

A Study on the Self-Concept of Secondary School Tribal Students

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Abstract

It is essential to evaluate the self-concept of school-going children as it closely correlates with their academic performance. This assessment offers valuable insights into their proficiency in school-related activities, athletic abilities, and overall adaptive behavior. The following article delves into the self-concept of secondary school tribal students, examining the influence of gender and region. The study utilized a descriptive survey research design and involved 200 secondary school tribal students selected through purposive sampling. Data was collected using the "Children's Self-Concept Scale (C.S.C.S.)", developed by Dr. S.P. Ahluwalia. The results indicated that self-concept levels were similar among tribal secondary school students, regardless of gender. However, the self-concept of tribal students in secondary schools varied significantly between rural and urban areas.

KEYWORDS: Self-concept, Tribal Students, Secondary school.

Introduction

A person's self-concept is considered an essential parameter in learning. It facilitates understanding a person and motivating his or her performance in learning. Self-concept like motivation is a major psychological factors operating with the individual, determining his behaviour. It gives a clear picture of the competence of the children's degree of adaptive-behaviour athletic competence and the like were found to be influenced by one's self-perception The development of self-concept depends upon the child's heredity endowment and environmental influence. A newborn baby does not have a concept of himself. A grade deal of research shows that the self-concept and the possible selfmotivate behaviour. A student with a positive or high self-concept has self-esteem. High self-concept develops self-confidence, and poor self-concept hinders initial school adjustment and academic progress, students with high concept limitations tend to accept.

Critical Appraisal of Reviews

Self-concept is a major psychological factor that determines the individual's behavior. With the help of previous studies, researchers found that the level of self-concept is affected by gender and different areas, like rural and urban secondary school students. Hence it is essential to assess the self-concept of the school going children. In this context, the investigator has decided to study the self-concept of tribal secondary school students of Odisha with respect to gender and locale. Based on the reviews provided above, it appears that several researchers, including Goswami (1978), Uchahat (1979), Chakrabati (2005), Kashayap (2008), and Kumar and Malik (2012), have found a significant difference in self-concept between boys and girls. On the other hand, Kumar (2007), Singh (2007), Kushwaha

(2009), Mohanty and Bal (2010), Garima (2011), Lohumi (2012), Singh (2013), Yaspal (2013), and Yadav (2014) found no significant difference between boys and girls. Similarly, Kamallesh (1981), Katoch (2011), and Kumari (2012) found no significant difference in self-concept between rural and urban secondary school students. However, it is important to conduct further research to reach a definitive conclusion. Therefore, the present study aims to investigate the self-concept of tribal secondary school students in the Koraput district of Odisha.

Justification of the Study

Self-concept, the way one perceives themselves, plays a crucial role in their behavior. It is developed as a baby becomes aware of their immediate environment. As an individual gain more knowledge about themselves, their self-awareness expands and adapts to environmental factors. The self becomes more refined as people age. Mature adults possess stable attitudes, feelings, and ideas about themselves, which do not change drastically over short periods of time. Those with a positive and stable self-concept strive for self-improvement by recognizing the difference between their real and ideal selves.

Assessing the self-concept of school-going children is crucial as it is closely related to their scholastic competence. It provides insight into their proficiency in school activities and influences their degree of adaptive behavior, athletic competence, and more. Several studies have been conducted on self-concept in senior secondary schools, including Basvana (1971), Kale (1972), Sharma (1978), and Bharathi (1978). Some researchers have found significant differences in the self-concept of boys and girls, such as Chandratre (1980) who found that boys had better self-image than girls and Hirunval (1980) who reported that urban pupils had better self-concept than rural pupils. Sarswat (1982) found a significant difference between the self-concept of boys and girls in higher secondary school children, while Chauhan (1982) found that male students had better self-concept than female students. Furthermore, students from different locations and backgrounds study together, leading to many variations. However, there have not been many studies on the self-concept of tribal secondary school students in the Koraput district of Odisha, where the majority of the population belongs to the scheduled tribe section. Therefore, the investigator has decided to conduct a study of the self-concept of tribal secondary school students in Odisha, taking into account gender and locale.

