

A Study of Self-Concept of School Students In Relation To Gender, Working-Nonworking Mothers and Stream



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Abstract

The purpose of the present study was to investigate the impact of Gender, Mothers' Status and stream of the Higher Secondary School students on Self-Concept. The sample comprised of 480, male/240 (working Mothers/120 and Non Working Mother/120) and female/240 (working Mothers/120 and Non Working Mother/120), School students selected from various streams (Arts/Commerce/Science). In each group there were equal numbers of students. Personal data sheet and Self-concept Scale were used to collect required data. Data were analyzed by 2X2X3 ANOVA. Findings of the study revealed that gender, working-nonworking mothers and stream affect on self-concept of school students. Significant interaction effect on self-concept of school students found between gender and mothers' status, mothers' status and stream, and among gender, mothers' status and stream. Whereas, insignificant interaction effect on self-concept of school students observed between gender and stream.

Keywords: Self-Concept, Gender, Mothers' Status, Educational Stream and Higher Secondary School Students

Introduction

The present and future time is of science and technology. Now a day, the world is developing very fast. The world is shrinking. To communicate between the each other is very easy. Distance doesn't matter at all. Whether the communicating persons are located in different societies or different countries, it does not make any difference at all. It has its own impact on behavior of individual human beings as well as on education also. At present, if we observe our surrounding, the human is too much involved in competing with others so deeply that the human being has no time to assess, to know the self. It is one of the biggest questions that what is self?

For the development of oneself, it is very important to know our self properly. If we think in terms of education, yesterday's knowledge becomes worthless for today and today's knowledge will be worthless for future. The rules and definitions are changing very fast. It becomes difficult to judge what is wrong and what is right. Progress achieved by individuals and the hindrance faced during the progress, social and behavioral problems, family issues, educational controversy. To understand and remove all this problems and issues, we must need to know and develop one's self-concept.

If we really want to know the individual's "social relations" and the "behavior of individual with others", than we must have to study that the self-concept of oneself is properly developed or not. Self is the center of a human being around which the development of human being happens. Each and every person has different subjects of interest, different aptitude, different ideologies, and different values. It is very necessary for the person to properly know regarding their self-concept for the appropriate use of their internal capacity. Positive self-concept brings integrity and consistency in people's behavior and attitude. It also effects on healthy social and emotional development. On other side, negative self-concept disintegrates people's behavior and attitude. It is also related with maladaptive behaviors and emotions. By self-concept, people used to judge other persons, things and situations.

Self-concept is the overall image about us. It is the perception of individual's about himself or herself. It is the entirety of complex, organized and dynamic system of individual's existence. It is a dynamic mental structure that motivates, interprets, organizes, mediates and regulates personal and interpersonal behaviors and processes. Self-concept effects on our perception, judgment and behavior of our daily life. The self is arguably the largest and the most accessible structure in the cognitive system. It encompasses virtually every facet of one's experience. It is never more than a stranger's glance from being activated (Vallacher, Nowak, Froehlich and Rockloff, 2002).

According to O'Neill, Wigfield and Eccles (2005), self-concept is the individual's general collective view of himself or herself across multidimensional sets of specific perceptions which are based on self-knowledge and assessment of value of one's own abilities formed through experiences with and interpretations of the environment. William James (1980) identified three factors of self-experience: the material me (the bodily self along with surrounding physical objects), the social me (your awareness of how other views you), and the spiritual me (the self that monitors private thoughts and feelings).

