

## Mothers' Education, Self Concept and Altruism of Secondary School Students

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### **Abstract:**

*The present study tries to explore the effect of mothers' education on Self concept and altruism of secondary school students. For this purpose 100 secondary school students were selected. Self- Concept Questionnaire prepared by Dr. R.K. Saraswat (2011) and Altruism Scale prepared by Dr. S.N. Rai and Dr. Sanwat Singh (2004) were used for the collection of data. SPSS-20 was used for the analysis of data. The mother education does not affect the Self concept of the students. As the mother education will increase the level of altruism in student's decreases. If the mother education of students will increase, their Altruism will show more negative relationship. It means that the less educated mother's children are more altruistic than more educated mothers. It may be concluded that that mothers' education affects the Self concept and altruism of the students.*

**Keywords:** Mothers' Education, Self-Concept, Altruism

### I. INTRODUCTION

It is a social notion that family is the first school and mother is the first teacher for a child. After birth a every children try to learn some basic skills from his/her family members, but mother play major role in early age of learning life. Chohan and Khan (2010)[1] also state that parents' contribution to their children's education has a consistent and positive effect on academic achievement and on the self-concept. Fan and Chen (2001)[2] revealed that parental aspiration/expectation for children's education achievement has the strongest relationship, whereas parental home supervision has the weakest relationship, with students' academic achievement.

From ancient period, the one purpose of education is to provide self actualization to the students. Carl Rogers (1959)[3] was the first to establish the concept of the self-concept. He believed that humans have a basic motive, viz., the tendency to self-actualize, i.e. to fulfil one's potential and achieve the highest level of 'human-beingness' one can. Franken (1994)[4] stated relationship between self-concept and self-esteem as "people who have good self-esteem have a clearly differentiated self-concept. When people know themselves they can maximize outcomes because they know what they can and cannot do". (Marsh and Carven, 2006)[5] stated that we have already claimed in 1997 that academic self concept and achievement are mutually reinforcing each leading to gain in the other. Self-concept generally means the conscious reflection of one's own being or identity as object separate from other or from the environment (Huitt, 2009)[6]. Aslam and Kingdon (2010)[7] found that father's schooling has a highly significant effect on health out come. Arefi and Naghebzadeh (2014)[8] study results show that academic self-concept positively and significantly correlated with students' academic motivation and academic achievement

The term *altruism* was coined by the French philosopher and sociologist Auguste Comte (1798–1857)[9]. It was introduced as an antonym for "egoism". Altruism involves the unselfish concern for other people. It involves doing things simply out of a desire to help, not because you feel

obligated to out of duty, loyalty, or religious reasons. According to Arunatilake (2006)[10], ownership of land, and particularly the size of the land, may be a sign of wealth and a positive association has been found between wealth and education. Derrick (2007) [11] altruism is an outgrowth of the ascetic ideal. It is a moral principle that demands self-sacrifice for the sake of others. Sternke (2010)[12] Research shows that students with learning disabilities commonly have more negative self-concepts than students without learning disabilities. Sorlien, (2012)[13] found that increased parental education and thereby better awareness regarding the benefits of education, better availability of secondary schools, higher income leading to less pressure to keep the children working on the farm as labor, and finally better quality of schools will increase school participation.

The general purpose of this study was to know to effect of mothers' education on the self concept and altruism of secondary school students. The findings of the study may help in the development of future policy and curriculum for girls' education so that they can play vital role in the development of nation by becoming good mothers in future. On the basis of review of the studies the following objectives have been formulated for this study.

### II. OBJECTIVES OF THE STUDY

1. To compare the Self-concept of students whose mothers have studied up to 8th class with those whose mothers have passed 9th class and above.
2. To compare the Altruism of students whose mothers have studied up to 8th class with those whose mothers have passed 9th class and above.
3. To identify the relationship between Self-Concept and Altruism of the students' whose mothers have studied up to 8th class.
4. To find out the relationship between Self-Concept and Altruism of the students' whose mothers have studied 9th class and above.

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**III. HYPOTHESES OF THE STUDY**

1. There is no significant difference between the Self-Concept of students whose mothers have studied up to 8th class with those whose mothers have passed 9th class and above.
2. There is no significant difference between the Altruism of the students whose mothers have studied up to 8th class with those whose mothers have passed 9th class and above.
3. There is no significant relationship between the Self-Concept and Altruism of the students' whose mothers have studied up to 8th class.
4. There is no significant relationship between the Self-Concept and Altruism of the students' whose mothers have studied 9th class and above.

**IV. METHODOLOGY OF THE STUDY**

The descriptive survey method of research has been used. The students studying in XI class in Lucknow district of Uttar Pradesh have been taken as population. Simple random sampling technique has been used for the collection of data. In the sample there are 100 students, out of which 64 students' mothers have studied up to 8th class and 36 students' mothers studied 9th class and above. The investigator used two tools for data collection, (i) Concept Questionnaire prepared by Dr. R.K. Saraswat (2011) (ii) Altruism Scale prepared by Dr. S.N. Rai and Dr.Sanwat Singh (2004). In present study, for analysis of data; Mean, S.D., T-value (t) and correlation (r) statistical techniques have been used.

