



A Comparative Study of Self-Concept of Tribal and Non Tribal Girls of Secondary Level Schools

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ABSTRACT: The present study has been designed to investigate the difference in the self-concept of tribal and non-tribal girls of Secondary Level. The study was conducted over the sample of 200 secondary school girls of class of class 9th and 10th in 5 different schools of Hoshangabad (MP). 'Self-Concept Questionnaire' of Dr. R. K. Saraswat was used to measure girls' self-concept. Results indicated that a significant difference has been found in the physical/educational/moral/intellectual/total self-concept between tribal and non-tribal girls of secondary level while no significant difference found in the social/ temperamental self-concept between tribal and non-tribal girls of secondary level.

Key Words: Self-Concept, Tribal, Non-Tribal Girls, Secondary School.

What does the person think about himself, that is, his opinion regarding the qualities and behavior of a person? What a person holds in relation to his qualities and behavior etc., is his self-concept. The self-concept of each person depends on his thoughts. The development of self-concept within the child/girl is an important focal point of personality development. Eisenk and his colleagues have written defining self-concept, "The sum of attitudes and values of a person in relation to his behavior,

abilities and qualities is called suicidal.” Self-concept is a comprehensive theory and includes Self-awareness, Self-image, Self-esteem, and Self-identity.

Once Self-concept is formed, they are stable. But as new experiences grow, changes do happen. In the child / girl, the initial Self-concept is called primary Self-concept; they are formed on the basis of teaching of parents, guardians, teachers, family members. Development of self-determination within a child / girl is a result of socialization like other social practices.

When the child / girl develops and come in contact with other people, then their primary self-concept begins to be modified and changed. Therefore, if we want to create positive personality in the child, then we need to provide such an environment, so that it can develop a high-quality personality by imitating itself in it. If personality development takes place in a positive direction, then self-belief will also develop a higher standard. Therefore, keeping all the above things in mind, the current problem has been selected for research work.

In the past, there have been some researchers conducted related to the present research like **Charkrabarti, P. K. and Banerjee, Debasri (2005)** Studied gender difference in self-concept among school students in Kolkata. Major findings of the studies are boys and girls do differ significantly in their total self-concept score. Boys have a higher self-concept than girls. **Henry, Sapna and Mishra, Mukti (2006)** studied self-concept of tribal and non-tribal college girls. Major finding of the studies are tribal and non-tribal girls did not differ significant in ‘Health & Physique’ and ‘Temperamental qualities’ dimension of self-concept. In rest of the dimensions of self-concept that is academic status, intellectual abilities, habits and behavior, emotional tendencies, mental health and socio-economic status they differ significantly. In overall self-concept of non-tribal group is higher than the tribal group and they differ significantly in self-concept. **Ansari, M. S. (2007)** conducted a study on Development of self-concept among adolescent with reference to co-educational and non-co-educational institutions. The finding of the study revealed

that there is significant difference between adolescent from coeducation and non-co-educational system for their self-concept. There is no significant difference between adolescents for co-education and no co-education system for religious self-concept. **Gupta, Babita Varshney(2012)** conducted a study on A study of Self Concept of B.Ed students in relation to certain variables. The finding of the study revealed that significant difference between the mean score of self-concept of male and females of B. Ed College of Ahmedabad District, it is clear that the female tend to possess higher self-concept than the males of B.Ed college of Ahmedabad District. **Grover, H. and Audichya, S. (2013)** conducted a study on a study of self-concept of adolescents. The finding of the study revealed that majority of boys and girls scored in above average category of the overall and dimension wise self- concept and there was no significant difference found between boys and girls in physical, educational, moral and intellectual dimension of self-concept. And that significant difference was observed between boys and girls in social, temperamental and in overall self-concept. **Kumar, Ajay (2017)** conducted a study on self-concept as the predictor of imposter phenomenon among the students of Himachal Pradesh University. The results indicated that self-concept is the strong predictor of imposter phenomenon among female students as compared to male students. Further, total mean of high and low self-concept of male students is lower than that of female students. This shows that self-concept is the little bit stronger predictor of imposter phenomenon among female students as compared to male students.

