

## Self-Concept of Rural and Urban Professional Course Students

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### ABSTRACT

Today, Self-Concept plays important role in the growth of school, college and graduate students. The purpose of this study was to identify the self-concept of professional students. Sample of the study were 600 students of professional courses of from Gorakhpur region. The sample was drawn from 08 various government and private college of engineering and diploma course of civil, mechanical and computer. Self-concept was measured by the tool *Self Concept Rating Scale (SCRS)* Pratibha Deo. The objective of this study is to compare the self-concept of professional course students belonging to urban and rural areas. The result of the study revealed that Urban student self-concept is better than rural students of professional courses.

**Key Words :** Self-Concept, Self, Urban, Rural, SCRS

### INTRODUCTION

Various research works is going on in India and abroad on professional course students. During past decades there has been a greater stress on the study of self-concept. But the work on self-concept of professional course students is very less. It is one of the most dominating factors influencing the individual factors and behavior. Self-Concept is one's view of one self. This self grows out of our experiences with others from day to day, but especially in childhood. The term 'Self' has many meanings and various theorists have used and defined 'Self' in different ways. Self concept is the image that one has of them. This image develops in a number of ways, but is particularly influenced by our interactions with important people in our lives. It is an idea of the self constructed from the beliefs one holds about oneself and the responses of others. If our experiences are consistent with our self-concept, it will reinforce what we already feel about ourselves. Self concept refers to an idea or thinking about his oneself strengths and weakness. It is an individual assessment of his or her status on single trait or on many human direction using social or personal relations. It is defined as the person's perceptions of him or herself. It plays an important role in understanding the

human behavior. It also views of himself as distinct from his viewed by others on the basis of his behavior. These perceptions are formed through experience and interpretations of one's environment. They are influenced by evaluation, reinforcements and attributions for one's own behavior. It is a dominant element in personality pattern. On the other hand, self-concept helps the individual in various important aspect of his life *i.e.* decision making, judgment, assessment and various other situations.

A person is not born with a self-concept but gradually forms one as a result of his interaction with the environment. It helps an individual to grow professionally in emotional adjustment with the environment Self-concept is the information that we have about him, "What we think we are like". It is best conceived as a system of attributes towards oneself. It consists of all perceptions, feelings, attributes, aspirations and values of oneself concerning oneself. It is a complicated, intricate and multifaceted part of an individual's personality (Rosenberg, 1985). Roger defines a systematic form of self-concept. It shows the image of him as well as the perception of other persons and things. Cattell (1957) referred self-concept as the "Key stone of personality". In 1951, Rogers and his followers found that a person

has many self-concepts. It includes the person's abstraction and evaluation about his physical abilities, appearance, intellectual capacity, social skill, psychological self-image, self-confidence, self-respect and self-adequacy.

### Review Literature

Muijs (2011) conducted studies on the relationship between self-concept and achievements in educational settings have been a major focus of research and theory for many years (Hamachek, 1995; House, 1996; Hattie, 1992; Marsh *et al.*, 1988; Burns, 1979).

Cowen *et al.* (2012) results obtained from the Brown Fain Self-Rating Inventory, college undergraduates were divided into two groups: high and low scores for negative self-concepts. The groups were then compared with respect to various personality and socio-psychological measures. Some of the measures indicated that the high negative self-concept group responded in a manner more indicative of good adjustment than did the low scorers. There were also indications that high scorers hold less intense religious beliefs.

Viajayarani (2013) school education acts as an orientation for higher education. It is an alarming note that parents and school, in their anxiety to improve the performance of students in the public examinations pressurize the students to the maximum possible extent in which learning becomes a pain instead of a pleasure at this stage. Hence, the students are put into a lot of emotional stress during this stage much has been talked about too much of stress and work load in schools which skill the academic self-concept of students. Many studies show that more of students are being overcome negative feelings, which is not healthy either from the social point of view.

Raju (2013) study looked at the relationship between students self-concept and how it affects their academic achievement in physical sciences in some selected secondary schools in Chittoor District, Andhra Pradesh. The sample consisted of randomly selected 1800 9<sup>th</sup> class students. Self-Concept is associated with better scholastic achievement in physical sciences. It is therefore suggested class room teachers should teach students good habits and self-management skills together with appropriate self attribution strategies.

Emmanuel *et al.* (2014) study investigated the relationship between achievement motivation, academic self-concept and academic achievement of high school students. A total of 120 students selected from four high

schools participated in the study. The study also found a significant correlation between self-concept and academic achievement. Again, there was a positive relationship between achievement motivation and academic achievement but the correlation was not significant. The study confirms the importance of achievement motivation and academic self-concept to academic achievement and concluded by making insightful suggestions and recommendations to stakeholders in education in helping students to enhance their motivation and self-concept to improve on their academic performance.

