



# A Study Regarding the Self-Concept of Degree Colleges' Principals

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## Abstract:

*Self-concept refers to the experience of one's being. It includes what people come to know about themselves through experience, reflection, and feedback from others. The self-concept is an organized cognitive structure comprised of set of attitudes, beliefs and values that cut across all facts of experience and action, organizing and tying together the variety of specific habits, abilities, outlooks, ideas and feeling that a person display. The discussion that follows address first the origin and history of theoretical analysis of the self, self-concept and self esteem; this is followed by a review of psychological aspects of development of self-concept and an overview of methods of assessment of self-concept. Here, the investigator has selected self-concept variables for principal in relation Rural & Urban area, also Arts, Arts-commerce and Special Course.*

**Keywords:** Experience, Degree College, Self concept

## 1. History and theory of Self-Concept

The concept of self has origins in the earliest history of personality theory. In the seventeenth century the philosopher Rene Descartes discussed the "Cognito" [awareness of one's own being] as the core of human existence. Sigmund Freud and the early psycho analytic theorists used the term ego to refer to this organized aspect of personality; and many have followed that tradition. Other theorists, such as William James, used the term self to describe essentially the same process, and that usage also continues in to present. The psycho analytic concept of super ego concerns evaluative and judgmental Aspects of the self providing the theoretical nucleus for a third related concept, self esteem, referring to those Aspects of self-perception that concern the degree to which one like or dislikes the content of what one perceives in the self.

## 2. Development of Self-Concept

Many factors contribute to the development of Self-Concept . Overall, it is related to the scope of experience one Accumulates with one self. It is at first a simplistic awareness of oneself and one's capacities generalized across all situations, but as one grows older, the self -concept becomes more complex and Differentiated into subfacets that have to do with the self in different situations such as th "Social-Self", "academic self" or the "Physical-Self".

## 3. Assessment of Self- Concept

There are even individual differences in the ability to form a self-concept. Jane Loevinger (1966) has proposed that there is a measurable dimension of personality related to the ability to conceptualize One Self to assume distance from oneself, and to describe oneself precisely, and that this variable itself is dependent upon age, intelligence, education and socio economic status.

## 4. Definitions of the terms

### 4.1 Self concept

Self concept is an idea of the self constructed from the beliefs one holds about oneself and the responses of others.

## 5. Objective of the Study

1. To study interrelationship among college principal's self-concept of Rural and Urban area
2. To study interrelationship among college principal's self-concept of Arts, Arts-Commerce and Special course.

## 6. Variables

### 6.1 Independent

1. Rural and Urban.
2. Arts, Arts-Commerce and Special course

### 6.2 Dependent

1. Principal's Self- Concept

## 7. Hypotheses

- Ho<sub>1</sub>** There is no significance difference between the mean of principal's Self-Concept of Urban and Rural.
- Ho<sub>2</sub>** There is no significance difference between the mean of principal's Self-Concept of Arts and Arts- Commerce.
- Ho<sub>3</sub>** There is no significance difference between the mean of principal's Self-Concept of Arts and Special Course.
- Ho<sub>4</sub>** There is no significance difference between the mean of principal's Self-Concept of Arts-Commerce and Special Course.

## 8. Tool Used

For the collection of data of study the following tools were used by the investigator. Self-Concept Inventory made by Dr. Bina Shah [In Hindi version], Faculty of Education, Garhwal Uni., Srinagar.

## 9. Sample

For the collection of data of study, investigator adopted the Following sample.

Variables	Sub Variables	N	Total N
Area	Rural	32	120
	Urban	88	
Field	Arts	33	120
	Arts-Commerce	39	
	Special course	48	

## 10. Result of Analysis

Scale	Area		Fields		
	Rural	Urban	Arts	Arts-Commerce	Special Courses
<b>N</b>	<b>32</b>	<b>88</b>	<b>33</b>	<b>39</b>	<b>48</b>
<b>Mean</b>	190.13	197.36	196.21	190.77	199.9
<b>SD</b>	21.76	27.82	28.61	22.21	27.83
<b>Std. Er.</b>	3.85	2.97	4.98	3.56	4.02
<b>SK</b>	-0.53	0.51	0.45	-0.49	0.55
<b>SK Er</b>	0.42	0.25	0.41	0.38	0.34
<b>Ku</b>	0.25	2.58	4.02	0.15	3.62
<b>Ku Er.</b>	0.81	0.51	0.80	0.74	0.68

Table No. 1 and columns (2&3) indicate that the mean of Area of Rural& Urban are 190.13 and 197.36, also indicate Sk Value are -0.53 and 0.51,also indicate the Kurtosis value are 0.25 and 2.58. It can be said that the mean of Urban is high. Also it can be said that the value of skeweness is negative for Rural and positive for Urban and Kurtosis is Lepto for Rural and Plato for Urban. Table No. 1 and columns(4,5&6) indicate that the mean of Principal's Self-Concept of Field for Arts 196.21,for Arts-Commerce190.77and Special Course 199.9, also indicate Sk Value are 0.45, -0.49 and 0.55,also indicate the Kurtosis values are 4.02 ,0.15 and 3.62. It can be said that the mean of Special Course 199.9 is high. Also it can be said that the value of skeweness is positive for Art& Special Course, but for Arts-Commerce is negative. Also it can be said that Kurtosis of both are Platy for Art & Special Course, but lepto for Arts-Commerce.

### 11. Testing Result of the Hypothesis

**Table 2. Statistics of the testing Result of the Hypothesis**

Null Hypo	Hypotheses	Df	t- Value	Sign. at 0.01 Level	Sign. at 0.05 Level	Acceptance of Hypo. at 0.01 Level	Acceptance of Hypo. at 0.05 Level
<b>Ho<sub>1</sub></b>	There is no significance difference between the mean of Principal's Self - Concept of Urban and Rural.	30	1.49	No	No	Yes	Yes
<b>Ho<sub>2</sub></b>	There is no significance difference between the mean of Principal's Self - Concept of Arts and Art-Commerce.	32	0.89	No	No	Yes	Yes
<b>Ho<sub>3</sub></b>	There is no significance difference between the mean of Principal's Self - Concept of Arts and Arts - Commerce.	32	0.58	No	No	Yes	Yes
<b>Ho<sub>4</sub></b>	There is no significance difference between the mean of Principal's Self - Concept of Arts and Special Courses.	38	1.70	No	No	Yes	Yes

### 12. Conclusion

As a result of this study it can be said that the value of skeweness is negative for Rural and positive for Urban and Kurtosis is Lepto for Rural and Plato for Urban. Also it can be said that the value of skeweness is positive for Art& Special Course, but for Arts-Commerce is negative. Also it can be said that Kurtosis of both are Platy for Art & Special Course, but lepto for Arts-Commerce.

### References

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