

Impact Of Various Boards Of Education in Development Of Self Concept

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ABSTRACT:- An individual's self-concept is the complex product of all life's experiences (Christensen & Dahle, 1998). During the elementary and middle school years, students develop a sense of independence; they learn to cope with feelings of jealousy, fear, and aggression; and they form friendships and develop empathy (Kostelnik, Stein, Whiren, & Soderman, 1998). Each of these social areas seems to be universal across cultures, although they may be expressed differently in various societies (Ekman & Davidson, 1994). The various boards of education like the CBSE, STATE (Tamil Nadu), ICSE, emphasize different modes of study and inculcate analytical skills at different levels to its students. This study seeks to find how various school Boards of Education (majorly CBSE, STATE and ICSE) influences the positive development of a students's self concept. Accurate assessment of self concept is important, especially in prevention, intervention and identifying of risk groups, given the roll of low self concept in the process that sets for psychiatric disorders. The study aims at establishing environment of school board which enhances positive development of self concept in its students. The sample for this study consists of 240 higher secondary students, each 80 from different boards of education (CBSE, ICSE, and STATE), who have been exposed to positive schooling (Care, trust, plans, motivation, goals, hope, societal contributions are the components of positive schooling which build upon one another). Survey method is followed. Robson self concept scale has been used in this research. The study has implication for educationists and parents as well.

KEYWORDS:- *Self-concept, Boards of Education*

I. INTRODUCTION

Self concept includes cognitions and evaluations regarding relatively specific aspects of self, the ideal self and the overall self regard (Ruth c Wyle,1979). It develops first as a perceptual system based on the differentiation of one's body and its parts from its surroundings. It becomes progressively a more complex conceptual system, consisting of evaluative categories with associated traits or attributes. New classifications and qualities (e.g., adolescence, old age, acquisition of new interpersonal roles and social status) continue to be incorporated in the system during the life span (cf. Murphy 1947, pp. 489 ff.; Snygg & Combs 1949, pp. 78–79). The self-concept appears around the age of two, first manifesting as a recognition of the self as a distinct physical entity and the attachment relationship with the caregiver. Increasing cognitive and social demands cause the development of the child's self-concept to change from being based upon only a few components or poorly clarified to a more organized and clear formulation based on several clearly distinct domains. Different roles that are required of children as development progresses require the child to develop different sets of behaviors and personality characteristics according to the current role. Some of these roles and traits may clash, such as when a child sees him- or herself as warm and friendly with peers and moody and unresponsive with parents. As the child moves into adolescence, cognitive capabilities enable the child to integrate all of these roles and clashing components into a coherent sense of self (Susan Harter, 1999).

The classroom environment can either improve or impede a student's ability to learn and feel safe and comfortable as a member of the class. Classrooms that encourage emotional well-being create an atmosphere for both learning and emotional development. Educational research supports creating an atmosphere of mutual respect, where students feel relaxed in asking questions and expressing their thoughts and feelings (Stronge, 2002). A warm classroom environment can lead to increased academic achievement and a sense of pride and belonging in the school. The various boards of education like the CBSE, STATE (Tamil Nadu), ICSE, emphasize different modes of study and inculcate analytical skills at different levels to its students. This is more so in terms of marking schemes where CBSE has introduced systems like CCE, and a part of questions to value based and higher order thinking skills. Open book tests are also administered for some subjects. They tend to have versatile knowledge and exposure with friends and teachers from all parts of the country.

