

# A COMPARATIVE STUDY OF SELF-CONCEPT AMONG HINDU AND MUSLIM SCHOOL STUDENTS OF RANCHI TOWN

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**Abstract-** The current study was conducted to investigate the self-concept of Hindu and Muslim school students in Ranchi. Participants were chosen from Kanke Ranchi's two types of schools (private and government). A total of 100 participants (private Hindu students, private Muslim students, government Hindu students, and government Muslim students) were chosen. As a result, the 2x2 factorial design was used. There were four stratum, each stratum had 25 students chosen at random. Dr. Raj Kumar Saraswat's (1971) Self- Concept Rating Scale was used to collect data. The findings revealed that the level of self-concept varied across the total and different sample subgroups, that religion had a significant impact, but that types of school had no significant impact on self-concept.

**Key word:** Self-concept, self-image, religion and types of school.

## Introduction

Generally, the term Self refers to a person's non-physical, distinguishing characteristics, such as personality and ability. Conscious reflection of a person's own being or identity as an object distinct from the environment.

## Self-concept

The term "self-concept" refers to how an individual evaluates or perceives themselves. Being self-aware implies having a concept of oneself. According to Baumeister (1999), self-concept is defined as follows: Beliefs a person has about himself or herself, including attributes and who or what the self is. This is "the most fundamental aspect of the self-scheme or self-concept; a sense of being separate and distinct from others, as well as an awareness of the self's stability" (Bee, 1992). All aspects of the phenomenal field that the individual perceives as constituting or defining himself are included in the phenomenal self. According to Carl Rogers (1959), the self-concept is made up of three distinct components:

- The view you have of yourself (**self image**)
- How much value you place on yourself (**self esteem** or self-worth)
- What you wish you were really like (**ideal self**)

Our ideal is self-concept, which has received a great deal of attention in modern psychological writings, particularly in clinical work, but its significance is not fully understood by educators. This concept is equally important in the field of education, particularly in terms of more personal aspects such as motivation, purposes, goals, and adjustment, which are, in the end, the pillars upon which success and failure in life ultimately rest.

Monge Dusek and Flaherty (1973) There are gender differences in specific aspects of self-concept that are generally consistent with sex stereotypes, such as Muslims being more sociable than boys and boys being more proud of their own accomplishments. According to Simmons (1979), the transition from elementary to junior high school is more stressful for girls than for boys, and it has a particularly negative impact on the self-esteem of early maturing (pubertal) girls who have begun dating. Bolognini, Plancherel, Bettschart, and Halfon (1996) report similar inconclusive findings about gender differences in self-concept development during adolescence. The findings range from general gender differences to age-specific religion differences (Harper & Marshall, 1991; Marsh, 1989). Ishak and colleagues (2010) investigated the self-concept of Malaysian secondary school students aged 16 and 17. In total, 1168 students took part in the survey. This study confirmed that students perceived specific internal context factors and demonstrated that external context factors also have an effect on their self-concept, which in turn influences their academic performance positively. Punithavathi (2011) conducted research on secondary school students' self-concept and academic achievement. The research discovered a link between self-perception and academic performance.

## Methodology

### Objectives

- To study the Level of Self-concept among total and different sample sub groups.
- To compare the Self-concept between Hindu and Muslim school students.
- To compare the Self-concept between government and private school students.

**Hypotheses**

- Level of Self-concept will vary among total and different sample sub groups.
- There will be no significant difference of Self-concept between Hindu and Muslim school students.
- There will be no significant difference of Self-concept between government and private school students.

**Research Design**

The present study had been designed to find out self-concept of school students of Kanke Ranchi. The study based on 2x2 (Religion and Type of school) factorial design. Hence, there was  $2 \times 2 = 4$  strata, from each stratum 25 students were selected randomly. Thus the sample was consisting of 100 people. Dependent variables were self-concept and independent variables were religion and type of schools.

**Sample**

The sample of present study total sample was comprising of 100 students which was equally divided into Hindu and Muslim, government and private school, studying in class 9<sup>th</sup> and 10<sup>th</sup>.

**Tools****Personal Data Questionnaire (PDQ)**

Personal Data Questionnaire (PDQ) was prepared by the investigator. It was used to obtain information about respondents' name, class, age, religion, annual income, religion, name and location of colleges and education of the parents etc.

**Self- Concept Rating Scale (SCRS)**

Raj Kumar Saraswat (1971) developed the self-concept inventory. It was used to assess the respondent's sense of self-worth. The scale includes 48 items divided into six dimensions: physical, power, social, temperamental, educational, moral, and intellectual characteristics. There are eight items in each dimension. There are five options for each item. The test booklet itself is used to collect responses. There is no time limit, but 20 minutes has been found to be sufficient for responding to all items. There are five responses for each item. Students must respond by marking a tick ( $\checkmark$ ) on any of the five responses provided for that item.

