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Personality and self-concept of secondary and Higher secondary schools students among sabarkantha district

Abstract

The present research has done to know the Personality and self-concept of secondary and Higher secondary schools students among sabarkantha district. For this research are Total number of sample was 300 in which 150 Secondary students from the age group of 15 to 25 years. And 150 Higher secondary school students were taken the same age group. For the data collection was use psychological test for personality inventory test developed by Dr. V.P Singh Agra introversion extroversion type 56 items included. and Self-concept Rating scale developed by Pratibha test include in self concept in the areas of intelligence, emotional, social, character and aesthetic. Deo was used for data analysis and concluded result t test was used. For this dimension implies that in positive sense there was significant difference between secondary and Higher secondary school boys and girls student. The result indicate the secondary students significantly differ on personality score as compared to higher secondary students and self concept rating scale Score as compare to secondary students. Higher education secondary students have shown better personality level and self concept compared to secondary schools students.

Keywords: Personality and self concept level and compare Secondary and Higher secondary students

Introduction

The term personality has been derived from the Latin word „persona“ which means mask. In the theatre of ancient Greece and Rome, the actors used to wear mask to play a particular character. Thus, personality is used in terms of influencing others through external appearance. Many researchers and theorists have defined the term personality in different ways. Thus, to give an exact definition of personality is rather very difficult job. However, a widely accepted definition of personality was given by All port (1937). He identified almost fifty different definitions of personality and classified them into five different categories as follows:

Omnibus: These definitions view personality as the sum-total, aggregate or constellation of properties or qualities. Integrative and configurationally: Under this view of personality, the organization of personal attributes is stressed.

Hierarchical: These definitions specify the various levels of integration or organization of personality.

Adjustment: This view emphasizes the adjustment (adaptation, survival and evolution) of the person to the environment.

Distinctiveness: The definitions for this category stress uniqueness of each personality.

In the light of above mentioned categories of personality he defined “personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to the environment.” Allport’s definition clearly indicates that personality is dynamic in its nature and is always changing. It is not static. It also suggests that personality is an integrating and organizing agent between physiological (of the body) and psychological (of the mind) aspects of an individual. It is unique in nature. It becomes habitual to the person. It results in action or behavior in relation to a person, organization or situation.

Mischel (1976) viewed that personality can be defined as “the distinctive patterns of behavior (including thoughts and emotions) that characterize each individual’s adaptation to the situations of his or her life.” McCrae and Costa (1989) defined personality as “enduring emotional, interpersonal, experiential, attitudinal and motivational styles that explain behavior in different situations.” According to Phares (1991), “personality is that pattern of characteristic thoughts, feelings and behaviors that distinguishes one person from another and that persists over time and situation.”

Funder (2001) defined personality as “an individual’s characteristic pattern of thought, emotion and behavior, together with the psychological mechanisms—hidden or not behind those patterns.” Larson and Buss (2005) viewed that “personality is the set of psychological traits and mechanisms within the individual that are organized and relatively enduring and that influence his or her interactions with, and adaptations to the intrapsychic, physical and social environments.” Mayer (2007) defined personality as “the organized developing system within the individual that represents the collective action of those individual’s major psychological subsystems.”

Thus, these definitions present different aspects, views and explanations about personality. On the basis of these definitions personality can be defined as the characteristic patterns of thoughts, feelings and behaviours that make a person unique and influence his action and adjustment to the environment.

A man who doubts himself is like a man who enlists in the ranks of the enemy and bears arms against himself. He makes his failure certain by being the first to be convinced of it.’Alexandre Dumas.

It influences your success at work, your family life, relationships and leisure activities. It affects your performance in everything you do. A belief in oneself is without doubt the greatest asset of all. Even great wealth and fame can’t compensate for a poor self-image. People who lack confidence and self-belief always underachieve. They’re less adventurous and less likely to get the most out of life. They’re more prone to a variety of stress-related problems, including anxiety, eating disorders and mental health problems. Low self-esteem is the fundamental cause of most family breakups, poor parenting and relationship problems. In addition, much crime is associated with drug abuse, unemployment, poverty and aimlessness, all of which are related to low self-esteem

Human beings have been progressing on this earth since ancient time. Human being has been into research since time in memorial, due to this; there were various discovery modes; as a result of this world has become quite accessible. We can say that the world has become a smaller place for us. But desires are unlimited in spite of all the luxury we have. In search of fulfillment of this vicious

circle, we leave behind mental peace, consequently our heart cries for peace. Our ultimate aim in life is to bring peace, happiness and satisfaction in our life. To bring this satisfaction and happiness in our life, we have to be quite adjustable. Self awareness is necessary for well adjustment. Self awareness is closely concerned with self -concept.

The concept of self, its development and related terms such as ego and character, from perhaps the most controversial area of current psychological theory and research. Self-concept helps everybody to grow properly and adjust properly. Positive self-concept always strengthens the ability of reasoning, problem solving and efficiency of a child. High self -esteem leads a person towards great success. Various researches have showed that hypnosis helps to enhance self-concept and self-esteem.

Self-esteem:-esteem refers to general feelings of self-worth or self value.

Self-efficacy: Self-efficacy is belief in one's capacity to succeed at tasks. General self-efficacy is belief in one's general capacity to handle tasks. Specific self-efficacy refers to beliefs about one's ability to perform specific tasks (e.g., driving, public speaking, studying, etc.)

