Comparative Research of Self-Concept Characteristics in Students of Different Fields in Roodsar Payam-Nour University

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Abstract: The aim of this research is survey about self-concept characteristics in a student sample. For this reason, 214 students in different fields of Payam Nour University in Roodsar center have been surveyed by accidental sampling order. Research tools were Rogers self-concept questionnaire, general health questionnaire (GHQ-28) and Hermens development motivation questionnaire. For data and information analyzing, one used regression, variance analysis and t-test statistical method. Results showed that variances of educational field, gender, mental health and development motivation, all had effect on students self-concept, but the amount of effect of mental health and development motivation on student`s self-concept were more than other variances and this effect was meaningful on self-concept. (Mental health t= 3/212, p= 0/002). And (development motivation t= -10/430, p=0/000). In comparison of students self-concept in different fields, there was not a meaningful difference between Fields` average (p=0/080, F= 1/605). Although, there was not a meaningful difference between self-concept in students of basic Fields and humanities (d F = 188, t= -0/774, p= 0/440) and in comparison of self-concept between girl and boy students, there were no meaningful differences. And the last result shows that, students who have positive self-concept have more development motivation and better mental health. (d F= 212, t= -20/90, P= 0/000) and (d F= 172/98, t= 16/01, P= 0/000). By regarding results, it is necessary to pay more attention, mental problems in students and factors that affect their self-concept in university environment and it is better to do psychological evaluation and give consulting services for increment of level of psyche health and self-concept strength of students.

Keywords: self-concept, mental health, development motivation.

Introduction

Self-concept is a whole evaluation of a person about his/her personality, this evaluation is the result of mental evaluation that we usually create it from self behavior characteristics. So, self-concept can be positive or negative (Golbaz Sourkhani, 1381, P: 4). Cooper smith knows self-concept as an important factor in creating of a behavior and believes that people who have positive self-concept, their behavior is more admirable in society than people who have negative self-concept.

Self-concept is a conception and image that self has a bout all his/here self. This conception and image is composed of all dimensions of bodily, mentally, socially, feelings and morals of self. (Hosseini,1377). Goffmen in his researches in 1976 come to this result that acceptance of a role at first is intentional and with awareness. So, after some by doing that role in long-time, it becomes a part of a person's personality (shamloo, 1366, P: 139). The gender`s role is important in its concept, each person`s personality is a combination of femininity and manliness and each person because of his/her gender and his/her role, has a concept for knowing personal experience world. Carl Rogers that was pioneer of self theorists believes that each person lives in an experienced world that

changes always and he/she is the focal point of it. No one can`t understand a person's private world as he/she can. But we are not prevent from other`s private experience totally. Agreement and endowment is a tool that powers us to understand others (Seyyed Mohammadi, 1384, P: 116). Today's, Roger`s followers uses self-concept expression for pointing to all knowledge's and beliefs that you as a person have, by regarding nature, characteristics and indicator attitudes. Rogers pay much attention for coordination between self-concept and life real experiences. He believed that weak psyche health and incompatibility arising from incompatibility between self-concept and life real experiences. Rogers in the field of personality growth, believes that all human`s behavior is excited and guided by his/her essence tendency and this essence tendency at first grade, notices to protection and elevation of organism by the way of satisfying body needs.

But more important than it is tendency to fulfill self that can increase self image and it is sufficient against being. Tendency to self fulfillment is a standard that all experiences are under value by it. By this organism procedure, all experiences that are in one direction with elevation and survival, are valuing positively and a person escape from them, tendency to

fulfill main key of karel Rogers` personality theory that is by effect of self tendency to differentiation that is a part of fulfillment tendency. For this reason, it shows some experiences as a self experience. By coordination with others in environment, this experience leads to its concept that is a conception in experimental level and it makes person`s personality (Herenji, 1384, P: 28, 29).

Materials and Methods

The aim of research is comparative study of methodological characteristics (self-concept) of students of different fields in Roodsar Payame Nour University and survey about the relation of this characteristic with variables of gender, field study, mental health and development motivation we use descriptive method. Statistical society of this research is all students of different fields in Roodsar Payam Nour University in academic year 90-91 (2704 persons) and sample size was based on chrisji and Morgan (1970), 214 persons in 15 fields (theology, applied mathematics, social sciences, Indus trial management, natural industries engineering, commercial management literature, geography, statistics, chemistry, biology, economy, English language, psychology, law) that had been choose d by ranking accidental method that was proportional in 2 genders (boy and girl). For measuring variables, we used 3 questionnaires of Rogers self-concept, her men's mental health (GHQ) and educational development motivation.

Tool`s identification

1- Rogers self-concept test: This test has 2 forms: A & B that form A valuates real self and form B ideal self. At first, they give real self questionnaire to testee. Testee by responding to scales that are about behaviors and feelings in different situation about themselves shows themselves in that situation. Testee shows that each word can describe their characteristics or to what extent they are agreeing with each scale.

In the next stage, form B will be given to testee, ideal self in this questionnaire in this way that a person's view about him/her self will be define as his/her wants to be, it means ideal self of all views that are positive and a person wishes to be. Each one of 25 times adjectives were classified based on grade 1 to 7. That testee`s grade accounted based on a known formula. If person`s grade is between 0 to 7, person has positive self-concept and is a natural and normal person, in case person`s score is between 7/01 and 10, it is negative self-concept and shows neurotic tendencies and if it is more than 10/01, it is sign of neurotic self-concept, it means nonconformity between real self and ideal self.

2- General health questionnaire with 28 questions (GHQ-28) is the most famous screening tool in psychiatry (Henderson, 1990, quoted from Otadi, 1380) that is used for knowing persons with mental problems. This questionnaire can recognize problems with less than two weeks duration and it is sensitive to transient illness that can be cure without drug. The copy in this research is 28 questions.

