Study of Primary Segment Relationship between Self-Concept and Girl & Boy Students Adaption on Primary Segment

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ABSTRACT

Aim: human being to enter into a resistant social interaction should signify all hisher around persons .this paper has done based upon to study the relationship among self – concept and girl & boy students adaption on primary segment. Method: this study is a correlation descriptive research. Its society under study about all students is at the range – age of 6-12 years, which is done on a primary school in Neishaboar township. From among under studied population (N=4800) number of 60 people, 30 girls, and 30 boys are selected as racemiform sampling. Social and cultural factors were controlled through sampling. These individuals have been studied by Questionnaire of self – concept and girl & boy school adaption. Data was analyzed by applying Pearson s correlation statistics test and single t test. Results: results of this paper showed that there is significant difference between self- concept and both gender. But this difference is not significant on adaption. There is just significant relationship among self- concept and boys Adaption. Deduction: Generally, data has showed that there are come differences between girls and boys from the view of adaption and self-concept. Keywords: self – concept, adaption, girl and boy student

INTRODUCTION

Human being in order into a resistant social interaction should signify at first all his / her around People, all human being whether children or adults. Social world is divided into persons categories as: adults, Doctors, instructors, merchants, and …. Social is not condensable just among a few apart people set. But, society consists of individuals, who belong to a special category, and along the other people who have the same roles form a group. Each person has own certain concept, as the other people who have different actions. So, it is necessary to build this own feeling that he/she is a distinct, finite, and identifiable unit or totality [17]. The concept of self – concept is related into self – high performance but is not the same as. Its main concept is as picking up of self – skills and ability to collation providence [5].

Obtained data from different sources, individuals ability on forming self – concept, along age, intellect, education level, and social / economy level has been increased. On the lowest level of fosterling, one can not image any portrait of himself, but based on his ability and evolution, gradually, he finds a template, traditional, and sociable picture of him in his mind, so as low winger has named it (belongs to Adolescence period). Moving toward development or growth period causes that this person by passes this template picture and obtain a more realistic and crystallized picture of himself. In this phase, one is aware of his certain properties and accepts himself as he is. Most of people reach seldom into crystallized self- concept. Since, individuals answers to personage Questions estimate on normative data framework, high grades and representative of individuals adaption belongs to ones who their self- concept is on template and traditional order, but on trend of psychotherapy, some of people distance aforementioned step and reach into crystallized self – Concept therefore it mightly has lower grades on adaption Questionnary [1]. On self – concept set, there are 2 items of self – confidence and self – high performance, which are necessary for strong anticipation of adaption [15]. Adaption consists of putting in behavior that gives us facility to comply all requests that face with them on envirnoment. Adaption is a social/psychic process that whenever a person is adopted on his/her mind or life, or
when he / she moves from a place to another places , is made , one effective factors set on adaption , individual properties , social / psychic adequacy , gender , age , life phase , health condition , race , social/ psychic situation , and orientation are important and valuable [4]. Increasing of lonesome feelings is related to social discontent and experience of problems of school conflicts and next disorders [13] . Since self – concept and adaption have individual and social complication , so , study of these 2 properties of students and its effective factors might give some useful information to education accountables and have impact on adjusting education curriculum . Also resulted information of performing such researchs can be useful to self- estimate of students and better cognition of social and subjective position of Them , and makes a better perception of their potency.

Current research is about study the relationship of self – concept and girls / boys student adaption on primary segment .

MATERIALS AND METHODS

This paper is as a correlation descriptive study .Its society under study about all students is placed on 6-12 years domain , that has been done on one of primary school on Neishaboore city at 90-91 education year , as racemiform sampling have been selected from Neishaboore primary schools . two girlishly and boyish schools on 5 grade were selected , that had 30 girls and 30boys students on random choice and its social / cultural factors were controlled by sampling method.

In order to gather information / data , we used Beck s self – concept Questionnary and students adaption . Beck s Questionnary is a personage analysis test consists of 30 Questions . Each Question , in fact estimate one Qualification that student compares himself with the other attributes . These Questions have 5 Options , that includes 5 pivots:

Mind ability (5 Questions ), physic absorption (5 Q) , moral issues (5 Q). work AdeQuacy (4Q) and social skills (6 Q). The validity of this Questionnary is reported through cronbach Alfa 0.85 and its narration is 0.54 [9]. High grade in this test indicates positive self – concept and low grade refers into weak self – Concept .

Adaption Questionnary is made because of defining the level of social / sentimental / and training student Adaption , and consists of 60 mutual Questions low grade on adaption scale indicates a better adaption and vice versa . This test validity is reported through making halve method at 0.95 level , and its narration is eqzual with 0.51. However , it is used statistic method as description statistic (average and standard deviation) , illative statistic , solute T test and Pearson correlation coefficient . And also is used software spss16 to analysis data.

