

A Study of Self-Concept of the 11th Standard Students of Gandhinagar District in Relation to Certain Variables

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ABSTRACT

This study aimed to investigate Self-concept of the 11th standard students of Gandhinagar district in relation to certain variables. 50 science stream and 50 general stream students in equal gender students were recruited into this study. Participant's results were recorded and their self concept was assessed by self concept Inventory. Results indicated that participants of different stream significantly in terms of self concept. However, Mean SD and t-test used for statistical method.

Keywords: Gender, Stream; Self Concept; Statistical Methods.

This age can well be defined as the age of superlative technology and guiltless materialism. We are the people of this age and so naturally we do have a tendency to enjoy and use the latest technological devices. This advancement in science and technology is a tremendous development in the field of education. Due to the excessive and vibrant knowledge explosion, we have engrossed ourselves in the discovery of many aspects in various fields. While busy doing the in-depth study of various subjects, have we ever made any deliberate attempt to know our own self? Do we often ask this question – who am I? What do I think about my own self? We are very much aware of our likes and dislikes but are we equally aware of our own self?

Self-Concept

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.

Baumeister (1999) provides the following *self concept* definition: "the individual's belief about himself or herself, including the person's attributes and who and what the self is". Self Concept is an important term for both social psychology and humanism.

Lewis (1990) suggests that development of a concept of self has two aspects: -

1) The Existential Self

This is *the most basic part of the self-scheme or self-concept; the sense of being separate and distinct from others and the awareness of the constancy of the self*" (Bee, 1992).

The child realizes that they exist as a separate entity from others and that they continue to exist over time and space. According to Lewis awareness of the existential self begins as

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young as two to three months old and arises in part due to the relation the child has with the world. For example, the child smiles and someone smiles back, or the child touches a mobile and sees it move.

(2) The Categorical Self

Having realized that he or she exists as a separate experiencing being, the child next becomes aware that he or she is also an object in the world. Just as other objects including people have properties that can be experienced (big, small, red, smooth and so on) so the child is becoming aware of him or her self as an object which can be experienced and which has properties. The self too can be put into categories such as age, gender, size or skill. Two of the first categories to be applied are age (“I am 3”) and gender (“I am a girl”).

In early childhood, the categories children apply to themselves are very concrete (e.g. hair color, height and favorite things). Later, self-description also begins to include reference to internal psychological traits, comparative evaluations and to how others see them.

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

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

Self Image

(What you see in yourself?)

This does not necessarily have to reflect reality. Indeed a person with anorexia who is thin may have a self image in which the person believes they are fat. A person's self image is affected by many factors, such as parental influences, friends, the media etc.

Kuhn (1960) investigated the self-image by using *The Twenty Statements Test*.

He asked people to answer the question 'Who am I?' in 20 different ways. He found that the responses could be divided into two major groups. These were *social roles* (external or objective aspects of oneself such as son, teacher, friend) and *personality traits* (internal or affective aspects of oneself such as gregarious, impatient, humorous).

The list of answers to the question “Who Am I?” probably include examples of each of the following four types of responses:

- 1) **Physical Description:** I’m tall, have blue eyes...etc.
- 2) **Social Roles:** We are all social beings whose behavior is shaped to some extent by the roles we play. Such roles as student, housewife, or member of the football team not only help others to recognize us but also help us to know what is expected of us in various situations.
- 3) **Personal Traits:** These are a third dimension of our self-descriptions. “I’m impulsive...I’m generous...I tend to worry a lot”...etc.
- 4) **Existential Statements** (abstract ones): These can range from "I’m a child of the universe" to "I’m a human being" to "I’m a spiritual being"...etc.

Self worth (or self-esteem)

(How much you value yourself)

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What we think about ourselves. Rogers believed feelings of self-worth developed in early childhood and were formed from the interaction of the child with the mother and father.

How we think about ourselves, our feelings of self-worth are of fundamental importance both to psychological health and to the likelihood that we can achieve goals and ambitions in life and achieve self-actualization.