On the other hand state board asks questions from a text book that both student and teacher already have and involves more of cramming. Lesser emphasis of conceptual based study and out of the box thinking. This makes them less competent in terms of exams like JEE for which they require special coaching. They also

tend to have more difficulty to adapt when moving to professional courses for higher education. They have in depth knowledge of their language and culture and excel in their comfort zone. Their friends or teachers and language of instruction tends to be in state language. ICSE students follow an entirely different curriculum compared to CBSE and state having an international exposure. Their schooling has a global appeal and will be recognized widely even in other countries. They have better English knowledge skills and tend to have an edge over others in terms of exams like TOEFL. The focus is more on language and arts and they might find difficulty in higher education involving math and science. These differences in boards of education reflects on students development of self concept, in their interests, capabilities, ability to confront problematic situations better than others, self confidence, cultural belief and inner motivation for themselves. The importance of this study is to establish the environment of school which enhances positive self concept in its students given its importance in their academic performance, character building, personality, and aspirations. Accurate assessment of self concept is also important, especially in prevention, intervention and identifying of risk groups, given the roll of low self concept in the process that sets for psychiatric disorders. The teacher needs to know what a student thinks about himself in order to deliver concepts to him efficiently and enhance his capabilities. Parents need to have detailed knowledge of various boards and their involvement in shaping their children's self concept as to mould them into better individuals with high competence and self esteem. Policies and curriculum framing needs to take into account of developing society with high self concept as to excel in various areas of interests which begins at school level.

II. REVIEW OF LITERATURE

Self-concept, academic achievement, boards of school

According to a research on Self-Concept and Academic Achievement of Students at the Higher Secondary Level, conducted by Archana kumari (2013), It is found that certain psychological factors like self-concept plays a major role in determining the academic achievement of students. A sample of 321 students (106 state, 110 matriculation and 105 central board schools) in different categories of schools following different systems of education at the higher secondary level was chosen. The findings of the study conducted revealed that students belonging to central board schools were better in their self-concept and academic achievement when compared to students from other boards. According to a research of self-concept and academic achievement of students at higher secondary level, conducted by Marsh and Martin (2011), self-concept has a direct and indirect effect on subsequent achievement. Self-concept also plays a central role in affecting other desirable educational outcomes. Coover and Murphy (2000) conducted a study which revealed that the higher the self-concept, the better the academic achievement at 18. Abisamra (2000) conducted a study to examine a relationship between emotional intelligence and academic success. The sample was given the Bar-On Emotional Quotient Inventory (EQ-i). Grades were compared with the Emotional Intelligence level of each student and a relationship between emotional intelligence and academic achievement was found to be significantly positive. Pujar and Gaonkar (2000) analyzed the influence of age and type of family on self-concept of adolescents belonging to high and low achieving English medium high school students. The results of the study indicated that mode of expression of self-concept among both high and low achieving adolescents improved with age and the self-concept of students from nuclear families was higher than that of those from the joint families.

Gender and academic competence on the self-concept

A research on psychosocial study on adolescents, conducted by Sangeeta rath (2012), examined the effect of gender and academic competence on the self-concept of adolescents. It was found that academically competent adolescent students have higher self-concept (physical, moral, personal, family and social self) than less-competent ones. The strength of association between personal self-concept and overall self-concept in boys is higher than the association found in girls. Similarly, the strength of association between physical self- concept and overall self-concept, as well as social self-concept and overall self-concept is higher in girls than that of the boys.

Achievement, Achievement motivation and self-concept.

A study conducted by Dr. Ghazala Noreen (2011), Assistant professor, examined the achievement and its relationship with achievement motivation and self-concept. The subjects consisted of 336 students (146 males and 172 females) from four public and four private schools. The results of this research study depict the strong correlation among the three variables i.e. self-concept, Achievement motivation, and academic achievement. It was concluded that the subject specific self-concept of students and achievement motivation are significantly correlated with each other. It was concluded that positive self-concept and self-perception does improve the motivation level of students which consequently increase achievement levels.

