

# Self-Concept of Post Graduation Students: An Empirical Study

Ruma Gayen<sup>1</sup> & \*Dr. Santosh Kumar Behera<sup>1</sup>

<sup>1</sup>Department of Education, Sidho-Kanho- Birsha University, Purulia, West Bengal, India.

\*Correspondence Author

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## ABSTRACT

*The self-concept is an important term for both social and humanistic psychology. A person's self-concept is a motivating force in his behaviour. Self-concept is the basic part in our life. For this, we can easily separate and distinct from others. 'Self-concept' is multidimensional construct we can break down into various aspects such as: physically, emotionally, socially, spiritually, and in terms of any other aspects that make up who we are. Generally, self-concept is an understanding of self-esteem, self-image, self-efficacy, and self-awareness or to know about your-self. The objectives of this study were to measure the self-concept among the PG students and find out the significant difference between male- female, rural- urban and also try to point out the significance of difference among the arts, science, commerce and Hindu, Muslim, Christian PG students with regard to self-concept. The study revealed that there is no significant difference exists between genders (Male & Female), resident (Rural & Urban) with regards to self-concept. The study also revealed that there is significant difference exists on the basis of social class (General, SC, ST and O.B.C) and academic years (2<sup>nd</sup> and 4<sup>th</sup> semester) religion (Hindu, Muslim and Christian) and Stream (Arts, Science and Commerce) students with regards to self-concept.*

**Keywords:** Self-Concept, Post Graduation (PG) Students.

## Introduction:

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](http://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 Post-graduate Students are the future of India. Once they will understand the worth of their self concept, they will want to make their concept better. P.G. 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.

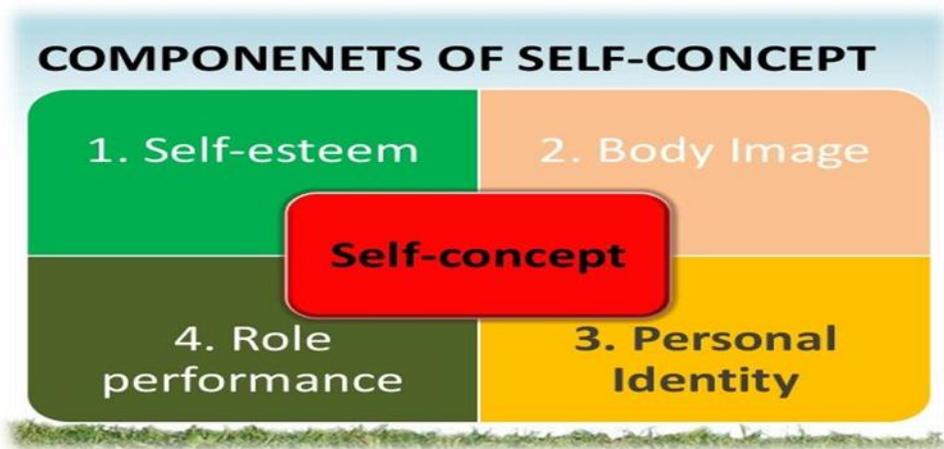
## Components of Self-Concept:

Thinking about self concept is varying from different theories. A well known theory of self concept is social identity theory. Self-concept theory is composed of two key parts: personal identity and social identity. Psychologist Dr. Bruce A. Bracken suggested in 1992 that there are six specific domains related to self-concept (<https://www.verywellmind.com/what-is-self-concept-2795865>):

- ❖ Social: the ability to interact with others
- ❖ Competence: the capability to encounter one's basic needs
- ❖ Affect: the consciousness of emotional states

- ❖ Physical: concerns about looks, health, physical condition, and overall appearance
- ❖ Academic: success or failure in school
- ❖ Family: how well one functions within the family unit

Components of Self-Concept		
Spiritual Self	Social Self	Material Self
Spiritual Self- your internal perception of who you are. Like- Personality traits, abilities, interests, feelings, desire.	Social Self- how you are perceived by others. Like- Largely based on social roles and group memberships.	Material Self- tangible objects, people, or places that carry the designation my or mine. Like- Bodily self Extra corporeal self



Source- Primary Search (<https://www.pinterest.com/pin/461970874254408268/>).

