

**Impact
Factor
3.025**

ISSN 2349-638x

Refereed And Indexed Journal

**AAYUSHI
INTERNATIONAL
INTERDISCIPLINARY
RESEARCH JOURNAL
(AIIRJ)**

UGC Approved Monthly Journal

VOL-IV

ISSUE-VIII

Aug.

2017

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CHIEF EDITOR – PRAMOD PRAKASHRAO TANDALE

A Study of Self Concept and Values of College Freshmen

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Abstract:

The study was conducted on the college freshmen of Dr. R.M.L. Avadh University Faizabad. A sample of 1356 college freshmen reading in undergraduate classes among nine districts was taken for this purpose. It is found in this study that urban and rural students differed only on achievement dimension of self-concept. Rest of the four dimension of self-concept were similar. Self-financed and aided college students differed on two dimensions of self-concept v. z. withdrawal and inferiority. On achievement, confidence and emotional instability they were similar. On values urban and rural students differed only on religious aspect. On all other five dimensions they remained similar. Students from aided and self-financed colleges differed only on religious aspect of values and remained same on personal, educational, materialistic, social and humanistic aspect of values.

Introduction:

Self-concept as a psychological factor plays a very important role in our lives. It is a determinant factor of our behaviours, thoughts and point of views. Moreover self-concept constitutes a person's awareness of his individual existence, his concept about himself, his feelings about his characteristics, qualities and properties. On the other hand values, in true sense, are the motivating factors. These are the determinant factors of human behaviour. Values are very prominent and useful for understanding and predicting behaviour.

Self-concept is a very important psychological factor in the field of education and is the center of attraction to researchers and a number of researches are available in this field. Dorlington (1978) reported that there was no positive change in the self-concept of elementary education meanness as a result of psysical education clinical experience. In a comparative study Lall (1978) found that there was no significant difference in the self-concept of Mckinnly job corps graduates and non-job croupes graduate. On the total self-concept scores Armour (1961), Finger and Schlessor (1963), Passow and Goldberg (1962) have conducted studies and found that the attitudes are related to scholastic achievement. In the field of value Bhatnagar (1963) found that all the value system of India and British students were fairly similar with social as the dominate motive. Singh (1969), Bhatnagar (1963), Agrawal (1959) and Shukla (1965) have studied the college student's values. All these findings reported that there were significant difference in the values of students studying in different faculties. No such a study has been conducted on the topic. So the researcher is interested to study the self-concept and values of college freshmen.

Objective of the study: The present study is based on the following objectives —

1. To compare the self-concept of urban and rural students.
2. To compare the self-concept of students of different colleges.
3. To compare the values of urban and rural students.
4. To compare the values of different colleges.

Hypothesis of the study: The present study is based on the following hypothesis —

1. There is no significant difference in the self-concept of urban and rural students.
2. There is no significant difference in the self-concept of male and female students.
3. There is no significant difference in the values of urban and rural students.
4. There is no significant difference in the values of the students of different type colleges.

Method:

The normative survey method has been employed in the present study. In the present study population comprises of all the freshmen of the colleges affiliated to Dr. R.M.L. Avadh University, Faizabad (U.P.). This university covers 139 colleges of 9 districts. The sample is taken from 10% colleges selected by systematic random sampling from all the colleges of 9 districts in U.P.

Tools used:

1. To measure the self-concepts of students Bhatnagar's self-concept inventory is used.
2. To measure the values of students the test 'Meri Manytayen' by Shanta Kumari Aggrawal is used.

The reliability of the questionnaire was based on 75 answersheets respondents, sample selected from a total of 504 randomly. Both the tools used in the study are reliable and valid and have been used in various studies.

Results and Discussion:

The data and discussion of results are presented hypotheses wise.

Hypothesis - 1

This hypothesis assumed that there is no significant difference in the self-concept of urban and rural students. Mean scores, S.D. and C.R. values obtained for each dimension with their level of significance are presented in the following table.

