the tools were administered on a sample of 722 secondary school students. Incomplete responses from students were excluded from the sample. After exclusion, the remaining sample was 680 in number, out of this 680 sample 285 were tribal and 395 were non-tribal students. Out of 285 tribal students 180 (boys 79 and girls 101) were from rural areas and 105 (boys 62 and girls 43) were from urban areas. Again out of 395 non-tribal students there were 143 (boys 89 and girls 54) from urban areas and 252 (boys 121 and girls 131) from rural areas. The distribution of the sample had been presented from the table -1

<table>
<thead>
<tr>
<th>Category → Localities ↓</th>
<th>Tribal</th>
<th>Non-Tribal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural Gender</td>
<td>Boys = 79</td>
<td>Boys = 121</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td>Girls = 101</td>
<td>Girls = 131</td>
<td>232</td>
</tr>
<tr>
<td></td>
<td>Total = 180</td>
<td>Total = 252</td>
<td>432</td>
</tr>
<tr>
<td>Urban Gender</td>
<td>Boys = 62</td>
<td>Boys = 89</td>
<td>151</td>
</tr>
<tr>
<td></td>
<td>Girls = 43</td>
<td>Girls = 54</td>
<td>97</td>
</tr>
<tr>
<td></td>
<td>Total = 105</td>
<td>Total = 143</td>
<td>248</td>
</tr>
<tr>
<td>Total</td>
<td>285</td>
<td>395</td>
<td>N= 680</td>
</tr>
</tbody>
</table>

d. Tools Used

In the present study the researcher reviewed a good number of tools both developed in India and Abroad that could be used in the present sample for measuring self-concept. But after thorough analysis it was found that tests developed outside India were not suitable in Indian environment. Some Indian tools for measuring Self-concept were found more suitable to use in the present study. For the present study the researchers found...
Mukhapadhyaya and Basntia Self-Concept Questionnaire (MBSCQ) developed by D. Mukhopadhyaya and J. Basntia; to be more suitable for measuring self concept. The psychological basis of the dimensions and the items involved in such test was matched perfectly with the present situation of this investigation.

E. Statistics Used
The collected data from students were subjected to different statistical techniques. All the statistics used in the study can be divided into two major parts, i.e.

- **Descriptive Statistics:** In order to find out the nature of sampling distribution, descriptive statistics were carried out for the variable. For this purpose, the statistics such as Mean, Median, S.D., Q, SK, and K.U. were calculated.
- **Inferential Statistics:** The ‘t’-test was adopted to find out whether there was any significant mean difference between gender, localities and category students groups within the variable under consideration.

V. ANALYSIS OF DATA CONCERNING THE SELF CONCEPT

### A. Descriptive Statistics

<table>
<thead>
<tr>
<th>Strata</th>
<th>N</th>
<th>Mean</th>
<th>SE</th>
<th>Median</th>
<th>Mode</th>
<th>SD</th>
<th>Variance</th>
<th>Skewness</th>
<th>SEsk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tribal Students (TS)</td>
<td>285</td>
<td>159.35</td>
<td>11.94</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Tribal Students (NTS)</td>
<td>395</td>
<td>168.09</td>
<td>12.08</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys (Total)</td>
<td>351</td>
<td>165.97</td>
<td>12.15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls (Total)</td>
<td>329</td>
<td>162.21</td>
<td>13.21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rural (Total)</td>
<td>432</td>
<td>167.70</td>
<td>12.17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban (Total)</td>
<td>248</td>
<td>167.68</td>
<td>13.15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Total (N)</td>
<td>680</td>
<td>164.43</td>
<td>12.77</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The descriptive statistics shown in the Table-2 revealed the Mode and Median were same, but Mean was slight different from Median. The SD of the distribution was 12.77. The skewness of the distribution was found to be positive (0.095) for self-concept, it indicated the pile-up scores on the left distribution. The value of kurtosis (0.587) higher than normal distribution (0.263) for self-concept indicated a platykurtic distribution. The calculation of interquartile range was found to be 17.00.

