Self-Concept of Students Enrolled in the Arts, Commerce and Science College

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Abstract:
Education is the great tool to change and develop the individual and society. Today's student is the main pillar base of the society and Nation. Better mental development of the individual leads to the better formation of the society. Well-adjusted and individual with the faith of self-esteem provide ideal picture for the society and education. Every person comes from the different kind of the society for the education. For the better development of each person of the society it is very necessary to know about own self and must have to clear about individual self-concept. Personal Self- Concept characteristics involve beliefs and skill. By mastering the skill and learning from the expert, individual gets Self-Confidence on self. The beliefs alone actually increased the probability that it would be fulfilled and help the cause the prophecy's fulfillment. In the education field student start to educate from K.G. and get for higher study as individual needs of the study. Graduation provides more concrete level for the education, especially for the mastering over the subject. Few of the students get admission in different kind of faculties of Graduation study with high profile. It becomes necessary to know the level of self-concept of graduate students enrolled in colleges.

Keywords: *Belief, Education, Psychology, Self concept*

1. Introduction

At the turn of the 20th century, when American psychology began to take its place among the academic disciplines, there was much interest in the role that self-beliefs play in human conduct. Bandura argued that individuals create and develop self-perceptions of capability that become instrumental to the goals they pursue and to the control they exercise over their environments. Beliefs of the personal competence help to determine the outcomes one expects. Individuals who are confident anticipate successful outcomes. William James used the term Self-esteem, which is described as a self-feeling that "in this world depends entirely on what we back ourselves to be and do." Self-concepts develop as a result of outcomes of a person has obtained in the past and expect to obtain in the future. Self-esteem is an important aspect of self-concept. Concepts of adequacy or ability with regards to particular performance areas have been studied extensively. Specific self-concepts about performance level tend to depend on the feedback the person received from the past performance these expectorates may generalize to other situations to the degree that the situations are perceived similar. Sandne Grahum and Benard weiner shows that "the self is on the very of dominating the field of motivation." Two types of self-beliefs have been especially dominant in motivation use arch self-efficacy and self-concept beliefs.

The self-concepts also called '*self-schemata*' (Markus) includes generalities about one. Self-schemata are cognitions that arise from past experience and once formed, guide how we deal with new information related to self. Perhaps the most compelling quality of the private or 'phenomenological' self is its perceived continuity and consistency. Probably many complex factors are involved (Mischel), but part of the answer to this question may be that people tend to reduce cognitive

inconsistencies and, in general, to simplify information so that they can deal with it (Nisbett & Ross, Jversky & Kahaneman).

2. Objectives of the Research

1. To compare and check the Self-Concept level of Students Enrolled in College with reference to male Gender.
2. To compare and check the Self-Concept level of Students Enrolled in College with reference to female Gender.
3. To compare and check the Self-Concept level of Students Enrolled in College with reference to total sample of the study.

3. Definition of the Term

Self-concept: Beliefs of the Student, what believes about own self.

4. Tool for the Study

Likert type, five point scale of Self-Concept Rating Scale prepared by the Investigator to keep in mind the age level of the Students Enrolled in College. Half of the positive and half of the negative items and selected for the standardization of tool, finally total necessary items were tested and items were selected for the final study. Statements related to tools were collected and prepared by interviewing the experts, principals of the college and Students Enrolled in College students. Finally prepared tools applied for the data collection.

5. Population and Sample

For the present study, Students Enrolled in College of Arts, Commerce and Science faculties of selected University affiliated with Gujarat State has been the population. Random sampling technique applied for the respective college of the university. Students enrolled in Arts, Commerce and Science stream were selected by using Lottery system.

6. Selection of Sample

A sample may be defined as a selected number from the population to represent it. Generally, this selection is done according to some rule or plan. For the present study total 362 Graduate students with reference to variables of the study were selected by Random sampling technique of the sampling.

7. Delimitation of the Study

Present study has been delimited only for the 362 Students Enrolled in College students who are studying regular academic year during 2013-14. Study has been delimited for Students Enrolled in College student of Arts, Commerce and Science Stream of selected University affiliated with Gujarat State for only in Gujarati medium only. Construction of the tools prepared only in Gujarati Medium.

8. Major Findings of the Study

H_{O1} There will be no significant difference between mean score on Self Concept of Rating Scale of stream wise male enrolled in Colleges respectively.

Observation: It is reveals the calculated F-value of comparison of means Students enrolled in Colleges of Arts, Commerce and science Stream with reference to gender of Male of Self Concept Rating Scale. The F-value of the above comparison of means of Male samples are 9.03(is greater than 3.78), which, are significant at 0.01 level of significance. Therefore, it can be inferred that Students enrolled in Colleges of Science stream are significantly higher than Students enrolled in Colleges of Arts and Commerce Stream with reference to Male, Sample of Self Concept Rating Scale.

H_{O2} There will be no significant difference between mean score on Self Concept of Rating Scale of stream wise female enrolled in Colleges respectively.

Observation: It is reveals the calculated F-value of comparison of means Students enrolled in Colleges of Arts, Commerce and science Stream with reference to gender of Female of Self Concept Rating Scale. The F-value of the above comparison of means of Female samples are 16.33 (is greater than 3.78), which, are significant at 0.01 level of significance. Therefore, it can be inferred that Students enrolled in colleges of science stream are significantly higher than Students enrolled in Colleges of Arts and Commerce stream with reference to Female, Sample of Self Concept Rating Scale.

H_{O3} There will be no significant difference between mean score on Self Concept of Rating Scale of stream wise total sample enrolled in colleges respectively.

Observation: It is revealing the calculated F-value of comparison of means Students enrolled in Colleges of Arts, Commerce and science Stream with reference to gender of Total sample of Self Concept Rating Scale. The F-value of the above comparison of means of Total sample samples are 6.79 (is greater than 3.78), which, are significant at 0.01 level of significance. Therefore, it can be inferred that Students enrolled in Colleges of Science stream are significantly higher than Students enrolled in Colleges of Arts and Commerce with reference to Total sample, Sample of Self Concept Rating Scale.

9. Conclusion
Therefore, it can be inferred that Students enrolled in Colleges of Science stream are significantly higher than Students enrolled in Colleges of Arts and Commerce stream with reference to Male, Female and total Sample of Self Concept Rating Scale.

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