S.K Singh and Naseem Ahmed (2004) studied on impact of parent child relationship on development of self-concept. The findings revealed that parent child relationship affected significantly to the social self-concept of the children were as other dimensions like physical, temperamental, educational and moral as well as educational were not affected by relationship between a child and his parents. Gibson and Jefferson (2006) revealed that parental involvement had an influence on children's self-concept. Suneetha Hangal (2007) studied on self-concept, emotional maturity and achievement motivation of the adolescent children of employed mothers and homemakers. The result showed that the adolescent children of homemakers had significantly higher self-concept. It was also noticed that children of employed mothers had high emotional maturity and female children of employed mothers were highly achievement oriented. Riffat-Un-Nisa Awan and Anjum Naz (2011) examined the achievement and its relationship with achievement motivation and self-concept. The results revealed that self-concept was significantly related to academic achievement. Significant gender differences were discovered which were in favour of girls. Sumitra Nanda and Sangeeta Rath (2012) examined the effect of gender and academic competence on the self-concept of adolescents. The result indicated that academically competent adolescents had higher physical, moral, personal, family, social and overall self-concept than less-competent ones. The strength of association between physical self-concept and overall self-concept as well as social self-concept and overall self-concept was higher in girls than that of the boys. Qingfu Su and Yanan Sun (2017) studied on the relationship between the self-concept and the personality traits. The results showed that the self-

concept score of athletes was obviously lower than that of the Chinese norm. The six factors of adolescent athletes' self-concept were positively correlated with extroversion-introversion, but they are negatively correlated with neuroticism and psychoticism. The conclusion showed that self-concept and personality were mutually influenced and restrained in the process of development. What's more physical appearance and attributes, anxiety and behaviors were the dominant factors that influenced the extroversion-introversion, neuroticism and psychoticism scores respectively. extroversion-introversion and the psychoticism were the most important personality features that affected the development level of self-concept. Mehdi Amirkhani and Fatemeh Habibi (2018), studied relationship between self-esteem and self-concept of students of medical sciences. The results of this study also showed that there was a statistically significant difference between the self concept mean scores of students of Medicine and Nursing, Nursing and Operating Room, Anesthesiology and Operating Room. Since self-concept is formed based on previous judgements, perceptions and others' feedback, and since an individual's perception about their ability in learning is one of the accepted types of academic behavior, it can be influenced by field of study, judgements, and others' feedback, and therefore it might make significant differences. T. Aruna Bharathi and Dr. P. Sreedevi (2018) Studied on the Self-Concept of Adolescent. The findings of the study revealed that higher percentage of adolescents had above average levels of self-concept in dimension of temperamental (85), intellectual (77.5), physical (60) and social (52.5). About 47.5percent of adolescents equally had high and above average self-concept in education. And 57.5 percent of adolescents had high moral self concept. Adolescents overall Self-concept was found as 27.5 percent in high and 72.5 per cent have above average. Hence, the study may help the teachers and parents to maintain the optimum level of self-concept of adolescents.

Objective of the Study

To study the main and interaction effect of gender, working-nonworking mothers and stream of students on self-concept.

Hypotheses

1. There is no significant difference between the mean scores of self-concept of male and female students.
2. There is no significant difference between the mean scores of self-concept of students of working and non-working mothers.
3. There is no significant difference among the mean scores of self-concept of arts, commerce and science students.
4. There is no significant interaction effect between gender and working-nonworking mothers of students in relation to their self-concept.
5. There is no significant interaction effect between gender and stream of students in relation to their self-concept.

6. There is no significant interaction effect between working-nonworking mothers and stream of students in relation to their self-concept.
7. There is no significant interaction effect between working-nonworking mothers and stream of students in relation to their self-concept.

Method**Participants**

The sample size was 480 Higher secondary school students, comprising of 240 Male and 240 Female students having from different professional status of mothers working 240 (Male/120, Female/120) and Non working 240 (Male/120, Female/120). Participants were selected from different from various educational streams (Arts/Commerce/Science). In each group there were equal numbers of students. All were taken from various Gujarati medium higher secondary schools of Ahmadabad city of Gujarat state.

Instruments:**Children's Self-Concept Scale (CSCS) by S.P. Ahluwalia (2002)**

This test contains 80 items with 'yes' or 'no' responses. It also includes 16 lie items. This scale consists of 6 subscales-Behavior, Intellectual and school status, Physical appearance and attributes, Anxiety, Popularity, Happiness and satisfaction. It has high test-retest reliability and validity. The maximum score for the total self-concept scale can be 78, whereas the minimum score can be Zero.

