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A comparative study on self-concept between professional and non-professional graduate level students

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Abstract

The self-concept is one's view of one self. It is generally stable and organized quality of self-concept that gives consistency to the personality. Self-concept requires consistency, stability, strength, and tends to resist change. Present study aims to compare self-concept between professional and non-professional graduate level students. This study is descriptive survey type in nature. It covered only for graduate level students in Bahraich, Gonda and Balrampur districts of UP state. This research conducted only B. A., B.Sc., B. C. A., B. P.Ed. and B. Ed. students. The research objectives were to compare self-concept between professional and non-professional, male and female and different stream graduate level students. 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. This tool was developed by Dr. (Mrs.) Pratibha Deo. Researcher used Purposive method of sampling for the selection of samples. Students have same level of self-concept in both categories. Female professional student found more 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. The level of self-concept reported is same in B. A. and B. Sc., and B. C. A., B. P.Ed. and B. Ed. students in also same.

Keywords: Self-concept, professional, non-professional students, graduate level

Introduction

The 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. If we have had our share of positive regard or approval we are likely to have a positive view of ourselves. Each individual has a unique 'frame of reference'. Our experiences may be consistent or inconsistent with our internal frame of reference which means the way we structure our world including our self in our world. If our experiences are consistent with our self-concept, it will reinforce what we already feel about ourselves. If our experiences don't quite fit in we've got a problem. In that case we can either ignore the experience because it doesn't seem to mean anything to us or it can be 'denied symbolization' or be given 'distorted symbolization' because the experience is inconsistent with the structure of self.

There is in each of us a striving and growth potential to be a fully functioning person. All experience will be available to awareness and the self-concept will be comfortable with that experience. The self will change flexibly when meeting new experiences. The fully functioning person would be a person in process, a person continually changing. Thus his specific behaviour cannot in anyway be described in advance. The only statement which can be made is that the behaviours would be adequately adaptive to each new situation and that the person would be continually in a process of further self-actualization.

Concept of Self-Concept

Our self-concept is our notion of who we are and how we feel about ourselves. Children recognize themselves in mirror when they are as young as father/mothers.

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In the first year of life an infant is able to express its wants and needs quite vigorously. Infants are actively discovering the people and things around them including their own bodies. But they have yet to discover themselves as person. Psychologists generally agree that children first look at themselves as persons at about three years of age. They discover that "I" can think about and something to "me".

Learning of Self-concept

No one is born with self-concept. It generally emerges in the early month of life and is shaped and reshaped through day by day experiences and repeated again and again. Inner focusing is a valuable tool for counseling of self. Any experience which is inconsistent with one's self-concept may be feeling as suspense and the more of these experiences there are the tougher self-concept is organized to maintain and protect itself. When a person is unable to get rid of feel inconsistencies, emotional problems arise. Faulty thinking patterns such as two things reasoning or over generalizing creates negative interpretations of one-self.

Organization of Self-concept

Many researchers agree to the self-concept generally organized by them. Each person maintains countless perception regarding one's personal existence and each perception models with all the others. It is generally stable and organized quality of self-concept that gives consistency to the personality. Self-concept requires consistency, stability, strength, and tends to resist change. If self-concept changed readily the individual would lack a consistent and dependable personality. The more central a particular belief is to one's self-concept the more resistant one is to changing that believe.

Need and Significance of the Study

There are so many problems which are faced by every individual at every step. Our need is increasing day by day but resources are limited. It is often said that people are running for material gain. They are less concern about their mental satisfaction and health. It sometimes leads to mental derailment. In its slighter form it is expressed in mental tension, frustration and maladjustment is one's daily life anxiety in its proper degree helps the individual as well.

Objectives

1. To study the self-concept between professional and non-professional graduate level students.
2. To compare the self-concept between male and female graduate level students in professional and non-professional courses.
3. To study the self-concept among graduate level students in different streams of professional and non-professional courses.

Hypotheses

1. There is no significant difference between professional and non-professional graduate level students on self-concept.
2. There is no significant difference between professional and non-professional graduate level male students on self-concept.
3. There is no significant difference between professional and non-professional graduate level female students on self-concept.