**Carl Rogers (1959)** believes that the self concept has three different components:

- ❖ **Self-image** - The view you have of yourself.
- ❖ **Self-esteem** or **Self-worth** -How much value you place on yourself.
- ❖ **Ideal self** - What you wish you were really like.

Generally the main components of Self-Concept are self- esteem, Body Image, Role Performance and Identity.

**Statement of the Problem:**

The problem for the present study is specifically stated as below:

**“Self-Concept of Post Graduation Students: An Empirical Study”.**

**Review of Related Literature:**

**Li, C. (2010)** has conducted a study on the Study of University Students’ Self-Concept. Objective: Discussed the development of self-concept of university students. It is found that in the dimension of physical self-ethics, self-criticism, self-satisfaction, there were gender differences in university students’ self-concept. The physical-self, self-criticism and self-satisfied of males’ were higher than females’, while females’ ethics were higher than males’. When referred to social self-concept, there were special differences. Students’ majored liberal arts had a higher score than the students of science. There were also differences in self-criticism, for example, the home location, whether only child or not, and the grades. College students also had differences in grade. **Sternke, Jamie C. (2010)** has conducted a study on Self-Concept and Self-Esteem in Adolescents. The main objective of this literature review is to observe the variances between self-concept and self-esteem, and their special effects during adolescent development. Through this review of literature, empirically based involvement and intervention strategies to improve the self-concept and self-esteem of students with learning disabilities will be inspected. **Rath, Sangeeta & Nanda, Sumitra (2012)** have conducted a study to examine the consequence of gender and educational competence on the self-concept of adolescents. The findings of the study indicate academically proficient adolescents have greater physical, moral, personal, domestic, social and overall self-concept than less-proficient ones. The strength of association between personal self-concept and overall self-concept in boys is higher than the association found in girls. Correspondingly, the strength of association among physical self- concept and overall self-

concept, as well as social self-concept and overall self-concept is greater in girls than that of the boys. **Kumari, Archana & Chamundeswari, S. (2013)** have studied Self-Concept and Academic Achievement of Students at the Higher Secondary Level. Self-concept and achievement are dynamically interactive and reciprocal. This literature says that definite psychological factors like self-concept play a foremost role in determining the academic achievement of students. The conclusions of the research conducted revealed that students of central board schools were better in their self-concept and academic achievement when compared to students from other boards. There is also a noteworthy and positive relationship between academic achievement and self-concept of students at the higher secondary level. **Chamundeswari, S.; Sridevi, V. & Kumari, Archana (2014)** have conducted a study about the relationship between self-concept, study habit and academic achievement of students. Survey method is used to select a sample of 381 students at the higher secondary level. The analysis demonstrates a significant correlation between self-concept, study habit and academic achievement of students. A remarkable variance is observed among the students at the higher secondary level in three types of schools i.e., state, matriculation and central board schools, relating to self-concept, study habit and academic achievement. **Joshi, B. & Rai, R. (2014)** conducted a study on Gender Study of Self Concept and Aggression of Visually Impaired Adolescents. The purpose of the study was to determine the self concept and aggression of visually impaired adolescents. The result revealed that visually impaired adolescents have average self-concept and aggression level. No Significant difference in self-concept was found between girls and boys visual impairment adolescent students. But a positive and significant difference was found between the girls and boys visually impaired adolescent students in their aggression level. **Maheswari, K.K. & Singh, J.G.P. (2014)** conducted a study on self Concept among Rural Girl students. This research attempts to know perceived level of self-concept among the rural girl students in Pennagaram Block of Dharmapuri District. The study revealed that more than half (56.5%) of the respondents had high self concept. As per the findings it is assumed that no socio-demographic variable has stimulated over the respondent's self-concept except the course of study. In the study of **Adebule (2014)** it is found out whether location of school influenced self-concept of students. The findings exposed that self-concept did not influence academic performance of students. It was recommended that parents, teachers and school counsellors should not rate academic performance of students based on their self- concept.

### Delimitations of the Study:

#### (A) Geographical Area

The area of the study is Purulia district of West Bengal.

