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Impact of Education on Development of Self-Concept in Adults

**Naushaba Atta Ch., Ph.D., Nadeem Ahmad Ch. and
Muhammad Jamil Bajwa**

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Abstract

The purpose of study was to determine the impact of education on self concept of adults.

Population of the study was all the 25 -45 years old citizens of Rawalpindi & Islamabad. Accessible sampling was done. Six hundred individuals including male and female having qualification of different levels were requested to participate in the study but only 451 responded back.

The data were collected personally through an instrument originally developed by Jayne E Stake in 1994.

There were six sub-scales of the instrument, i.e. likeability, morality, task accomplishment, giftedness and power. Researcher translated the instrument into Urdu and validated through team of three experts. It was used after pilot testing and getting formal permission from author.

To explore the differences among six groups having education of different levels, i.e., under matric, matric, intermediate, graduates, masters & above and professional education. The impact of education was explored on all sub-scales of self-concept. One way ANOVA was applied. It was found that level of qualification affects the self-concept of adult. Mean values indicated that subjects with masters & above qualification had highest mean scores while subjects who were under matric had lowest mean scores on self-concept scale. The mean score of adults having qualifications masters & above, Graduation, Intermediate, Matric and Under Matric was 139.16, 132.37, 125.20, 116.67 and 98.23 respectively. For professional qualification mean score were 138.36. The p – value was 0.000, for all levels of education and for all sub-scales of self-concept it was highly significant, which showed that

as the level of education increases, the self-concept of adults also increases and self-concept of adults is directly proportional to their qualification.

Findings of the study showed that education affects the self concept of adults. Adults with highest qualification showed highest mean score and adults with lowest qualification showed lowest mean score on likeability, morality, task accomplishment, giftedness and power sub scales of self concept. Giftedness sub-scale of self-concept was scored lowest by all groups while morality sub-scale was scored highest in all groups collectively.

Introduction

Education is the driving force for development of a country or a nation in globalizing world. At the human level, education contributes in enhancing self-esteem and confidence, leading towards empowerment. Education is increasingly becoming one of the most effective tools used to empower the individuals and to increase tolerance with in society.

It has been found that teacher's feed back, grading practices, evaluation and communication of caring students realise them about their abilities in particular subjects. But great increase in self-esteem probably comes when students grow more competent in the areas they value including social areas (Woolfalk, 1998). It means our view about our selves come not only from direct contemplation of our personal qualification, but also from impressions of how other perceive us. While discussing role of education in development of self concept there are two different thoughts. First one is that self-concept affects academic experience and the other one is that education affects self concept. The study of literature shows positive correlation between self concept and academic performance, but we can't decide which comes first, positive self concept or high academic achievement.

Correlation between Children's Self-Concept and Academic Achievement

A consistent moderate correlation between children's self-concept and academic achievement was found (Levition, 1975). Levels of academic achievement reached by pupils had a greater effect upon their self- concepts, and pupils come to see adults approval as being dependent upon their levels of academic achievement (Classy and Kenny, 1977).

Child's failure to master early skills renders him less able to master the latter ones. Failure like success breeds upon itself. With each experience of failure he becomes less sure of himself, less and less ready to tackle new things, less and less confident of his own abilities. It means that child who is developing competence should have continuous reassurance that his skills are an effective way of dealing with the world, and of keeping balance between its demands and his own needs (Fontana 1977).

Academic achievement is more highly correlated with measures of academic self concept than with generalized measures of self-concept (Hatti, 1992). Positive change in one facilitates the other; it means doing well in school enhances positive self-concept. Vice versa people who develop positive self concept feels better about their abilities and as a result they perform better academically (Hamachek, 1995).

Self-concept and Academic Performance

It was considered that along with intelligence, age, socio economic status, level of education also increase self-concept. As the individual gets maturity he possesses more differentiations and becomes realistic. An integrated self concept acts as a motivational force in maintaining mental health and influencing learning situations. A positive relationship has been found between self concept and intelligence ($r = 0.11$) and self concept and scholastic achievements ($r = 0.43$) irrespective of the subject belonging to either of the sexes to forward or backward community although the degree of intelligence or achievement may vary from person to person.

There is a perfect relationship between scholastic achievements and positive and negative self concept. High achievers have got more positive self concept while the low ones have got a negative self-concept, but the subjects with very high self concept as well as those with very low self concept are low achievers compared to those who come in the middle. Subjects with very high self concept are low achievers in scholastic achievements; perhaps due to their creative aptitude which renders them less interested in studies (Kundu, 1989).