Gender stereotypes, self-concept and Academic achievement

According to a study on the Impact of Gender Stereotype on Secondary School Students' Self-Concept and Academic Achievement, it was found that gender stereotype has significant influence on students' self-concept and academic achievement in favor of the male students. On the other hand, school location has significant influence on academic achievement of students but has no significant influence on students' self-concept. In a study conducted by Karim (1990), on "Self-Concept: A Cross Cultural Study of Adolescents", revealed that sex variation had a significant impact on personality perception and self-concept. The females possessed more positive self-concept in comparison with the males. On the issue of the influence of gender on academic achievement and self-concept, Francis and Skelton (2005) explain that how students are encouraged or discouraged in school subjects may be based on learning opportunities. Male students tend to receive more encouragement in sciences while females are nurtured more in arts. Gisela further asserted that parents are often gender biased, and this influences students' achievements.

Self-concept, racial, classrooms

Wash (1972) conducted a study on children who attended integrated and segregated schools. The study found that high socioeconomic children had high self-concepts. A study conducted by Strang (1972) on the schools with differing proportions of black and white students found that children in racially balanced schools had more positive self-concept. A study conducted by Henderson (1973) found that students in predominately black schools had higher self-concepts than children in predominately white schools. A study conducted by Neal (1973) found that children increased self-concept in relationship with the numbers of teachers present.

Self-concept, Home Environment and the Academic Achievement

A study aimed to explore the Home Environment and the Academic Achievement which correlates self-concept in a sample of 300 Students. The results of the study revealed self-concept to be considerably positive and correlated with Academic Achievement. It reveals a significant positive relationship of Home Environment components - protectiveness, conformity, reward and nurturance with self-concept

Private and public school

In a research on the quality and efficiency of private and public education, conducted by Geeta Kingdon, presents empirical evidence on the relative quality and efficiency of private and Government-funded schools in urban India, using data from Uttar Pradesh. The results suggest that standardizing for home background and controlling for sample selectively greatly reduces the raw average achievement advantage of private school students over public school students, but does not wipe it out. Private schools' standardization achievement advantage (or better quality) is complemented by their lower unit costs to enable them to be more efficient.

The review of literature thus evidences that the higher the self-concept, the better the academic achievement at 18. Self-concept increased with age and the self-concept of students from nuclear families was higher than that of those from the joint families. Academically competent adolescent students have higher self-concept (physical, moral, personal, family and social self) than less-competent ones. Positive self-concept and self-perception does improve the motivation level of students which consequently increase achievement levels. The females possessed more positive self-concept in comparison with the males. High socioeconomic children had high self-concepts. Children in racially balanced schools had more positive self-concept. The more positive the home environment is, children tend to develop positive self-concept. Private school students had positive self-concept than public school students.

OBJECTIVE

To find if the student's self-concept is influenced by board of education amongst adolescents.
To find gender difference in development of self concept at school level.

HYPOTHESES

1. There will be no significant difference in self concept of students from different boards of education (CBSE, STATE and ICSE) among adolescents.
2. There will be no significant difference in self concept between boys and girls among adolescents.

III. METHOD OF INVESTIGATION

Participants

The sample consists of 240 students (80 CBSE, 80 matriculation and 80 ICSE). The age range of the sample will be 15-18 years. The sample will be selected from different schools following different boards of education, located in the city of Chennai.

Variables

Survey research design using students from three different boards of schools (State board, Central Board of Secondary Education, Indian Council of Secondary Education) will be used in this research.

INDEPENDENT: BOARDS OF EDUCATION

DEPENDENT: SELF- CONCEPT

Instruments

The research tool used for the present study to analyse the self concept of students in different systems of education at the higher secondary level is ROBSON SELF CONCEPT QUESTIONNAIRE. This deals with the attitudes and beliefs which people have about themselves. The self concept questionnaire consists of about 30 items. The items are based on seven components of self-esteem, according to theoretical and empirical information reviewed by Robson (1988). The scoring is performed on an eight point scale, ranging from completely disagree (0) to completely agree (7).