#### (B) Level of Education

- I. The study was restricted to the Sidho-Kahno-Birsha University students (PG level only 2<sup>nd</sup> semester and 4<sup>th</sup> semester) in Purulia district.
- II. Among the PG students, only the Arts, Science and Commerce students were considered as the subjects of the present study.

### Objectives of the Study:

The study was conducted with the following objectives:

1. To determine the Self Concept among the PG students.
2. To find out the difference between male and female PG students on the criteria of self-concept.
3. To find out the difference between rural and urban PG students on the criteria of self-concept.
4. To find out the difference between 2<sup>nd</sup> and 4<sup>th</sup> semester PG students on the criteria of self-concept.
5. To find out the difference among the Hindu, Muslim and Christian PG students on the criteria of self-concept
6. To find out the difference among the arts, science and commerce PG students on the criteria of self-concept.
7. To find out the difference on the basis of social class (General, S.C., S.T., O.B.C.) of the PG students with regard to self-concept.

### Hypotheses of the Study:

The null hypotheses for the present study are as follows:

1. There will be low level of self-concept among the PG students in Sidho-Kanho-Birsha University.
2. There is no significant difference between male and female PG students on the criteria of self-concept.
3. There is no significant difference between rural and urban PG students on the criteria of self-concept.

4. There is no significant difference between 2<sup>nd</sup> and 4<sup>th</sup> semester PG students on the criteria of self-concept.
5. There is no significant difference among the Hindu, Muslim and Christian PG students on the criteria of self-concept
6. There is no significant difference among the arts, science and commerce PG students on the criteria of self-concept.
7. There is no significant difference exists on the basis of social class (General, S.C., S.T., O.B.C.) of the PG students with regard to self-concept.

**Methodology of the Study:**

The present study is based on survey method, particularly, the normative survey research method.

**Population of the Study:**

All the Sidho-Kahno-Birsha University students (PG level) in Purulia district of West Bengal (India) comprised the population of this study.

**Sample and Sampling:**

The researchers selected 300 students (PG 2<sup>nd</sup> Semester 146 and PG 4<sup>th</sup> Semester 154) through stratified random sampling technique. The sample profile is given in Table- 1.

**Table-1: Sample Profile**

	2 <sup>nd</sup> Semester	4 <sup>th</sup> Semester	Total
Male	79	81	160
Female	67	73	140
<b>Total</b>	<b>146</b>	<b>154</b>	<b>300</b>

**Tool of the Study:**

A self-concept questionnaire was used to find out level of self-concept among PG students. In this questionnaire 6 dimensions and 36 items (**Each Dimension has Six Questions**) were includes to measure the self-concept. The dimensions are Physical Aspects, Personal Aspects Academic Aspects, Conceptual Aspects, Psychological Aspects and Social Aspects. The test-retest reliability of the scale was found to be 0.66 with a time gap of 10 days.

**Table- 2: Showing the Questionnaire Details.**

Dimensions	Items		Total
	Positive	Negative	
Physical Aspects	2	4	6
Personal Aspects	3	3	6
Academic Aspects	3	3	6
Conceptual Aspects	3	3	6
Psychological Aspects	3	3	6
Social Aspects	3	3	6
<b>Total</b>	<b>17</b>	<b>19</b>	<b>36</b>

In scoring procedure questions are positive and questions are negative. Each question has two option **Yes** and **No**. In the case of positive question the **Yes** responders provide one score and in the case of negative question the **No** responders provide one score. The total positive score is 17\*1=17 and negative score is 19\*1=19. Total score is 17+19=36.

**Variables of the Study:**

Variable is an Attribute which is regarded as reflecting or expressing some concepts or constructs. In the present study there are two types of variables – Independent Variables and Dependent Variable. These Variables are given in table-3:

**Table-3: Showing the Variables:**

Variables	
Dependent	Independent
I. Self-Concept	II. Gender III. Location IV. Semester V. Religion VI. Stream VII. Caste

**Statistical Techniques Used:**

In the present study, the statistical techniques used were as under:-

- i. Mean
- ii. Standard deviation
- iii. Significance of difference between means (t-test)
- iv. ANOVA

**Analysis and Discussion:****Testing of  $H_{01}$ :**

There will be low level of self-concept among the PG students in Sidho-Kanho-Birsha University.