Table -1

Sr.No.	Self-concept	Urban		Rural		S.D.	C.R.	Significance
		N	M	N	M			
1.	Achievement	751	33.07	605	31.61	12.98	5.23	0.01
2.	Confidence	751	34.56	605	33.87	11.81	1.07	NS
3.	Withdrawal	751	35.65	605	36.71	13.07	1.37	NS
4.	Inferiority	751	31.42	605	31.18	12.36	0.3	NS
5.	Emotional Instability	751	35.17	605	36.39	13.39	1.4	NS

The hypothesis is rejected only on achievement and accepted for all four dimensions, because the C.R. values on self concept scale show that the difference between these two groups on achievement is significantly at 0.01 level. The two groups not differ significant on other four dimensions of self-concept. The mean scores show that urban students perceive themselves to be more confident and better achievers than rural once. On the other hand rural students perceives

themselves to be persons who suffer more from feeling of emotional instability and having the tendencies to escape from situations of life and to quit the opportunities of life. It may be revealed from their result that urban and rural students are similar on four dimensions of self concept except achievement.

Hypothesis - 2

This hypothesis assumed that there is no significant difference in the self-concept of students of different type colleges.

Table - 2

Sr.No.	Self-concept	Self-Finance			Aided			C.R.	Significance
		N	M	S.D.	N	M	S.D.		
1.	Achievement	1191	33.81	11.58	165	32.33	12.54	1.51	NS
2.	Confidence	1191	34.26	11.47	165	34.21	12.5	0.49	NS
3.	Withdrawal	1191	33.85	15.51	165	36.44	14.28	2.03	0.05
4.	Inferiority	1191	30.94	12.69	165	34.03	12.49	3.24	0.01
5.	Emotional-Instability	1191	35.89	13.19	165	35.73	13.23	0.149	NS

The hypothesis is rejected on withdrawal and inferiority and accepted for other three dimensions because the C.R. values on self-concept scale show that the difference between these two groups on withdrawal is significant at 0.05 level and on inferiority is 0.01. The two groups not differ significant on other three dimensions of self-concept. The mean scores show that the students from aided colleges possess more tendencies of withdrawal and escaping from the realities of life than self-financed college students. Also they have the complex of inferiority in their hearts in comparison of the another group.

Hypothesis - 3

This hypothesis assumed that there is no significant difference in the values of urban and rural students.

Table - 3

Sr.No.	Values	URBAN			RURAL			C.R.	Significance
		N	M	S.D.	N	M	S.D.		
1.	Personal	751	25.09	10.7	605	25.38	10.41	1.23	NS
2.	Religious	751	25.82	11.71	605	23.76	10.01	8.36	0.01
3.	Educational	751	34.24	13	605	34.14	13.27	0.27	NS
4.	Materialistic	751	25.09	13.15	605	25	11.03	0.29	NS
5.	Social	751	34.45	13.01	605	34.1	13.19	0.35	NS
6.	Humanistic	751	34.16	12.89	605	34.17	13.02	0.03	NS

The hypothesis is rejected on religious aspect and accepted for all five dimensions because the C.R. values on self-concept scale show that the difference between these two groups on religious is significantly at 0.01 level. Mean scores show that the students from urban bias have greater interests in religious activities and ritual works in comparison to the rural bias.

Hypothesis - 4

This hypothesis assumed that there is no significant difference in the values of the students of different type colleges.

Table - 4

Sr.No.	Values	Aided			Self-Financed			C.R.	Significance
		N	M	S.D.	N	M	S.D.		
1.	Personal	165	24.46	10.05	1191	25.31	10.58	1.25	NS
2.	Religious	165	25.42	10.53	1191	24.83	11.01	2.50	0.05
3.	Educational	165	33.84	13.10	1191	34.24	13.15	0.38	NS
4.	Materialistic	165	25.18	10.10	1191	25.03	10.93	0.21	NS
5.	Social	165	34.39	12.9	1191	34.28	13.78	0.11	NS
6.	Humanistic	165	34.45	13.1	1191	34.12	12.96	0.33	NS

The table shows that the aided college students obtained higher religious value score, indicated that they are more interested in religious activities, in comparison to the students of self-financed college in comparison to the students of self financed college. The difference between the two groups was found to be significant at 0.05 level of confidence. So the hypothesis is rejected with regard to only one aspect named religious value and retained with regard to all other five values.

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