Procedure

The survey method was employed. Permission was obtained from principals for data collection. The students were administered the questionnaires in their school environment and were asked to fill up. Administration time was about 10-15 minutes. Students responded on an eight point scale based on their present understanding of themselves. Special care was taken that students understood the items they responded to. The completed questionnaires were coded and data entered into the Statistical Package for Social Science (SPSS). Negatively worded items were reversed for analysis.

Statistical analysis

The data was analysed using SPSS measurement techniques.

Descriptive
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	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	80	120.71	18.973	2.121	116.49	124.93	80	189
2	80	125.90	23.897	2.672	120.58	131.22	79	214
3	80	116.93	18.647	2.085	112.78	121.07	78	164
Total	240	121.18	20.887	1.348	118.52	123.84	78	214

Table 1 (a): Comparing scores with different boards of education

ANOVA
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	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3248.158	2	1624.079	3.810	.024
Within Groups	101021.138	237	426.250		
Total	104269.296	239			

Table 1 (b): Significance for different boards of education

Gender: Between boys and girls Mean: 121.1792 Standard Deviation: 20.8871 t test: 0.572787
On comparison with t table significance: 1.98

Descriptive

Total

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	40	121.55	18.616	2.943	115.60	127.50	85	164
2	40	128.08	26.450	4.182	119.62	136.53	87	214
3	40	116.20	17.781	2.811	110.51	121.89	89	158
Total	120	121.94	21.685	1.980	118.02	125.86	85	214

Table 2 (a): Comparing scores of boys with different boards of education

ANOVA

Total

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2829.517	2	1414.758	3.115	.048
Within Groups	53131.075	117	454.112		
Total	55960.592	119			

Table 2 (b) : Significance of scores for boys from different boards of education

Descriptive

Total

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	40	119.88	19.524	3.087	113.63	126.12	80	189
2	40	123.73	21.153	3.345	116.96	130.49	79	189
3	40	117.65	19.675	3.111	111.36	123.94	78	164
Total	120	120.42	20.119	1.837	116.78	124.05	78	189

Table 3 (a): Comparing scores of girls with different boards of education

ANOVA

Total

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	755.717	2	377.858	.932	.397
Within Groups	47413.450	117	405.243		
Total	48169.167	119			

Table 3 (b): Significance of scores for girls from different boards of education

IV. DISCUSSION

From the above table 1(a) : comparing the scores with different boards of education, 1 represents state board, 2 represents CBSE, 3 represents ICSE. It is found that the mean value of three boards differ, in which CBSE board has the highest mean value, followed by the mean value of the State board. ICSE board has the least mean value. From the above table 1(b): Significance for different boards of education, 0.024 is the significance value. It is found that there is a significance between self-concept and different boards of education. There is a significant difference in the mean value between the boards of education and the self-concept and hence the hypothesis 1 stating there will be no significant difference in self-concept of students from different boards of education (CBSE, STATE and ICSE) among adolescent is falsified.

In comparison between the self-concept among the boys and the girls, the mean value is 121.1792, the Standard Deviation is 20.8871, and the value of t test is 0.572787. On comparison with the t table significance at 0.05 level, the significance among the gender is 1.98. There is a significant difference in self-concept between boys and girls at 0.05 level. Hence the hypothesis 2 is falsified. From the above table 2: comparing scores and significance of scores for boys with different boards of education, 1 represents state board, 2 represents CBSE, 3 represents ICSE, the significant value is found to be 0.48, in which there is a significance among boys from different boards of education. The mean value of boys from CBSE board is found to be 128.08 and is higher among the boys from state and ICSE board. That is the boys from CBSE board have higher Self-concept among the other boards. From table 3: comparing scores and significance of scores for girls with different boards of education, 1 represents state board, 2 represents CBSE, 3 represents ICSE, the significant value is found to be 0.397, in which there is a significance among girls from different boards of education. The mean value of girls from CBSE board is found to be 123.73 and is higher among the girls from state and ICSE board. That is the girls from CBSE board has higher Self-concept among the other boards.

