CHAPTER I

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CHAPTER I

SIGNIFICANCE OF THE STUDY

1.0 INTRODUCTION

The last one hundred years have been a period of rapid changes in education. John Dewey, Pestology and James were the pioneers, who were responsible for changes in education. But the major changes in educational thinking and architectural responses came about after World War II, when the demand for new facilities occurred, at the same time those social, cultural and technological changes, literally pushed education into a new era. Changes occurred so fast that the future can no longer be regarded as a reasonable extension of the past. A brief sketch of the present trends in education, as they appear, can do no more than to indicate the range and variety of changes and development and to illustrate the point that current educational change is complex and widespread and has many forms. In a situation in
which education is seeking to further a wider variety of objectives in a multiplicity of ways and in which education is open to a wider range of social influence and in which change is proceeding at a greatly increased speed, our country has faced more complex and fluid conditions than those which existed only twenty or thirty years ago.

One of the basic philosophical considerations is the continuous change that occurs in education from time to time, as a result of research, such changes, based on new knowledge, should be introduced for the sake of accuracy without sacrificing the learning potential of students. The students who are under adequate guidance and experience may be encouraged to develop into future creative scientists. In future, our nation cannot depend on sheer quantity of manpower, but must strive to find high quality personnel, especially having self-esteem and self-confidence to deal with its vital problems.

The educationalists have laid down the aims and objectives of education. Invariably, the list of objectives is headed by 'teaching pupils to learn or to think by themselves.' So educator must teach thinking. Manifestly schools do not teach thinking. The educational trinity is: knowledge, intelligence and thinking. Intelligence is an innate quality that may depend on genes, early environment or a mixture of the two. Intelligence is simply a speed of processing within the brain, which gives an intelligent
person a large scan over the same period of time. Thinking is an operating skill through which intelligence acts upon experience and knowledge or information is the basic material handled by thinking.

Over and above the thinking aspects, Psychologists and teachers are becoming more and more aware of the fact that a person's view of himself, or self-concept, is closely related to how he behaves and learns. Indeed, there is increasing evidence to indicate that low achievement in basic school subjects, as well as the misguided motivation and lack of academic involvement so characteristics of the underachieved, the dropout, and the chronic failure, may be due at last in part to negative perceptions of the self. Some students, for example, have trouble with school work, not because of low intelligence or poor hearing, but because they have learned to consider themselves as unable and inadequate. For instance, if a student says, I'll never pass that test, I just know it, he is telling us something rather significant about his inner feelings of powerlessness and intellectual impotency. All things being equal, chances are good that a student with this attitude probably will not do well on the test. We are beginning to understand that how a student performs in school depends not only on how bright he actually is, but also on how bright he feels he is.

Basically, the self has two essential aspects—concepts and feelings. That is, each person knows that he has
particular qualities, but, more importantly, he has certain feelings about those qualities for example, a student may "know" that his measured IQ is say, 120, but unless he has the self confidence and necessary belief in himself to act on his intelligence, his 120 IQ is a practically useless possession. The fact is that what a person has by way of personal qualities is far less important than how he feels about those qualities.

1.1 **SELF-CONCEPT, SUCCESS AND HAPPINESS**

As the self has evolved in Psychological thought and research, it has been come to have two rather distinct meanings. One approach is to define it as a person's attitudes and feelings about himself, while the other is to regard it as a group of psychological processes that influence behaviour and adjustment. The first meaning can be viewed as a self-as-object definition, in as much as it conveys a person's attitudes, feelings and perceptions of himself as an object.

It is almost as if we could stand outside of ourselves to evaluate what we see in a more or less detached sort of way. In this sense, it is what a person thinks of himself. The second meaning is more in line with what can be called a self-as-process definition. In other words, the self is a doer, in the sense that it includes an active group of
processes such as thinking, remembering and perceiving.

Acquiring a self concept involves a slow process of differentiation as a growing child's individuality gradually emerges into focus out of his total world of awareness and gets progressively defined with greater and sharper clarity. Jersild is probably as clear as anyone about what the self is when he says: A person's self is the sum total of all he can call him. The self includes, among other things, a system of ideas, attitudes, values and commitments. The self is a person's total subjective environment; it is the distinctive centre of experience and significance. The self constitutes a person's inner world as distinguished from the outer world consisting of all other people and things.

