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A Study of Self-Concept of Science and Arts Students of Eastern Uttar Pradesh

Abstract

Self-Concept plays a pivotal role in determining the students behaviour and his achievements. The students having average, good and very good self-concept are always less anxious, well adjusted and have symptoms of good citizen. Those students who have below average self-concept are more anxious and less adjusted to the out side world. The present problem enquires into the possibilities of making use of self-concept in promoting the academic growth of Science and Art students. Probably it is assumed that self-concept level of science students comparatively becomes a bit higher than the Arts students. This assumption was supported by the inferences of this study which speaks that science students are not only having higher level of self-concept but they differ significantly to their counterpart (Art students) with respect to this important construct.

Keywords: Self-Concept, Science Students, Arts Students.

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Introduction

Every individual has one's own inner world. As one grows, he develops an intrapersonal world including attitudes, feeling, values, perception and expectations that form a frame of reference through which he views himself and interprets the physical and social environment. The interaction with others also plays a significant role in this evolutionary process and results in consistent personal perceptions of 'I' or 'Me'. This perception forms individual self-concept. Self-Concept is a multidimensional construct that influences people's behaviour. It influences cognative and emotional outcomes including, academic-achievement, level of happyness, self-role, anxiety and social interaction, self worth and self-satisfaction.

The self-concept does not relate only with the present, it also involves the parts and future selves. Future or possible selves represent individual's ideas of what they might become. They correspond to one's expectations, fear and threats etc. Future selves may function as incentives for future behaviour and they also provide an evaluative and interpretive context for the current view of self. On the basis of this study it was tried to find out the level of self-concept of science and arts students and is there any significant difference between their level of self-concept or they may be placed at same equilibrium level.

Objectives of the study

1. To find out significance of difference between self-concept of science and arts students.
2. To find out significance of difference between self-concept of urban and rural arts students.
3. To find out significance of difference between self-concept of urban and rural science students.

Hypotheses

1. There is not any significance of difference between self-concept of science and arts students.
2. There is not any significance of difference between self-concept of urban & rural arts students.
3. There is not any significance of difference between self-concept of urban and rural science students.

Method and Sample

Random Sampling technique was adopted for the selection of samples. Sample is a part or pacel of the population which always represents it with respect to attribute understudy. From eastern UP two districts Varanasi & Jaunpur were selected for sample site from where total 600 samples finally selected. Selected samples are shown in the following table.

Table No. – 1
Selection of Samples (No=600)

Varanasi (N=300)				Jaunpur (N=300)			
Science Students (N=150)		Arts Students (N=150)		Science Students (N=150)		Arts Students (N=150)	
Urban	Rural	Urban	Arts	Urban	Rural	Urban	Rural
75	75	75	75	75	75	75	75

Selection of Tool

For measuring the levels of self-concept of science and arts students, a standard tool 'Swatva Bodh Parikshan' (A test of self-concept) prepared by G.P. Sherry, R.P. Varma & P.K. Goswami was used. The test has been used for its high levels of reliability and validity.

Analysis & Interpretation of Data

The self-concept scores of all the students (N=600), science students (N=300) and arts students (N=300) were found out on the basis of key of self-concept tool and frequency distribution of self-concept scores of science students and arts students were prepared for computing the value of mean and S.D. which is essential indices for calculating t-values to find out significance of difference between them. This test of significance was applied to three main dimensions of science and arts groups which is shown as below.

Significance of Difference between Self-Concept of science and arts students

On the basis of mean and S.D. values of self-concept scores of science & arts students, t-value was calculated and it was found 5.08 which shows that this calculated value is more than table t-value (2.58), therefore, it was inferred that significant difference exist at .01 level for df-298. Result is shown in following table No. 2.

Table No – 2
Significance of Difference between Self-Concept of science and arts students

S. No.	Population	N.	Mean	S.D.	t-value	Inference
1.	Science Students	300	34.50	8.03		
2.	Arts Students	300	31.40	7.20	5.08	p<.01

A perusal of table No. 2 shows that science students are having better self-concept than the arts students which is evident from mean values of science and art students which are 34.50 and 31.40 respectively. Since the calculated t-value was found 5.08 which is significant at .01 level. Thus it may be said that science students are having better self-concept than arts students. This may be due to their reasoning, logical approach and systematic and scientific thinking. Thus the null hypothesis was rejected.

Significance of difference between self-concept of urban arts and rural arts students

For measuring the level of self-concept of urban and rural art students, their scores were taken into consideration for preparing frequency distribution and finally mean and S.D. values were calculated which are shown in the following table No. 3.

Table No – 3
Significance of difference between self-concept of urban arts and rural arts students

S. No.	Population	N.	Mean	S.D.	t-value	Inference
1.	Urban Arts Students	150	33.90	6.72		
2.	Rural Arts Students	150	32.02	7.58	2.29	p<.05

A perusal of table No. 3 shows that urban arts students are combatively having higher self-concept than rural arts students which is evident from their mean values, i.e., 33.90 & 32.02 respectively. On the basis of calculated t-value (2.29) it is clear that there is significant difference at .05 level, however, self-concept of urban arts students does not differ significantly at .01 level. Thus the formulated null hypothesis was rejected. Thus it may be said again that urban area has its importance in developing self-concept than the rural areas. The urban arts students are supposed to more oriented and aware with the circumstances and biosphere so they are more exposed to their approaches and activities.

Significance of Difference between self-concept of urban and rural science students

For tracing out level of self-concept of science students coming from urban and rural areas, their scores were taken into account for calculating mean and S.D. which is shown in table No. 4.

Table No – 4
Significance of Difference between self-concept of urban and rural science students:-

S. No.	Population	N.	Mean.	S.D.	t-value	Inference
1.	Urban Science Students	150	33.50	7.93		
2.	Rural Science Students	200	123.50	21.0	2.17	p<.05

Table No. 4 shows that calculated t-value is 2.17 which is higher than table value 1.96 at .05 level, therefore, a significant difference was reported and thus null hypothesis is rejected. However, it is not significant at .01 level. Mean value of urban science students is 33.50 which is higher than mean value (31.50) of rural science students which shows that like urban and rural arts students, urban science students are also having better self-concept. Thus it may be concluded again that urban area plays a bit important role in comparison of rural area.

Conclusion

Self-concept is collection of beliefs regarding personality traits, physical characteristics, abilities and

values. It was thought to measure this important construct (self-concept) among the science and arts students. Thus study concludes that the science students are having higher level of self-concept (M=34.50) than the arts students (M=31.40) and they also significantly differ to arts students. This was also concluded that urban arts students are having higher self-concept (M=33.90) than the rural art students (M=32.02), however they differ significantly at .05 level but not at .01 level. The same inference was drawn in case of urban science and rural science students.

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