Findings:

Table 1: the result of t test to compare means of two variables of self – concept and adaption as segregated sexuality.

<table>
<thead>
<tr>
<th>significant</th>
<th>t</th>
<th>df</th>
<th>Standard deviation</th>
<th>mean</th>
<th>sexuality</th>
<th>variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>.012</td>
<td>2/12</td>
<td>5</td>
<td>11/96</td>
<td>76/94</td>
<td>girl</td>
<td>self – concept</td>
</tr>
<tr>
<td>0/642</td>
<td>1/48</td>
<td>5</td>
<td>6/89</td>
<td>12/20</td>
<td>girl</td>
<td>adaption</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8</td>
<td>7/83</td>
<td>15/03</td>
<td>boy</td>
<td></td>
</tr>
</tbody>
</table>

By comparing these two average scales of self- concept on both group of girls and boys indicates that average of self – concept grades for girls is 76.94 and for boys is about 87.30 boys grade is lower than girls one and t test also shows a significant difference among average of both groups pro Girls , that this difference is significant at 0.012 level , as expected , girls might obtain higher grade on self – concept than boys participants.

Comparing adaption means scales on girl and boy group shows that mean of adaption grade for girls is 12.20 and for boys is 15.03 . Girls group has lower mean towards boys Group , and girls adaption is higher than boys . (Lower grade indicates more Adaption ).

T test does not show any significant difference between both Groups , that this difference is not significant at 0.07 level . (p=0/05)

Table 2: the result of person correlation coefficient among the level of self – concept and students Adaption.

<table>
<thead>
<tr>
<th>significant</th>
<th>correlation</th>
<th>sexuality</th>
<th>number</th>
<th>variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/27</td>
<td>.116</td>
<td>girl</td>
<td>30</td>
<td>self – concept</td>
</tr>
<tr>
<td>0/05</td>
<td>.303</td>
<td>boy</td>
<td>30</td>
<td>Adaption</td>
</tr>
</tbody>
</table>

Considering content results on this Table , we study the variables relationship with Pearson correlation statistic . results as for significant level shows that there is a positive and significant relationship between self – concept and boys adaption ( with amplitude , p = 0.05 , n=30 , t=0.303) , but there is not any significant correlation among the level of self – concept and girls student adaption (test one with amplitude , p=0.27 , n=30 , r=0.116).
Discussion:
The first hypothesis of this research represent that ((the level of self – concept on girls student is more than boys.))
This finding has the same tendency with Heger and steenson s [8].
Research, but it is different from tamanaiefar and his counterparts, griminger most of social psychologists believe that this concept means different among men and women, because, men emphasis more on being exclusive than women.
While, women delineation is related to make relationship and elysian to other. On forming self-concept and Theories, cultural / social / and family factors might make some difference between girls and boys [16]. Moreover this difference on making socialization and adaption with sexuality stereotype, there is another reason to emphasis on this hypothesis. On confirmation of this Hypothesis, also might say that family role is most important than the other several factors to form self – concept, on Iran’s Society, women as moternity have an important role in making sexuality imparity on family among girl child, since they feel responsibility towards girls, and this Idea is more current in religious families, because of social dangers and its supersubtletly that always threaten girls and is more considerable than the other factors, therefore families pay attention to girls group.
The second Hypothesis, which is related to adaption rate on girls group than boys ((dose not show any significant relationship)).
One of the reason of not adaption difference in this finding with ShahAbadi s research [11] about both groups is to earn equal feedbacks of environment, means, there is not past cultural and ethnic factors and tries to behave equal or even with girls and boys.
The last hypothesis of this hypothesis is that, there is a relationship between self – concept and adaption on both groups, in this condition, there is not any relationship among self – concept adaption, which has the same orientation with Bineshi [3], Lazemi research. One of the reason of not existence of relationship between theses two variables is cultural difference and samples demography traits. However, boys students with self – concept have more adaption than girls, but positive relationship among boys students is the same as results of Johnson and Nozick [10], vetroz and his [17] research, on emphasis of this finding regard to rogers belief: (human being are sometimes illogic, asocial and destroyer own or others, but this accident happens, when ones spirit becomes indignant. According to this position, it mightly happen reversly also in self – florescent individuals, who have positive self – concept, or a positive Idea and high perception, so, according to such reality toward their environment show their actions. Their action to others and environment is positive. On the other Way, the one who has positive self – concept, is capable to make a make a positive relationship with environment and other, therefore, such actions resulted into a proper and Ideal adaption [4].

Conclusion:
Regarding to obtained result, girls have higher self – concept than boys, and also did not observe any difference between girls and boys student adaption. it is sujested that researchers pay attention and study the reasons of these 2 girls and boys in the future research, and this study will compare on the other societies and obtained results compare with each other, too.

REFERENCES


