Research Article

EFFECT OF SELF CONCEPT ON EDUCATIONAL ASPIRATION AMONG SC AND NON-SC SCHOOL GOING CLASS X TH FEMALE STUDENTS

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ARTICLE INFO	ABSTRACT

In our Indian Society, the level of Educational Aspiration and Self Concept are significantly influenced by the socio-economic status of the family. Lower level of Self concept reduces the level of aspiration to achieve the goal & mission of life, through education. Low educational aspiration leads to problems of unemployment, underemployment and unsuitable employment faced by students in their life.

The aim of my investigation is to study the impact of Self Concept on educational aspiration of socio-economically advantage and disadvantage group i.e.Non-SC and SC female students of Xth class. For purpose of investigations, one self made questionnaire and two inventories were used. Three hypotheses were formulated and then test was conducted as per requirement.

The obtained scores on educational aspiration & self-concept of the two groups namely; scheduled caste and non-scheduled caste were calculated separately. Means and S.Ds. of two main groups were calculated separately. After this 't' test was run to test the significance of difference between the mean scores of the two groups. Further, subjects were classified into high self-concept, normal self concept and low self-concept sub-groups. Then, educational aspiration scores of these sub-groups were compared.

Socio-culturally disadvantaged group i.e. scheduled caste group has been found equipped with lower levels of self-concept which in turn might have lowered the level of educational aspiration of this group in comparison to socio-culturally advantaged group i.e. non-scheduled caste group.

INTRODUCTION

Education is the development of all those capacities in the individual which enable one to control one's environment and fulfill possibility. Aspiration refers to the aim that an individual mentally sets to achieve in future by his constant strivings. Therefore, educational aspiration refers to mentally resolved targets of life which an individual strives to achieve through his education. Behind all aspirations, is the fundamental human need for achievement.

What kind of aspirations the person develops is greatly influenced by such factors as intelligence, sex, personal interests and values, family pressures, group expectations, cultural traditions, competition with others, past experience, the mass media and personal characteristics. Since the environment during the early formative years of life is relatively stable, these factors reinforces the person's characteristic method of aspiring until it becomes habitual. The motivating power of aspirations varies. With remote and realistic aspirations tending to be stronger motivating forces than immediate and unrealistic

aspirations. Negative aspirations are generally weaker in motivating strength than positive aspirations.

Self-concept plays a very important role in personality pattern. The self-concept takes may forms the basic, the transitory, the social and the ideal. It is the person's concept of what he really is. It includes his perception of his appearance, his recognition of his abilities and disabilities and of his role and status in life, and his values, beliefs and aspirations. Different self-concepts develop at different times and in different ways, forming a hierarchy in which the basic self-concept is shaped by the person's social experiences in the home. Personal and social adjustments are greatly influenced by the degree of stability of the self-concept. A Person's self-concept is a motivating force in his behaviour. Children and adults are governed by the concept of self which they develop and make part of themselves.

Female students-Scheduled and non-scheduled caste-who are the central point in the present research work with regard to the impact of self concept on their educational aspiration come

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from certain families. They carry their early experiences and gender role teachings throughout their lives which they have learnt in their varying family environments.

The socio-economic status of the family, the personality characteristics of parents and family members, the number of family members and the nature of stimulation received by family members due to residential and caste variation of the family and outlook of family members towards current situations of the society, determine to a great extent the nature of personality, aspirations, attitudes, intelligence, adjustment, locus of control and self-concept of the children. Low level of Self Concept leads to low Educational Aspiration in life.

Objectives

The present investigation proceeds to seek the effects of self-concept on educational aspiration of scheduled caste and non-scheduled caste Xth class level female students.

Hypothesis

The following hypotheses are formulated which the present study will proceed to test.

Hypothesis I

Non-scheduled caste group will be significantly higher than the scheduled caste group on educational aspiration.

Hypothesis II

Non-Scheduled caste group will be significantly higher than scheduled caste group on self-concept.

Hypothesis III

High self-concept sub group will be significantly higher than low self-concept sub-group on educational aspiration.

METHODOLOGY

Measuring Instruments

The following instruments were used to measure educational aspiration & self-concept of schedule and non-schedule caste female students.

1. Personal Data Sheet (A Self made Questionnaire)
2. 'Educational Aspiration Scale' constructed by Saxena (1984)
3. 'Self-concept scale' developed by Rastogi (1979).

Sample

The study was conducted on a sample comprising of 200 Female students studying in Xth classes of Government high schools of Nalanda district, Bihar. Of these 200 subjects, 100 was drawn from schedule caste females and 100 was non-schedule caste females. 100 female students were from rural areas and 100 female students were from urban areas.

In selecting the sample attempt was made to get a good cross section of the students studying in Xth classes of this area. Samples were drawn from high schools of like educational standard. As such, only Government high schools of Nalanda district, Bihar were selected.

Procedure & Design

With the objective of investigating into the effects of Self Concept on educational aspiration; two inventories and one self-made questionnaire were applied to a sample of 200 subjects of which 100 were scheduled caste and 100 were non-scheduled caste Xth level classes of female students.

The scores on educational aspiration & self-concept of the two groups namely; scheduled caste and non-scheduled caste were calculated separately. Means and S.Ds. of two main groups were calculated separately. After this 't' test was run to test the significance of difference between the mean scores of the two groups.

Further, subjects were classified into high self-concept, normal self concept and low self-concept sub-groups. Educational aspiration scores of high self-concept, normal self concept and low self-concept sub-groups were compared. Means, S.Ds. and 't' ratios were calculated to trace out significance of differences due to different level of self-concept..