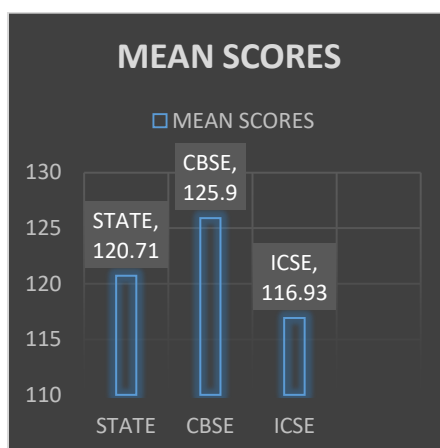


Figure 1: mean scores of students from different boards

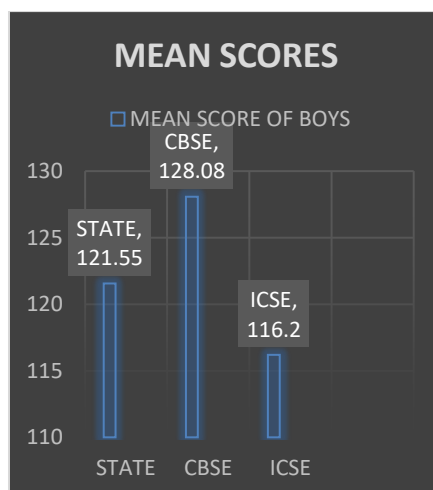


Figure 2: mean scores of boys from different boards

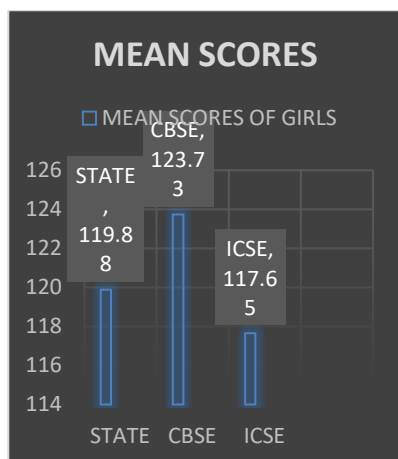


Figure 3: mean scores of girls from different boards

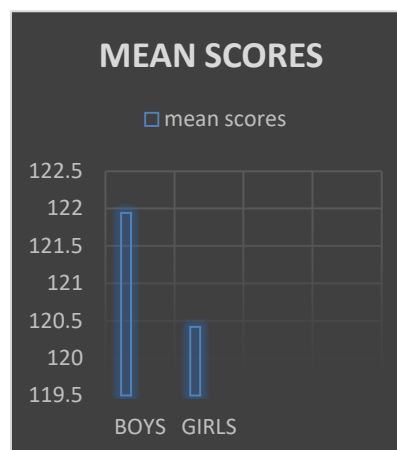


Figure 4: mean scores of boys and girls

Some reasons for students from CBSE having higher self-concept can be owed to their syllabus and examination patterns consisting of HOT questions, value based questions and other activities. State board and ICSE has a monotonous question pattern and in other aspects ,making development of self-concept favorable for CBSE students.

V. RESULTS

The present study provides empirical evidence supporting the influence of different boards of education (STATE, CBSE and ICSE) on the self- concept of adolescents. There is significant difference in the self-concept between students from different boards of education (STATE, CBSE and ICSE). In comparison with the significant level at 0.05, it was found that there is a significant difference in self-concept between Boys and Girls among adolescents. There is significance between the boys from different boards of education and the girls from different boards of education in self-concept at 0.05 level. From the above study, it was found that students from CBSE board have higher self-concept among the students of other boards of education (STATE and ICSE). Boys have higher self-concept in comparison with the girls. From the above study, it is found that CBSE students have higher self-concept.

VI. LIMITATIONS

1. Less sample size
2. Less control over the extraneous factors
3. Post Hoc test was not performed

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