Relationship Between Self-Concept And Need Pattern Of Secondary School Students

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Abstract

The objective of the present research study was to examine the relationship of self-concept of secondary school students with their need pattern. On the basis of the five kinds of needs, five null-hypotheses were formulated. It was a descriptive research. The sample of this research included 150 students of secondary schools of Dehradun. These students had been selected using multistage random sampling method from 3 government and 3 private secondary schools. Two research instruments i.e. Self-Concept Inventory of Dr. Beena Shah and Need Pattern Scale of Dr. Seema Sanghi were used to collect data. Pearson coefficient of correlation was computed in this research. The findings revealed a significant and negative relationship of self-concept of the students with their need of security. But no significant relationship was observed between self-concept of the secondary school students with their need of aggression. A significant and positive relationship was found between self-concept of these students with their need of achievement. Similar findings were obtained in the case of need of power and need of affiliation.

Keywords: Self-Concept, Need Pattern and Secondary School Students.

❖ Introduction

Each living being is in need of some substance consistently. Needs exist as basic striving, common to people that help us to by-products of 'roles' and 'role' expectances of individual and his social environments. As indicated by Elliott (1993), "Need is a condition marked by the feeling of lack or want of something or of requiring the performance of some action".

Needs are classified in many way, i.e. basic physiological or primary needs and social-psychological or secondary needs. In the review of the research various needs have been studied in relation to certain social-psychological variables. **Jha (2010)** revealed that psychological empowerment significantly affected the need of growth, achievement, power and affiliation. **Gulati, Nehria, Meena, & Mustafa (2016)** found that need of affiliation is significantly affected by age, gender, gratitude and relationship status. **Naveen (2016)** stated that over achiever students and under achiever students did not differ significantly on need abasement. **Steinmann, Otting, & Maier (2016)** found that the need for achievement was marginally associated with follower-rated passive leadership but it was significantly related to ratings of the leaders' concern for the needs of their followers.

It is evident from the previous studies that need of growth, achievement, power, abasement and affiliation have been considered by the researchers. With the same view the researcher in the present research decided to study the effect of self-concept on the need of security, aggression, achievement, power and affiliation of the secondary school students of Dehradun.

❖ Statement of the Problem
"Relationship between Self-Concept and Need Pattern of Secondary School Students"

❖ **Objective**

The objective of the present research study is to examine the relationship of self-concept of secondary school students with five kinds of needs.

❖ **Hypotheses**

On the basis of the five kinds of needs, following hypotheses have been formulated. It is hypothesized that -

H0 1 There will be no significant relationship of self-concept of the secondary school students with their need of security.
H0 2 There will be no significant relationship of self-concept of the secondary school students with their need of aggression.
H0 3 There will be no significant relationship of self-concept of the secondary school students with their need of achievement.
H0 4 There will be no significant relationship of self-concept of the secondary school students with their need of power.
H0 5 There will be no significant relationship of self-concept of the secondary school students with their need of affiliation.

❖ **Methodology**

The present study is a descriptive research which aims to investigate the relationship between self-concept and need pattern. The statistical sample of this research includes 150 students of secondary schools of Dehradun. These students had been selected using multistage random sampling method. For the selection of the sample the researcher selected 3 government schools and 3 private schools randomly. From these schools, the researcher selected 75 students from government schools and 75 private schools randomly. Equal number of boys and girls were included in the sample. The researcher collected data on two research instruments i.e. Self-Concept Inventory of Dr. Beena Shah and Need Pattern Scale of Dr. Seema Sanghi. Pearson coefficient of correlation was computed in this research.

❖ **Results**

H0 1 There will be no significant relationship of self-concept of the secondary school students with their need of security.

Table – 1 Relationship of Self-Concept of the Secondary School Students with their Need of Security

Sample	N	df	r-value	Remarks
Total Students	150	148	-0.209**	Significant
Students of Government Schools	75	73	-0.084	Insignificant
Students of Private Schools	75	73	-0.218	Insignificant
Secondary School Boys	75	73	-0.234*	Significant
Secondary School Girls	75	73	-0.184	Insignificant

The table no 1 shows the relationship of self-concept of the secondary school students with their need of security. The obtained r-value of self-concept of the secondary school students with their need of security is -0.209. This value is significant at 0.01 level. It shows that there is a significant and negative relationship of self-concept of the secondary school students with their need of security.