### Table3: The Statistics of N, Mean and S.D of the Strata considered for Self-Concept (SC)

<table>
<thead>
<tr>
<th>Strata</th>
<th>N</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tribal</td>
<td>285</td>
<td>159.35</td>
<td>11.94</td>
</tr>
<tr>
<td>Non-Tribal</td>
<td>395</td>
<td>168.09</td>
<td>12.08</td>
</tr>
<tr>
<td>Boys</td>
<td>351</td>
<td>165.97</td>
<td>12.15</td>
</tr>
<tr>
<td>Girls</td>
<td>329</td>
<td>162.21</td>
<td>13.21</td>
</tr>
<tr>
<td>Rural</td>
<td>432</td>
<td>167.70</td>
<td>12.17</td>
</tr>
<tr>
<td>Urban</td>
<td>248</td>
<td>167.68</td>
<td>13.15</td>
</tr>
<tr>
<td>All Total</td>
<td>680</td>
<td>164.43</td>
<td>12.77</td>
</tr>
</tbody>
</table>

The Table-3 showed that, the mean score of secondary students in their self concept varied in case of location (rural and urban), gender (boys and girls) and category (tribal and non-tribal). The results indicated that, boys showed more superiority to girls, non-tribals to tribals and urban to rural in self concept.

### B. Graphical Representation of data concerning MBSCQ

For the immediate and meaningful grasp of data for the self-concept (MBSCQ), the researcher had taken the help of graphical representation. The researcher had analysed and interpreted the scores of self-concept (MBSCQ) by the help of Histogram cum NPC.

Fig. 1: Histogram with Normal Probability Curve showing the Frequency Distribution drawn from (MBSCQ) scores.
The skewness of the distribution was found to be positive for self-concept; it indicated the pile-up scores on the left distribution. Though the value of kurtosis (Table-2) higher than normal distribution for self-concept, the Fig.-1 showed almost in normality in distribution.

C. Parametric Statistics

In the present study, the assumption of independent observation, scale of measurement and homogeneity of variance were established. For the assumptions of Normal Probability, the Descriptive Statistics were calculated. The results have been shown in Table-2 and Table-3. The Histogram and NPC were presented and shown in Figure-1. The skewness of the distribution was found to be positive (0.095) for self-concept, it indicated the pile-up scores on the left distribution. The value of kurtosis (0.587) higher than normal distribution (0.263) for self-concept indicated a platykurtic distribution.

From the above statements, it might be concluded that sampling distribution for self-concept of secondary students followed a tendency of Normal Probability. After fulfilling the criteria laid down for parametric statistics, the researcher has used “t” test design for testing the hypotheses.

D. Analysis of Self-Concept in respect to Gender (Male & Female)

On the basis of the objectives of present study and hypotheses formulated, researchers employed the t-test as the statistical treatment of the scores of MBSCQ for testing the null-hypothesis to determine the differences between male and female secondary school students in Self-concept.

(i) Analysis of the Difference between Male Secondary School Students (MSSS) and Female Secondary School Students (FSSS) in Self Concept pertaining to Null Hypothesis No-1 (Ho_1)

Table 4: Showing ‘t’-value of Self Concept of Male Secondary School Students (MSS) and Female Secondary School Students (FSSS)

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>Difference Between</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>SE_d</th>
<th>t-value</th>
<th>df</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELF-CONCEPT</td>
<td>MSSS</td>
<td>351</td>
<td>165.97</td>
<td>12.15</td>
<td>0.988</td>
<td>3.806*</td>
<td>678</td>
</tr>
<tr>
<td></td>
<td>FSSS</td>
<td>329</td>
<td>162.21</td>
<td>13.21</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Significant at 0.01 level

The rigorous study of the table-6 proved the significant difference between Tribal and Non-Tribal students in self-concept. The obtained “t” value was found to be significant at 0.01 and 0.05 level for self-concept. Hence the Null Hypothesis (i.e. Ho_2) was rejected and it has been established that, a significant difference existed between secondary male and female students in their self-concept. So gender might mediate in formation of Self concept of individuals.

E. Analysis of Self-Concept in respect to Localities (Rural & Urban)

To verify the localities as factor in forming the self Concept of Adolescent Students, the mean differences has been computed and hypothesis has been tested.

