



A COMPARATIVE STUDY OF SELF-CONCEPT OF HIGH SCHOOL PUPILS IN RELATION TO THEIR SOCIOMETRIC STATUS

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ABSTRACT:

The present study was aimed to find out whether pupils' self-concept level produces any influence on their sociometric position in the class-group? The sample constituted of 150 pupils (75 boys and 75 girls) studying in class X in the rural areas of Raichur district (Karnataka). Pupils' sex, locality, and class-level were treated as controlled variables. The obtained data were subjected for computing coefficient of correlation and t-test. The findings revealed that there appeared a trend of producing a positive influence of pupils' self-concept level on their sociometric-position and pupils' self-concept scores can be used in predicting their popularity-level in the class-group.

KEY WORDS: sociometric position , self-concept scores.

1. INTRODUCTION:

'Self-concept' is an image one holds of himself. It comprises of personal evaluation of one's characteristics, capacities, aspirations and achievements. According to Jersild (1965), "self-concept is a composite of a person's thoughts and feelings, strivings and hopes, fears and fantasies; his views of what he is, what he has been, what he might become and his attitudes":

Dembo (1977) views that self-concept, "a person's idea about him/her self" is one of the most important single factor affecting learner-behaviour. It is a dominant element in personality development and is perhaps the important attribute and key to understand the quality of the learner (Rangappa, 1994). Perkins (1958) points out that self-concept are a valuable tool for investigating the psychological factors which influence learning and smooth development. Chaudhary, Chetanapati and Muni (1997) express in their opinion that a child with an adequate self-concept tends to be spontaneous, creative and original in nature. He develops trust in himself and other persons and is free from negative anticipations. By contrast, the child who has developed an inadequate self-concept feels insecure and is obsessed by feelings of inferiority. He tends to think of himself as unwanted, unacceptable, incompetent, and lacks the courage to meet the demands of life's tasks and sees life as a constant threat. Gupta (1986) observed that one's self-concept also contributes to his social adjustments. Thus, self-concept plays an important role in an individual's life.

A class, in a school, is a social-group consisting of pupils having common interest and related to one another by common bonds of union with the avowed purpose of achieving certain aims and objectives. The class as a social group has immense potentialities for education. There are many things which a pupil learns because of the influence exerted upon him by the class group. This forms likes and dislikes towards each other among the pupils in the class. The liked pupils are accepted by the other pupils of the same class and are termed as popular, whereas the disliked pupils appear to be rejected-pupils by the class-pupils and are

called as peer-rejected or unpopular pupils. This sociometric position of a pupil reflects his social relationship with his class-fellows. Children who are friendly and cooperative win more friends in the class and their popularity increases, whereas the children having less supportive relationship with peer-group turn peer-rejected pupils and become unpopular in the class-group.

The above views created a curiosity into the investigator whether pupils' self-concept status produces any influence on their sociometric position in the class-group? To get the appropriate answer of this question, the present empirical study was designed with following objectives :-

- a. To assess the sociometric status of high school rural-pupils.
- b. To measure the self-concept level of these pupils.
- c. To find out the effect of pupils' self-concept level on their sociometric position.

2. HYPOTHESES:

- a. There exists no significant relationship between the self-concept level and sociometric position of the pupils.
- b. There exists no significant mean-difference between the self-concept scores of popular and unpopular pupils.

3. METHOD:

The normative survey method was adopted in the present investigation. The sex, locality and class-level of the pupils were treated as controlled variables. Their self-concept was treated as independent and sociometric-status as dependent variable.

4. SAMPLE:

In the present study 150 pupils of class X (75 Boys + 75 Girls) were randomly selected from the three colleges of situated in the rural locality of Raichur district (Karnataka).

5. TOOLS:

- a. **A test of self-concept** developed and standardized by Sherry, Verma, Goswami (1988).
- b. **Sociometric Test**—In order to find out the sociometric position of pupils a sociometric-test was prepared by the investigator. This test works on interpersonal relations of the pupils in a class-group. Every pupil had to write down the names of three pupils, viz., First liking (a), second liking (b) and third liking (c). The first liked pupil at (a) was assigned the score of 3 ; the second liked pupil at (b) was given the score of 2 ; and the third liked pupil at (c) was given a score of 1.

6. DATA COLLECTION:

The investigator visited the institutions one by one and he administered the self-concept test and sociometric-test on the pupils of class X on those very dates. The responded sheets were collected back and scoring was done by following the test-manual. Thus collected data were of pupils' self-concept score and their sociometric position (by adding A+ b+ c scores of the pupils). The upper 27% of the pupils on sociometric position of the class were called as 'popular' and lower 27% of the pupils on sociometric position were termed as 'unpopular '

7. DATA ANALYSIS AND RESULT:

Keeping in view the framed hypotheses, the results were discussed as under-

Table – 1: Co-efficient of Correlation Between Self – Concept and Sociometric – Score (S.M.S.) of the Pupils

Sl. No.	Group	N	r-value	Inference
1	Self-concept v. Sociometric Scores of boys	75	+ .215	0.10>P> .05 Not Significant
2	Self-concept v. Sociometric Scores of girls	75	+ .199	0.10>P>.05 Not Significant

It appears from the above table that the self-concept scores and sociometric-status scores of the boys as well as of girls were found to be positively correlated though not upto a significant level. It indicates that as the self-concept level of the pupils improves, simultaneously their sociometric position in the class group will also be improved. However, the r-values were positively computed upto beyond 90% level but not upto 95% a significant level. As such the hypothesis no. 1 that, "there exists no significant relationship between the self-concept level and sociometric position of the pupils" stands to be accepted though there exhibited a trend of positive relationship in these phenomena.

The perusal of the Table 2 shows that the popular pupils (boys and girls both) possessed their better self-concept scores (in terms of mean-values) than to the unpopular pupils. It indicates that pupils with high self-concept possess better their sociometric position in the class-group than to those pupils with low self-concept.

TABLE - 2

Mean difference Between the Popular and Unpopular Pupils on Their Self-Concept Scores

S. N.	Groups	N	M	SD	t-value	Inference
1.	Popular boys	12	36.05	4.019	2.081	Significant at .05 level
2.	Unpopular boys	11	32.83	3.3375		
1.	Popular girls	15	36.48	4.267	2.059	Significant at .05 level
2.	Unpopular girls	13	33.10	4.386		

Further, the mean-difference between the self-concept scores of popular and unpopular pupils was found to be significant at .05 level of confidence. It leads to draw the inference that the pupils with high self-concept improves better upto a significant level their sociometric position in the class-group and in becoming popular whereas, the pupils with lower self-concept do not get improved their sociometric position upto remarkable point in the class-group.

The following conclusions can be drawn:

- a. Self-concept and sociometric-status are not significantly related though there appears a trend of positive relationship.
- b. There existed a significant mean difference between the self-concept level of popular and unpopular pupils.
- c. The self-concept scores of the pupils may be used in predicting the popularity and unpopularity of the pupils in the sociometric-position of their class-group.

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