**Procedure**

100 students from Kanke Ranchi's public and private schools were chosen. The investigator designed a questionnaire to collect personal data, which was used to record the details of socio-demographic variables. A self-concept assessment was given to the students. The test was scored using the standard scoring procedure.

**Results and Discussions**

Result of level of self-concept of total sample and sample sub groups are presented in table 1, table 2 and table 3.

**Table 1: Level of Self-concepts on total sample of School students of Ranchi Town**

Samples	Level of Self-concept									
	High		Above Average		Average		Below average		Low	
	N	%	N	%	N	%	N	%	N	%
<b>Total sample (100)</b>	11	11	66	66	17	17	4	4	2	2

The majority (66%) of the entire sample of school students had self-concepts that were above average. Only 17% of people had average levels of self-concept, and only 11% had high levels. The aforementioned table 1 made it clear that the level of self-concept varied between the sample as a whole and its subgroups.

**Table 2: Level of Self-concepts of sample subgroups based on Religion**

Samples	Level of Self-concept									
	High		Above Average		Average		Below average		Low	
	N	%	N	%	N	%	N	%	N	%
<b>Hindu students (50)</b>	3	6	31	62	12	24	3	6	1	2
<b>Muslim students (50)</b>	8	16	35	70	5	10	1	2	1	2

The above table 2 made it clear that the majority of Muslims in schools (70%) were found to have above-average levels of self-concept, while Hindus in schools (62%) had above-average levels of self-concept. Only 6% of Hindu school students were found to have a high level of self-concept, compared to 16% of Muslim students. Only 10% of Muslim school students had an average level of self-concept, compared to 24% of Hindu students, who had a self-concept that was on par with the average. 6% of Hindu students and 2% of Muslim students had self-concepts that were below average. 2% of Hindu students and 2% of Muslim students had low self-concepts.

**Table 3: Level of Self-concepts of sample subgroups based on Types of school**

Samples	Level of Self-concept									
	High		Above Average		Average		Below average		Low	

	N	%	N	%	N	%	N	%	N	%
<b>Government students (50)</b>	5	10	33	66	10	20	1	2	1	2
<b>Private students(50)</b>	6	12	23	46	7	14	3	6	1	2

The data in Table 3 above showed that 46% of students in private schools and 63% of students in government schools had self-concepts that were above the average. Only 10% of government school students had a high level of self-concept, compared to 12% of private school students. Government school students had 20% of the average level of self-concept, while only 14% of private school students had the same level. Both government and private school students had the same level of self-concept in the low and below average ranges, which was 2%.

**Table 5: Comparison between Hindu and Muslim school students on their Self- concept**

Group	N	Mean	SD	Mean difference	df	t Value	P
<b>Hindu students</b>	50	153.33	12.64	18.56	98	5.43	0.01
<b>Muslim students</b>	50	171.77	20.11				

It was evident from table 5 that the mean score of self-concept of Hindu and Muslim students exhibited 153.33 and 171.77 respectively. The difference between the mean score of Hindu and Muslim students was obtained 18.56. This shown that Muslim students had better level of Self-concepts as compared to Hindu students. The obtained t- ratio was 5.43, which was significant at 0.01 level. Hence the hypothesis "There will be no significant difference of Self-concept between Hindu and Muslim school students of Ranchi town." was rejected. Thus we can say that religion has significant impact on Self-concepts among Hindus and Muslims school students.

**Table 6: Comparison between Government and Private school students on their Self- concept**

Group	N	Mean	SD	Mean difference	df	t Value	P
<b>Government students</b>	50	156.88	11.64	3.34	98	1.24	NS
<b>Private students</b>	50	160.54	17.59				

It was evident from table 6 that the mean score of self-concept of government and private students exhibited 156.88 and 160.54 respectively. The difference between the mean score of government and private students was obtained 3.34. This shown that private students had better level of self-concepts as compared to government students. But the obtained t- ratio ( $t=1.24$ ), was not significant at any level. Hence the hypothesis "There will be no significant difference of Self-concept between government and private school students of Ranchi town." was accepted. Thus we can say that types of school had no shown any impact on self-concepts of school students of Ranchi town.

## Conclusions

Both the overall sample and sample subgroups had varying levels of self-concept. The majority of school students had self-concepts that were above average. In comparison to Hindu students, Muslim students had a better self-concept, and there was no significant distinction between students from government and private schools in terms of self-concept.

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