Labhane and Bavisakar (2015) investigation is to study the self-concept and emotional intelligence perceived by college student of Jalgaon district. Sample for the study consist of 140 participants of age group 18-22 years. From the analysis, it is found that there is no significant relation between the arts and science faculty students. It is also found that there is no significant difference between the arts and science faculty students. Science faculty students have highest emotional intelligence than arts faculty students

Mehta (2016) discussing the two terms Emotional Intelligence and self-concept. Emotional intelligence is getting almost equal importance along with self concept. When we link these terms with the traditional phase called adolescence which helps in more understanding. The objective of this study is to examine the relationship between emotional intelligence and self concept. It will also analyze whether the emotional intelligence and self-concept are influenced by gender. For this purpose 150 adolescents of various schools of Nagpur city were randomly selected. For emotional intelligence scale developed by Mangal and Mangal and children self-concept scale. Karl Pearson correlation coefficient was used to measuring the degree between emotional intelligence and self-concept. This relation reflects positive correlation between which significance the tendency for increase in self-concept score with the increase of the score of the emotional intelligence and *vice versa*.

Ahmad and Ahmad (2016) studies was based on comparison of self-concept between professional and non-professional graduate level students. This study focused on professional course of Baharisch, Gonda and Balarampur district of U.P. Hypotheses of the study were no significant difference between professional and non-professional, male and female, and different stream graduate level students on self-concept. Researcher used self-concept rating scale tool for data collection. Self-

concept in comparison to non- professional female students. The same level self-concept in male and female student of professional category and non-professional category is also same.

Wankhade (2016) purpose of the study, 50 subjects (25 rural and 25urban) were selected randomly from rural and urban area school going adolescent in Amravati District (MS). The age level of the subjects ranged from 13 to 14 years. The experiment carried out on twenty five rural and twenty five urban school going adolescent students to find out the comparison on self-concept. After applying standard questionnaire to obtained response and statistical treatment, the results come out were shows significant difference between rural and urban school going adolescent students.

Jaiswal and Chaudhary (2017) studies the academic self-concept and academic capabilities plays important role at the secondary level students. Total students participated were 615 of secondary school of both gender (Male 317, Female 298) of age group between 14-17 years. The sample was collected from 15 schools affiliated with CBSE board of Varanasi city, U.P. Academic achievement was measured by the Cumulative Grade Point Average (CGPA) of the previous year. It is found from the study that there was a positive relationship between academic self-concept and academic achievement. Female students have better academic self-concept than male students.

Pingale (2018) examine the aggression and self-concept among urban and rural Graduates Students. Rural Graduates Students will be significantly high aggression and self-concept than the urban Graduates Students. For the present study 120 Sample were selected belongings to Aurangabad. The age range of subjects was 18-25 years. Purposive non-probability sampling technique is used. Self-Concept Scale (SCQ): was constructed and standardize by Dr. Raj Kumar Saraswat. Rural Graduates students had significantly high aggression than the urban Graduates Students. Urban Graduates students had significantly high self-concept than the urban Graduates Students.

**Objective of the study:**

– To study the self-concept of urban and rural professional course students.

**Hypothesis:**

– Rural professional course students will be significantly high self-concept than the urban professional

course students.

**METHODOLOGY**

To achieve the objective of the study, quantitative method and descriptive survey is used. The study is based on the purposive design methodology, the solitary instrument utilized for data collection was questionnaire. It is an important and popular procedure for collection of data. It is also cost effective and suitable to be used as a tool to evoke information and response from a particular group of people.

**Sample:**

The sample for the present study was drawn from 15 government and private college professional students of Gorakhpur, U.P. (India). The population selected to carry out this study were 600 professional course students. For the selection of students we have confined the students of engineering and polytechnic colleges of government and private studying in second year. Three branches of engineering and diploma are selected for this study are Civil, Mechanical and Computer. This study applied purposive sampling a non probability sample that is selected based on characteristics of a population. Based on the amount of sampling procedure 24% Civil, 48% Mechanical and 28% Compute students were selected as a participant. It means that 144 from Civil, 287 Mechanical and 169 Computer. All the students of randomly selected classes were considered as a cluster, and formed the final sample of the study.

