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## A STUDY OF SELF-CONCEPT OF 10<sup>TH</sup> CLASS STUDENTS OF WORKING AND NON-WORKING MOTHERS

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**Abstract:** *Man lives in society. He interacts with the environment according to his needs and wants. How he will interact depends on his personality. Self-concept is a dominate element in personality pattern. It achieves its particular shape and form in the matrix of a given culture, social structure and institutional system. Although the individual view of himself is largely the product of social life. But the Self-concept in its turn exercises an important influence on behavior. The educational policy statements throughout the world list self-concept enhancement as a central goal of education and an important vehicle for addressing social inequities experienced by disadvantaged groups. Having a very low self-concept makes the students maladjusted and it leads to many-many problems in their lives. If we know their Self-concept problems we can help them a lot in school system. Guidance can also be given to the parents of the children and to the teachers also. The present study is an attempt to generate useful knowledge and understanding of students' self-concept in relation to working and non-working mothers.*

**Key Words:** *Self- Concept, Working and Non- Working Mothers.*

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## **INTRODUCTION:**

The inner image of the man is known as 'Self'. During the past decades there has been a greater emphasis on the study of vital component of self, i.e. self-concept for understanding and predicting the many facet of human behavior which is a vital component in the process of education. Self-concept which originally was considered to be the keystone in non-directive counseling by Rogers, is now taken as of major importance in the field of education also, because it is observed that self- concept has close connections with some personal aspects like learning, motivation, attitudes, perception and adjustment which determine the academic and other success of the individual in and out of the school. Self concept is a dominate element in personality pattern therefore, the measurement of self concept becomes essential. Self-concept is one of the most important constructs in the social sciences as demonstrated by the regularity/consistency with which self-concept enhancement is identified as a major focus of concern in diverse settings (e.g., Branden, 1994; Marsh & Craven, 1997). Thus, educational policy statements throughout the world list self-concept enhancement as a central goal of education and an important vehicle for addressing social inequities experienced by disadvantaged groups. For example, in their model of effective schools, Brookover and Lezotte (1979) proposed academic self-concept, self-reliance, and academic achievement as the major outcome variables for schools to foster in their students. In addition to being an important outcome variable and to being related to higher levels of achievement, self-concept is also an important mediating construct that facilitates the attainment of numbers of positive outcomes. Hence, self-concept is a "hot" variable that makes things happen. Marsh and Perry (2005) reported that physical self-concept contributed to the prediction of the performances of elite swimmers at international events beyond what could be explained in terms of their previous performances (personal bests and international rankings). Judge and Bono (2001) presented a meta-analyses showing that components of a positive self-concept construct were among the best predictors of job performance and job satisfaction. Self-concept has at least three sub components; academic, social and physical. The self-concept develops through continuous self-assessment in different circumstances. Children and adolescents are frequently asking themselves, in effect, "How am I doing?" To make an opinion about them, verbal and nonverbal responses of parents and other family members are judged by them in the early years and friends, peers and teachers later. A comparison is made by the students with their



own standards and with the performance of peers. Both personal and social comparisons are important (John, 2000).

Marsh (1992) showed that the relationship of self-concept to school achievement is very specific. Ali (2002) conducted a study on relationship of self-esteem, self-concept and academic achievement in Orphan and Non-orphan children. A positive correlation was found between self-esteem, self-concept and academic achievement. Wamathai, Ann Njoki (2006) conducted a study, "Relationship Between Students' Academic Self-Concept And Academic Achievement: A Case Of Public Secondary Schools Within Nakuru Municipality, Kenya". Kristen Tarquin, Catherine Cook-Cottone (2008) conducted a study on Relationships Among Aspects of Student Alienation and Self Concept. Velmurugan and Balakrishnan (2011) conducted a study on self concept of higher secondary students in relation to social adjustment. The study examines the relationship between the social adjustment and self concept of the higher secondary school students. This study correlates certain demographic variables in respect of social adjustment and self concept. Parmar (2012) conducted a Study of Self Concept of the Standard-XI Students of Secondary Schools. Jabeen and Khan (2013) conducted a study on creative thinking abilities and self-concept of high and low achievers. The results of the study high light that in comparison to low achievers high achievers possess significantly high creativity potential, in comparison to low achievers, high achievers are significantly high in different areas of creativity, viz fluency, flexibility and originality and also in comparison to low achievers high achievers possess significantly high selfconcept. The study has also revealed that there is a positive and significant relationship between creativity and academic achievement and self-concept and academic achievement of high and

### **STATEMENT OF THE PROBLEM:**

#### **A STUDY OF SELF-CONCEPT OF 10<sup>TH</sup> CLASS STUDENTS OF WORKING AND NON- WORKING MOTHERS**

#### **OBJECTIVES OF THE STUDY:**

- (1) To compare self-concept of boys and girls of 10<sup>th</sup> class students of government schools
- (2) To compare self-concept of boys and girls of 10<sup>th</sup> class students of private schools
- (3) To compare self-concept of boys and girls of 10<sup>th</sup> class students of working mothers.



- (4) To compare self-concept of boys and girls of 10<sup>th</sup> class students of non-working mothers.

**HYPOTHESES:**

- (1) There is no significant difference in self-concept of boys and girls of 10<sup>th</sup> class students of government schools  
 (2) There is no significant difference in self-concept of boys and girls of 10<sup>th</sup> class students of private schools  
 (3) There is no significant difference in self-concept of boys and girls of 10<sup>th</sup> class students of working mothers.  
 (4) There is no significant difference in self-concept of boys and girls of 10<sup>th</sup> class students of non-working mothers

**SAMPLE:**

120 students from different schools of Rohtak district were taken as sample in which there were 60 boys and 60 girls. Out of total 120 students, 41 students were those whose mother were working or in job, while 79 students’ mother were housewives. 30 boys and 30 girls were from Govt. schools and 30 boys and 30 girls were from private schools. The self concept questionnaire (SCQ) (Hindi version) made by R.K. Saraswat, having 48 questions was used.

