



A study of Self – Concept of Disciplined and Undisciplined students of Rural and Urban Areas

SHILPA PAULBHAI CHRISTIAN
M.A., M.Ed., Ph.D. (Education)

1. Introduction

When we talk about the classroom discipline it doesn't mean meaningless silence, but meaningful silence. When the teacher explains or demonstrates with purpose, some point, the pupils have to be quite and listen to him. They are mentally busy, receiving and understanding the teachers' explanation or demonstration when any assignment is given to them; they ought to devote all their attention and energy to it.

Overcrowded classes have always been the targets of indiscipline in the class. In the present scenario we see somewhere overcrowded classes and somewhere draught of the students. Indiscipline in the class affects the teaching – learning process. Indiscipline and social conditions which may be seen due to house atmosphere and social conditions may be unfavourable.

The pupils in the adolescent period are a source of indiscipline if they are not rightly understood and tactfully handled.

2. Need for the Study

Self – concept is one of the most dominating factors influencing the individual's behaviour. Success and other pleasurable events in life lead to the enhancement of self-concept while failure, frustration and other designating experiences lower the concept of self. It is observed that self-concept has close connection with some personal aspects like learning, motivation, attitudes, perception, adjustment and discipline which determine the academic and other successes of the individual in and out of the school.

3. Objectives of the Study

The Objectives of the study were as under:

- To identify the Disciplined and Undisciplined students of Rural and Urban area.
- To find out Self-concept of Disciplined and Undisciplined students of Rural and Urban area.
- To compare the self-concept of Disciplined and Undisciplined students of Rural and Urban area.

4. Hypothesis

- There will be significant difference in the Self- concept of Disciplined and Undisciplined students of Rural and Urban area.

5. Methodology

For this particular study the researcher used a Normative Survey method to find out the Disciplined and Undisciplined students from Ahmedabad District.

6. Sample

'The sample of the present study was selected on Random sample basis. So in all, out of total number of colleges, 10 junior colleges were selected by random sampling method. And out of these, 200 students were selected for the present study; it includes Disciplined and Undisciplined students.

7. Tools for Data Collection:-

The researcher selected following tools for data collection

- For identifying Disciplined and Undisciplined students the researcher used a self-made questionnaire. It contains 40 positive and negative questions.
- A Self-concept (personality word list) Rating Scale prepared by Dr. (Mrs) Pratibha Deo was used to find out the Self-concept of Disciplined and Undisciplined students.

8. Findings and Conclusions

- No significant difference is observed in the Self-concept of Disciplined and Undisciplined students of rural area.
- There is significant difference in the Self-concept of Disciplined and Undisciplined students of urban area.
- There is a significant difference in the Self- concept of disciplined students of rural and urban areas.
- There is a significant difference in the Self- concept of Disciplined and Undisciplined students of rural and urban areas.
- No significant difference is observed between the Self- concept of disciplined and undisciplined students of rural and urban areas.
- Disciplined Boys and Girls of Rural area differ in their Self-concept.
- Researcher also found that the undisciplined group generally has a higher tendency to mark more words for their Self-discipline as compared with the discipline group.

References

1. Aggarwal J.C. (1983). Educational Research: An Introduction (Third Edition), New Delhi: Arya Book Depot.
2. Anastasi, Anne (1955). Psychological Testing New York: The McMillan & Co.
3. Best, John W. (1996). Educational Research New Delhi: Agra Book Depot.
4. Bhattacharya, Swaha (2006). Journal of Psychology for Learning and Research Vol 18 Ahmedabad: Gujarat Academy of Psychology
5. Borg, Walter R. (1985). Educational Research, New York: David McKay Co.
6. Dave, C.B., Shah Deepak, Panchal, Dinesha, Saxenma, Heena, Vyas, Rudresh (2005) Psychology Standard – 12, GSTB.
7. Garret, H.E. (1971). Statistics in Psychology (3rd edn), gra, Vinod Pustak Mandir.
8. George, Mouley G. (1994). The Science of Educational Research, New Delhi: Eurasia Publishing house.
9. Good, Carter V. (1945). Dictionary of Education, Macgraw Hill Book Co.
10. Gupta, Santosh (2005) Research Methodology and Statistical Technique, New Delhi: Deep and Deep Publication Pvt. Ltd.
11. Jha, Avdhesh (2010). Educational Research, Rajkot: Ravi Prakashan & Co.
12. Jha, Avdhesh (2011) Research Methodology, Delhi: APH Publishing Corporation.