Table: 1 Showing Results of ANOVA on Score of Self-Concept of Various Groups

Source of Variance	Sum of Square	DF	Mean Square	F
A Gender	3557.25	1	3557.25	8.46*
B Mothers' Status	2248.15	1	2248.15	5.35*
C Stream	3876.32	2	1938.16	4.61*
A X B	9989.12	1	9989.12	23.76*
A X C	65.87	2	32.935	0.08NS
B X C	3457	2	1728.5	4.11*
A X B X C	9565.76	2	4782.88	11.38*
SSW	196758.3	468	420.42372	
TOTAL	229517.77	479		

*P<.05, NS=Not Significant

It can be seen from the table 1 that in case of main effect, 'F' ratio of 8.46 for gender is significant at 0.05 levels. So, the null hypothesis 1 is rejected. It means that there is significant difference between the mean scores of self-concept of male and female students. The mean score of male students is 62.64 and the mean score of female students is 64.47. So, it can be concluded that score of self-concept of female students is higher than male students by getting high mean score. Female students get high score in sub area of self-concept of behavior, intellectual and school status, physical appearance and attributes, popularity and happiness and satisfaction. In over

Procedure

To collect the data the researcher approached to the principal of the school and obtained permission for data collection. After establishing rapport, children's self-concept scale was given to the students. The researcher explained the purpose of the study to the students. They were also assured by the researcher that their responses would be kept strictly confidential and would be used only for research purpose. All the instructions were given to students accordingly to test manuals and all the queries of each student were solved personally during test period. After the questions were answered the test as well as answer sheet was collected. The responses were scored as per scoring keys which are given in the test manual. Data collection was done on 480 school students of 11th standard. Students were purposively selected from various higher secondary schools of Ahmedabad. The data was categorized and arranged in respective table according to the statistical techniques appraised. To find out the main and interaction effects of three independent variables of gender, mothers' status and stream, three way analysis of variance (ANOVA) was used.

Results and Discussion

In order to examine the Main and Interaction effect among Gender, Mothers' status and Streams of Higher secondary school students ANOVA was conducted.

culture, decent behavior is expected from female as compare to male. Parents also brought up their daughters as they behavior politely in family and society. Now days, the concept of educating women is developing very fast in India. Parents, government and educationalists become more conscious for women's education, liberation and their human rights. Girls get special provisions in education departments. Rather than these aspects, girls become more and more conscious toward education and its importance in daily life and carrier. In our society, girls are judged on the basis of physical beauty and attractiveness. Physical look is of great importance for girls than for

boys. Young adolescent girls are very much aware of the prevailing cultural standard of attractiveness. Girls try to prove that they are capable and powerful as equivalent to boys. For establishing this, they want to become more popular and do conscious efforts for that. They are achieving self-dependency and respect from society. Girls are proving that they are capable enough to fulfill their needs by themselves. Therefore, female students have high level of self-concept than male students. Researches of Riffat-Un-Nisa Awan, Anjum Naz (2011) and Sumitra Nanda, Sangeeta Rath (2012) are also support this result.

Examining the Table 1, it is evident that in case of main effect, 'F' ratio of 5.35 for mothers' status is significant at 0.05 levels. So, the null hypothesis 2 is rejected. It means that there is significant difference between the mean scores of self-concept of students of working and non-working mothers. The mean score of students of working mothers is 62 and the mean score of students of non-working mothers is 65.11. So, it can be concluded that score of self concept of students of non- working mothers is higher than students of working mothers by getting high mean score. Generally, due to over workload, working mothers cannot concentrate on the activities of their children. Their major time drains in completing their job and other house works. So, working mothers won't get enough time to guide and help their children although they are intelligent enough to guide their children. On the counter part, non-working mothers can focus themselves on the activities of their children as they almost having double time than the working mothers for focusing and helping their children. In some cases, it may be possible that the nonworking mother may not has higher education level than the working mother, even though nonworking mother can provide batter facilities for study by keeping unnecessary stuffs and activities away from the children. They can give proper consideration toward their children. So, students of non-working mothers have high self concept then the students of working mothers.

