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SUMMARY AND CONCLUSIONS

INTRODUCTION

Throughout early childhood, children increasingly come to perceive themselves and others in terms of categories that consist primarily of concrete attributes such as sex, age, appearance, activities and possessions. Although these aspects of a child's self may seem superficial to an adult, they have great meaning for the child and form a basic part of his or her sense of being. They are closely tied to experiences with other people and the environment children live in.

Because young children take such a strong present oriented view of themselves, their self-concepts necessarily reflect this here and now quality. Asked to describe themselves, they reply in terms of those attribtes. "I'am Mary" (name), "I'am five" (age), "I have a brother" (Kinship), "I'am pretty" (physical appearance), "I' play dolls" (activity), "I like ice-creams" (likes), "I'am little" (size), "I have a dog" (posse-ssion), "I sit and watch TV" (habitual actions), "I wash my hair myself" (acts of competence), and "I help Mommy" (helpful acts) (Keller, Ford and Mcham, 1978).

With the advancement of age during later childhood and

during adolescence due to the influence of both of the peers as well as that of the authoritty figures in their world (parents, teachers), the personality is affected especially by strengthening the child's self-image, according to the psychodynamic view of Freuid. And, according to Erik-Erikson, the popularity and potential for leadership during this stage enables them to learn to exert control over the environment. Successful control enables them to acquire positive self-concept.

According to social learning view of Walter Mischel, through interacting with an expanded environment and through assessing their own behaviour in relation to its consequences, children develop a clear and more complete self-concept.

In several studies done with boys researchers have found that the apparently capable boy (with high IQ) who does not do well in school is likely to have a low estimate of himself and to see himself as restricted and unable to function independently. In this case, it looks as if the child's self-image is among the imortant causal factors in school failure.

For most children the self-concept appears to work as a kind of self-fulfilling prophesy : The child has an idea of how well she can do, so she behaves in ways that tend to confirm her idea.

While in the midst of others, children in their own right emerge as "individuals", gaining insight into their own unique self-concepts and personality traits. Children's developing self-concept will consist in part of their evaluation of the degree to which personal attributes compare with those that the culture conceives of as "good" or "acceptable".

The self-concept is difficult to discern because it is difficult to measure it. It is an inner system of feelings which is manifested in behaviour. Hence the teacher is challanged to look at behaviour in terms of what the child is trying to express rather than in terms of the positive or negative qualities of the behaviour itself. The human organism consists in its expression, which means that feelings are indicated on the totality of the individual. Behaviour can be the result of both temporary and more permanent attitudes.

Beatty says that the young child reacts directly to his feelings rather than to a sophisticated interpretation of his feelings. As he grows he begins to see his feelings and reactions in terms of their impact on those around him. Thus, the self-concept develops. Further development stems from the feeling component generated in past encounters. The child distort reality (e.g. parents overlooking, success and emphasizing failures), then a poor self-concept results, which can inhibit his development.

The development of the right self-concept is very crucial to the development of a balanced personality. It is, therefore, necessary to assess the development of self-concept of the students

In this study, the development of self-concept of students over the years at the secondary school stage has probed to see whether there is any difference in the self-concept development in urban and rural setting as well as among males and females in Karveer Taluka.

STATEMENT OF THE PROBLEM

"A STUDY OF THE DEVELOPMENT OF SELF-CONCEPT AMONG URBAN AND RURAL SECONDARY SCHOOL CHILDREN IN KARVEER TALUKA."

SIGNIFICANCE OF THE STUDY

The result of this study is useful to the schools, teachers and parents to know about the self-concept of their wards and enable them to prepare programmes for their development. It is also useful to government authorities and education authorities to prepare programmes for the development of self-concept of the students, who will be future prouctive citizens of nation.

As far as the knowledge of the investigator goes, no such

work has been done by any researcher earlier in this geographical area.

Hence this piece of research work is important in the field of educational psychology.

LIMITATIONS OF THE STUDY

1. The sample was drawn from only Karveer Taluka.

2. The study was confined only to 11 Marathi Medium co-educational secondary schools·

3. Only one section each of VIII, IX and X standards from each school has been taken for the study.

4. Only two students (1 male and 1 female) from each class have been interviewed.

OBJECTIVES OF THE STUDY

1. To measure the self-concept of VIII, IX and X standard students.

2. To study the self-concept of secondary school students of urban area.

3. To study the self-concept of secondary school students of rural area.

4. To trace the development in self-concept of the secondary school students over the years.

5. To compare the self-concept of urban secondary school

students with that of rural secondary school students.

6.   To find out the sex difference in the self-concept of secondary school students.

7.   To find out the sex difference in the self-concept of secondary school students in the urban area.

8.   To find out the sex difference in the self-concept of secondary school students in the rural area.

9.   To compare the self-concept of urban male secondary school students with that of rural male secondary school students.

10.   To compare the self-concept of urban female secondary school students with that of rural female secondary school students.

