

A Study of Self Concept among Advantaged and Disadvantaged Junior High School Students

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Abstract

The objective of the present study is to find out the self concept of advantaged and disadvantaged junior high school students. For this purpose 10 schools of Lucknow city were taken from random order from the list taken from DIOS Lucknow. Advantaged group are general caste and high SES students and disadvantaged group are Scheduled caste and low SES students. On the basis of this 251 advantaged and 240 disadvantaged students were selected for study. Swathva Bodha Parikshan of Sherry, Verma and Goswami were administered. Result shows that the self concepts of advantaged group are higher as compared to disadvantaged group; so positive, encouraging and stimulating environment is required for disadvantaged group.

Key Words: Advantage, Disadvantage, Self Concept

Disadvantaged term is used as 'lacking the basic resources and conditions (as standard living, medical and educational facilities, civil rights) believed to be necessary for an equal position in the society and disadvantaged is as the state of fact without advantage.

This advantaged child is handicapped in growing and leading a competent and satisfying life. According to Newland (1980) any person who for one reason or other his unable either to realize his potential fully or to enter main stream of life in his community is a disadvantaged one. According to Deutsch (1967) disadvantaged is a relative term and one must be disadvantaged with respect to some condition that may be called advantaged. Thus the disadvantage gives one the feeling that for the time being condition are not good, but it may only be a matter of time opportunities to be given

to the disadvantaged to rise above the situation.

Some the characteristics of disadvantaged children are less social, less secure, more anxious, poor in academic achievement, not equipped with the skills that are necessary for the participation in society, Because of all these factors they have poor self-concept ultimately affecting their development. The maintenance and attainment of positive self-concept are the major motivational goals because self-concept is primary variable for the prediction of all behaviour (West Fish & Stevenson, 1980). Self is the totality of attitude, judgments and values an individual relating to his behavior abilities and qualities as described in the encyclopedia of psychology. This covers the self-identity, self-evaluation and ideal to self. Self is a realization of a child that he has an identity of his own and it start

beginning early in life when the child discriminates between himself and not himself. If the behavior is approved by others, his own evaluation about the self is positive and high. In case the opinion of others is not good for him, his own estimation suffers adversely. Studies related to self-concept and disadvantaged group presents a very conflicting picture. Studies of Hill (1957), Mayer (1967), Kaplan (1971), Edwards (1974) shows no significant association between these two variables. Davids and Long (1960) and Backer (1973) found that higher the socio-economic status, higher the self-concept of the subject. V B. Chauhan (1977) found that Harijan students have higher self-estimation of achievement. The study of Datta (1979) shows that less malnourished scheduled caste children were found to be better self concept than severely malnourished children. R. Pal (1984) found that scheduled caste children have poor selfconcept as compared to higher caste children.

It is with the above view that and education of the social and economically disadvantaged are in focus and not only social reframes and educational psychologist socially and hat have start pleading their case on the ground of equality & social justice and the state government are making vigorous efforts in order to develop and make use of their talents for national development. The education of research & innovation committee of NCERT (1981) has included studies in the children from the scheduled caste and scheduled tribe (ST) and economical deprived section of the society within its priority area. The national policy on education 1986, States that “the central

focus in educational development of SC/ST population at all stages and levels of education (programme of Action).

Objective

To compare the advantaged and disadvantaged students in terms of their Selfconcept scores.

Sampling

Sampling of the study was done in two stages. At the first stage, the schools were selected while at the second stage, selection of the students was made. First of all, a list of aided higher secondary schools of Lucknow city was obtained from the office of the District Inspector of the school's. From this list, 5 girls and 5 boys schools were selected randomly. During the second stage of all chosen school a 6th 7th and 8th classes was randomly selected. All the scheduled caste students present on the day of data collection were included in the initial sample and general category students were selected randomly to match the number of scheduled Caste students. Thus the total number of Scheduled Caste and non- Scheduled Caste students in the initial sample came out to be 750 (375+375), Kuppaswamy's socioeconomic scale was administered to all selected students. On the basis of the caste of the subjects and scores obtained in SES scale two groups were formed.

1. **Disadvantaged group-** The students who belongs to S.C. and lower socio-economic status (out of 750, 240 students fulfill this criteria).
2. **Advantaged group-** The students who belonged to general caste and upper socioeconomic status (Out of 750, 251 students fulfill this criteria). Rest of 259 students was not included in the study.