**Table – 4:** Showing N, Mean and SD of Self Concept of Post Graduate Students of Sidho-Kanho-Birsha University.

Category	N	Mean	S.D
PG Students	300	24.57	5.03

Through the help of cut-off point the researcher verifies the  $H_{01}$ . Here Cut-off Point is  $M \pm 1\sigma$ . It means, Mean=24.57, N=300 and  $\sigma=5.03$ . Hence  $M + 1\sigma$  is  $24.57 + 1 \times 5.03 = 29.6$ . And  $M - 1\sigma = 24.57 - 1 \times 5.03 = 19.54$ . Most of PG Students (202 in number) i.e., 67.33% of Students were lies between 19.54 to 29.6 scores. Hence, it can be said that the level of Self Concept among the PG Students of Sidho-Kanho-Birsha University is middle /average or moderate level.

**Table-5:** Showing the level of self-concept among the PG students.

Scores	Frequency	Percentage	Level of Self Concept
Above 29.6	53	17.67%	High
19.54-29.6	202	67.33%	Middle / Average
Below 19.54	45	15%	Low
<b>Total</b>	<b>300</b>	<b>100%</b>	

From the table 5 it is observed that the level of Self Concept of PG Students of Sidho-Kanho-Birsha University is middle /average or moderate level. Hence, the  $H_{01}$  is rejected and the researcher's  $H_1$  is accepted.

**Table -6:** Showing Significance of difference between Variables

Pair of Comparison	N	Mean	SD	S <sub>ED</sub>	df	t-Value	Remark
Male	160	24.58	3.59	0.62	298	0.03	NS#
Female	140	24.56	5.10				
Rural	166	24.48	5.02	0.71	298	0.28	NS#
Urban	134	24.68	5.04				
2 <sup>nd</sup> Semester	146	23.68	4.20	0.7	298	2.76	S*
4 <sup>th</sup> Semester	154	25.51	5.55				

\*Significant at 0.05 level, # Not significant at 0.05 level.

**Testing of  $H_{02}$ :**

The mean self-concept scores for male PG students is 24.58 (S.D= 3.59) and for female PG students is 24.56 (S.D=5.10) respectively. From Table-6, it is observed that the calculated 't' value (0.03) is smaller than the table value (2.59 at 0.01 level & 1.97 at 0.05 level). So, it can be concluded that there is no significant difference exist between the self concept of male and female PG students at both level (0.05 & 0.01 Level). Therefore, the  $H_{02}$  is accepted and the researcher's  $H_2$  is rejected; so it can be concluded that there is no significant difference exists between Male and Female PG students with regard to self-concept.

**Testing of  $H_{03}$ :**

The mean self-concept scores for Rural PG students is 24.48 (S.D= 5.02) and for Urban PG students is 24.68 (S.D=5.04) respectively. From Table-6, it is observed that the calculated 't' value (0.28) is smaller than the table value (2.59 at 0.01 level & 1.97 at 0.05 level). So, it can be concluded that there is no significant difference exists between Rural and Urban PG students at both level (0.05 & 0.01 Level). Hence, the  $H_{03}$  is accepted and the researcher's  $H_3$  is rejected; that is to say that, there is no significant difference exists between Rural and Urban PG students with regard to self-concept.

**Testing of H<sub>04</sub>:**

The mean self-concept scores for 2<sup>nd</sup> Semester PG students is 23.68 (S.D= 4.20) and for 4<sup>th</sup> Semester PG students is 25.51 (S.D=5.55) respectively. From Table-6, it is observed that the calculated 't' value (2.76) is smaller than the table value (2.59 at 0.01 level & 1.97 at 0.05 level). So, it can be concluded that there is significant difference exist between 2<sup>nd</sup> Semester and 4<sup>th</sup> Semester PG students at both level (0.05 & 0.01 Level). Hence, the H<sub>04</sub> is rejected and the researcher's H<sub>4</sub> is accepted; that is to say that, there is significant difference exists between 2<sup>nd</sup> Semester and 4<sup>th</sup> semester PG students with regard to self-concept.

