ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 8| August2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

SELF-CONCEPT OF COLLEGE STUDENTS: A CRITICAL ANALYSIS

Mr. R. Rajkumar[1], Dr. S. Ramprabhu[2], Dr. P. Malar Selvi [1], & Mr. A. Kesavan[1]
[1] *Assistant Professors, Kaamadhenu College of Education, Sathyamangalam, Erode DT*
[2] *Principal, Kaamadhenu College of Education, Sathyamangalam, Erode DT*

ABSTRACT
Self-concept is our perception of our ability and our uniqueness. Self-concept is very general and changeable, as we grow older the self-perception becomes much more organized detailed, and specific. It is a collection of beliefs about one's nature, unique qualities, and typical behaviour. It is the ability to interact with others, to meet basic needs, awareness of emotional states, feelings about looks, health, physical condition and overall appearance, success or failure. The main objective of this study is to analyze the self-concept of college students. The investigator used the survey method and selected the sample using random sampling techniques. In this study, 395 college students from government, private, and government-aided colleges in the Erode district were selected as a sample. The findings of the study indicate that there was no significant difference between Male and Female college students. It is also inferred that both Male and Female college students are homogeneous in Self-concept. There was no significant difference between Government college and private college students. It is also inferred that type of institution and kind of institutions do not influence the self-concept of college students.

KEYWORDS: *Ability, College Students, Critical Analysis, Emotions, Self-concept, Type of Institutions*

INTRODUCTION

Education is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, or research. Present-day education has no definite goal to pursue; education should not be for stuffing some facts into the brain but should aim at reforming the human mind. Education has a two-fold function in society. On the one hand, it should discipline the mind for sustained and persistent speculation. On the other hand, it should integrate human life around central, focusing ideals. It is a tragedy that the latter is often neglected in our educational system. Education should equip us with the power to think effectively and objectively. To think is one of the hardest things in the world, and to think objectively is still harder. Yet this is the job of education.

Self-concept was consistently found to be a predictor of happiness and life Satisfaction. People with low Self-concept are not that happy, not that adventurist in nature, and not at all confident enough and they mostly give up rather than try harder while facing a difficult challenge. It also has a role as a buffer against stress and anxiety caused by life Experience. A feeling of Self-Worth, when the self assesses itself, it asks people for straightforward ratings of how they feel about themselves. Classroom misfortunes conflicts with peers and failures can make college a breeding ground for self-esteem issues. Many college students find the pressure of making new friends and struggling for acceptance while handling a more advanced workload to be overwhelming and ego-shattering. Low self-esteem is a common side effect of these new challenges. College student need to put aside their doubt and focus on learning in order to succeed.

Self-concept requires a self-evaluation process in which individuals compare their description of themselves as they are with their description of themselves as they would like to become and as they fear becoming. Self-concept depends on living up to one's ideals. Self-evaluation is important because the subject can assess what they know, what they do not know, and what they would like to know. They begin to recognize their strengths and weaknesses and will be able to set goals that they know they can attain with the new knowledge they have about themselves.

Self-Concept

Self-concept is our perception of our ability and our uniqueness. Self-concept is very general and changeable, as we grow older the self-perception becomes much more organized detailed, and specific. It is a collection of beliefs about one's nature, unique qualities, and typical behaviour. It is the ability to interact with others, to meet basic needs, awareness of emotional states, feelings about looks, health, physical condition and overall appearance, success or failure in school, and one's functions within the family unit. The individual self consists of attributes and personality traits that differentiate us from other individuals. The relational self is defined by our relationships with significant others.

Self-concept is made up of one's self-schemas and interacts with self-esteem, self-knowledge, and the social self to form the self. It includes the past, present, and future selves, where future selves (or possible selves) represent individuals' ideas of what they might become, what they would like to become, or what they are afraid of becoming. Possible selves may function as incentives for certain behaviours (Rajkumar & Harikrishnan, 2017). The perception people have about their past or future selves is related to the perception of their current selves. The temporal self-appraisal theory argues that people tend to maintain a positive self-evaluation by distancing themselves from their negative selves and paying more attention to their

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 8| August2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

positive ones. In addition, people tend to perceive the past self favourably (e.g. "I'm better than I used to be") and the future self more positively (e.g. "I will be better than I am now").

