Chapter-5

Summary
A historical review of related literature on self would lead to conclude that 'Self' was more a philosophical constructed and as such, it did not receive much attention from behaviourist and functionalist psychologists. Introspectionists were unable to handle self and as a mentalist construct, it was anathema to behaviourists (Hilgard 1950). Empiricists refused to accept it as a problem of investigation, Since it can not be established on the basis of empirically verifiable data.

But psychologists could not ignore the role that conscious self-concept play in determining and predicting human behaviour. It has become essential to construct self-concept as a psychological phenomenon on an empirically verifiable data on the basis of adequate measurement and research design. It is further essential to free self-concept from philosophical assumption. This would enable for building up constructs like dimensions of personality and personality traits that confront them. It has become further important after the emergence of a consensus agreement over the role of self as a principle controlling factor, to study the relationship between self-concept and other determinants of personality. Hence psychologists that does not concern itself with the study of self can not justify its existence for the purpose it is meant (Deo 1964).

It can be further added that perception of oneself by himself is a great motivating factor for achieving destinations. Hence self-concept forms the nucleus of personality. The self-concept that one develops through interpersonal relationship bestows a regularity, rigidity and consistency on the behaviour pattern. Self-concept begins to develop from birth onward and through the differentiation process of "me" and not me"
continuous throughout life.

Development of linguistic abilities, increased contacts with the external world accelerates development of self-Concept. Varied experiences with the environment help in self development. The social context, as such, is the inevitable background against which the self concept emerges and develops. Hall and Lindzey (1957) point out that the concept of self in the contemporary psychology is characterized by the shades of meaning. Firstly, it refers to the self as an object and involves a person's attitudes towards his feelings about perception and evaluation of himself as an object. In its second meaning, it refers to self as a process or self and there by, to the active group of psychological process that govern behaviour and adjustment. Some times person can perceive himself as an object without feeling that he is in control of his behaviour. Instead to him the locus of control may seem to outside his own self "things Just seem to happen to me, it does not seem to be me that is doing things at all."

James and Seymour (1965) stressed that "one of the major candidates in the field of personality theory is the self-Concept theory of personality organization." Each behaviour of an individual, simple and complex, is influenced by how he sees himself.

If an individual feels he is accepted socially, he will act friendly.

**THE SELECTION OF RESEARCH PROBLEM**

Research studies, from several areas of behaviour have shown
that how self-concept built in early years of life and reinforced by later experiences, influences behaviour and characteristic relations to people and situations, because self-concept is dominant in personality pattern. The measurement of self-concept becomes very essential. If we want to understand and predict his life adjustment and his success and failure, we can not proceed further without knowing this self-concept.

Learning that effect a positive change in one's self-concept is perhaps the most significant learning any of us acquires. For instance, it is not the ability to recognize word symbols as such but the self-perception. "I can read" that is most crucial in influencing a pupils behaviour in subsequent reading situations. The teacher bears a major responsibility for helping students to develop positive self-concepts. Several studies have found positive relationship between self-concept and measures of school achievement. The self-concept influences a child's learning in at least two ways. First in order for a child to learn successfully, he must see himself as a learner, as being able to learn. Second, one's Self-structure his organization of personal meaning determines what ideas and facts are relevant for him and hence influence what he will learn.

Self-concept is also closely related with type of personality. Jung proposes to classify all individual into two main groups: Extraverts and Introverts. The extraverts are interested in the world about them. They are sociable, friendly, not easily upset by difficulties. They are men of action rather than reflections. The introverts are described by him as those who are interested in themselves, their own feelings, emotions and reactions. They are highly sensitive and are unable to adjust easily to
social situations. They are rather reserved and like to work alone. There are very few people who are purely extraverted or introverted. Most of us have qualities of both these types, in other words, we are ambiverts.

The researcher is more seriously concerned with the present study of self-concept as input, throughput and output in the education of an adolescent. The researcher is also interested in studying it role in interpersonal relations with happiness, values and type of personality.

Though the importance of self-concept and its relation with happiness, values and type of personality is important but it is seen that a little work has been done on this problem in India. Consequently researcher felt justified in carrying out the study with the hope that it would prove and reveal some new important facts in the field of psychology.

Therefore the problem undertaken for the present investigation is entitled as "A study of self-concept and pro-social behaviour of Early Adolescents."

**OBJECTIVE OF THE PRESENT STUDY**

Following are the objectives of the present study

1. To study significant difference between the self-concept of male and female students.

2. To study the significant difference between the self-concept of high and low socio-economic status students.

3. To study the significant difference between the self-concept of high and low altruism.
4. To study the significant difference between the self-concept of introvert and extrovert type personality students.