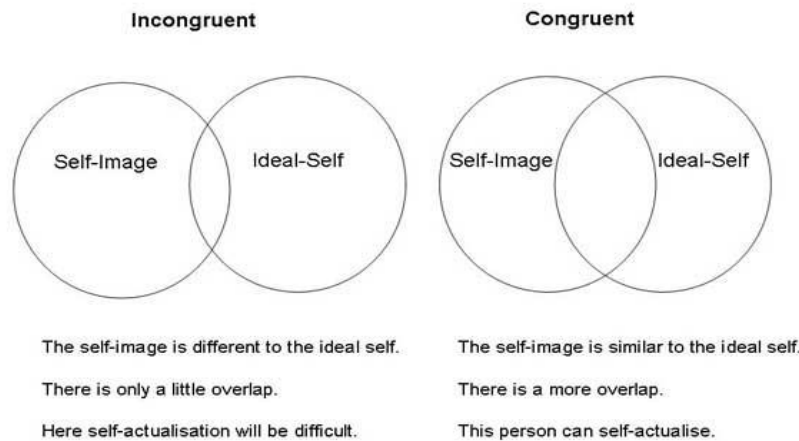
Self-worth may be seen as a continuum from very high to very low. For Carl Rogers (1959) a person who has high self-worth, that is, has confidence and positive feelings about himself or herself, faces challenges in life, accepts failure and unhappiness at times, and is open with people.

Ideal self

This is the person who we would like to be. It consists of our goals and ambitions in life, and is dynamic – i.e. forever changing. The ideal self in childhood is not the ideal self in our teens or late twenties etc.

A person's ideal self may not be consistent with what actually happens in life and experiences of the person. Hence, a difference may exist between a person's ideal self and actual experience. This is called incongruence.

Where a person's ideal self and actual experience are consistent or very similar, a state of congruence exists. Rarely, if ever, does a total state of congruence exist; all people experience a certain amount of incongruence.



The researcher feels it is very much important to know our own self. It is quite necessary to do so as we can be aware of our own thoughts, behavior and strategies that we adopt to adjust well with our own self and society at large. With a view to make students aware of their own self, the researcher has selected the following problem.

Statement Of The Problem:-

A Study of Self-concept of the 11th standard students of Gandhinagar district in relation to certain variables.

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Definition Of The Problem:-

Study:-

The term can be defined as:

- The act or process of studying
- The pursuit of knowledge as by reading, observation or research
- Attentive scrutiny
- A literary work on a particular subject

Self concept:-

- An idea of the self constructed from the beliefs one holds about oneself and the responses of others.
- The whole set of attitudes, opinions and cognitions that a person has in him.
- The mental image or perception that one has of oneself.
- An individual's assessment of his or her status on a single trait or on many human dimensions using societal or personal norms as criteria.

11th Standard Students:-

- The precise stage of schooling provided by a high school differs from country to country.
- According to GSEB, class 11th is included in higher secondary school where in average age of students of 11th standard is 16-17 years.

Gandhinagar District:-

- Gandhinagar district is an administrative division of Gujarat, India, whose headquarters are at Gandhinagar, the state capital. It was organized in 1964.
- It has an area of 649 km², and a population of 1,334,455 of which 35.02% were urban (2001 census). The district includes Gandhinagar with three suburbs - Chandkheda, Motera, Adalaj. The four talukas are - Gandhinagar, Kalol INA, Dahegam and Mansa - and 216 villages.
- Gandhinagar district is bounded by the districts of Sabarkantha and Aravalli to the northeast, Kheda to the southeast, Ahmedabad to the southwest, and Mehsana to the northwest.
- Connected to Ahmedabad by the Sarkhej-Gandhinagar highway and with Vadodara with the Ahmedabad-Vadodara highway, these three cities form the top population centers and commercial heart of Gujarat and western India.
- Gandhinagar has Infocity nearby which is housing IT companies. Many big IT companies like TCS, Cybage has presence in Infocity whereas PCS is located at GIDC area. Many more companies are planning to come to Infocity. Etech, Inc., one of the major BPO players in Gujarat is also based here along with operations in Vadodara and Texas.
- Akshardham Gandhinagar is situated in Sector-20. It is one of the major Hindu Temple complexes of Gujarat.
- Gandhinagar has many educational institutions like Dhirubhai Ambani Institute of ICT, EDI, Indian Plasma Research Institute, and Gujarat Law University. Gandhinagar's Education level is highest in Gujarat, 87.11% all over the Gujarat; therefore Gandhinagar is most popular City & Called "THE HEART" Of Gujarat.