The self is expressed in different ways by different people. Ultimately, it is through the doer of the self that one's personality is expressed. How the self is expressed is a complex phenomenon done in different ways by different people. It is one person's assertiveness and another person's timidity. It is one person's need for social approval and another person's lofty independence; it is one person's sympathetic nature and another person's lack of empathy or caring. In the classroom it may be one student's confident interaction and another student's guarded quietness; it is one student's determined to succeed behaviour and another student's resigned to failure attitude and so it goes. Each individual's image of himself is constructed from his
conception of the "Sort of Person I am," which is then acted out in behaviour.

To a very large extent, how one sees himself is influenced by what he backs himself to be and do. William James, who was a very wise, sensitive psychologist, has illustrated this idea nicely. William James felt that about himself depended, in large measure, on how he viewed his own efforts in relation to others who also backed themselves to be Psychologists. In other words, our feelings of self-worth and self esteem grow in part from our perceptions of where we see ourselves in comparison to others whose skills, abilities, talents and aptitudes are similar to our own. For example, if a psychology major "backs" himself to be an above average student of psychology, but gets mostly C's in his psychology courses, or if an athlete "backs" himself to be an excellent football player but can only makes third team, then each will either have to find acceptable excuses for their subpar performances or lower their expectations for themselves or more. On to other endeavours where success is more possible. As soon as one's performance in what he backs himself to be good in is less than his minimum level of self-imposed expectations, then he typically begins to lose a certain measure of self esteem. In as much as self-esteem, usually comes from being able to do one or two things atleast as good as, if not a trifle better than, most other people it would be difficult to maintain self esteem, not to mention enhancing it, if we see ourselves consistently falling some-
Success experience for elementary school youngsters are important because they can be numbered among those positive early happenings upon which an increasingly more complex psychological superstructure can be built. In order to build a firm house, we give a firm foundation that rests squarely on solid ground. The same is true for the human psyche. In order to, for it to be strong, it must begin with a firm foundation. Some adults, as we all know, have very shaky foundations and these must be repaired before further growth is possible.

The elementary child's self system incomplete and impressionable. The elementary child has immature defenses—he is vulnerable. The elementary child is still in the "Industry versus Inferiority" stage. Three reasons why elementary school success is important are as under:

(1) Subsequent success is not only easier to build onto early success, but it also seems more possible to the student;

(2) early success gives him not only a sense of competence and accomplishment, but also establishes a precedent with which he can strive to be consistent;

(3) early school success makes any later school failures more bearable because they are more likely to occur within a consolidated self-system but tressed by achievement and fortified by personal accomplishment.
As noble or as worthy as early school success may be, if unfortunately is not available to all children. Two widely used practices, letter grading and non promotion, doom thousands of children to failure at a very time in their lives when they are apt to be most lastingly influenced by it. Both of these practices are notorious for their negative effects on a young child's self concept development, motivation and subsequent achievement.

1.2 LACK OF SELF CONCEPT : AN ACUTE PROBLEM

It is the sense of self awareness that distinguishes the man from other animals because of the later's lack of self awareness. The extent of psychological maturity depends upon the degree of self awareness. The person is called to be psychologically mature to the extent that he knows himself and uses his concept of himself towards greater understanding.

Indian philosophy dictates that the greater the knowledge of oneself, the closer is the perfection. It is revealed in the Sanskrit dictum, 'Aham Brahma Asmi' i.e. I am Brahma, the life-force. It is through thoughts and feelings that the individual forms the concept of 'who' and 'what' he is. Thus, the individual makes an image of the self, or picture of self in himself. This self image has two aspects—physical and psychological. Physical self-
image is the importance of his body and psychological self-image is the concept of certain qualities or traits such as honesty, dependence, self-control, non-violence, etc. in relation to his behaviour. It is after the recognition of the body awareness that the individual evolves his own estimation of himself, as beautiful, ugly, strong or puny.