A research was conducted to study the relationship between self concept and academic performance. The results of study indicated positive relationship between self concept score and GPA. Significant positive relationships were found in four subscales of the self concept scale. These were the subscales of identity, Behaviour, personal self and family self (Ismail, 1992). It has been observed that major determinant of children's academic self – concept is their academic performance, children who do well in school develop high opinion of the competence, and poor performers develop low opinions. The feed back that children receive for their work and the way they interpret it also creates positive effects on their self images (Vasta, Haith & Millar, 1992).

Afzal (1998) conducted a research and concluded that mean score of subjects with higher education level was greater than the mean score of subjects with secondary education level on nine factors of self concept. Harter(1999) has also linked that Low self-esteem with low achievement, depression, eating disorder and delinquency

Rehman (2001) also found correlation between self concept scores and academic achievement of students. He also concluded that frequency and consistency of adequacy or inadequacy over periods of years has its major effect on self concept. Urdan & Midgley (2001) concluded that provision of successful educational experiences is one type of guarantee of positive self concept. Some students are so interested in protecting their self-worth and avoiding failure that they become distracted from pursuing learning goals and engage in ineffective learning strategies.

Maqbool (2002) found that overall school achievement and self-concept are significantly and positively correlated. The good reading achievement group displayed significantly better self-concept rather than poor reading achievement group. The results of self-concept differences between four ability/ achievement groups were mixed. Good readers differed significantly from poor readers with respect to their adjustment ratings.

Guay, Marsh & Boivin (2003) observed that achievement has an effect on self-concept and academic self –concept has an effect on achievement. The results showed that as the children grow older their academic self-concept responses become more reliable, more stable and more strongly correlated with academic achievement. Anjum (2006) proved after research that Mathematics self-concept is important indicator of mathematics performance at elementary school level.

Statement of the Study

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Naushaba Atta Ch., Ph.D., Nadeem Ahmad Ch. and Muhammad Jamil Bajwa
Impact of Education on Development of Self-Concept in Adults

Present study was undertaken to explore the self concept of adults in Rawalpindi & Islamabad. It was aimed to ascertain the impact of qualification level on self- concept.

Objectives of the Study

The objective of the study was to determine the impact of qualification level on self-concept of adults.

Hypothesis of the Study

There is no significant difference among the subjects having qualification of different levels on self-concept scale and sub-scales of self-concept likeability, morality, task accomplishment, giftedness, power and vulnerability

Procedure of the Study

The researcher explored the self-concept of adults in Islamabad and Rawalpindi. The impact of education was investigated on self-concept and sub-scales i-e likeability, morality, task accomplishment, giftedness, power and vulnerability of self-concept.

Population of the Study

All the citizens aged 25-45 years of Islamabad and Rawalpindi were divided into four strata on the basis of gender and locality.

Sample 600 women and men aged 25-45 were taken as sample of study. Four strata were made Islamabad (urban), Rawalpindi (urban), Islamabad (rural) and Rawalpindi (rural). Stratified and accessible sampling was done and 150 subjects were selected from each stratum.

Table 1 *Sample Distribution*

Population	Islamabad Urban	Islamabad Rural	Rawalpindi Urban	Rawalpindi Rural	Total
Male	75	75	75	75	300
Female	75	75	75	75	300
Total	150	150	150	150	600

Instrument

A 36 itemed six factor self-concept scale developed by Jayne E Stake in 1994 was used for data collection (permission was obtained from the author to use the instrument). Reliability of the instrument was calculated through Kuder-Richerdson formula (KR-21) on score of pilot testing. It was found highly reliable.

Data Collection

Data were collected personally. Out of 600 subjects 451 subjects returned the instrument. Table given below represent the actual number of the respondents.

Table 2 *Data collection*

Population	Islamabad Urban	Islamabad Rural	Rawalpindi Urban	Rawalpindi Rural	Total
Male	51	50	75	61	237
Female	56	53	60	45	214
Total	107	103	135	106	451

Analysis of the Data

One way ANOVA was used for data analysis.

Table 3 *Qualification-Wise mean scores on sub-scales of self-concept*

Qualification	Likeability	Morality	Task accomplishment	Giftedness	Power	Vulnerability
Under Matric	16.78	22.63	16.31	11.50	14.63	17.94
Matriculate	20.62	24.07	19.96	15.38	17.43	19.20
Intermediate	21.18	25.94	21.14	17.17	18.85	20.92
Graduate	22.80	27.24	22.63	17.51	19.32	22.61
Master & above	24.48	27.70	24.16	19.51	20.41	23.66
professional	21.63	25.86	24.19	18.90	20.09	23.01

Table shows that although respondents with different qualifications have different mean scores on sub scales of self concept yet they all have highest mean scores on morality sub scale of self concept while lowest on giftedness sub scale of the self concept. The group of people having Masters and above qualification showed highest mean score on all sub-scales of self-concept while group of under matric adults showed lowest mean score on all sub-scales of self-concept.