**Tools :**

Self-Concept Rating scale (SCRS) is developed by Dr. Pratibha Deo. This scale is used to measure the self-concept of an individual himself/herself. The rating scale of five point’s scales is used to measure the self-concept of students. It is best believed as a system of attitudes towards oneself. It is based on self-reporting technique is available as check test and as well as rating scale. SCRS consist of 90 adjectives and it is rated by the subject on five point scale as below:

Sr. No.	Nature of response	Positive	Negative
1.	Very much like this	4	0
2.	Much like this	3	1
3.	Uncertain	2	2
4.	Not like this	1	3
5.	Not all like this	0	4

### Procedure of data collection :

Once the entire questionnaires were collected, all the data gathered were described and analyzed using SPSS for statistical analysis. The results obtained are presented in form of percentage, mean and standard deviation. T-test and coefficient correlation is used to carried out in order to establish the relationship between the dependent and independent variables. All the obtained results are presented in the form of tables and graphs and are attended by descriptions explaining the results. After that, discussion of the results is carried out in order to answer the research questions and necessary conclusion based on the findings of the research. On the base of overall findings, the researcher discusses the significant implications of the study and put a few suggestions for further and future research.

### Statistical analysis:

$H_1$  : There is no significant difference between Self-Concept of Urban and Rural students of professional courses.

## RESULTS AND DISCUSSION

The result of hypothesis has been entered. The number of Urban student is 339, value of mean is 146.78, standard deviation is 45.58. The number of Rural student is 226, value of mean is 154.60, standard deviation is

46.59. The 't' value or calculated value between Urban and Rural is 2.056 at 598 degree of freedom at 0.05 level of significance. Here, calculated value is greater than table value therefore the hypothesis is rejected.

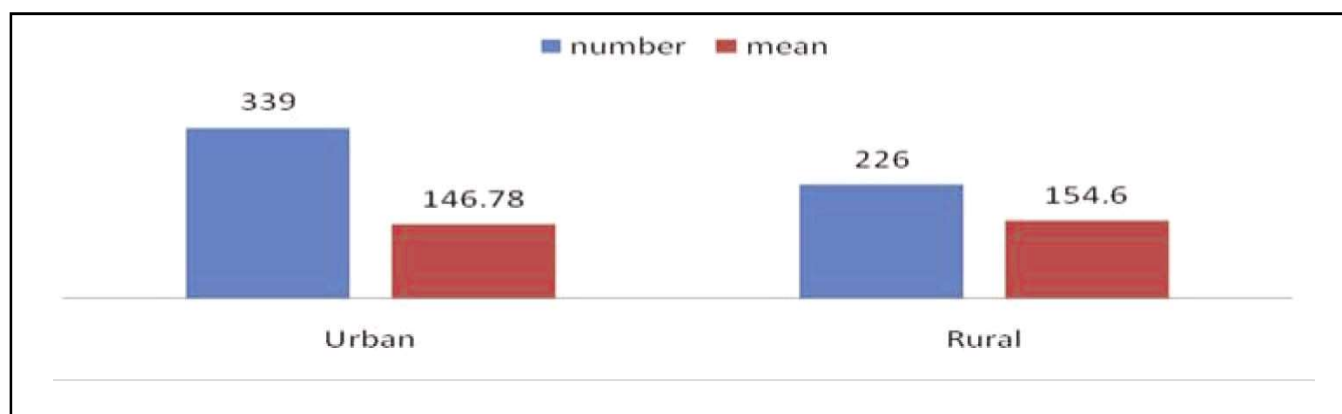
It means, there is significant difference between urban and rural students. It is also observed from the Table 1 and Fig. 1 that rural students of professional course are better than urban students.

### Conclusion :

We are in the era of a new century; intelligence and success are not viewed in the same manner they were considered earlier. Over the years, research has suggested that there is variation of self-concept of students in school, college and professional courses. The role of society plays a dominant role in shaping self-concept of a person. It is not an indigenous quality; it originates gradually as a result of social interaction. It is the totality of attitudes, judgment and values of an individual relating to his behaviors, abilities and qualities. Marsh and Craven (1997) claimed that academic self-concept and achievement are mutually reinforcing constructs, each leading to gains in the other. Enhancing self-concept is a vital goal in and of itself and that self-concept is an important mediating variable that causally impacts on a variety of desirable outcomes including academic achievement (Marsh and Craven, 1997). From the present study, it is evident that there is a significant and positive relationship between the select

**Table 1 : Significance difference between urban and rural students of professional studies**

Locality	N	Mean	SD	df	Calculated t-value	Tabulated t-value	Level of significance	H0
Urban	339	146.78	45.58	598	2.056	1.98	.05	Rejected
Rural	226	154.60	46.59					



**Fig. 1 : Self-Concept of urban and rural students**

variables, between urban and rural students of professional course students. Rural professional course students had significantly high self-concept than the urban professional course students. Rural professional course students are more serious about carrier and self also.

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