Self-Concept among College Students

Our academic self-concept relates to how well we do in college or how well we learn. There are two levels: a general academic self-concept of how good we are overall and a set of specific content-related self-concepts that describe how good we are in math, science, language arts, social science, etc. The social self-concept describes how we are late to other people and the transpersonal self-concept describes how we relate to the supernatural or unknowns. However, when studying groups of individuals, the focus is generally on how individuals perform within the group rather than the study of the group as a whole. Scientists who study animals and people in terms of group and institutional behaviour generally align themselves with sociology while individuals who focus on human culture and belief systems generally align themselves with anthropology.

The dynamic aspect of self-concept (and, by corollary, self-esteem) is important because it indicates that it can be modified or changed. "There is a growing body of research which indicates that it is possible to change the self-concept. Self-change is not something that people can do but rather it depends on the process of self-reflection. Through self-reflection, people often come to view themselves in a new, more powerful way, and it is through this new, more powerful way of viewing the self that people can develop possible selves". There are a several different components of self-concept physical, academic, social and transpersonal. The physical aspect of self-concept relates to that which is concrete: what we look like, our sex, height, weight etc. what kind of clothes we wear; what kind of car we drive what kind of home we live in and so forth. Our academic self-concept relates to how well we do in school or how well we learn. There are two levels: a general academic self-concept of how good we are overall and a set of specific content-related self-concepts that describe how good we are in math, science, language arts, social science, etc.

The social self-concept describes how we are late to other people and the transpersonal self-concept describes how we relate to the supernatural or unknowns. The relationship of self-concept to academic achievement is very specific (Rajkumar Rajadurai & Hema Ganapathi, 2023). General self-concept and non-academic aspects of self-concept are not related to academic work; general academic achievement measures are related moderately to academic success. Specific measures of subject-related self-concepts are highly related to success in that content area. If academic achievement leads to self-concept, but self-concept is a better predictor of being a low-track or high-track student, there is some intervening variable. It's meant the intervening variable is personal expectations.

NEED AND IMPORTANCE OF THE STUDY

The self-concept is the accumulation of knowledge about the self, such as beliefs regarding personality traits, physical characteristics, abilities, values, goals, and roles. Beginning in infancy, children acquire and organize information about them as a way to enable them to understand the relation between the self and their social world. This developmental process is a direct consequence of children's emerging cognitive skills and their social relationships with both family and peers. During early childhood, children's self-concepts are less differentiated and are centered on concrete characteristics, such as physical attributes, possessions, and skills. During middle childhood, the self-concept becomes more integrated and differentiated as the child engages in social comparison and more clearly perceives the self as consisting of internal, psychological characteristics. Throughout later childhood and adolescence, the self-concept becomes more abstract, complex, and hierarchically organized into cognitive mental representations or self-schemas, which direct the processing of self-relevant information. Self concept is a component of human personality development; it has its own nature and peculiarity. Self concept among college student influence their ability, personality ,outlook whether it may be positive or negative ,motivation ,behavior self perception attributes, confidence ,leadership and behavior etc. Self concept of college student helps them to achieve academic excellence. Based on this observation, the present study was undertaken.

REVIEW OF RELATED LITERATURE

Prem Kumar and Subramonian (2024) conducted a study on a study of Academic Self- Concept and Academic Achievement of B.Ed., Trainees. The major findings were there was a significant relationship between Academic Self – Concept and Academic Achievement of B.Ed., Trainees with U.G as their Qualification. Qualification (PG) Type of institution locality and Type of Family of the B.Ed., Trainees did not influence the relationship between Academic Self – Concept and Academic Achievement.

Indu Sadhwani (2023) conducted a study on the "Effect of Self –Concept Adolescent Depression "Depression and Self-concept attitudes of 800 adolescent boys and girls were assessed. Both Dimension of Self -Concept Attitude as low Self –Concept and high Self –Concept tended to be correlated positively with Depression. The results indicate that persons with low Self–concept show a higher degree of Depression. Then the high–concept counterparts'. The Present study also examines the role of sex and culture and Self–concept on adolescent Depression. The findings indicated insignificant between both. That is low or high Self–concept groups were not affected by their sex and culture.