The r-value of self-concept of the students of government secondary schools with their need of security is -0.084. This value is found insignificant at 0.05 level. It means that there is no significant relationship of self-concept of the students of government secondary schools with their need of security. The r-value of self-concept of the students of private secondary schools with their need of security is -0.218. This value is found insignificant at 0.05 level. It means that there is no significant relationship of self-concept of the students of private secondary schools with their need of security. The

r-value of self-concept of the secondary school boys with their need of security is -0.234. This value is significant at 0.05 level. It means that there is a significant and negative relationship of self-concept of the secondary school boys with their need of security. The r-value of self-concept of the secondary school girls with their need of security is -0.184. This value is found insignificant at 0.05 level. It means that there is no significant relationship of self-concept of the secondary school girls with their need of security.

H0 2 There will be no significant relationship of self-concept of the secondary school students with their need of aggression.

Table – 2 Relationship of Self-Concept of the Secondary School Students with their Need of Aggression

Sample	N	df	r-value	Remarks
Total Students	150	148	-0.025	Insignificant
Students of Government Schools	75	73	-0.331**	Significant
Students of Private Schools	75	73	0.001	Insignificant
Secondary School Boys	75	73	0.056	Insignificant
Secondary School Girls	75	73	-0.071	Insignificant

The table no 2 shows the relationship of self-concept of the secondary school students with their need of aggression. The obtained r-value of self-concept of the secondary school students with their need of aggression is -0.025. This value is found insignificant at 0.05 level. It shows that there is no significant relationship of self-concept of the secondary school students with their need of aggression.

The r-value of self-concept of the students of government secondary schools with their need of aggression is -0.331. This value is significant at 0.01 level. It means that there is a significant and negative relationship of self-concept of the students of government secondary schools with their need of aggression. The r-value of self-concept of the students of private secondary schools with their need of aggression is 0.001. This value is found insignificant at 0.05 level. It means that there is no significant relationship of self-concept of the students of private secondary schools with their need of aggression. The r-value of self-concept of the secondary school boys with their need of aggression is 0.056. This value is found insignificant at 0.05 level. It means that there is no significant relationship of self-concept of the secondary school boys with their need of aggression. The r-value of self-concept of the secondary school girls with their need of aggression is 0.071. This value is found insignificant at 0.05 level. It means that there is no significant relationship of self-concept of the secondary school girls with their need of aggression.

H0 3 There will be no significant relationship of self-concept of the secondary school students with their need of achievement.

Table – 3 Relationship of Self-Concept of the Secondary School Students with their Need of Achievement

Sample	N	df	r-value	Remarks
Total Students	150	148	0.369**	Significant
Students of Government Schools	75	73	0.397**	Significant
Students of Private Schools	75	73	0.333**	Significant
Secondary School Boys	75	73	0.298*	Significant
Secondary School Girls	75	73	0.423**	Significant

The table no 3 shows the relationship of self-concept of the secondary school students with their need of achievement. The obtained r-value of self-concept of the secondary school students with their need of achievement is 0.369. This value is significant at 0.01 level. It shows that there is a significant and positive relationship of self-concept of the secondary school students with their need of achievement.

The r-value of self-concept of the students of government secondary schools with their need of achievement is 0.397. This value is significant at 0.01 level. It means that there is a significant and positive relationship of self-concept of the students

of government secondary schools with their need of achievement. The r-value of self-concept of the students of private secondary schools with their need of achievement is 0.333. This value is significant at 0.01 level. It means that there is a significant and positive relationship of self-concept of the students of private secondary schools with their need of achievement.

The r-value of self-concept of the secondary school boys with their need of achievement is 0.298. This value is significant at 0.05 level. It means that there is a significant and positive relationship of self-concept of the secondary school boys with their need of achievement. The r-value of self-concept of the secondary school girls with their need of achievement is 0.423. This value is significant at 0.01 level. It means that there is a significant and positive relationship of self-concept of the secondary school girls with their need of achievement.

H0 4   *There will be no significant relationship of self-concept of the secondary school students with their need of power.*

Table – 4 Relationship of Self-Concept of the Secondary School Students with their Need of Power

Sample	N	df	r-value	Remarks
Total Students	150	148	-0.318**	Significant
Students of Government Schools	75	73	-0.052	Insignificant
Students of Private Schools	75	73	-0.385**	Significant
Secondary School Boys	75	73	-0.370**	Significant
Secondary School Girls	75	73	-0.266*	Significant

The table no 4 shows the relationship of self-concept of the secondary school students with their need of power. The obtained r-value of self-concept of the secondary school students with their need of power is -0.318. This value is significant at 0.01 level. It shows that there is a significant and negative relationship of self-concept of the secondary school students with their need of power.

The r-value of self-concept of the students of government secondary schools with their need of power is -0.052. This value is found insignificant at 0.05 level. It means that there is no significant relationship of self-concept of the students of government secondary schools with their need of power. The r-value of self-concept of the students of private secondary schools with their need of power is -0.385. This value is significant at 0.01 level. It means that there is a significant and negative relationship of self-concept of the students of private secondary schools with their need of power.