Objectives

The following objectives have been identified for this research:

- 1 To compare the self-concept of boys and girls secondary school tribal students.
- 2 To compare the self-concept of urban and rural secondary school tribal students.

Hypotheses

In the present study, the following null hypotheses have been formulated by the investigator as follows:

H₀₁ The self-concept of secondary school tribal boys and girls do not differ significantly.

H₀₂The self-concept of rural and urban secondary school tribal students do not differ significantly.

Research Design

Methodology

In this study, a descriptive survey design was employed to gather extensive data on the self-concept of secondary school tribal students from urban and rural areas, as well as both genders (boys and girls).

Population and Sample

The study focused on secondary school students residing in urban, rural, areas of Koraput district in Odisha. The sample included both male and female students belonging to tribal communities, and from urban and rural areas. The researcher used purposive sampling to select a sample of 200 students from three government secondary schools located in Koraput District.

The Instruments

In order to assess the self-concept of the subjects being studied, a standardized tool known as the "Children's Self-Concept Scale (C.S.C.S.)", developed by Dr. S.P. Ahluwalia in 2002, was implemented. This scale consists of a questionnaire in which respondents answer with a simple "yes" or "no". Its reliability has been established at 0.84 using the split-half technique.

Results and Discussion

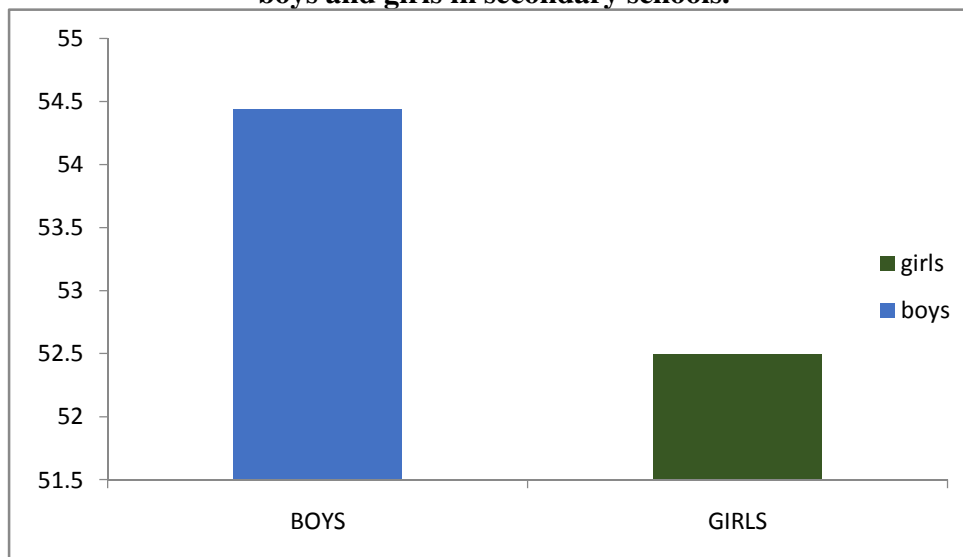
Study of significance of mean differences on the scores of self-concept of tribal secondary school boys and girls.

Category	N	M	SD	SE _D	df	t	Remarks
Boys	100	54.44	9.78	1.22	198	1.59	Not significant
Girls	100	52.50	7.88				

Based on the table above, it can be observed that the average scores for self-concept among boys and girls are 54.44 and 52.50, respectively. The standard deviation for boys is 9.78 and for girls is 7.88. Upon investigating the significance of the difference between these values, the "t" ratio was determined to be 1.59. The table shows that the "t" value with 198 degrees of freedom is 1.97 and 2.60 at 0.05 and 0.01 significance levels, respectively. However, since the calculated "t" value is less than the table value at both levels, it is not considered significant. In other words, it can be said that the H₀₁ pertaining to this aspect, that is the self-concept of tribal secondary school boys and girls do not differ significantly, is accepted. The gender wise total mean score of secondary school

students were also compared and presented in a histogram which has been presented in the below figure,

Here is a histogram that shows the difference in mean Self-Concept scores between boys and girls in secondary schools.

