

## INFLUENCE OF MANAGEMENT AND AREA VARIATIONS ON THE SELF - CONCEPT OF CLASS VIII STUDENTS

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### **ABSTRACT:**

Our knowledge, assumptions and feelings about ourselves is self-concept which is vital to the mental process. We all know that each person's self - concept is unique from other persons. But there is no common agreement about the structure or content of the self-concept. Knowing the influence of Variations in area and management on self – concept among class 8<sup>th</sup> students was the main purpose of this research. ‘Self - Concept questionnaire’ by Raj Kumar Saraswat (1984) administered on a sample of 300 students from class 8<sup>th</sup> representing all categories of high schools in Tirupati District following random sampling technique. t– test was employed for analysis of the data. Significant influence of area and management variations at 0.01 level on the self - concept was observed among class 8<sup>th</sup> students. Rural area and private school students’ self – concept is low compared to urban area and government school student counterparts based on the interpretation of mean scores. The administrators and teachers should assign tasks suitable to their abilities and potentials for rural area and government school students to develop their Self-Concept.

**Key Words:** Self Concept, management, Area, Class VIII students.

### **INTRODUCTION**

The non-physical inner self came in 1644 as a milestone in humans reflection, when Rene Descartes had written principles of philosophy. Descartes proposed that doubt was a principal tool of disciplined inquiry, yet he could not doubt that he doubted. He reasoned that if he doubted, he was thinking, and therefore he must exist through the dependence on the perception.

The development of self-concept theory as a milestone from Sigmund Freud (1990) who gave us the understanding the importance of interval mental processes. Freud and many of his followers hesitated to make self-concept a primary psychological unit in their theories, Freud’s daughter Anna (1946) gave central importance to ego development and self interpretation.

Self develops gradually for the development of healthy personality with the degree of agreement between the individual’s expectation on one hand and the actual experience of the person on the other. Self development process also be guided/directed by others evaluation through interaction between one’s self actualization tendency and evaluation by others.

One’s self-concept may mostly mirror other people’s opinions or only one’s self evaluation. Self-concept may largely reflect the dictates of a culture, religious teachings, family traditions or one can create a unique personality based on one’s own ideas. The self-concept primarily learnt or acquired, but basic tendencies might be inherited as well. It may have conscious and unconscious facets that the former is more socially acceptable than the later.

According to Rogers a fully functioning Self that is a healthy individual will be open to new experiences .He/She will be able to live a full life and will be self - dependent, self-directed on guidance or assistance from other individuals. A fully functioning self as a positive regard expressed without any hindrance and full advantage is taken of all experiences along with the individual coping mechanisms .He/She will not have to distort or deny experiences and is able to achieve maximum possible satisfaction and live with others in maximum possible harmony.

Child's development of self-concept concept, identity, body image self-esteem and role are mainly influenced by school experiences of the child . The school age children places importance on receiving acceptance and approved by the child's peer group to feel included and positive about oneself. The development of a healthy self -concept for the adolescent often lies in parental involvement and support

## REVIEW OF LITERATURE

**Yamuna (2011)** revealed that VIII class students were facing significantly high-level self-concept. Boy students have more self-concept than the girl students. The Rural students possess High self-concept than the Urban students.

**Padakanti Bal Raju (2012)** investigated that Residence, Management, Father occupation, Caste and Academic achievement have significant influence on the self-concept of degree students.

**Rizwana Begum (2014)** investigated that Residence, Annual income, Father occupation, Group of study, Caste and Academic achievement have significant influence on the self concept of degree students.

**Kumar (2016)** did a study to assess the self - concept of higher secondary students. The results revealed i. Gender, locality of school, type of management, medium of instruction, parental occupation, parental qualification and type of family have average level of self-concept. ii. Significant difference was found between the types of management of higher secondary school students on the level of self-concept.

**Agrawal and Teotia (2019)** investigated self-concept of secondary level students in Delhi (NCL). Results are as follows: i. Significant difference was found in the total self-concept with regard to gender and type of school. ii. Considering mean scores urban students have better self-concept than rural students. iii. Socio-economic self-concept of the girls was better than their counterparts.

**Beura and Nayak (2023)** attempted a descriptive survey to explore self – concept of secondary school tribal students. Findings are i. Self-concept levels were similar among tribal secondary school students regardless of gender. ii. The self-concept of tribal students in secondary schools varied significantly between rural and urban areas.

**Vikram, C.B.(2024)** have had done a study on self concept of students studying in secondary schools with a purpose to know the total self concept along with dimensions and in relation to their locality and class of study. Self made self - concept inventory was used and collected data from 300 sample students (8th and 9th classes). Findings revealed that differences in the effect of locality and class of study on the self concept are not significant at 0.05 level.

### Scope of the Study:

The main intention of the current investigation is to find the self-concept of class 8<sup>th</sup> students in relation to their area and management of the school. Here in the study the sample selected was 300 class VIII students.