RESULTS

The results, hypothesis wise are presented below:

Hypothesis

The mean Educational Aspiration scores of the two groups with S.Ds. and t-ratio are presented in Table- 1.

Table 1 Showing Mean, S.DS. and 't' ratio of EA scores of Scheduled and Non-Scheduled Groups

Groups	Mean	S.Ds.	N	df	t-value	Level of significance
S.C.	48.32	9.92	100	98	4.88	.01
Non-S.C.	54.67	8.68	100			

S.C. = Scheduled Caste; Non-S.C. = Non-Scheduled Caste

After analyzing the data, the hypothesis I, i.e. that Non-scheduled caste group will be significantly higher than scheduled caste group on educational aspiration; stands fully verified.

Hypothesis

The mean self-concept scores of the two groups with S.Ds. and t-ratio are presented in Table- 2.

Table 2 Showing Mean, S.DS. and 't' ratio of Self-concept scores of Scheduled and Non-Scheduled Groups

Groups	Mean	S.Ds.	N	df	t-value	Level of significance
S.C.	165.70	23.81	100	198	4.61	.01
Non-S.C.	180.85	22.62	100			

After analyzing the data, the hypothesis II, i.e. that Non-scheduled caste group will be significantly higher than scheduled caste group on self-concept; stands fully verified.

Hypothesis

On the basis of quartile deviation of combined self-concept scores of S.C. and non-S.C. groups, three subgroups of self-concept levels were delineated. Subjects falling below Q_1 were leveled as low self-concept subjects and subjects falling above Q_3 were leveled as high self-concept subjects. Subjects falling between Q_1 and Q_3 were leveled as normal self-concept

subjects. Thus middle 50% subjects were classified as normal self-concept subgroup, upper 25% subjects were classified as low self-concept subgroup. After combined quartile deviation and classification of three sub-groups subjects of S.C. and non-S.C. groups were sorted out according to their levels of self-concept high, normal and low. In S.C. group, the number of female students falling in high, normal and low self-concept subgroups were 17,50 and 33 respectively. In non-S.C. group, the numbers of female students falling in high, normal and high self-concept subgroups were 33, 50 and 17 respectively. The mean educational aspiration scores of these subgroups with S.Ds. and 't' ratios are presented in Table 3.

Table 3 Showing Mean, S.DS. and 't' ratio of EA scores of Low, Normal and High Self-concept Sub-Groups

Groups	Mean	S.Ds.	N	df	t-value	Level of significance
S.C.-LSC	41.50	6.89	33	81	4.86	.01
S.C.-NSC	50.30	8.90	50			
S.C.-LSC	41.50	6.89	33	48	4.55	.01
S.C.-HSC	51.30	7.40	17			
S.C.-NSC	50.30	8.90	50	65	45	NS
S.C.-HSC	51.30	7.40	17			
Non-S.C.-LSC	46.30	8.05	17	65	2.65	NS
Non-S.C.-NSC	52.69	9.56	50			
Non-S.C.-LSC	46.30	8.05	17	48	4.08	.01
Non-S.C.-HSC	55.74	6.95	33			
Non-S.C.-NSC	52.69	9.56	50	81	1.68	.01
Non-S.C.-HSC	55.74	6.95	33			

After analyzing the data; the hypothesis III, i.e. high self-concept subgroup will be significantly higher than low self-concept subgroup on educational aspiration; stands fully verified.

The study has thus finally leads to the following conclusions

1. Educational aspiration & self-concept of scheduled caste and Non-SC female students are influenced by their socio-cultural environment.
2. Scheduled caste female students are significantly lower on level of educational aspiration than non-scheduled caste female students.
3. Scheduled caste female students are significantly lower on level of Self Concept than non-scheduled caste female students.
4. Non-Scheduled caste high self-concept subgroup are significantly higher than non-scheduled caste low self concept subgroup, on educational aspiration.
5. Non-scheduled caste high self-concept subgroup are significantly higher than non-scheduled caste normal self-concept subgroup, on educational aspiration.
6. Non-scheduled caste normal self-concept subgroup are significantly higher than non-scheduled caste low self-concept subgroup, on educational aspiration.
7. Scheduled caste high self-concept subgroup are significantly higher than scheduled caste low self concept subgroup, on educational aspiration.
8. Scheduled caste high self-concept subgroup are significantly higher than scheduled caste normal self-concept subgroup, on educational aspiration.
9. Scheduled caste normal self-concept subgroup are significantly higher than scheduled caste low self-concept subgroup, on educational aspiration.

CONCLUSION

In Indian Society, level of Educational Aspiration and Self Concept of Female students is significantly influenced by Socio-cultural advantage and disadvantage. The Socio-cultural advantage has been found significantly raising the level of educational aspiration and self-concept.

Non-Scheduled caste group has been found significantly higher than scheduled caste group on educational aspiration and Self Concept. The mean self-concept score of scheduled caste group is 165.70 while that of non-scheduled caste group is 180.85. The obtained 't' ratio to test the significance of difference between these two means is 4.61 which is much higher than the required value for significance at .01 level. Higher score denotes higher self-concept whereas lower score denotes lower self-concept.

Socio-culturally disadvantaged group i.e. scheduled caste group has been found equipped with lower levels of self-concept which in turn might have lowered the level of educational aspiration of this group in comparison to socio-culturally advantaged group i.e. non-scheduled caste group.

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