5. To study the significant effect of sex (male and female) and altruism (high and low) on self-concept.

5.01 To study the significant effect of sex (male & female) and altruism (high and low) on self-concept as intellectual ability & academic status.

5.02 To study the significant effect of sex (male & female) and altruism (high and low) on self-concept as self-confidence.

5.03 To study the significant effect of sex (male & female) and altruism (high and low) on self-concept as health & physical appearance.

5.04 To study the significant effect of sex (male & female) and altruism (high and low) on self-concept as sociability.

5.05 To study the significant effect of sex (male & female) and altruism (high and low) on self-concept as emotional stability.

5.06 To study the significant effect of sex (male & female) and altruism (high and low) on self-concept as mental health.

5.07 To study the significant effect of sex (male & female) and altruism (high and low) on self-concept as temperamental qualities.
5.07.1 To study the significant effect of sex (male & female) and altruism (high and low) on temperamental quality as asendant.

5.07.2 To study the significant effect of sex (male & female) and altruism (high and low) on temperamental quality as vigorous.

5.07.3 To study the significant effect of sex (male & female) and altruism (high and low) on temperamental quality as placid.

5.07.4 To study the significant effect of sex (male & female) and altruism (high and low) on temperamental quality as responsible.

5.07.5 To study the significant effect of sex (male & female) and altruism (high and low) on temperamental quality as persistence.

5.08 To study the significant effect of sex (male & female) and altruism (high and low) on self-concept as feeling of superiority.

6. To study the significant effect of sex (male and female) and socio-economic status (high and low) on self-concept.

6.01 To study the significant effect of sex (male & female) and socio-economic status (high and low) on self-concept as
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9.08 To study the significant effect of altruism (high and low) and type of personality (extraversion and introversion) on self-concept as feeling of superiority.

10. To study the significant effect of socio-economic status (high and low) and type of personality (extraversion and introversion) on self-concept.

10.01 To study the significant effect of socio-economic status (high and low) and type of personality (extraversion and introversion) on self-concept as intellectual ability & academic status.

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**HYPOTHESIS OF THE PRESENT STUDY**

Following null hypothesis have been formulated in the light of above objectives

1. There is no significant difference between the self-concept of male and female students.

2. There is no significant difference between the self-concept of high and low socio-economic status students.

3. There is no significant difference between the self-concept of high and low altruism.

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4. There is no significant difference between the self-concept of introvert and extrovert type personality students.

5. There is no significant effect of sex (male and female) and altruism (high and low) on self-concept.
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**IMPORTANCE OF THE PRESENT STUDY**

Psychologists could not ignore the role that conscious self-concept play in determining and predicting human behaviour. It has become essential to construct self-concept as a psychological phenomenon an emirically verifiable data on the basis of adequate measurement and research design. It is further essential to free self-concept from philosophical assumption. This would enable for building up constructs like dimensions of personality and personality traits that confront them. It has become further important after the emergence of a consensus agreement over the role of self as a principle controlling factor. To study the relationship between self-concept and other determinants of
personality. Hence psychologists that does not concern itself with the study of self can not justify its existence for the purpose it is meant (Deo 1964).

It can be further added that perception of oneself by himself is a great motivating factor for achieving destinations. Hence self-concept forms the nucleus of personality. The self-concept that one develops through interpersonal relationship bestows a regularity. Rigidity and consistency on the behaviour pattern. Self-concept begins to develop from birth onward and through the differentiation process of “me” and not me” continuous throughout life.

The self-concept is the highest integrative level of the self-structure and is defined as those most highly differentiated perceptions, beliefs, feeling, attitudes and values which the individual views as part or characteristics of himself. Behaviour tends to be consistent with the self-concept and reflects the individual’s effort to maintain and enhance the self-concept. The students, self-concept appears to be the most important single factor influencing learning performance. The self-concept is such a major factor influencing development and learning. Consequently, the present study is an important attempt to develop a rich and rigorous explanation of self-concept of high school students.

RESEARCH METHODS & PROCEDURES

a. The sample

In the present study 300 male and 300 female students (High School class) in the age range of 15-16 of ORAI city were included in the sample. The 300 high & 300 low socio-economic status related subjects were selected through stratified random sampling technique.
A schematic break-up of the sample is shown below-

Total 600 students

300 Male Students

150 High Socio

150 Low SES

300 Female Students

150 High SES

150 Low SES

Economics status

b. **Design and Variables involved**

The present study is concerned with the effect of socio-economic status, pro-social behaviour and type of personality on self-concept. An ex-post-facto research design was considered suitable for the present study. The present study is an exploratory nature in which the independent variable have already occurred and researcher starts with the observations of the dependent variables. The independent variables are studied in respect of their possible relations and effect on dependent variable.