Table 4 *Difference regarding qualification on self concept scale.*

Qualification levels	N	Mean	df	F	p-value
Under matric	82	98.23			
Matric	69	116.67			
Intermediate	65	125.20			
Graduate	90	132.37	5	44.900	0.00
Master & above	76	139.16			
Professional	69	138.36			

Table No. 4 shows that there is high significant difference of self-concept among adults having difference in their qualification of different levels.

Table 5 *Difference regarding qualification on sub-scales of Self-concept .*

professional	Master	Graduate	Intermediate	Matric	Under	Group
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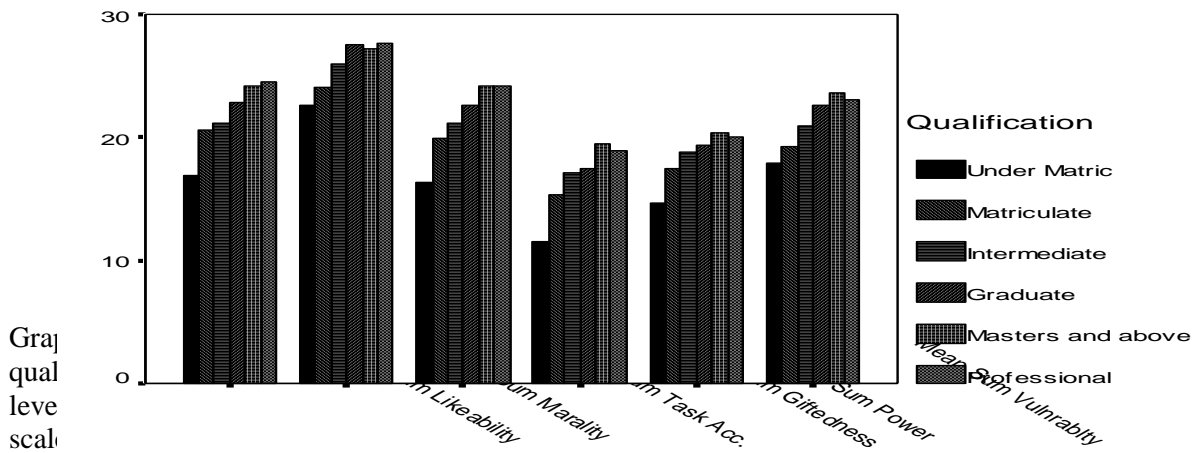
	& Above				Matric			
69	76	90	65	69	82	N	Mean	
21.63	24.48	22.80	21.18	20.62	16.78	l		
25.86	27.70	27.24	25.94	24.07	22.63	m		
24.19	24.16	22.63	21.14	19.96	16.31	t		
18.90	19.51	17.51	17.17	15.38	11.50	g		
20.09	20.41	19.32	18.85	17.43	14.63	p		
23.01	23.66	22.61	20.92	19.20	17.94	v		
29.117							l	F
9.509							m	
37.818							t	
39.344							g	
18.098							p	
13.139							v	
0.00							l	p-value
0.00							m	
0.00							t	
0.00							g	
0.00							p	
0.00							v	

l= likeability
g = giftedness

m = morality
p = power

t = task accomplishment
v = vulnerability

Graphic Representation of Difference regarding qualification on self concept scale



Findings and Conclusions

1. Self-concept of adults gradually increases as the level of education or qualification increases.

2. It was concluded that there is significant difference in the self-concept of adults having qualification of different levels. It was also found that level of qualification affects all the sub-scales of self-concept, i.e. likeability, morality, task accomplishment, giftedness, power and vulnerability. It was further observed that morality is the sub-scale that is scored highest in all groups of qualification and giftedness is the subscale that is scored lowest in all groups of adults with different qualification.

Discussion

Result of the present study was that level of education of the adults is directly related with the self-concept. Adults having completed higher level of education have higher self-concept as compared to those who have lower level education. Research studies like Kundu (1989), Astin (1993), Afzal (1998), Rehman (2001), Maqbool (2002) and Guay, Marsh, et al, (2003) also explored the effect of education on self- concept and their results were similar to that of present study.

Recommendation

Results of the study indicate that level of education helps in improving one's self-concept; so our society and government at all levels should take measures to educate the masses so their self-concept can be raised for healthy nation.

Management and teachers should be provided child centered teacher education trainings

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