**Testing of H<sub>05</sub>:**

**Table -7: Showing Summary of ANOVA Result**

Sources of (Variance)	df	Sum of Squares	Mean Square	F	Remark
Between Groups	2	180.07	90.04	3.61	*
Within Groups	297	7409.46	24.95		
<b>Total</b>	<b>299</b>	<b>7589.53</b>			

\*Significant at 0.05 level,  
 \*\*Not significant at 0.05 level

From Table-7, it is observed that the computed 'F'-value among Hindu, Muslim and Christian PG students is found (3.61) is higher than table value at 0.05 level (3.03) and lower than 0.01 Level (4.68). Therefore it is significant at 0.05 and not significant at 0.01 level of significance. Hence the H<sub>05</sub> is rejected and the H<sub>5</sub> is accepted. It means that there is significance difference exists (Based on 0.05 Level) among Hindu, Muslim and Christian PG students with regard to self-concept.

**Testing of H<sub>06</sub>:**

**Table - 8: Showing Summary of ANOVA Result**

Sources of (Variance)	df	Sum of Squares	Mean Square	F	Remark
Between Groups	2	291.30	145.65	5.93	*
Within Groups	297	7298.23	24.57		
<b>Total</b>	<b>299</b>	<b>7589.53</b>			

\*Significant at 0.05 level,  
 \*\*Not significant at 0.05 level

From Table-8, it is observed that the computed 'F'-value among arts, science and commerce PG students is found (5.93) is higher than table value (0.05 level=3.03, 0.01 Level= 4.68). Therefore it is significant at 0.01 and 0.05 level of significance. Hence the H<sub>06</sub> is rejected. It means that there is significant difference exists among arts, science and commerce PG students with regard to self-concept.

**Testing of H<sub>07</sub>:**

**Table - 9: Showing Summary of ANOVA result**

Sources of (Variance)	df	Sum of Squares	Mean Square	F	Remark
Between Groups	3	254.01	84.67	3.42	*
Within Groups	296	7335.52	24.78		
<b>Total</b>	<b>299</b>	<b>7629.53</b>			

\*Significant at 0.05 level,  
 \*\*Not significant at 0.05 level

From table-9, it is observed that the computed 'F'-value among General, S.C., S.T., O.B.C PG students is found (3.42) is higher than table value at 0.05 level (3.03) and lower than 0.01 Level (4.68). Therefore it is not significant at 0.01 and significant at 0.05 level of significance. Hence the H<sub>07</sub> is rejected and H<sub>7</sub> is accepted. It means that there is significant difference exists (Based on 0.05 Level) among General, S.C., S.T., O.B.C PG students with regard to self-concept.

**Conclusion of the study:**

The major findings of this study revealed that the level of Self Concept of PG Students of Sidho-Kanho-Birsha University is middle / average or moderate level. On the other side this study found that there is no significant difference exists on the basis of gender (Male and Female) and locality (Rural and Urban). The present study also indicated that there is significant difference exists on the basis of social class (General, SC, ST and O.B.C), academic years (2<sup>nd</sup> and 4<sup>th</sup> semester), religion (Hindu, Muslim and Christian) and Stream (Arts, Science and Commerce) of PG students with regards to self-concept. Self-concept is the important part in the personality of an individual. In the process of teaching-learning as a teacher and institutional body must examine the students' self-concept. It should be very much helpful for educational planners and

psychologists. This study also helpful to organized special programme for those who have low level of self-concept. On the other side this study also helps the teachers to avoid different attitude towards Male and Female students. The teachers and parents as far as possible should not discriminate the male students from female students with respect to their capabilities of carrying out different tasks. This study also very beneficial to take a positive step to developed the self-concept of the students.

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### Online Resources:

- <https://www.verywellmind.com/what-is-self-concept-2795865>
- <https://www.pinterest.com/pin/461970874254408268/>
- <http://successismychoice.blogspot.com/2013/03/positive-self-concept-and-negative-self.html>.
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