**V. ANALYSIS AND INTERPRETATION**

The analysis and interpretation were made on the basis of the hypothesis formulated to conduct this study. Thus the hypothesis wise analysis is being presented.

**Analysis 1:**

The Hypothesis H<sub>01</sub> "There is no significant difference between the Self-Concept of students whose mothers have studied up to 8<sup>th</sup> class with those whose mothers have passed 9<sup>th</sup> class and above" has been analysed. The researcher has administered two tests on 100 students. Out of these 100 students, mothers of 64 students studied up to 8<sup>th</sup> class and mothers of 36 students studied 9<sup>th</sup> class and above. Results obtained from the scores of the Self concept scale were summarised in table- 1.

**Table-1:** Groups Statistics of Self concept of students whose mothers have studied up to 8th class, and 9th class and above

	Mothers' Educational Qualification	N	Mean	Std. Deviation	Std. Error of Mean
Self- Concept	Up to 8 <sup>th</sup> class	64	183.015	16.617	2.07719
	9 <sup>th</sup> class and above	36	183.916	15.392	2.56545

The calculated mean value for 64 students' Self concept is 183.015 whose mothers have studied up to 8th class and the mean value for 36 students' Self concept is 183.916 whose mothers have studied 9th class and above. The S.D values are 16.617 and 15.329 for up to 8th class and 9th class and above

on the Self concept, respectively. Thus, the difference between the two mean values is too meagre to be significant. It means that students whose mothers have studied up to 8th class and 9th class and above have no difference on Self concept. Independent Simple test is used to find out the significance of difference between the means of Self concept of students which is shown in table-2.

**Table -2:** Independent Simple Test of Self concept of Students

		T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Self concept of students	Equal variances assumed	-.267	98	.790	-.901	3.373
	Equal variances not assumed	-.273	77.4	.786	-.901	3.300

Level of significance at 0.05 = 1.97

As revealed by the results in table-2 calculated "t" values are .267 and .273. Both values are found to be insignificant at 0.05 level of significance. Therefore the null hypothesis H<sub>01</sub> is accepted, which means that both the groups of students do not differ significantly on the dimension of Self concept.

**Analysis 2:**

The hypothesis H<sub>02</sub> "There is no significant difference between the Altruism of the students whose mothers have studied up to 8<sup>th</sup> class with those whose mothers have passed 9<sup>th</sup> class and above." has been analysed as follows: The researcher has administered altruism test on 100 students, in this group of students 64 students' mothers have studied up to 8<sup>th</sup> class and 36 students' mothers have studied 9<sup>th</sup> class and above. The results obtained on the scale of Altruism were summarised as shown in table-3.

**Table-3:** Group Statistics of Altruism of Students

	Mothers' educational Qualification	N	Mean	Std. Deviation	Std. Error Mean
Altruism of students	up to 8 <sup>th</sup> class	64	45.078	5.668	.708
	9 <sup>th</sup> class and above	36	43.416	5.987	.997

The mean value for 64 students is 45.078 on Altruism, whose mothers have studied up to 8<sup>th</sup> class and the mean value for 36 students is 43.416 whose mothers have studied 9th class and above on Altruism. The S.D values are 5.668 and 5.987 for up to 8<sup>th</sup> class and 9<sup>th</sup> class and above on the Altruism respectively. Thus, the mean value of altruism for students whose mothers have studied up to 8<sup>th</sup> class is negligible higher than the students whose mothers have studied 9<sup>th</sup> class and above. It means that students whose mothers studied up to 8<sup>th</sup> class and 9<sup>th</sup> class and above have no considerable difference on altruism as shown in table-4

**Table-4:** Independent Simple test of Altruism of Students

		T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Altruism of students	Equal variances assumed	1.37	98	.171	1.661	1.205
	Equal variances not assumed	1.35	69.39	.179	1.661	1.223

Level of significance at 0.05 = 1.97

The “t” test is used for the identification of significance of difference between the means of altruism of students whose mothers have studied up to 8th class and 9th class and so above. Values of the ‘t’ test given in Table 4, i.e., 1.37 was also found to be insignificant at 0.05 level of significance. Therefore the null hypothesis H02 is accepted, It mean that both the group of students (whose mothers have studied up to 8th class and 9th class and above) do not differ significantly on Altruism.

**Analysis 3:**

The hypothesis H<sub>03</sub> “There is no significant relationship between the Self-Concept and Altruism of the students whose mothers studied up to 8<sup>th</sup> class” has been analysed as follows: The researcher has administered the two tests (Self concept and Altruism) to the 64 students, whose mothers have studied up to 8<sup>th</sup> class and data was analysed. The results obtained from the scores of the Self concept and altruism scales were summarised below in table-5.