Thus there are two types of variables in the present study-

*Independent Variables*

- Socio-economic status (High & low)
- Sex (male and female)
- Altruism (High and Low)
- Type of Personality (Extraversion and Introversion)

*Dependent Variable*

- Self-concept

c. **The Tools used**

The following tools were used in the present study-

i) **Self-concept Scale**

by Dr. Taresh Bhatia and Dr. (Mrs.) Suman Tripathi
ii) Extraversion Introversion Inventory (E.I.I.)

By Dr. Taresh Bhatia

iii) Socio-Economic Status Scale

By Dr. S.P. Kulshreshatha

iv) Altruism Scale

By Dr. Taresh Bhatia

THE COLLECTION OF DATA

Administration of psychological tests is a technical process. It need a clear grasp of the process and its various facts. The respondees need suitable motivation to take up the tests in right earnest and express their real feelings in a frank and straight forward manner.

Thus the subjects of the present study were selected from the prescribed population. The principals of these institutions were approached one by one and the objectives of the present study were explained. All the institutions provided the facilities for collections of data. The selected students were administered all test and requested to answer the questions sincerely and truthfully. They were assured that the responses would be kept confidential.

THE STATISTICAL TECHNIQUE USED

The first purpose of the present study was to compare the self-concept of male and female, high & low socio-economic status, high & low altruism and Introvert & Extrovert type personality sub groups. Mean and Standard deviation of each group were calculated. The comparison between different groups were made on the basis of the critical ratio with 0.05 and 0.01 levels of confidence considered significant. Hypothesis from No. 1 to 4 were tested
by applying Critical ratio.

Another purpose of the present study was to find out the effect of sex, socio-economic status, altruism (high & low) and type of personality on self-concept of High School Students, for this purpose analysis of variance was calculated.

THE DATA ANALYSIS AND DISCUSSION

Part A- Overall comparison of the self-concept of male and female students.

Part B- Overall comparison of the self-concept of high and low socio-economic status students.

Part C- Overall comparison of the self-concept of high and low altruism.

Part D- Overall comparison of the self-concept of Introvert and extrovert type personality

Part E The effect of sex (male and female) and altruism (high and low) on self-concept.

Part F- The effect of sex (male and female) and socio-economic status (high and low) on self-concept.

Part G- The effect of sex (male and female) and types of personality (extrovert and introvert) on self-concept.

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Part H - The effect of altruism (high and low) and socio-economic status (high and low) on self-concept.

Part I - The effect of altruism (high and low) and types of personality (extroversion and introversion) on self-concept.

Part J - The effect of socio-economic status (high and low) and types of personality (extraversion and introversion) on self-concept.

CONCLUSION

1. The male students have significantly high self-concept as emotional stability than female students.

2. The female students have significantly high self-concept as sociability, mental health and temperamental qualities as vigorous, placid, responsible & persistence than male students.

3. The students of high socio-economic status have high self-concept as intellectual ability & academic status, health & physical appearance, sociability than low socio-economic status students.

4. The students of low socio-economic status have high self-concept as temperamental qualities like vigorous and placid than high socio-economic status students.

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5. The students of high altruism have high self-concept as intellectual ability & academic status, self-confidence, health & physical appearance, sociability, emotional stability, mental health and temperamental qualities like placid, responsible & persistence.

6. The extraversion type personality students have high self-concept as intellectual ability & academic status, self-confidence, health & physical appearance, sociability, emotional stability, mental health, temperamental qualities like asendant, persistence and feeling of superiority.

7. The introversion type personality students have significantly high vigorous temperamental quality than extraversion type personality students.

8. The sex (male & female) significantly effect the different areas of self-concept as intellectual ability & academic status, emotional stability, mental health, temperamental qualities like vigorous, placid.

9. The altruism (high & low) also significantly effect the self-concept as intellectual ability & academic status, self-confidence, health & physical appearance, sociability, emotional stability, mental health, temperamental qualities like vigorous, placid, responsible, persistence.
10. The socio-economic status (high & low) significantly effect the different areas of self-concept as intellectual ability & academic status, health & physical appearance, sociability and temperamental quality placid.

11. The type of personality (extraversion & introversion) significantly effect the self-concept as intellectual ability & academic status, self-confidence, sociability, emotional stability, mental health, feeling of superiority and temperamental qualities like asendant, vigorous, responsible, persistence.

12. The interaction effect of socio-economic status (high & low) and type of personality (extraversion & introversion) significantly effect the self-concept as intellectual ability & academic status, self-confidence, health & physical appearance and mental health.