



# A Study of Correlation of Self-concept and I.Q. of H.S.C. Students

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## Abstract:

*Present study focuses on the self-concept and I.Q. of Higher Secondary School Students of Gandhinagar city. In this study researcher selected a total of 300 students from the Gandhinagar city. After that the researcher applied self-concept inventory of Dr Pallaviben P. Patel and I.Q. scale of Dr. K. G. Desai to check correlation between self concept and I.Q.*

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**Keywords:** *Self concept, I.Q.*

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## 1. Introduction

The self-concept is the subjective nucleus of the personality. Though several meanings can be assigned to the concept 'self' but as pointed by Hall and Lindzey (1957) two of them are important. Firstly it is used frequently to refer to a person's attitude and feelings about him and secondly it is regarded as a group psychological process which governs attitude, feelings and intelligence. Wool Folk (2001) says, "self concept is defined as the value that an individual places on his or her own characteristics, qualities, abilities and action " As we look forward in the world we find different people performing different tasks. Some are satisfied with life and work while some are disappointed with life and work. Some are moving towards progress and some still idle. All these activities are dependent on their self concept.

According to Wechsler, "intelligence is the aggregate or global capacity of the individual to act purposefully to think rationally and to deal effectively with his environment." Catil (1890) of Pennsylvania University published a book titled "Mental Tests and Measurement." Bine along with Simon invented an instrument by which proper estimation of child's mental age could be made. Stern (1912) gave a formula to correlate mental and physical age which was termed by Terman as I.Q. In the present study the score of the verbal and non-verbal intelligence constructed by DR. K. G. Desai got by the students are taken as intelligence of students.

## 2. Objectives of Study

1. To study of self concept and I.Q. of the higher secondary school students related to their standard.
2. To study of self concept and I.Q. of the higher secondary school students related to their Gender.
3. To study self concept and I.Q. of the higher secondary school students related to their Stream.

## 3. Hypotheses

- Ho<sub>1</sub>.** There will be no significant difference in the mean score of self concept and I.Q. of the students of Standard 11<sup>th</sup> and 12<sup>th</sup>.
- Ho<sub>2</sub>.** There will be no significant difference in the mean score of self concept and I.Q. of boys and girls.
- Ho<sub>3</sub>.** There will be no significant difference in the mean score of self concept and I.Q. of general and science stream students.

## 4. Sample

The total sample for the present investigation consists of 300 higher secondary school students of Gandhinagar city.

## 5. Selection of the Tools

The present investigation adopted the following tools the collection of Data.

## 6. Tools Used

The Data for the present study was collected with the help of self-concept inventory by Dr. Pallaviben P. Patel and I.Q. test developed by Dr. K.G.Desai. A self-concept inventory has been developed by Pallaviben P. Patel (2010). This is 70 statement inventories with 3 grade rating scale and 6 components. This inventory consists of three dimensions: (1) Self Image (2) Ideal Self (3) Self Esteem. The Data for the present study was collected with the help of I.Q. test developed by Dr. K.G.Dasai(1992). This is 80 questions with three point scale.

## 7. Administration of the test

Self concept inventory are statements in which subjects are required to give their own individuals feelings.

## 8. Scoring Procedure

Each item in self concept inventory has been provided with three grade rating scale and Dr. K.G.Desai's I.Q. test has been provided with three grade rating scale

## 9. Reliability

Reliability of the self concept calculated by test - retest was 0.78 and spit half method was 0.76. Reliability of the I.Q. test calculated by the test-retest was found to be 0.75 and spit half method was found to be 0.88.

## 10. Validity

The content validity of self concept inventory was established by Pallaviben P. Patel and validity Co-efficient of this inventory was found to be 0.82, K.G.Desai I.Q. test validity Co-efficient was found to be 0.76

## 11. Procedure

The investigator visited various higher secondary schools of Gandhinagar city in order to collect the data. The Pallaviben's Self-concept inventory was administrated to 300 students of 11<sup>th</sup> and 12<sup>th</sup> standard (boys and girls) to assess their self concept. After that K.G.Desai's I.Q. test was administrated to these students. These tests were administrated on the students in their respective institutions and strictly in accordance with the instructions provided in the manuals.

## 12. Data Analysis and Interpretation

Table 1. Statistics of co-relation of score of standard 11<sup>th</sup> and 12<sup>th</sup> students

Standard	N	r- value	level of significance
11 <sup>th</sup>	150	0.071	0.01
12 <sup>th</sup>	150	0.066	0.01

From the above table no. 1, it has been shown that there is 0.071 correlation found between the self-concept and intelligence of students of sample of standard 11, which is significant at 0.01 level of significance, so it can be conclude that there is very low but positive co-relation found between self-concept and intelligence of students of standard 11.

From the above table no. 1, it has been shown that there is 0.066 correlation found between the self-concept and intelligence of students of sample of standard 12, which is significant at 0.01 level of significance, so it can be conclude that there is very low but positive co-relation found between self-concept and intelligence of students of standard 12.

**Table 2. Statistics of co-relation of score of Boys and Girls**

Gender	N	r- value	level of significance
Boys	200	0.057	0.01
Girls	100	0.077	0.01

From the above table no 2, it has been shown that there is 0.057 correlation found between the self-concept and intelligence of students of sample of boys students, which is significant at 0.01 level of significance, so it can be conclude that there is very low but positive co-relation found between self-concept and intelligence of sample of boys students. From the above table no-2, it has been shown that there is 0.077 correlation found between the self-concept and intelligence of students of sample of girls students, which is significant at 0.01 level of significance, so it can be conclude that there is very low but positive co-relation found between self-concept and intelligence of sample of girls students.

**Table 3 Statistics of co-relation of score of science and general stream**

Stream	N	r- value	level of significance
Science	150	0.231	0.01
General	150	0.096	0.01

From the above table no-3, it has been shown that there is 0.231 correlation found between the self-concept and intelligence of students of sample of students of Science stream, which is significant at 0.01 level of significance, so it can be conclude that there is very low but positive co-relation found between self-concept and intelligence of sample of girls students. From the above table no-3, it has been shown that there is 0.231 correlation found between the self-concept and intelligence of students of sample of students of Science stream, which is significant at 0.01 level of significance, so it can be conclude that there is very low but positive co-relation found between self-concept and intelligence of sample of students of General stream

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