**Table-5:** Descriptive Statistics of Self concept and Altruism of students whose mothers have studied up to 8<sup>th</sup> class

	Mean	Std. Deviation	N
Self concept Scores of students whose mothers have studied up to 8 <sup>th</sup> class	182.920	16.733	64
Altruism Score of students whose mothers have studied up to 8 <sup>th</sup> class	45.127	5.700	64

The mean values of scores on Self concept and Altruism are 182.920 and 45.127 respectively for 64 students, whose mothers have studied up to 8th class. The S.D values for the same groups are 16.733 and 5.700 respectively. The correlation test is used to examine the relationship between Self concept and Altruism of students whose mothers have studied up to 8th class. The calculated value is shown below in table -6.

**Table-6:** Correlation of Self concept and Altruism of students whose mothers have studied up to 8th class

		Self- Concept of students whose mothers studied up to 8th class	Altruism of students whose mothers studied up to 8th class
Self- Concept of students whose mothers have studied up to 8th class	Pearson Correlation	1	.385**
	Sig. (2-tailed)		.002
	Sum of Squares and Cross-products	17360.603	2274.635
	Covariance	280.010	36.688
	N	63	63
	Altruism of students whose mothers have studied up to 8th class	Pearson Correlation	.385**
Sig. (2-tailed)		.002	
Sum of Squares and Cross-products		2274.635	2014.984
Covariance		36.688	32.500
N		64	64

Level of significance at 0.05=0.138

Level of significance at 0.01=0.181

The obtained value of coefficient of correlation between Self concept and Altruism scores for the same groups was .385, which is higher than the table values at both the levels of significance. It means that the Self- Concept of students whose mothers studied up to 8th class have positive and significant relationship with their Altruism.

**Analysis 4:**

The hypothesis H<sub>04</sub> “There is no significant relationship between the Self-Concept and Altruism of the students whose mothers studied 9<sup>th</sup> class and above” has been analysed as follows: The researcher has administered the two tests (Self concept and Altruism) on 36 students whose mothers have studied 9<sup>th</sup> class and above. The results obtained from the analysis of scores of two scales were summarised below in table-7.

**Table-7:** Descriptive Statistics of Self-concept and Altruism of students whose mothers have studied 9<sup>th</sup> class and above

	Mean	Std. Deviation	N
Self concept of students whose mothers have studied 9th class and above	183.9167	15.392	36
Altruism of students whose mothers have studied 9th class and above	43.4167	5.98749	36

The mean values for 36 students on Self concept and Altruism are 183.91 and 43.04 respectively, whose mothers have studied 9th class and above. The S.D values for the same groups are 15.392 and 5.987 respectively on the Self concept and Altruism scales. The correlation test is used to examine the relationship between Self concept and altruism of 36 students whose mothers have studied 9th class and above is shown in table-8.

**Table-8:** Correlation of Self concept and Altruism of students whose mothers have studied 9<sup>th</sup> class and above

		Self concept of students whose mothers have studied 9th class and above	Altruism of students whose mothers have studied 9th class and above
Self concept of students whose mothers have studied 9th class and above	Pearson Correlation	1	.064
	Sig. (2-tailed)		.712
	Sum of Squares and Cross-products	8292.750	205.250
	Covariance	236.936	5.864
	N	36	36
	Altruism of students whose mothers have studied 9th class and above	Pearson Correlation	.064
Sig. (2-tailed)		.712	
Sum of Squares and Cross-products		205.250	1254.750
Covariance		5.864	35.850
N		36	64

The obtained value of coefficient of correlation( $r$ ) between Self concept and Altruism of students whose mothers have studied 9th class and above was .064, which is significant at both levels of significance. This means that the Self concept of students whose mothers have studied 9th class and above have very low relationship with their altruism.

## VI. RESULTS

1. The result for Ho1 showed that both the group of students (whose mothers' have studied up to 8th class and whose mothers' have studied up to 9th class and above) do not differ significantly on Self-concept.
2. The results for Ho2 showed that both the group of students (whose mothers have studied up to 8th class and 9th class and above) do not differ significantly on Altruism.
3. The Self- Concept of students whose mothers studied up to 8th class has positive and significant relationship with their Altruism.
4. The Self concept of students whose mothers have studied 9th class and above has very low relationship with their altruism.

## VII. CONCLUSIONS

The qualification of senior secondary school students' mothers has no effect on students' Self concept, if the qualification of mothers increases the level of Altruism in students' decreases. However only for secondary school students there is no considerable difference between the group of students whose mothers have studied up to 8th class and up to 9th and above. The students of less qualified mothers have more positive relationship between Self concept and altruism but students whose mothers are more educated have very low or non considerable relationship between Self concept and Altruism. The Self concept of students whose mothers have studied 9th class and above has very low relationship with their altruism.

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