

A STUDY OF RELATIONSHIP BETWEEN SELF- CONCEPT AND ECONOMIC DEPRIVATION ONCERNING SECONDARY SCHOOL STUDENTS IN THE CITY OF AURANGABAD.



Abstract:-

The present study deals with measuring of the level of self-concept of IX and X Urdu and Marathi medium economically deprived students. It also deals with comparing the level of self-concept between IX standard Urdu and Marathi medium students belonging to the same economically deprived class. It further deals with comparing the level of self-concept of X standard Urdu and Marathi medium students belonging to the same economic class. Further it also deals with finding out the correlation between self-concept and economic deprivation.

The study revealed that both IX and X standard Urdu and Marathi medium students have below average self-concept. It also revealed that there is a significant difference in the level of self-concept between IX standard Urdu and Marathi medium economically deprived students. It also revealed that there is significant difference in the level of self-concept between X standard Urdu and Marathi medium economically deprived students.

Further the study revealed that there is negative negligible correlation between self-concept and economic deprivation concerning above said economically deprived students.

Keywords:

Self-concept, Economic Deprivation.



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INTRODUCTION

Human behavior is determined by both biogenic and socio-genic needs. In other words individual's behavior is determined by such motives as hunger, thirst, sleep, avoidance of injury and also by certain social attitudes, norms and values. But the level of gratification of these needs differ from one class to another. A person who belongs to sound economically class can high satisfy his biogenic needs such as hunger and thirst. In regard to his socio-genic needs he seems to be highly satisfied. High satisfaction of all these needs results into positive self-concept and also positive concept about others. But on the contrary a person who belongs to poor economic class always feels dissatisfied about his both the needs. This dissatisfaction naturally results in negative self-concept and also negative concept about others. Not only this social deprivation and cultural deprivation are the direct out of poor economic condition so called economic deprivation.

A child belonging to the economically deprived class also unintentionally develops negative self-concept and negative concept about others which may give birth to Juvenile delinquency in him.

OBJECTIVES OF THE STUDY:

- (1) To measure the level of self-concept of IX standard Urdu medium economically deprived students.
- (2) To measure the level of self-concept of IX standard Marathi medium economically deprived students.
- (3) To compare the self-concept between IX standard Urdu and Marathi medium economically deprived students.
- (4) To measure the level of self-concept of X standard Urdu medium economically deprived students.
- (5) To measure the level of self-concept of X standard Marathi medium economically deprived students.
- (6) To compare the level of self-concept between X standard Urdu medium and Marathi medium economically deprived students.
- (7) To find out the correlation between self-concept and economic deprivation.
- (8) To suggest measure to the parents and the teachers to increase the level of self-concept of economically deprived children.

HYPOTHESES OF THE STUDY:

- (1) The level of self-concept of IX standard Urdu medium economically deprived students is high.
- (2) The level of self-concept of IX standard Marathi medium economically deprived students is high.
- (3) The level of self-concept of X standard Urdu medium economically deprived students is high.
- (4) The level of self-concept of X standard Marathi medium economically deprived students is high.
- (5) There is positive correlation between self-concept and economic deprivation.

NULL-HYPOTHESES:

- (6) There is no significant difference in the level of self-concept between IX standard Urdu and Marathi medium economically deprived students.
- (7) There is no significant difference in the level of self-concept between X standard Urdu and Marathi medium economically deprived students.

SIGNIFICANCE OF THE STUDY:

Since independence India is facing a problem of poverty. Still today nearly 50% of the population is deprived of adequate food, shelter, clothing and are living below poverty line. Poverty has resulted in indifferent and negative attitude towards education, towards oneself and also towards the society. Different government schemes, such as 'Each one Teach One', 'Saksharta Abhiyan' brings children to the school with negative self-concept and negative concept about others as they are the victims of everyday sufferings. Now it is a high time, government should not only introduce much more schemes regarding the education of these children but it should also have a check on whether all the children from economically deprived class are getting real benefits of these schemes or not. There should be a strict check on the school that whether they are providing all the facilities to these children or not. Because being a teacher educator a researcher is in a regular contact with the schools, it is noticed that whatever aids schools are getting from the government, they are not providing necessary facilities to the children out of the received aid. For example all the schools are getting rice for preparing 'Khichadi' from the government, but very few schools are doing this job honestly. Whereas many school are not preparing quality 'Khichadi' and even black-marketing the rice.

Majority of the schools are managing the government officers as corruption has become a common phenomenon. These all should be seriously checked out. Because in such school poor class children are always neglected from every point of view. How these children will be able to develop positive self-concept and positive concept about others?

Schools are the centers of learning where all round development of child's personality is brought

about. Therefore it is a duty of a teacher to be committed towards teaching profession and pay individual attention towards each child and enable him to enjoy the right to education guaranteed by the constitution.

METHODOLOGY:

Normative Survey Method is applied.

PARTICIPANTS:

500 students were selected from the secondary school of Aurangabad District (Maharashtra State) out of these were 125 from IX standard Urdu medium economically deprived and 125 from IX standard Marathi medium economically deprived and 125 from X standard Urdu medium economically deprived and 125 from X standard Marathi medium economically deprived.

All were selected through Stratified Random Sampling. These 500 students were belonging to 5-7 members family and whose family income ranges from 3000 – 5000 per month.

PROCEDURE:

With prior permission of the school principals the survey of different schools of Aurangabad District is done by the researcher. Questionnaire was distributed among IX and X standard Urdu and Marathi medium economically deprived students. Each and every question was explained by the researcher. It took 1 hour for filling up the given questionnaire by the students.