**Table 4.1**

**Mean, S.D’s and ‘t’ values of the Self-Concept of Boys and Girls of government schools**

Boys of government schools (N=30)		Girls of government schools (N=30)		‘t’ value
Mean	S.D.	Mean	S.D.	
168.73	17.64	164.20	18.48	0.972 <sup>NS</sup>

NS = Not significant

It is apparent from the Table 4.1 that the mean scores of Self-concept of boy and girl students of government schools are 168.73 and 164.20 respectively. The ‘t’ value is 0.972 which is less than table value at 5% level of significance (1.96) as well as at 1% level of significance (2.58). So, it is not significant at any level of significance. Thus, the null hypothesis of the present study, i.e. “There is no significant difference in self-concept of boys and girls 10<sup>th</sup> class students of government schools” stands retained. It means that boy and girl students of government schools do not differ significantly on self concept.



**Table 4.2**

**Mean, S.D's and 't' values of the Self-Concept of Boys and Girls of private schools**

Boys of private schools (N=30)		Girls of private schools (N=30)		't' value
Mean	S.D.	Mean	S.D.	
173.97	11.55	168.00	13.96	1.803 <sup>NS</sup>

NS = Not significant

It is apparent from the Table 4.2 that the mean scores of Self-concept of boy and girl students of private schools are 173.97 and 168.00 respectively. The 't' value is 1.803 which is less than table value at 5% level of significance (1.96) as well as at 1% level of significance (2.58). So, it is not significant at any level of significance. Thus, the null hypothesis of the present study, i.e. "There is no significant difference in self-concept of boys and girls 10<sup>th</sup> class students of private schools" stands retained. It means that boy and girl students of private schools do not differ significantly on self concept.

**Table 4.3**

**Mean, S.D's and 't' values of the Self-Concept of Boys and Girls of Working mothers**

Boys of Working mothers (N=22)		Girls of Working mothers (N=19)		't' value
Mean	S.D.	Mean	S.D.	
175.95	9.43	171.53	14.13	1.194 <sup>NS</sup>

NS = Not significant

It is apparent from the Table 4.3 that the mean scores of Self-concept of boys and girl students of working mothers are 175.95 and 171.53 respectively. The 't' ratio came out from the above two groups is 1.194 which is less than table value at 5% level of significance (1.96) as well as at 1% level of significance (2.58). So, it is not significant at any level of significance. Thus, the null hypothesis of the present study, i.e. "There is no significant difference in self-concept of boys and girls 10<sup>th</sup> class students of working mothers" stands retained. It means that boy and girl students of working mothers do not differ significantly on self concept.

**Table 4.4**

**Mean, S.D's and 't' values of the Self-Concept of Boys and Girls of Non-Working mothers**

Boys of Non-Working mothers (N=38)		Girls of Non-Working mothers (N=41)		't' value
Mean	S.D.	Mean	S.D.	
167.21	17.51	164.93	16.65	0.594 <sup>NS</sup>

NS = Not significant



It is apparent from the Table 4.4 that the mean scores of Self-concept of boy and girl students of non-working mothers are 167.21 and 164.93 respectively. The 't' ratio came out from the above two groups is 0.594 which is less than table value at 5% level of significance (1.96) as well as at 1% level of significance (2.58). So, it is not significant at any level of significance. Thus, the null hypothesis of the present study, i.e. "There is no significant difference in self-concept of boys and girls 10<sup>th</sup> class students of non-working mothers" stands retained. It means that boy and girl students of non-working mothers do not differ significantly on self concept.

### **FINDINGS OF THE STUDY:**

It was found that there is no significant difference in self-concept of 10<sup>th</sup> class boys and girls studying in government schools.

Also, no significant difference was found in self-concept of boys and girls 10<sup>th</sup> class studying in private schools.

The boys and girls of 10<sup>th</sup> class, whose mothers are working, do not differ significantly in self concept.

There is no significant difference in self-concept of boys and girls 10<sup>th</sup> class students whose mothers are non-working.

### **CONCLUSION:**

The present study reveals no significant difference between boys and girls regarding self-concept. The study also revealed no significant difference between government and private school students and boy and girl adolescent students of working and non-working mothers. Their self-consciousness may derive from the fact that they are much more concerned with other's attitudes towards them and thus tend to see themselves through the eyes of others. To adolescents, interpersonal success acquires prime importance. Adolescents are subjected to social pressures that induce them to strive for cooperation and generosity rather than competition and selfishness. In our society, adolescent students are expected to become independent, ambitious, competitive, self reliant and achievement oriented. Both boys and girls are taught to be assertive and encouraged to control their expression of feeling. The adolescent boys are basically independent and they have the motive to express power and control over others. They have the ability to take care of themselves in any situation. They are less vulnerable to criticism or disapproval of others than girls. This sense of adequacy



increases the personal self-concept in case of boys. Now days, societal attitude has changed towards girls. Structural changes in the society encourage girls to choose their own career. Girls have proved their competence in different fields like politics, administration, sports, forces, journalism, media which were once considered the purview of men only. So, the study can be of great use in our practical life. Study of the self concept of the children can reveals the working of their mind. What is their own view about their own selves? How do they think about themselves? Parents and teachers can know about the self-concept level and adjustment of their children, which is highly needed in today's complex and competitive environment.

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