Jagpreet Kaur and Munish Kumar (2022) conducted a study on the Impact of the type of school Environment on the Self-concept of Adolescents. The study was conducted on a representative sample of 200 adolescents of the ninth class selected on the basis of randomized technique of sampling from different Govt and Private schools of Patiala district of Punjab. The children's Self – Concept scale was used to measure Self – concept and the school Environment Inventory (SEI) was used to evaluate the school environment of school-going Adolescents. The findings of the present study highlight the importance of promoting positive Self –Concept in Every Aspect in various Psycho – Social Contexts.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 8| August2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

Nishta Rana (2022) conducted a study on the relationship between the Socio-Emotional School climate of an individual, especially of a child with special needs is an important variable influencing the psychological aspects of His / Her personality like Self – Concept, Adjustment, Motivation, Creativity, social maturity etc. The researcher made attempts has been made to study the relationship between Socio-Emotional School climate and Self – Concept of (CWSN). A sample of 204 CWSN was selected from various Government Elementary schools if District kangra through purposive sampling. The study revealed that sex differences are significant at 0.01 level while residential background differences are not significant concerning their socio-emotional school climate. No significant difference was found between male and female CWSN in self – concept but rural and urban CWSN had significant difference at 0.05 level with respect to their self-concept. The Coefficient of Correction between socio-emotional school climate and self-concept was found to be 232 which is significant at 0.01 level. It indicates that high scores in the Socio-Emotional School climate tend to accompany high scores in Self-concept.

Gakhar and Gudarshan Bains (2021) undertook a study of Self-concept and study Habits of students of Arts and Science Streams, Individuality is at the core of the human subject's personality and plays a vital role in guiding one endeavour in specific conditions. This paper defines individuality as a self-concept and seeks to determine its validity with respect to Areas of Arts and Science. The distinction between this two area is finally reflected in Arts students who are found to have higher social self-concept and conversely in Science Students who are found to have higher intellectual Self–concept.

Mona (2021) conducted a study on the Career Maturity of Adolescents in Relation to Self–concept and family Environment among the adolescents of plus one stage. A random sampling procedure was used to select the sample, 640 studying in Government schools of Amritsar district formed the sample. They were from four, streams viz, science, commerce, Arts and vocational, There were 320 boys and girls varying in age from 16-18 yrs. The corer maturity scale (Nirmala Gupta, 1989). Self Concept (Pratibha Deo, 1985), was administered to the sample. Data was analyzed using the product moment Coefficient of Correlation and critical ratio. The findings revealed that academic group students had higher career maturity, Self –concept and perceived a better family environment as compared to their vocational counter parts . Girls in the sample possessed greater career maturity and Self – concept as compared to boys whereas boys perceived the healthy Environment of the family as compared to Girls.

Munkalita (2021) conducted a study on "Visually impaired adolescent students to compare their self-concept". This study used to sample of 200 visually impaired adolescent students .The findings revealed that there is no significant difference in self-concept between normal and visually impaired adolescent student. They differ only on two dimensions of self-concept Behaviours and popularity.

Sophia Gir et.al (2021) conducted a study on the" Association Between Self-Esteem and Stress in Adolescents "residing within the municipal limits of Udaipur city. The sample for the present study consisted of 480 boys and girls between the age of 12 – 18 yrs having high or low Self–esteem. Self–esteem and assessment inventory was used to assess the level of Self–esteem and level of stress experienced by adolescents. The findings of the present study revealed that majority of adolescents with high Self –Esteem were found to have a low level of stress while adolescents with low Self –Esteem reported to experience high level of stress and boys belonging to (16-18) experienced high level of Stress.

OBJECTIVES OF THE STUDY

- To find out the level of Self-concept among college students.
- To find out the significant difference in Self-concept among college students with respect to gender.
- To find out the significant difference in Self-concept among college students with respect to type of institution.
- To find out the significant difference in Self-concept among college students with respect to kind of institution.

HYPOTHESES OF THE STUDY

- There will be a significant mean score difference in self-concept among college students with respect to gender.
- There will be a significant mean score difference in self-concept among college students with respect to the type of institution.
- There will be a significant mean score difference in self-concept among college students with respect to the kind of institution.

RESEARCH DESIGN

Research Design and the procedures for research that span the decision from broad assumptions to detailed methods of data collection. The selection of a research design is also based on the nature of the research problem or issue being addressed, the researcher's personal Experiences, and the audience for the study. As the present study deals with the study on self concept of college students, the investigator adopted the survey method which was found suitable for the study. The survey method gathers data from a relatively large number of cases at a particular time. It is not concerned with the characteristics of Individuals as Individuals. It's concerned with the statistics that result when data are abstracted from some Individual cases.

Population of the Study

The population of the present study was undergraduate students studying in Government and private colleges located in the Erode district and it is affiliated to Bharathiyar University, Coimbatore.