(i) Analysis of the Difference between Rural Secondary School Students (RSSS) and Urban Secondary School Students (USSS) in Self Concept pertaining to Null-Hypothesis No-2 (Ho_2)

Table 5: Showing ‘t’-value of Self Concept of Rural Secondary School Students (RSS) and Urban Secondary School Students (USSS)

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>Difference Between</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>SE_d</th>
<th>t-value</th>
<th>df</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELF-CONCEPT</td>
<td>RSSS</td>
<td>437</td>
<td>167.70</td>
<td>12.17</td>
<td>1.019</td>
<td>0.019**</td>
<td>678</td>
</tr>
<tr>
<td></td>
<td>USSS</td>
<td>248</td>
<td>167.68</td>
<td>13.15</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Insignificant at 0.01 level
The observation of the table-6 revealed that no significant difference between Rural Secondary School Students and Urban Secondary School Students existed in their self-concept. The obtained “t” value was found to be insignificant at 0.01 and 0.05 level for self-concept. Hence the Null Hypothesis (i.e.H0) was retained and it has been established that, no difference existed between Rural Secondary School Students (RSS) and Urban Secondary School Students (USSS) in their self-concept. Hence, the localities have impact on persons’ self-concept.

F. Analysis of Self-Concept in respect to Category (Tribal & Non-Tribal)

Table 6: Showing ‘t’-value of Self Concept of Tribal Secondary School Students (TSSS) and Non-Tribal Secondary School Students (NTSSS)

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>Difference Between</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>SE0</th>
<th>t-value</th>
<th>df</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELF-CONCEPT</td>
<td>TSSS</td>
<td>285</td>
<td>159.35</td>
<td>11.94</td>
<td>0.93</td>
<td>9.370*</td>
<td>678</td>
</tr>
<tr>
<td></td>
<td>NTSSS</td>
<td>395</td>
<td>168.09</td>
<td>12.08</td>
<td>0.93</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Significant at 0.01 level

From the table-6, it was evident that the difference between the means of Tribal and Non-Tribal students was statistically significant in self-concept. The obtained “t” value was found to be significant at 0.01 and 0.05 level for self-concept. Hence the Null Hypothesis (i.e.H0) was rejected and it has been established that, “a significant difference existed between secondary tribal and non-tribal students in their self-concept”

V. MAJOR FINDINGS

Major findings of the study and result of interpretations of the data were:

1. There is a significant differences between Male and female students in respect to their self concept. The descriptive data showed that Male Secondary School Students showed higher and better self-concept than Female Secondary School Students. Gender is a predicting factor of self concept of secondary students.

2. There exists no significant difference between Rural Secondary School Students and Urban Secondary School Students in their self concept. The descriptive statistics i.e. Mean values of two groups are almost the same which implied rural and urban students stand at equal level in their self concept. The analysis of both descriptive and inferential statistics proved that Localities was no way the contributing factor of self concept.

3. In respect to Self-concept, it was found that tribal students differed significantly from non-tribal students in relation to their self-concept. It was also shown that non-tribal students showed better and more positive self concept than to their tribal counterparts.

It has been concluded that, category i.e. tribal and non-tribal has great influence in forming self concept of secondary students.

VI. IMPLICATIONS OF THE STUDY

1. Elder persons and teachers should respect the personality of the students and provide an atmosphere which would develop the students into more balanced and mature personality having positive self-concept. Teachers can do this by encouragement, personal examples and by creating a congenial atmosphere in the class-rooms.

2. The major implication of this view point was that teacher and parents who would have to assume prime responsibility for developing self-concept and personality in children must themselves have a positive self-concept. Hence training for the teachers, counselors and parents showed be well organized.

3. For developing self-concept of low achieving students on their intellectual status, creative work, problem-solving games, easy competitions, debates, quizzes and group should be introduced on a large scale in schools.

4. Due recognition and appreciations in the above activities should be given by distribution of awards, prizes scholarship and medals.

5. Elders must help the children to develop positive self-concept through their approval and inter-personal relations

6. Courses in human behavior, interpersonal relations, motives & self-understanding should be introduced.

VII. CONCLUSION

The total participation in the process of education and development of society is the ultimate aim of all research efforts. Actually it is hard enough to develop academic performances of disadvantaged groups like women and tribal people as well as in bringing them into main stream education without proper psychological treatments of the core of personality i.e. self-concept. Hence, the war and full hearted efforts in true sense of the terms urge to
be made at all levels, micro as well as macro, so that the goal of universal achievements would be reached as per the scheduled.

REFERENCES