4. There is no significant difference between male and female professional graduate level students on self-concept.
5. There is no significant difference between male and female non-professional graduate level students on self-concept.
6. There is no significant difference between B. A. and B. Sc. Non-professional students on self-concept.
7. There is no significant difference among B. Ed., B.C.A and B. P Ed. professional students on self-concept.

Review of Related Literature

- (1) Cowen, Emory L. *et al.* (2012) ^[8] On the basis of 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.
- (2) Daniel R. Muijs (2011) ^[7] 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). Research has supported the belief that there is a persistent and significant relation between the self-concept and academic achievement. It has also been noted that this relationship has been reported for children all grade levels, from the primary grade levels through college (Mc Candless and Evans, 1973; Adeniran, 1985; Salawn, 1991). Academic success and positive self-concept have also been shown to be positively correlated in Black and Hispanic children (Vasquez, 1974; Borovetz, 1975) examined academic and social self-concept of 594 Israeli 7th grade children. Results indicate that low achieving students of Middle Eastern background only in the comparison group sustained a significant negative change in their social and academic self-concepts. Trusty, Peak; and Mathew (1994) investigated the relationship among achievement.

Methodology

The present study is descriptive survey type research and covers only graduate level students of Balrampur, Gonda and Bahraich districts in UP. These degree colleges are affiliated to Dr. Ram Manohar Lohia Avadh University Faizabad and providing education to under graduate and post graduate courses. This research covers the population only under graduate students of colleges of B.A., B. Sc., B.Ed., B.C.A. and B. P. Ed. courses only.

Sample and Sampling Techniques

There are many sampling techniques for sampling. Researcher selected Non-probability sampling method for this study. Purposive method of sampling was selected for the study. In this type of sampling the researcher Picks-up elements from the population he wishes to study in his own way. One very frequently basis of choosing these elements is that they are conveniently available. There are 98 samples

from Haji Ismail Degree College Sadullah Nagar Balrampur, 180 samples from Saryu Degree College Colonel Ganj Gonda and 91 samples Sanjivni Degree College Bahraich. Total 369 samples were taken. These all colleges in different streams students included in this sample as to (B.A., B.Sc., B.Ed., B.C.A, and B. P. Ed.).

Table 1: Distribution of Sample according to Profession

Category	Number of Sample	Percentage
Professional	209	56.6
Non-Professional	160	43.4
Total	369	100

The above table shows that the total number of Professional students is 209 and Non-Professional students are 160 in the study. The grand total of the students is 369 only. The percentage of Professional students is 56.6 and Non-Professional is 43.4 respectively.

Tool Used for Self-Concept

This tool was developed by Dr. (Mrs.) Pratibha Deo and published by National Psychological Corporation Agra. This tool contains 90 items with six dimensions as Intelligence, Emotional, Social, Character, Aesthetic and Neutral dimensions. For positive words at five points like, much like, uncertain, not like that, not at all like and the scoring are 4, 3, 2, 1 and zero respectively and for a negative words also the weightage is the same way. The composite score is

obtained by subtracting the total negative score from the total positive score. The neutral words are to be ignored in the scoring.

Reliability

Reliability was estimated by test re-test method. For the 15 days interval, the reliability co-efficient come out to be .89. Taking different time intervals from 15 days to 3 months, the co-efficient of correlation ranged from .62 to .86. The correlations between consistency scores range from .84 to .98.

Validity

The convergent and discriminant validity was found over for this SCRS besides establishing the content validity. For obtaining the convergent validity another tool SCRS which had also been standardized was utilized.

Analysis and Discussion

The raw data was categorized and analyzed to achieve the objectives of the study. The analysis is done according to the hypothesis. The mean, S.D, t-test and ANOVA was used to analyze data.

Hypothesis 1: There is no significant difference between professional and non-professional graduate level students on self-concept.