INSTRUMENTATION:

Self-concept questionnaire developed by R.K. Saraswat is employed by the researcher. It provides six separate dimensions of self-concept i.e. physical, social, intellectual, moral, educational and temperamental self-concept. It also gives total self-concept.

DATA ANALYSIS:

Norm Table:

Range	Interpretation
193 – 240	High self-concept
145 – 192	Above average self-concept
97 – 144	Average self-concept
49 – 96	Below average self-concept
1 – 48	Low self-concept

Table No. 1:

Table showing the Mean, S.D., t-value of IX standard economically deprived student related to their self-concept.

Group	Mean	S.D.	't' value
IX Urdu	84.28	9.58	7.32
IX Marathi	91.5	6.01	

Table No. 2:

Table showing the Mean, S.D., t-value of X standard economically deprived student concerning to their self-concept.

Group	Mean	S.D.	't' value
X Urdu	82.64	6.66	9.59
X Marathi	89.48	4.38	

Table No. 3:

Table showing the correlation between self-concept and economic deprivation.

Variables	r	Range	Interpretation
Self Concept	-0.02	0- ± 0.20	Negative negligible correlation
Economic derivation			

RESULTS:

(1)Table No. 1 shows that calculated mean value of IX standard Urdu medium economically deprived students is 84.28 which comes between the range of 49 – 96 as per the Norm Table. It indicates below average self-concept.

Therefore Hypothesis-1 i.e. “The level of self-concept of IX standard Urdu medium economically deprived students is high” is rejected.

(2)Table No. 1 also shows that calculated mean value of IX standard Marathi medium economically deprived students is 91.5 which comes between the range of 49 – 96 as per the Norm Table. It indicates below average self-concept.

Therefore Hypothesis-2 i.e. “The level of self-concept of IX standard Marathi medium economically deprived students is high” is rejected.

(3)Table No. 2 shows that calculated mean value of X standard Urdu medium economically deprived students is 82.64 which come between the range of 49 – 96 as per the Norm Table. It indicates below average self-concept.

Therefore Hypothesis-3 i.e. “The level of self-concept of X standard Urdu medium economically deprived students is high” is rejected.

(4)Table No. 2 also shows that calculated mean value of X standard Marathi medium economically deprived students is 89.48 which comes between the ranges of 49 – 96 as per the Norm Table. It indicates below average self-concept.

Therefore Hypothesis-4 i.e. “The level of self-concept of X standard Marathi medium economically deprived students is high” is rejected.

(5)Table No. 1 shows that the obtained value of 't' is 7.32 and table value at 0.05 level is 2.01 as $7.32 > 2.01$. Hence there is significant difference in the level of self-concept between IX standard Urdu and Marathi medium economically deprived students.

Therefore Hypothesis-6 i.e. “There is no significant difference in the level of self-concept of IX standard Urdu and Marathi medium economically deprived students” is rejected.

(6)Table No. 2 shows that the obtained value of 't' is 9.59 and table value at 0.05 level is 2.01 as $9.59 > 2.01$. Hence there is significant difference in the level of self-concept between X standard Urdu and Marathi medium economically deprived students.

Therefore Hypothesis-7 i.e. “There is no significant difference in the level of self-concept of X standard Urdu and Marathi medium economically deprived students” is rejected.

(7)Table No. 3 shows that $r = -0.02$ as it lies in the range of 0- 0.20 it indicates the negative negligible correlation between self-concept and economic deprivation.

Therefore Hypothesis-5 i.e. “There is positive correlation between self-concept and economic deprivation” is rejected.

DISCUSSION:

After going through the result of the self-concept of IX standard & X standard Urdu & Marathi medium students who belong to the economically deprived class it can be said that these students needs special care & attention by the institutions. Teachers should support them morally & feel concerned about them. They should act as a philosopher, guide & a friend to these students. Moreover government should take serious actions against those concerned people who do not practically implement the government schemes related to financial assistance to the poor economic class. Besides Educational system should be sensitive to the educational needs of economically deprived class.

CONCLUSION:

Both Urdu & Marathi medium students have below average self-concept due to their economic

deprivation. Students of IX and X standard belonging to economically deprived class have below average self-concept. There is negative negligible correlation between self-concept and economic deprivation.

SUGGESTIONS:

Suggestions for Parents:

- (1) Have a positive self-concept.
- (2) Understand psychology of the children.
- (3) Realise the importance of education.
- (4) Do not get over frustrated.
- (5) Do not neglect physical health of the child.
- (6) Do not involve children in earning the livelihood.
- (7) Inculcate social, moral, cultural, religious and educational values in children.
- (8) Develop good understanding among family members.
- (9) Develop sense of responsibility in children.
- (10) Decide the aim of life of the children.
- (11) Support children in achieving the decided aim of life.
- (12) Try to be good counsellor for the children.
- (13) Develop in children the true realization of your hard earning.
- (14) Check the daily routine of children.
- (15) Develop good hobbies in children.
- (16) Tell them moral stories.
- (17) Shoulder some responsibility according to the age of the child.

SUGGESTIONS FOR TEACHERS:

- (1) Set your own example of self discipline
- (2) Be loyal to the students.
- (3) Be honest with the students.
- (4) Do not make pet students.
- (5) Do not insult an economically backward child if he is poor in studies.
- (6) Understand child psychology.
- (7) Do not underestimate them.
- (8) Do not neglect them.
- (9) Encourage them.
- (10) Discuss their personal problems.
- (11) Love them.
- (12) Listen to them.
- (13) Do not dominate them.
- (14) Respect them.
- (15) Feel concerned about them.
- (16) Be aware of your accountability to the management, parents, students and the society.
- (17) Do not blame them.
- (18) Reward them for their achievements.
- (19) Praise them.
- (20) Act as a torch-bearer and path maker for them.

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