The r-value of self-concept of the secondary school boys with their need of power is -0.370. This value is significant at 0.01 level. It means that there is a significant and negative relationship of self-concept of the secondary school boys with their need of power. The r-value of self-concept of the secondary school girls with their need of power is -0.266. This value is significant at 0.05 level. It means that there is a significant and negative relationship of self-concept of the secondary school girls with their need of power.

H0 5 *There will be no significant relationship of self-concept of the secondary school students with their need of affiliation.*

Table – 5 Relationship of Self-Concept of the Secondary School Students with their Need of Affiliation

Sample	N	df	r-value	Remarks
Total Students	150	148	-0.228**	Significant
Students of Government Schools	75	73	-0.165	Insignificant
Students of Private Schools	75	73	-0.179	Insignificant
Secondary School Boys	75	73	-0.302**	Significant
Secondary School Girls	75	73	-0.235*	Significant

The table no 5 shows the relationship of self-concept of the secondary school students with their need of affiliation. The obtained r-value of self-concept of the secondary school students with their need of affiliation is -0.228. This value is significant at 0.01 level. It shows that there is a significant and negative relationship of self-concept of the secondary school students with their need of affiliation.

The r-value of self-concept of the students of government secondary schools with their need of affiliation is -0.165. This value is found insignificant at 0.05 level. It means that there is no significant relationship of self-concept of the students of government secondary schools with their need of affiliation. The r-value of self-concept of the students of private secondary schools with their need of affiliation is -0.179. This value is found insignificant at 0.05 level. It means that there is no significant relationship of self-concept of the students of private secondary schools with their need of affiliation. The r-value of self-concept of the secondary school boys with their need of affiliation is -0.302. This value is significant at 0.01 level. It means that there is a significant and negative relationship of self-concept of the secondary school boys with their need of affiliation. The r-value of self-concept of the secondary school girls with their need of affiliation is 0.235. This value is significant at 0.05 level. It means that there is a significant and negative relationship of self-concept of the secondary school girls with their need of affiliation.

❖ **Findings**

1. Findings related to the relationship between self-concept and need of security
Significant and negative relationship has been found between self-concept of the secondary school students and their need of security. It indicates that with the increase in the self-concept of secondary school students their need of security decreases and vice-versa. Similar findings have been obtained in the case of secondary school boys. On the other hand, no meaningful relationship has been obtained between these two variables in the case of students of government and private secondary schools as well as secondary school girls. *Thus, H0 1 "There will be no significant relationship of selfconcept of the secondary school students with their need of security" is partly rejected and mostly accepted.*

2. Findings related to the relationship between self-concept and need of aggression
Significant and negative relationship has been found between self-concept of the students of government secondary schools and their need of aggression. It indicates that with the increase in the self-concept of students of government secondary schools their need of aggression decreases and vice-versa. On the other hand, no meaningful relationship has been obtained between these two variables in the case of secondary schools students, students of private secondary schools as well as secondary school boys and girls. *Thus, H0 2 "There will be no significant relationship of self-concept of the secondary school students with their need of aggression" is partly rejected and mostly accepted.*

3. Findings related to the relationship between self-concept and need of achievement
Significant and positive relationship has been found between self-concept of the secondary school students and their need of achievement. It indicates that with the increase in the self-concept of secondary school students their need of achievement increases and vice-versa. Similar findings have been obtained in the case of the students of government and private secondary schools as well as secondary school boys and girls. *Thus, H0 3 "There will be no significant relationship of self-concept of the secondary school students with their need of achievement" is totally rejected.*

4. Findings related to the relationship between self-concept and need of power
Significant and negative relationship has been found between self-concept of the secondary school students and their need of power. It indicates that with the increase in the self-concept of secondary school students their need of power decreases and vice-versa. Similar findings have been obtained in the case of students of private secondary schools as well as secondary school boys and girls. On the other hand, no meaningful relationship has been obtained between these two variables in the case of students of government secondary schools. *Thus, H0 4 "There will be no significant relationship of self-concept of the secondary school students with their need of power" is mostly rejected and partly accepted.*

5. Findings related to the relationship between self-concept and need of affiliation
Significant and negative relationship has been found between self-concept of the secondary school students and their need of affiliation. It indicates that with the increase in the self-concept of secondary school students their need of affiliation

decreases and vice-versa. Similar findings have been obtained in the case of secondary school boys and girls. On the other hand, no meaningful relationship has been obtained between these two variables in the case of students of government and private secondary schools. *Thus, H0 5 "There will be no significant relationship of self-concept of the secondary school students with their need of affiliation" is mostly rejected and partly accepted.*

❖ References

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