From the above discussion on self-concept or self-awareness, it is evident that the self is the fundamental characteristics of the human being. Self, when well formulated, determines the personality structure of the individual. Whether the individual will be adjusted or maladjusted in his life, depends largely upon the extent of his development of the self.¹

Research studies reveal that generally students underestimate themselves. In support to these findings, Greek Philosopher has rightly said: "Know thyself" and therefore research activities have increased in field of students' self concept and its correlation with other variables. In the present situation students are trying to understand themselves. Today the student is not in a position to realize his own self concept. It is the need of the day to find out the real self from himself. Student has to come out from his own limitations to realize or to experience oneself.

Student cannot succeed predominantly unless he experiences self in a real sense. It's a fact that without developing the positive factors or aspects affecting the self-concept, the goal cannot be achieved very easily or in a better way. For this reason the study of self-concept and its relation with other variables is a must, in order to improve the academic performance as well as the other achievements. In the present study the study of the self-concept of the students has been emphasized, keeping in mind the above discussed fact. Thus the researcher concentrated his study on self-concept enhancing programme and its effects on Achievement Motivation Defensiveness and Anxiety.

1.3 SELF-CONCEPT AND EDUCATION

Education means a special training to a person which helps to bring out his abilities that are lying dormant. All kinds of abilities including self-concept, intelligence and creativity also can be developed by education.

Every free country aspires to develop economically, socially and culturally. India is no exception. The future of today's India lies in the promise of a renaissance in the offing, particularly in her classrooms. The potentiality of education to accelerate the pace of socio-economic development of the country has been recognized by the various Commissions and committees appointed by the Government of India from time to time. The University Education Commission
(1948-49) said that the universities must enable the country in as short time as possible, freedom from want, disease and ignorance, by the application and development of scientific and technical knowledge. India is rich in natural resources and her people have intelligence and energy and are throbbing with renewed life and vigour. It is for the universities to create knowledge and train minds, who would bring together the two material resources and human energies. The Education Commission (1948-66), who termed their report as "Educational and National Development" expressed the same spirit by pointing out education as most powerful instrument and its role to combat the long term and short term problems while fulfilling the national aspirations. It would be, however, erroneous to assume that the practice of ascribing education the role of a "key factor" is of recent origin. Since the dawn of history, education has been recognised as an important factor contributing to the Socio-Economic progress and cultural promotion of different countries. In our country, education was given utmost importance and ancient Gurus were treated with great respect. The ancient seats of learning like Nalanda, Takshashila and Vallabhi were considered almost as places of pilgrimage by thousands of seekers of knowledge. Education was considered as an essential prerequisite for the progress of the mankind both in spiritual and material terms.

In education, the objectives, methods and processes are in a state of constant renewal, in keeping pace with changing value in society. Its process of renewal can be accelerated only if new growth can be achieved. The requirement of boosting self-concept in individuals from the early period of life is the taskforce in every area. These objectives can be realised only if education can produce lively, dynamic, original and productive thinkers who through their creation-work are able to make their lives more comfortable, meaningful and healthy understanding.

1.4 RATIONALE FOR PRESENT STUDY

During recent times, a general trend has been noticed, among a large section of the students, particularly in college education, that though the students are keen to secure high marks in their scholastic test, yet certain personality and motivational traits that are required to make such good academic results, seem to be absent in these students. For example, very few students possess the will to strive real hard for excellence in competition with others; nor are they sufficiently motivated to acquire knowledge; then again they have less self confidence and make incorrect estimation about their own capacity; but at the same time, they aspire high vocational placement. Strangely enough, inspite of these short comings, a considerable number of students do
secure good marks in the examination. This trend is, however quite alarming, for it would hopelessly bring down the standard of education altogether. Therefore, without being misled by the apparent high academic achievement scores of some of the students, steps should be taken to find out whether, students, irrespective of their scholastic test scores, are adequately motivated to achieve and to learn; whether they possess positive concept about themselves and also towards others, conductive to learning and also whether, while making a career choice, they do ensure a realistic attitude both towards their own capacity and their limitations and also about the world at large.