11.   To suggest measures to parents and schools to develop positive self-concept in the secondary school students.

NULL HYPOTHESES OF THE STUDY

Null hypotheses of the study were :

1.   There is no significant difference in the self-concept scores between the VIII and IX standard students.

2.   There is no significant difference in the self-concept scores between the IX and X standard students.

3.   There is no significant difference in the self-concept scores between the urban secondary school students and rural secondary school students.

4.   There is no significant sex difference in the self-concept scores of secondary school students.

5.   There is no significant sex difference in the self-concept scores of urban secondary school students.

6.   There is no significant sex difference in the self-concept scores of rural secondary school students.

7.   There is no significant difference in the self-concept scores between the urban male secondary school students and rural male secondary school students.

8.   There is no significant difference in the self-concept scores between the urban female secondary school students and rural female secondary school students.

RESEARCH DESIGN OF THE STUDY

Survey and analytical (descriptive) methods of research were found to be appropriate for the present study.

SAMPLE

A random sample of 1591 students studying in Marathi Medium co-educated schools constituted the study. The sample was drawn from standard VIII, IX and X. The sample was taken from 6 schools in urban area and 5 schools in rural area.

10% of the urban schools and 10% of rural schools had been covered in the study from all schools in Karveer Taluka.

From each school one section of VIII, IX and X standards had been taken for the study. Hence total of 33 classes were constituted the study.

Two students (1 male and 1 female) from each class had been randomly taken for interview. Hence total of the 66 students had been interviewed for the study.

DATA GATHERING TOOLS

A standardised tool "Children's Self-Concept Scale" by Dr.S.P. Ahluwalia (English version) was translated into Marathi by the investigator and validated by Experts.

An interview was conducted on certain items of above scale regarding the student's opinion about their responses.

COLLECTION OF DATA

The standardised tool "Children's Self-Concept Scale" by Dr.S.P.Ahluwalia (English version) was translated into Marathi by the investigator, validated by expert and administered on the sample as per the directions in the manual; and data was thus collected.

Data was also collected by conducting interviews of two students (1 male and 1 female) from each class and their opinion were taken regarding their responses on certain items of the self-concept scale.

TECHNIQUES USED FOR THE ANALYSIS OF DATA

Statistical measures such as mean and standard deviation were computed in persuance of objectives of the study. 't' test was employed in order to test hypotheses.

CONCLUSIONS

1.   Self-concept develops and increases with increasing standard (Table 4).

2.   The self-concept development is more from VIII standard to IX standard than from IX standard to X standard (Table 4).

3.   The self-concept of urban and rural secondary school students do vary and the urban stuents' self-concept is more than that of the rural students (Tables 5,9).

4.   There is no sex difference with respect to self-concept of urban students, rural students, and when both the areas are taken together (Tables 10, 11, 12).

5.   When males of urban and rural areas and females of urban and rural areas are compared, no significant difference with regard to the self-concept is found (Tables 13,14).

EDUCATIONAL IMPLICATIONS

Development of self-concept is crucial for the development of the personality of students, who are the future nation builders.

This study dealt with adolescent students studying in Standardds VIII, IX and X ranging in age between 13 + years and 15+ years. The development of self-concept is observed from VIII to IX standard but not very significant from IX to X standard. Development of self-concept as age advances is essential for the development of personality. The VIII standard sample has just entered high school whereas the IX standard sample has already spent a year as high school students, learning and growing and gaining confidence and knowing the self. However, though growth in self-concept from IX to X seen, it is not very significant. The students of all the three standards, VIII, IX and X are in the pre-adolescence group. The growth of self-concept is essential for their personality development.

This study also revealed that the self-concept of urban students is more than that of rural students. The reason for this differences has to be probed further and necessary action has to be taken to rectify the same.

No sex difference in the self-concept development is a very interesting and good finding ensuring equality of sexes on this issue and schools should continue to give equal opportunity to both the sexes for developmentt with discriminating on the basis of sex of the student.

RECOMMENDATION

From the results of this study the following recommendation emerged :

The school should provide opportunities to students to develop their personality by conducting a variety of activities both curricular and co-curricular such as quiz, debates, sports, games, science fair, photography club activities etc. and boost the self-confidence of the students as well develop their strength and overcome their weaknesses and develop their self-concept as they grow.

SUGGESTIONS FOR FURTHER RESEARCH

Any investigation answers only a few questions. It cannot be complete in itself and when the development of self-concept among urban and rural secondary school students is being investigated the conclusions drawn from such a study remain purely hypothetical. So the need for further studies arise. Following are some of the suggestions for further research :

1. Present study can be studied in depth and in details by increasing the geographical area.

2. Same study may be extended to find out the development of self-concept of students of English Medicum Schools.

3. Present study can be replicated on other samples such as V to VII standard students.

4. Present study can be replicated on other samples such as higher secondary school students.