Objectives of the Study: -To compare the self-concept of tribal and non-tribal girls of secondary level.

Hypothesis of the Study: - There will be no significant difference in physical/social/temperamental/educational/moral/intellectual/total self-concept between tribal and non-tribal girls of secondary level.

Tools of the study: - Self-concept questionnaire of Dr. R. K. Saraswat was used to measure the self-concept of tribal and non-tribal girls of secondary level.

Sample of the study: - For this study, a total of 200 girls (100 tribal and 100 non tribal girls) of class 9th and 10th were selected by simple random sampling method.

Research Methodology: - In present research, the researcher has used the survey method to achieve the objectives set for this study. A total of 200 girls (100 tribal and 100 non tribal girls) of class 9th and 10th were selected by simple random sampling method. These selected girls' self-concept measured by 'Self-Concept Questionnaire' of Dr. R. K. Saraswat and necessary instructions was given to fill them. After praising these instruments on selected students, the researcher collected these data. After evaluation with the help of flannel booklet, a master sheet was prepared based on the score. Those data were analyzed through various statistical methods based on the scores entered in the master sheet.

Analysis of the Results -

Table

Comparative Result of Total Moral Values between Tribal and Non-Tribal Girls of secondary level

Factors of Self-Concept	Group	N	Mean	SD	'CR' Value	'P' Value
Physical	Tribal Girls	100	33.29	3.60	2.15	< 0.05
	Non-Tribal Girls	100	32.04	4.55		
Social	Tribal Girls	100	28.59	4.49	1.84	> 0.05
	Non-Tribal Girls	100	29.69	3.93		
Temperamental	Tribal Girls	100	29.95	4.22	1.86	> 0.05
	Non-Tribal Girls	100	31.10	4.52		
Educational	Tribal Girls	100	30.59	4.66	5.34	< 0.01
	Non-Tribal Girls	100	33.89	4.06		
Moral	Tribal Girls	100	33.37	3.56	2.11	< 0.05
	Non-Tribal Girls	100	32.24	4.00		
Intellectual	Tribal Girls	100	27.50	4.02	2.41	< 0.05
	Non-Tribal Girls	100	28.96	4.54		
Total	Tribal Girls	100	183.29	13.25	2.06	< 0.05
	Non-Tribal Girls	100	187.92	18.19		

df = 198

Table value at 0.05, 0.01 level of significant = 1.97, 2.60

From the results shown in the above table it is clear that a significant difference in the physical/educational/moral/intellectual/total self-concept between tribal and non-tribal girls of secondary level taken in the sample, because the 'CR' value obtained are 2.15, 5.34, 2.11, 2.41, 2.06 which is more than the table value at 0.05, 0.01, 0.05, 0.05, 0.05 level of significance on degree of freedom 198. So, from the statistical point of view these values are significant while no significant difference in the social/ temperamental self-concept between tribal and non-tribal girls of secondary level taken in the sample, because the 'CR' value obtained are 1.84, 1.86 which is less than the table value at 0.05 level of significance on degree of freedom 198. So, from the statistical point of view these values are not significant.

Therefore, based on above result, it can be concluded that a significant difference is found in the physical/educational/moral/intellectual/total self-concept between tribal and non-tribal girls of secondary level and physical/moral self-concept of tribal girls is better than non-tribal girls while educational/ intellectual/ total self-concept of non-tribal girls is better than tribal girls. No significant difference found in the social/ temperamental self-concept between tribal and non-tribal girls of secondary level.

Conclusion:- A significant difference has been found in the physical/educational/moral/intellectual/total self-concept between tribal and non-tribal girls of secondary level and physical/moral self-concept of tribal girls is better than non-tribal girls while educational/intellectual/total self-concept of non-tribal girls is better than tribal girls. No significant difference is found in the social/ temperamental self-concept between tribal and non-tribal girls of secondary level.

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