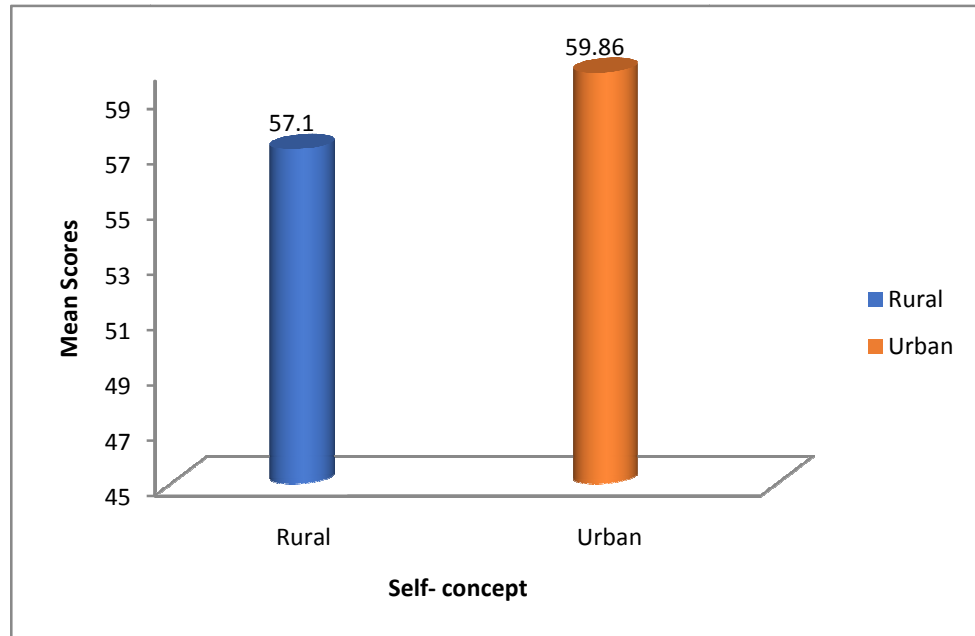


Study of significance of mean differences on the scores of self-concept of rural and urban secondary school tribal students

Category	N	M	SD	SE _D	df	t	Remarks
Rural	100	57.10	9.29	1.27	198	2.17	Significant
Urban	100	59.86	8.67				

After analyzing the table, it is apparent that the mean scores of self-concept for rural and urban areas are 57.10 and 59.86, respectively, with standard deviations of 9.29 and 8.67. The reported table value of 't' is 1.98 and 2.60 at 0.05 and 0.01 significance levels, respectively, with 198 degrees of freedom. The calculated 't' value of 2.17 is greater than the table value, indicating significant results at the 0.05 level of significance. Therefore, the null hypothesis (H0) that self-concept in rural and urban secondary school tribal students does not differ significantly is rejected. In conclusion, it can be inferred that the self-concept of rural and urban secondary school tribal students differs significantly, as presented in the histogram in the below figure.

Histogram depicting the mean score of Self-Concept of rural and urban secondary school tribal students



Findings of the Study

After analyzing and interpreting the data, the investigator of this study has come to the following findings:

- 1) Secondary school tribal students, regardless of gender, have similar levels of self-concept. This suggests that there is no significant difference between the self-concept of boys and girls in this group.
- 2) The self-concept of tribal students in secondary schools varies greatly between rural and urban areas. Statistical analysis shows that the mean scores of urban tribal students demonstrate a significantly higher level of self-concept than their rural peers.

Conclusion

Self-concept is a crucial aspect that encompasses an individual's personality, surpassing any other personality trait. It serves as a guiding dimension for the direction of one's entire life. Therefore, it is essential for parents and teachers to be mindful in promoting a positive self-concept in children and ensuring their proper development. In order for students to thrive in today's competitive society, it is crucial to provide them with the necessary guidance for improving their adjustment quality and developing a strong sense of self-concept.

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