### Objective :

- To see the influence of management and area variations on the self-concept of class 8<sup>th</sup> students

### Hypotheses :

- There would be no significant difference in the influence of different management schools on the self-concept of class 8<sup>th</sup> students.
- There would be no significant difference in the influence of area variations on the self-concept of class 8<sup>th</sup> students.

### Tool used:

- The self - concept questionnaire which was developed and standardized by Raj Kumar Saraswat(1984) used after testing suitability. The questionnaire consists of forty eight questions arranged on a five-point scale. The self - concept questionnaire reliability and validity are 0.88 and 0.90 respectively.

### Data Collection:

The sample for the investigation consisted of 300 VIII class students in Tirupati district. The stratified random sampling was applied in two stages. The first stage is area i.e. rural and urban and second stage is management i.e. government and private. It was a 2X2 factorial design with 300 sample subjects. After visiting the schools with the permission of the head masters the data was collected. The 8<sup>th</sup> class students who attended the school on the day of data collection are considered for the purpose of the investigation. The class VIII students were given necessary instructions about the instruments and encouraged to respond genuinely to all the items. The self - concept questionnaire and personal data sheet were administered. The data on each variable in the investigation is properly coded to suit for computer analysis. The analysis was carried out on the basis of objective of the investigation and hypotheses formulated employing appropriate statistical techniques. The inferential statistical technique 't' – test was employed to test hypotheses.

## RESULTS AND DISCUSSION

### 1.Management

The level of self-concept of class VIII students with their school's management is studied in this investigation. On the basis of management , students are categorized into two groups. Private school students form Group – I and Group – II forms with Government school students. The corresponding self-concept of class VIII students of the two groups were analyzed accordingly. The mean values of self-concept for the two groups were tested for significance of difference employing 't' – test.

### Hypothesis – 1

*There would be no significant difference in the influence of different management schools on the Self-Concept of class 8<sup>th</sup> students.*

**Table– 1: Influence of different management schools on the self-concept of class 8<sup>th</sup> students**

S. No.	Management	N	Mean	S.D.	't' - value
1.	Government	150	152.37	31.35	<b>4.527**</b>
2.	Private	150	137.65	24.58	

\*\* significant at 0.01 level

**Table – 1** depicts that computed value of 't' (4.527) is greater than the table value of 't' (2.59) for 1 and 298 df at 0.01 level of significance. Hence the **Hypothesis –1** was **rejected** at 0.01 level. Therefore, it is concluded that variations in the management has significant influence on the self-concept of class 8<sup>th</sup> students.

### 2.Area of the school

The relationship of self-concept of secondary school students with the area was studied in this investigation. On the basis of area, the students are divided into two groups. Rural students form Group – I and Group – II forms with urban students. The corresponding self-concept of VIII class students of the two groups were analyzed accordingly. The mean values of self-concept of class 8<sup>th</sup> students for the two groups were tested for significance employing 't' – test to test hypothesis.

### Hypothesis – 2

*There would be no significant difference in the influence of area variations on the self-concept of class 8<sup>th</sup> students.*

**Table – 2: Influence of area variations on the self-concept of class 8<sup>th</sup> students**

S. No.	Area	N	Mean	S.D.	't' - value
1.	Urban	150	149.51	31.88	<b>2.712**</b>
2.	Rural	150	140.51	25.27	

\*\* significant at 0.01 level

It is found from the **Table – 2** that the computed value of 't' (2.712) is greater than the critical value of 't' (2.59) for 1 and 298 df at 0.01 level of significance. Hence the **Hypothesis – 2** was **rejected** at 0.01 level. Therefore, it is concluded that the area variations had significant influence on the self-concept of class 8<sup>th</sup> students.

### **Findings:**

There was significant difference in the influence of management variations and area variations at 0.01 level of significance on the self-concept of class 8<sup>th</sup> students.

### **Conclusions:**

In the light of the findings, the following conclusions are drawn. Management and area have significant influence on the self-concept of 8<sup>th</sup> class students.

### **EDUCATIONAL IMPLICATIONS**

The findings of this research have raised some important questions related to the educational needs of the students with special reference to their academic achievement of VIII class students.

- Management and area variations influencing the self-concept of class 8<sup>th</sup> students. Further mean scores revealed that Government school students have high self-concept than their Private school counterparts, Mean scores interpret Urban area students have better Self-Concept than the rural area students.
- As Self Concept plays a pivotal role in students academic success, the administrators and Teachers are recommended to assign challenging and goal setted tasks, activities and projects that are suitable to their abilities and potentials especially for private school and rural school students to develop their Self-Concept.
- Teachers should provide innovative tasks and learning environment like inquiry based, project based, experiential which should be given scope for using locally available materials for fostering the feeling of success and self worth specifically for private school and rural area school students

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