Although, a good number of studies already had been undertaken, during last decade both abroad and in India, on the similar variables that have been selected for the present study, yet, it should be, however, agreed upon that most of the theories in behavioural sciences, emerge out of the felt need of the contemporary year. This need, again is subject to change and modification from time to time, depending both on the space and time perspective- involvement of the individual. Bearing this in mind, the present researcher felt that inspite of numerous previous investigations, more or less on the similar track, the time has come, perhaps, even after ten or twenty years, to re-examine those previous theories, in the light of a drastically changed social and cultural context prevailing in our country.
From this point of view, present study seems not only significant but urgently needed as a logical continuation for adapting the trend of earlier researches to the changing time, otherwise, the wealth of all past researches will become obsolete in time.

1.5 TODAY'S CLASSROOM SCENARIO

It is acknowledge by the educationists that Stereotyped systems of education prevailing at every stage has been causing incalculable loss to the society in general and to an individual learner in particular. Our activities in the formal educational set up have been considered obsolete, worn-out and out dated. Instead of producing creative minds they stuff the minds of learners at every stage with ill-digested ideas for the purpose of passing examinations. Perhaps, this would be one of the reasons why learners fail to contribute anything new and fresh to the real advancement of the civilization.

Kabra R.N. 3 opines:

"The teachers of today know a lot of methods, and very much of pedagogy and they overwork, over worry and over teach but under achieve because their students are passive."

The reason for passiveness are boredom which is one of the greatest causes of juvenile delinquencies and the monotonous learning. Teachers take the lion share in the whole learning process has been greatly hit and damaged by killing all the initiative and the drive to strive and learn.

Margaret Mead\(^4\) says: "I didn't send my child to school because I wanted education." By teaching, we kill their initiative to learn. We retard their problem solving, we approach and converge their thinking to own's own set norms and discourage divergent and creative thinking.

Really, learning is a feast for the mind and spirit and a source of lasting joy. But the rigid discipline of schools, the bell bound, teaching, the compulsion, the 'oughts' and 'musts' have made it a sort of enslavement by killing the natural pleasure which is innate, inborn and instinctive. Natural learning begins right in infancy but the educational system goes on killing it by one's do's and don'ts and make learning stereo-typed and convergent rather than divergent and creative.

There could have been many Aristotles, Socrates, Platons, Tagores and Tilaks in the CRs, but they have been killing that spirit through the seals of learning which do not aim at or allow free shaping and natural growth of personality.

\(^4\) Ibid. Cited by Margret Mead, P. 140.
To say in a word, the present education is converting man into an economic being. He becomes self-centred and more formal in his day to day life. Free thinking is not allowed. Spontaneity is being killed at every stage. So if education has to bear fruits, self-concept should be given due weightage. Education void of self-concept can be meaningless. The aim of education should have been to help self concept to grow this natural tendency. It can still be done by creating an atmosphere where the mind is free, peaceful, full of love, sensitive and conscious. A natural urge to do something leads a child to his full development - physically and intellectually. Therefore, school efforts at all levels should be to develop this tendency in the child who comes to school for his mental development.

This view leads the investigator to undertake the task of development of self-concept enhancing programme of the primary school children. So investigator has decided to use the most prominent programme, i.e. 'The development of Self-Concept enhancing programme designed by K.M. Shah.' Alongwith it, the investigator has also thought of the variables which effect the execution of the programme in the classroom. For this reason the investigator has endeavoured himself to take up the following problem for investigation.

1.6 STATEMENT OF THE PROBLEM

The problem for the present study is:
"AN INVESTIGATION INTO THE EFFECT OF
SELF-CONCEPT ENHANCING PROGRAMME ON
ACHIEVEMENT MOTIVATION, DEFENSIVENESS
AND ANXIETY OF PRIMARY SCHOOL CHILDREN."

1.7  **KEY WORDS : ITS MEANINGS**

In order to analyse the problem, it would be nece­s­
ssary to be precise about the connotations and meaning of the
key words involved in the statement of the problem.

(1)  **Self-Concept**

According to Purkey, "Self as a complex and dynamic
system of belief which an individual holds true about him­
self each belief with a corresponding value."\(^5\)

According to Canfield and Wells "Your self-concept
is composed of all the beliefs and attitudes you have about
your self. They actually determines what you think, you
are, what you do and what you can become."\(^6\)

The above definitions of self-concept were conside­
red to be the operational definitions, for the present study.