Self-concept: Self-concept is the nature and organization of beliefs about one's self. Self-concept is theorized to be multi-dimensional. For example, people have different beliefs about physical, emotional, social and many other aspects of themselves

The self-concept is composed of relatively permanent self-assessments, such as personality attributes, knowledge of one's skills and abilities, one's occupation and hobbies, and awareness of one's physical attributes. For example, the statement, "I am lazy" is a self-assessment that contributes to the self-concept. In contrast, the statement "I am tired" would not normally be considered part of someone's self-concept, since being tired is a temporary state. Nevertheless, a person's self-concept may change with time, possibly going through turbulent periods of identity crisis and reassessment

Problems of study

The problem of the present study is Personality and self-concept of secondary and Higher secondary schools students among sabarkantha district

Objectives of the study

The main objectives of present study are as under:

1. To study of the personality and self concept in Secondary and Higher Secondary School Students.
2. To study and compare the various dimension of Personality and Self concept of Higher Secondary School Students..

Hypothesis

The main hypotheses of present study are as under:

1. There is no significant difference between secondary and higher secondary schools students in Various dimension of Personality.
2. There is no significant difference between secondary and higher secondary schools students in Various dimension of self concept.

3. There is no significant difference between boys secondary students and higher secondary schools boys students personality .
4. There is no significant difference between Girls secondary students and higher secondary schools Girls students personality .
5. There is no significant difference between boys secondary students and higher secondary schools boys students Self concept.
6. There is no significant difference between Girls secondary students and higher secondary schools Girls students Self concept.
7. There is no relations between personality and self concept in Secondary and Higher Secondary Boys And Girls Students.

Variables

The variables of present study are having given in following.

Independent variable

secondary students and higher secondary schools students

Dependent variable

Various dimension of Personality inventory VP singh agra which include in 56 items

And Self Concept Rating Scale develop by Dr. Pratibha

Sample:

The main aims of the present research is "Personality and self-concept of secondary and Higher secondary schools students among sabarkantha district Participant

Total 300 students were randomly selected from various Schools of Sabarkantha district, out of which 150 were from Secondary and 150 were from Higher Secondary boys and girls Students . The sample was equally divided in regard to gender also.

Tool:

Personality Inventory (PI-ss)

Personality will be measure with the help of Personality Inventory developed by Y. Sing and H. M. Sing. The scale consists of 56 items. Measures of introversion- extroversion level of personality, standardized on college population.

Self Concept Rating Scale prtibha devol (SC SS)

It is the revised form of old personality word list. It contains 90 adjectives which reveal the self concept in the areas of intelligence, emotional, social, character and aesthetic. Age group 13-26 years.

PROCEDURE

After establishing report Personality inventory and self concept rating scale inventory were administered individuals to every subject The permission for data collection was taken from the concerned authorities of the college. All the participant were approached at their Schools. They were told that the purpose of the

data collection is only for a research and their responses would be used for research purposes only. The collected data was analysed by Mean, SD and 't' test.

STATICALLY ANALYSIS

The main aim of the present research is to study and compare to personality and self concept between secondary and higher secondary students. Scoring was done as per scoring key of the inventory to examine significantly difference between working and non working women. For data analysis „t“ test was used

RESULTS

Table: 1 N=150 Show in Mean, SD, and „t“ ratio of various group of age on score of various dimensions of mental health Dimension of personality in secondary an higher secondary boys and girls students Group N Mean SD 't' Significant.

Table 1

Variables	Group	N	Mean	SD	't'	Significant
Personality Inventory	Secondary Schools Students	150	27.63	10.61	3.87	0.01
	Higher Secondary Students	150	33.68	13.31	3.96	

*Significant level of 't' value: 0.6 level 3.87 (df=133, 0.01 level 3.60 (df=153)

Table: 2 N=150 Show in Mean, SD, and „t“ ratio of various group of age on score of various dimensions of mental health Dimension of self concept in secondary an higher secondary boys and girls students Group N Mean SD 't' Significant,

Table 2

Variables	Group	N	Mean	SD	't'	Significant
Self concept rating Scale	Secondary Schools Students	150	31.79	3.1	3.39	0.01
	Higher Secondary Students	150	35.68	12.88	4.7	

*Significant level of 't' value: 0.5 level 3.7 (df=122), 0.01 level 3.8 (df=153)

Discussion

In result table an attempt is to find out the different between secondary and higher secondary students in various dimension of personality and Self concept score with „t“ test, t value of secondary and higher secondary of personality score is 3.87, which is significant act 0.01 level. It means working women are significant differ on self concept Positive score as compare to secondary students. Higher secondary school students have shown better personality instability by getting high mean score M =33.68 then secondary school students mean M=27.63 t“ value of secondary and higher secondary school students of self concept is 1.46 which is not significant. Higher secondary schools students have shown better by self concept getting high mean score M=35.68 then no secondary school student M=31.79, t“ value of higher secondary school students and secondary school students Faulty social adjustment is 2.40 which is significant at 0.05 level. It means higher secondary students and secondary school students are significant differ on Faulty personality score as compare to secondary school students. Higher Secondary school student have shown better Faulty by self concept getting high mean score M=35.68 then secondary students M=31.79 „t“ value of secondary and higher secondary schools students of Lack of Independency is 3.1 which is significant at 0.01 level. It means higher secondary school students are significant differ on Lack of Independency score as compare to secondary students. HIGHER SECONDARY STUDENTS have shown better overall personality by getting high mean score M=13.31 then secondary school students M=12.88.

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