Sample- Sample of the study comprised 251 advantaged students and 240 disadvantaged students.

Tools- Following tools has been used for data collection

1. Swatha Bodh Parikshan by Sherry, Verma and Goswami
2. Kuppuswamy's socio-economic status scale.

Scoring- Scoring of both the test was done according to their respective manual.

Statistical method-

Mean, SD and CR values were calculated in order to know the significance difference between the two groups. Table Mean, S.D.'s and C.R. values for self-concept scores of Advantaged and disadvantaged group.

Groups Compared	N	Mean	SD	SEM	CR
Advantage boys	127	32.40	7.74	0.69	2.37
Dis Advantage boys	106	30.16	6.93	0.67	
Advantage girls	124	30.70	6.52	0.58	4.29
DisAdvantage girls	134	27.01	7.61	0.66	
Total Advantages Groups	251	31.60	7.21	0.45	4.81
Total Dis Advantages Groups	240	28.40	7.48	0.48	

* Significant at .05 level

** Significant at .01 level

The objective of the study was to ascertain whether advantaged and disadvantaged groups differ in terms of self-concept. In order to find out the answer to this question, self-concept scores of the two groups have been compared. Table shows that the mean scores advantaged boys is 32.40 and for disadvantaged boys is 30.16, the difference between the means is significant at 0.05 level as the CR value is 2.32. As the girls group is concerned, 30.70 the mean score of disadvantaged group is 27.01 (CR = 4.29, $P < 0.1$). Analysis of the scores of the total group shows that the mean for advantaged group is 31.60 and for disadvantaged group it is 28.40, Critical Ratio is 4.81 which is statistically significant at 0.01 level.

Conclusions

The analysis of the self-concept is scores show in all the comparison, finding out the differences between advantage and disadvantage children CR value are found to be statistically significant the mean scores of the advantage groups show higher Self concept as compared to their disadvantage counterparts. Discussion The reason for such result may be that the advantaged students belong to comparatively to open type of atmosphere with an encouragement of freedom. Adequate care, high standard of living, less family members, well equipped residences and other physical facilities available to the advantaged group always plays contributing factor. The socio-economic and cultural environment of the home is the first framework within which the self of the child starts emerging and this is further supplemented by the interpersonal relationship by the parents and other members of the family and overall

psychological environment of the home. At the home, the child, first his identity, body image and later self-Image and his/her evaluation of self is satisfying if he feels he is loved, and secure, and confident and psychologically ready to face the challenges in new situations. If he is unwanted, the self in him evaluated as negative and weak. Absence of toys, emotional deprivation arising from inconsistent and in consequential parents, broken homes, no source enjoyment are some of the factors contributing to low self-concept.

Studies shows that children belonging to low socio-economic status, low caste, often have broken homes, living in slum areas, no healthy home atmosphere are hindrance in the growth of self-concept. Advantaged children are found to be self-confident, have high self-esteem, few feelings of inferiority and inadequacy, are able to see them realistically socially adjusted. They enjoy greater social acceptance and are more active in social group. All these helps in farming better self-concept. Disadvantaged children, on the other hand, are found to be poor in social adjustments. They experience feeling of uncertainty, inadequacy and inferiority. Poor technique of child rearing practices, physical punishment reasoning on withdrawn of love, feeling inferior with those of middle and upper class are some of the causes that forces the children to develop poor self-concept. Identification with the parents is likely influence to the self-concept who has positive and healthy identification with their parental contact and influence, have more mature self-concept in comparison to those who don't have such identification. It has been found

that children among from middle class families tend to have higher self-esteem in comparison to those children who belong to lower class families because the parents of middle-class families tend to be more supportive (Kohn, 1960), Attitude of adults and poor groups also help in framing self-concept of a child statements made by the parents, their praise and blames contributes in formation of self-concept. Social status related to the occupations of the parents helps in building the self-concept of the child.

Children having material possession have a prestige in the eyes poor groups. This helps in framing better & positive selfconcept. Thus the advantaged groups is found to be high in social status are found to have higher self-concept. Thus the finding stress the need for development and to for special intervention programme remedial measures for developing positive selfconcept among disadvantaged group. Children of these groups may be given rich opportunities and positive, encouraging and stimulating environment of the school and home, free from tension, is necessary so that they may develop proper values and attitudes which in turn helpful in developing in positive self-concept.

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