\(^5\) William W. Purkey : "Self-Concept and School

\(^6\) Jack Canfield and Harold G. Wells : "100 ways
to enhance self-concept in the classroom.
Prentice Hall, Inc., Englewood Cliffs, New
(2) **Self**

The word 'self' is the result of man's awareness of himself as a separate object in the environment enabling him to regard himself the subject of his physical and mental states, actions and processes and emotionally experience his own integrity and identify with himself in relation to his past, present and future. Self is evaluated by the subject in the self-concept to form the nucleus of human personality.

(3) **Motivation**

The word 'motivation' means a process of inducting the activeness of an organism and determining its orientations.

(4) **Achievement Motivation**

The dictionary meaning of the word 'Achievement Motivation' refers to the subject's need to reach success in various types of activity, especially, in competition with other people.

(5) **Defensiveness**

The word Defensiveness means loosely, the maintenance of the sense of personal worth by resorting to fictions. In Psycho-analysis, the unconscious attempts to dispose of unwelcome instinctual tendencies by the ego. Various mental

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8. Ibid, P. 193
9. Ibid, P. 7
symptoms may be adopted, such as defusions, hallucinations, obsessions and compulsions and morbid fears. 10

(6) **Anxiety**

According to Freud's later theories, the basic cause for repression, the principal anxiety being the dread of becoming helpless and alone in a hostile, unfriendly universe. The anxiety may be "free-floating" of diffuse; it may be related to specific objects or situations (e.g. phobias). Previously, Freud had upheld the view that anxiety results from repressions (conversion of affect); in 1923, he modified the theory to include a primary anxiety.

(7) **Programme**

Good\(^1\) (1983), defines the term 'programme' as:

(a) a plan or procedure,

(b) all the courses are one field of the study, such as business education, industrial trait, organized to fulfil some general objectives and conducted along similar lines.

(c) a series of learning experiences designed to achieve within a specified period of time, certain specific instructional objectives for an adult or a group of adults.

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1.8 GENERAL OBJECTIVES OF THE STUDY

The purpose of the study is to know the relative effectiveness of self-concept enhancing programme on the Achievement Motivation, Defensiveness and Anxiety of the primary school children. The specific objectives of the present study are as follow.

(1) To determine the effect of self-concept enhancing programme on the self-concept.
(2) To determine the effect of self-concept enhancing programme on the Achievement Motivation.
(3) To determine the effect of self-concept enhancing programme on the Defensiveness.
(4) To determine the effect of self-concept enhancing programme on the Anxiety.
(5) To investigate the effectiveness of self-concept enhancing programme on self-concept by two basic approaches - (i) Complete class teaching and (ii) Small group teaching.
(6) To study the effectiveness of self-concept enhancing programme on Achievement Motivation, Defensiveness and Anxiety in relation to the self-concept.
(7) To suggest the recommendations based on finding of the present study.
1.9 LIMITATIONS OF THE STUDY

(1) The present experimental study is confined only to the Kheda District.

(2) The study is confined to Gujarati medium schools of Kheda District.

(3) The present experimental work is limited to Std. VII only.

1.10 SCHEME OF CHAPTERIZATION

The report of the study has been compiled in six chapters. The purpose of the chapterization is explained below.

The first chapter gives comprehensive outline of the study.

The second chapter explains the concept and components of self-concept, obstacles to self-concept and Nurture of self-concept have been also pointed out and discussed in short. The techniques of self-concept development are discussed in detail.

The Third chapter deals with the popular research work on self-concept. In this chapter the layout of some
researches are described. The description has been made on the researches of self-concept and its correlates.

The Fourth chapter covers the points like Sample, Tools and Hypotheses. It describes the methodology of the statistical analysis and information of statistical tools available for the study and the appropriateness of tools which is used for the analysis.

The Fifth chapter gives the details of adaptation and execution of the self-concept enhancing programme, and shows the statistical analysis. The factorial design is applied to study self-concept.

The Sixth chapter contains the investigator's observations and conclusions and offers suggestions for future studies.

It is fact that the research work requires the detailed description of all the phases of adopting any programmes to be most reliable and valid tool that enhances the level of self-concept of the students. So the investigator has to look deeply into the theoretical perspective of self-concept and its development.