Data inserted in Table 1 reveals that in case of main effect, 'F' ratio of 4.61 for stream is significant at 0.05 levels. So, the null hypothesis 3 is rejected. It means that there is significant difference among the mean scores of self-concept of arts, commerce and science students. The mean score of arts students is 60.67, commerce students is 64.32 and science students is 65.68. So, it can be concluded that total score of self-concept of science students is higher than arts and commerce students by getting high mean score. Science stream students are efficient towards their education and career. They are intelligent and also knowledgeable. Generally they get success in their work or goals through their knowledge and also their constant efforts for achieving goals. So, science students have high score of self-concept than the arts and commerce students.

It can be seen from the table 1 that in case of interaction effect, 'F' ratio of 23.76 for gender and mothers' status is significant at 0.05 levels. So, the null hypothesis 4 is rejected. It means that there is

significant interaction effect between gender and working-nonworking mothers of students in relation to their score of self-concept. The mean score of male students of working mothers is 60.31, male students of non-working mothers is 64.98, female students of working mothers is 63.69 and female students of non-working mothers is 65.24. So, it can be concluded that score of self-concept of female students of non-working mothers is higher than the rest students by getting high mean score. Female students of non-working mothers get high score in sub area of self-concept scale of behavior, intellectual and school status, physical appearance and attributes, popularity and happiness and satisfaction. Thus, their overall self-concept is higher than the rest students. It is observed from table 1 that in case of interaction effect, 'F' ratio of 0.08 for gender and stream is not significant at 0.05 levels. So, the null hypothesis 5 is accepted. It means that there is no significant interaction effect between gender and stream of students in relation to their score of self-concept. So, it can be concluded that gender and stream do not play significant interaction effect on total score of self-concept.

It can be seen from the table 1 that in case of interaction effect, 'F' ratio of 4.11 for mothers' status and stream is significant at 0.05 levels. So, the null hypothesis 6 is rejected. It means that there is significant interaction effect between working-nonworking mothers and stream of students in relation to their score of self-concept. The mean score of arts students of working mothers is 58.15, arts students of non-working mothers is 63.19, commerce students of working mothers is 62.61, commerce students of nonworking mothers is 66.03, science students of working mothers is 65.24, science students of non-working mothers is 66.11. So, it can be concluded that score of self-concept of science students of non-working mothers is higher than the rest students. Science students of non-working mothers get high score in sub area of self-concept of intellectual and school status, anxiety and happiness and satisfaction. Thus, their overall self-concept is higher than the rest students.

It is observed from table 1 that in case of interaction effect, 'F' ratio of 11.38 for gender, mothers' status and stream is significant at 0.05 levels. So, the null hypothesis 7 is rejected. It means that there is significant interaction effect among gender, working-nonworking mothers and stream of students in relation to their score of self-concept. The mean score of arts male students of working mothers is 55.95, arts male students of non-working mothers is 62.70, arts female students of working mothers is 60.35, arts female students of non-working mothers is 63.68, commerce male students of working mothers is 60.30, commerce male students of non-working mothers is 65.65, commerce female students of working mothers is 64.93, commerce female students of non-working mothers is 66.40, science male students of working mothers is 64.68, science male students of non-working mothers is 66.58, science female students of working mothers is 65.80 and science female students of non-working mothers is

65.65. So, it can be concluded that self-concept of science male students of non-working mothers is higher than the rest students by getting high mean score. Science male students of non-working mothers get high score in sub area of self-concept of anxiety. In our society male have more responsibility of earning than female. Male judged on the basis of their job status and income. So they are more anxious for their study and career. The subjects of science stream are tougher than the other streams. It requires more hard work and time. There is extra pressure from teachers and parents on science stream students to achieve the desirable result. Due to such kind of circumstances the students of science stream become more anxious.

Conclusion

In the light of findings it can be concluded that gender, working-nonworking mothers and stream affect on self-concept of school students at.05level. Significant interaction effect on self-concept of school students found between gender and working-nonworking mothers, working-nonworking mothers and stream, and among gender, mothers' status and stream. Whereas, insignificant interaction effect on self-concept of school students observed between gender and stream.

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