Sample of the Study

A sample is a true representative of the population corresponding to its properties. Sampling saves a lot of time, cost, and energy. It ensures completeness and a high degree of

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 8| August2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

exhaustive data collection is possible. For the present study, 395 students who are studying in Government and private colleges in and around Erode district have been selected for this study by using a simple random sampling Technique.

Tools Used in the Study

The Self-concept scale was used for the present study. This tool the investigator was developed and standardised. The scale consists of 25 items. All the items are scored on 4-point scale such as Strongly Agree (3), Agree (2), Disagree (1) and Strongly Disagree (0). The higher the score on the scale greater the degree of Self-concept.

Reliability

The Self Concept scale was administered to 30 college students. The split-half method was used to determine the scale's reliability. The reliability value 0.76. Since the reliability coefficient is found to be high and the inventory is considered reliable.

Validity

The tool was presented to experts to assess the content validity of the items. All the experts carefully read each item of the scale and gave comments and suggestions, based on the suggestions given by the experts, some of the items were altered. Thus the inventory was again shown to experts and confirmed the content validity of the tool.

Pilot Study

A pilot study can reveal deficiencies in the design of a proposed experiment or procedure, and these can then be addressed before time and resources are expended on large-scale studies. A good research strategy requires careful planning and a pilot study will often be a part of this strategy. The researcher has conducted a pilot study with 30 students. The collected data was scored by using a scoring key prepared by the investigator. Based on the response, some items were modified.

Method of Data Collection

The investigator reasonably approached the students after getting permission from the concerned head and explained briefly the importance of the investigation and their role in the investigation. Then inventory was handed over information given by them was kept confidential after the completion, the inventory was collected from them and the investigator thanked them for their cooperation. Later the entire response sheets were scored with the help of the scoring key, the data was tabulated. The filled-in scale was tabulated data was analyzed statistically using descriptive analysis.

DATA ANALYSIS

Objective-1: To find out the level of Self-concept among college students

Table: 1 Level of self-concept among College students

Variable	*Low*		*Moderate*		*High*	
	N	*%*	*N*	*%*	*N*	*%*
Self-Concept	132	33.42	121	30.63	142	35.95

From the above table-1, 35.95 % (142) of the college students have high level of self-concept, 33.42% (132) have low level, and 30.63% (121) of them moderate level in self-concept among college students.

Hypothesis-1

There will be a significant mean score difference in Self-concept among college students with respect to gender.

Table: 2 Mean score difference in Self-concept among college students with respect to gender

Variable	*N*	*Mean*	*S.D*	*t - Value*	*Level of Significance*
Male	232	55.00	8.45	1.73	NS*
Female	163	53.43	9.21		

*Not significant at 0.05 level.

From above the table-2, it is noted that the calculated t-value is less than the tabulated value at 0.05 Level. So, hypothesis-1 is rejected. It can be concluded that there is no significant difference between Male and Female college students. It is also inferred that both Male and Female college students are homogeneous in Self-concept.

Hypothesis-2

There will be a significant mean score difference in Self-concept among college students with respect to type of institution

Table: 3 Mean score difference in Self-concept among college students with respect to type of institution

Variable	*N*	*Mean*	*S.D*	*t - Value*	*Level of Significance*
Govt	199	53.87	9.29	1.29	*NS**
Private	196	55.02	8.33		

*Not Significant at 0.05 levels.

From above the table-3, it is noted that the calculated t-value is less than the tabulated value at 0.05 Level. So, hypothesis-2 is rejected. It can be concluded that there is no significant difference between Government college and private college

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 8| August2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

students. It is also inferred that type of institution does not influence the self -concept of college students.

Hypothesis-3

There will be a significant mean score difference in Self-concept among college students with respect to kind of institution

Table: 4 Mean score difference in Self-concept among college students with respect to the kind of institution

Variable	*N*	*Mean*	*S.D*	*t - Value*	*Level of Significance*
Mixed	332	54.11	9.08	1.86	*NS**
Unisex	63	56.07	7.37		

*Not Significant at 0.05 level.

From above the table-4, it is noted that the calculated t-value is less than the tabulated value at 0.05 Level. So, hypothesis-3 is rejected. It can be concluded that there is no significant difference in self-concept among college students with respect to the kind of institution.