Certain Variables:-

The researcher will deal with the following variables:

- Variables: - Something that may or does vary, a variable feature of factor.
- Birth order: - the birth order will be taken into consideration of the 1st and 2nd born child.
- Gender: - the gender will consist of the boys and girls belonging to 11th standard.

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- Stream: - the stream will be consisting of the science and general class.

OBJECTIVES OF THE STUDY

- 1) To know the self-concept of the 11th standard students of Gandhinagar district.
- 2) To know the self-concept of the 11th standard students of Gandhinagar district in regards to their gender
- 3) To know the self-concept of the 11th standard students of Gandhinagar district in regards to their birth order
- 4) To know the self-concept of the 11th standard students of Gandhinagar district in regards to their stream

Hypothesis:

A proposition, or set of propositions, set forth as an explanation for the occurrence of some specified group of phenomena, either asserted merely as a provisional conjecture to guide investigation (**working hypothesis**) or accepted as highly probable in the light of established facts.

Hypothesis of the stated problem:-

- There will be no significant difference between the mean scores of self-concept of 11th standard students of Gandhinagar district regarding their birth order.
- There will be no significant difference between the mean scores of self-concept of 11th standard students of Gandhinagar district regarding their gender.
- There will be no significant difference between the mean scores of self-concept of 11th standard students of Gandhinagar district regarding their stream.

Limitations Of The Study:

- The study is limited to only students of 11th standard of Gandhinagar district of GSEB.
- The researcher will deal only with the English medium students.
- The researcher intends to consider only the 1st and 2nd birth order as one of the independent variable of the study.

Need Of The Study:

Self-concept is what we understand about our self. It provides answers to our various self.

For e.g.:-

- **Physical self:**
 - Are you fat?
 - Are you handsome?
 - Are you beautiful?
- **Social self:-**
 - Are you shy?
 - Are you confident?
 - Do you want to be introduced by others?
 - Can you maintain efficient relationship with others?
- **Psychological self:-**
 - Are you happy?
 - Can you make decisions easily?
 - Are you introvert/extrovert?

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Our self-concept is just one factor among many that have an impact on our self-esteem and self-confidence.

Research Design:

Population:

- The population in this study consists of 11th standard students of Gandhinagar district.

Sample:

- The sample size will be of 100 students

Research method:

- Here the researcher has used a survey method.

Statistics:

- The statistics used are Mean, SD and t-test

Research tool:

- Self made questionnaire

RESULTS AND DISCUSSION:

The score of the self-concept of the 11th standard both stream students of Gandhinagar district.

Stream	N	Mean	S.D	t-score	Sign level.
General	50	117.0	24.024	1.605	NS
Science	50	110.8	17.557		

Table show that the mean and S.D score of general stream is 117.0 and 24.024 and science stream is 110.8 and 17.557. The t value is 1.605, which is not significant at both levels (0.05, 0.01) of significance. That means there is no significant mean difference between general and science stream. The hypotheses there is significant mean difference between self concept score of science and general streams is accepted.

The score of the self-concept of the 11th standard students of Gandhinagar district in regards to their gender

Gender	N	Mean	S	t-score	Sign level
Male	50	103.8	13.885	5.912	0.0001
Female	50	124.0	22.491		

The above table no 2 show that the mean and S.D. score of from male is 103.8 and 13.885 and female is 124.0 and 22.491. The t value is 5.912. Self concept and gender shows obtained significance value is below acceptable level of 0.05. So, we conclude that self concept of female is higher than that of such male students.

CONCLUSION

By conducting this research, the researcher intends to understand the Self-concept of the 11th standard students of Gandhinagar district. The outcome of this research will enable the educators to know their students in a better perspective and would provide their guidance accordingly. By dealing with this study I would be able to help the educators to know their students well & also provide guideline to the students to comprehend their real self.

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Conflict of Interest

The author declared no conflict of interest.

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