Table 2

Category	N	Mean	SD	S. Em	t-value df=367	Significance
Professional	209	113.33	34.939	2.417	1.063	No significance different at .05 level
Non Professional	160	109.61	32.132	2.540		

The above table reveals that the no. of students in Professional category is 209. The mean on self-concept is 113.33, S.D. is 34.939 and S. Em is 2.417. The no. of students in non-Professional category is 160. The mean on self-concept is 109.61, S.D. is 32.132 and S. Em is 2.540. The t-value between Professional and Non- Professional students on self-concept is observed 1.063at 367 degree of freedom. The table value of t is 1.97 at .05 levels of significance. Hens' hypothesis is accepted because t value < table value.

significance because both categories students are difference only for course and content. But every student lives approximately same environment and college affiliation to same university. Therefore no significant difference professional and non-professional graduate level student on self-concept.

The mean difference in professional and non-professional students on self-concept is only 3.72. But it is not level of

Hypothesis 2: There is no significant difference between professional and non-professional graduate level male students on self-concept.

Table 3

Category	N	Mean	SD	S. Em	t-value df=196	Significance
Professional	133	110.25	36.937	3.203	.887	No significance different at .05 level
Non Professional	65	114.63	30.349	3.764		

The above table reveals that the no. of male students in Professional category is 133. The mean on self-concept is 110.25, S.D. is 36.937and S. Em is 3.203. The no. of male students in non-Professional category is 65. The mean on self-concept is 114.63, S.D. is 30.349and S. Em is 3.764. The t-value between Professional and Non- Professional male students on self-concept is observed .887 at 196 degree of freedom. The table value of t is 1.97 at .05 levels of significance. Hens' hypothesis is accepted because observe value less than table value.

causes only for course and syllabus. Professional courses syllabus lengthy and tuff in comparison to non-professional courses syllabus therefor low level self-concept to professional courses students in comparison to non-professional students. But its difference is very low or not level significance. Therefore no significant difference professional and non-professional graduate level male student on self-concept.

The mean difference in professional and non-professional male students on self-concept is only 4.38. Its difference

Hypothesis 3: There is no significant difference between professional and non-professional graduate level female student on self-concept.

Table 4

Category	N	Mean	SD	S. Em	t-value df=169	Significance
Professional	76	118.74	30.623	3.513	2.576	significance different at .05 level
Non Professional	95	106.17	33.013	3.387		

The above table reveals that the no. of female students in Professional category is 76. The mean on self-concept is 118.74, S.D. is 30.623 and S. Em is 3.513. The no. of female students in non-Professional category is 95. The mean on self-concept is 106.17, S.D. is 33.013 and S. Em is 3.387. The t-value between Professional and Non-Professional female students on self-concept is observed 2.576 at 169 degree of freedom. The table value of t is 1.97 at .05 levels of significance. Hens' hypothesis is rejected because table value 1.97 at 169 degree of freedom less than observe value 2.576.

The mean difference in professional and non-professional female students on self-concept is 12.57. After analysis shows professional female students achieve high level self-

concept in comparison to non-professional female students. Its difference causes to professional courses job oriented and non-professional courses non-job oriented courses. Professional courses students more confident to job selection in comparison to non-professional students. Therefore professional female student show more self-concept in comparison to non-professional female students. Therefore significance difference between professional and non-professional graduate level female student on self-concept.

Hypothesis 4: There is no significant difference between male and female professional graduate level students on self-concept.

Table 5

Category	N	Mean	SD	S. Em	t-value df=207	Significance
Male	133	110.25	36.937	3.203	1.786	No significance different at .05 level
Female	76	118.74	30.623	3.513		

The above table reveals that the no. of male students in Professional category is 133. The mean on self-concept is 110.25, S.D. is 36.937 and S. Em is 3.203. The no. of female students in Professional category is 76. The mean on self-concept is 118.74, S.D. is 30.623 and S. Em is 3.513. The t-value between male and female Professional category students on self-concept is observed 1.786 at 207 degree of freedom and table value 1.97 at 207 degree of freedom. Hypothesis is accepted because observe value < table value. Hypothesis is accepted because calculated value less than table value. Some difference shows on self-concept between

male and female professional graduate level students its causes of gender differences. But it is not level of significance. Both category student studies to job oriented courses and lives in same environment. Therefore formation of self-concept is approximately same. Result shows no significance difference between male and female professional graduate level students on self-concept.