FINDINGS OF THE STUDY

1. From the above table-1, 35.95 % (142) of the college students have high level of self-concept, 33.42% (132) have low level, and 30.63% (121) of them moderate level in self-concept among college students.
2. From above the table-2, it is noted that the calculated t-value is less than the tabulated value at 0.05 Level. So, hypothesis-1 is rejected. It can be concluded that there is no significant difference between Male and Female college students. It is also inferred that both Male and Female college students are homogeneous in Self-concept.
3. From above the table-3, it is noted that the calculated t-value is less than the tabulated value at 0.05 Level. So, hypothesis-2 is rejected. It can be concluded that there is no significant difference between Government college and private college students. It is also inferred that type of institution does not influence the self -concept of college students.
4. From above the table-4, it is noted that the calculated t-value is less than the tabulated value at 0.05 Level. So, hypothesis-3 is rejected. It can be concluded that there is no significant difference in self concept among college students with respect to kind of institution.

EDUCATIONAL IMPLICATIONS

- The results of this study indicate Self-concept is related to many other developmental accomplishments. The affective component of self-concept has been empirically associated with positive social development, ethnic identity development, positive peer and parent interactions and relationships, insulation against the development of a deviant identity and delinquent behaviours, less anxiety and depression, and greater satisfaction.
- Academic self-concept has been consistently linked to positive academic outcomes. This finding is not surprising given that the high value placed on academic competence by society typically results in positive academic competence feelings for learners who are successful in their academic endeavors. These positive academic affective self-evaluations are believed to influence future academic motivation.
- Self-concept is composed of two key parts: personal identity and social identity. Our personal identity includes such things as personality traits and other characteristics that make each person unique. Social identity includes the groups we belong to including our community, religion, college, and other groups.
- They are social the ability to interact with others, competence ability to meet basic needs, affect awareness of emotional states, physical feelings about looks, health ,physical condition and overall appearance, Academic success, family how well function within family.
- Student with positive self concept perform well in academic activities. Their self esteem level increase considerably to higher.

CONCLUSION

The main findings of the study are indicated that there was no significant difference between Male and Female college students. It is also inferred that both Male and Female college students are homogeneous in Self-concept. There was no significant difference between Government college and private college students. It is also inferred that type of institution and kind of institutions does not influence the self -concept of college students. The self-concept of college students is a multifaceted and dynamic construct, influenced by a variety of internal and external factors. Through this critical analysis, it is evident that college students' self-concept evolves significantly during their academic journey. Factors such as academic performance, social interactions, extracurricular activities, and personal experiences play pivotal roles in shaping their self-perception.

REFERENCES

1. *Gakhar.S.C. & Gudarshan Bains. (2021). Self – concept and study Habits of students of Arts and Science Streams. MIER Journal of Educational Studies. 2(1), 78-91.*
2. *Gordon.L. Flett. (2003). Personality Theory & Research, Canada: John wiley and Sons Ltd.*
3. *Gupta. S.P. (2006). Statistical Methods, New Delhi: Sultan Chand and Sons.*
4. *Howard. A. Pervin and et al., (2006). Hand Book of Personality, Newyork: Guilford Publication.*
5. *Howard. S. Friedman et al. (2009). Personality – Classic Theories and Modern Research, New Delhi: Dorling Kindersley Private Ltd.*

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 8| August2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

6. *Jagpreet Kaur., & Munish Kumar. (2022). Impact of type of school Environment on Self – Concept of Adolescents, BRICS Journal of Educational Journal, Haryana:Vol. No. 2, No.1.*
7. *Prem kumar.N., & Subramonian.G. (2023). A study of Academic Self – Concept and Academic Achievement of B.Ed., Trainees Research and Reflection of Education .New Delhi: Vol. No. 12, No.1*
8. *Rajkumar Rajadurai & Hema Ganapathi. (2023). Effect of use of metacognitive instructional strategies in promoting mathematical problem solving competence amongst undergraduate students in facing competitive examination. Cogent Social Sciences, 9:1, 2173103. DOI: 10.1080/23311886.2023.2173103*
9. *Rajkumar, R., & Harikrishnan, M. (2017). Teaching slow Learners in Mathematics: Innovative Technologies and Strategies. In*
10. *Education for Slow Learners. Paper presented at the International Conference on Education for Slow Learners organized by*
11. *Department of Education, Annamalai University, Annamalainagar (p. 120).*
12. *Satapathy.P and G.K. Nanda (2020) . Characteristics of Self – concept in youth, Adulthood and old age, MIER Journal of Educational Studies, J & K: Vol. No. 2, No.1.*
13. *Yadu.R.K. & Aartiyadav (2021). The role played by value patterns and Self-concept of a person in the development of his personality, Recent Research in Educational & Psycholosocial, 16(2). 23-36.*