Hypothesis 5: There is no significant difference between male and female Non-Professional graduate level students on self-concept.

Table 6

Category	N	Mean	SD	S. Em	t-value df=158	Significance
Male	65	114.63	30.349	3.764	1.671	No significance different at .05 level
Female	95	106.17	33.013	3.387		

The above table reveals that the no. of male students in non-Professional category is 65. The mean on self-concept is 114.63, S.D. is 30.349 and S. Em is 3.764. The no. of female students in non-Professional category is 95. The mean on self-concept is 106.17, S.D. is 33.013 and S. Em is 3.387. The t-value between male and female non-Professional category students on self-concept is observed 1.671 at 158 degree of freedom. The table value 1.97 at 158 degree of freedom. The hypothesis is accepted because observe value less than table value.

Hypothesis is accepted because calculated value less than table value and mean difference only 8.46 its causes to

gender differences. But it is not level of significance. Both category student studies to non-job oriented courses and lives in same environment and participate to same curricular/co-curricular activities. Therefore formation of self-concept is approximately same. Result shows no significance difference between male and female non-professional graduate level students on self-concept.

Hypothesis 6: There is no significant difference between B. A. and B. Sc. Non-professional students on self-concept.

Table 7

Streams	N	Mean	SD	S. Em	t-value df=158	Significance
B. A.	86	107.80	32.851	3.542	.767	No significance different at .05 level
B. Sc.	74	111.70	31.367	3.646		

The above table reveals that the no. of B. A. students in non-Professional stream is 86. The mean on self-concept is 107.80, S.D. is 32.851 and S. Em is 3.542. The no. of female

students in non-Professional stream is 74. The mean on self-concept is 111.70, S.D. is 31.367 and S. Em is 3.646. The t-value between B. A. and B. Sc. non-Professional stream

students on self-concept is observed .767 at 158 degree of freedom. The table value 1.97 at 158 degree of freedom. Observe value less than table value therefor hypothesis is accepted.

Hypothesis is accepted because calculated value less than table value. Mean difference between B. A. and B.Sc. only 3.90 its causes to stream differences. But it is not level of significance. Both category student studies to non-job oriented courses and lives in same environment. College

affiliated to same university so methods of teaching all so same. Therefore formation of self-concept is approximately same. Result shows no significance difference between B.A. & B.Sc. Non-professional students on self-concept.

Hypothesis 7: There is no significant difference among B. Ed., B.C.A and B. P Ed. professional students on self-concept.

Table 8

Source of Variation	Sum of squares	d. f.	Mean square	F	Significance
Between Group	12669.270	2	6334.635	5.409	No significance different at .05 level
Within Group	241241.285	206	1171.074		
Total	253910.555	208			

The above table shows that sum of squares between groups (B.Ed., B.C.A. and B. P.Ed.) professional stream is 12669.270 at 2 df and mean square is 6334.635 and within group is 241241.285 at 206 df and mean square is 1171.074 The f value among groups is reported 5.409. The table value of f is 19.50 at .05 levels of significance. The reported value less than table value therefor hypothesis is accepted.

Hence result shows no significance difference between B.Ed., B.C.A. and B. P.Ed. professional stream students because every streams students same aims or purpose for study. Environment colleges and affiliation of university is also same. Therefore student self-concept is approximately same. So finding is no significant difference among B. Ed., B.C.A and B. P Ed. professional students on self-concept.

Educational Implications

This study will be very beneficial for the present and teachers. In this studies researcher has try to find out the level of self-concept. If a teacher has known the level self-concept, it is very helpful in applying the different types of strategies of teaching. The teacher can change their teaching technique and methods for better understanding among students. Present study is related to self-concept and among graduate level student's professional and non-professional categories. Researcher has tried to find out how many point affects self-concept. If parents have find out weak points related to self-concept in their children, they can minimize the problems. The parents solved the maximum problems to their children related to self-concept and help the society and college. This study will be very useful for administrators and policy makers. After knowing the problems, the administrators and policy makers can design the new syllabus and college system according to students.

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