High score in this test shows illness and low score shows having general health. (Kaviani, Mousavi and Mohit,2002). This questionnaire composed of four bit scales that are bodily signs, anxiety, social ill-work, depression. The order of giving score in this questionnaire is based on likert standard that gives each situation grade $(0 - 1 - 2 - 3)$ (Goldberg and Hilir, 1979). Chiung and spears (1994) gives 0147 number to reliability rate in Retest Method that is meaningful in α rate = 0/05. In addition to this, total reliability rate is 0/88 and for bit scales of bodily signs, anxiety, social ill-work and depression are 0/66, 0/72, 0/79 and 0/85. (2002)

Although Hoomen`s study (1998) have been showed the validity of this instrument in Iran. Cron bach α rate for 4 times scales of this questionnaire is between 0/79 to 0/91. (Taghavi, 2002), Hoomen (1998).

3- Hermens development motivation: In this research for evaluating of development motivation, we used Hermens development motivation test. Hermens (1987) based on experimental methods and existed views about development motivation, prepared a questionnaire that at first had 92 questions, but based on existed researches, it considers 10 distinct characteristics for people who have high development motivation from people who have low development motivation for making questionnaire and based on peen development rate it makes questionnaire and based on development rate it decreased questionnaire questions to 29 questions. After that, by protection of originality of materials of Hermens questionnaire, about 11 questions added to it and altogether a questionnaire with 40 questions had been used in their search.

The cause of increment of questions` number was highness of validity and credit of the test. Questions of this questionnaire were 40 multiple choice un finished sentence and the method of scoring this test is based on development motivation form high to low or form low to high, scores 4 to 1 or 1 to 4 had been given. High scores in this scale shows high development motivation and low scores shows low development motivation.

This questionnaire totally values 10 factors for motivation. Abol-ghasemi in his researches in year 1381 for standardization of development motivation

test on guidance school students, reports questionnaire credit rate with Cronbach α = 0/79.

Statistical Analysis Method

For description and analysis of data by regarding hypothesizes and existing ones, we used descriptive statistic index and in inferential statistic level we used regression model, independent t-test and variance analysis.

Results

Total hypothesis: self-concept of students has relationship with field of study, gender, and mental health and development motivation.

a- Development motivation, gender, field, mental health.

b- Dependent variable: self image.

Table 1. Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.635[a]	.404	.392	5.409

a. Predictors: (Constant), angize pishraft , jensiat, reshteh, salamat ravan

Table 2. Coefficients

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19.821	1.680		11.799	.000
	reshteh	-.133	.078	-.093	-1.701	.090
	jensiat	-1.034	.894	-.062	-1.157	.249
	salamat ravan	.549	.171	.219	3.212	.002
	angize pishraft	-.179	.017	-.717	-10.430	.000

a. Dependent Variable: khod pendareh

By regarding of mentioned statistical calculations by use of Enter method, for field of study variable (first factor of demography) on students` self-concept, there was no meaningful model for students self-concept (% 63/5 = R`S square and $F_{4,209}$ = 35/365 P $\prec$ 0/090) it means by R`s square, used model (% 63/5) calculated variation in field study variable and by regarding β rate (-0/093) and (t = -1/701, P = 0/090), field study variable was not meaningful and this variable hasn't high effect on self-concept variable likewise by using Enter method, for gender variable (second factor of demography) on students self-concept there was no meaningful model (R`s square = % 63/5 and P $\prec$ 0/429, $F_{4,209}$ = 35/365). In other words, by R`s square it distinct that used model (% 63/5) `s change in gender variable achieved and by regarding β`s rate (-0/062) and (P= 0/429, t= -

1/157) it shows that gender like field of study isn`t strong (meaningful) and this variable hasn`t much effect on self-concept. But by regarding mentioned statistics above, for mental health variable (third factor) on students` self-concept we gained meaningful model (R`s square = % 63/5, $F_{4,209}$ = 35/365, P $\prec$ 0/002). So, used model caused (% 63/5) change in psyche health and by regarding β`s rate (0/219) and (P= 0/002, t = 3/212), psyche health is meaningful and this variable has strong effect on self-concept. Although for development motivation variable (fourth factor) on s self-concept, we gained a meaningful model (R`s rate = % 63/5, $F_{4,209}$ = 35/365, P $\prec$ 0/000). So, by R`s rate it showed that used model (% 63/5), calculated development motivation and by regarding β`s rate (- 0/717) and (P = 0/000, t = -10/430), development motivation was meaningful and it has a strong effect on self-concept.

The First hypothesis: students of different fields don`t have much difference from each other in self-concept.

Table 3. One-way variance analysis for different students by regarding self-concept variable.

ANOVA

khod pendareh

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1040.416	14	74.315	1.605	.080
Within Groups	9213.122	199	46.297		
Total	10253.537	213			

In analysis of this hypothesis, because F is less than table`s F, research`s hypothesis will be confirmed. So, we conclude that difference between averages of studying group is not meaningful. In other words, different students don`t have much difference in self-concept (F = 1/605, P= 0/080).

The Second Hypothesis: There is a meaningful difference between students of basis field and humanities in self-concept.

Table 4: Independent t-test for comparing basis field students and humanities students.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
khod pendareh	Equal variances assumed	.188	.665	-.774	188	.440	-.924	1.194	-3.280	1.431
	Equal variances not assumed			-.797	68.978	.428	-.924	1.160	-3.238	1.390

In Analysis of this hypothesis, because in Leven test (P $>$ 0/05), shows that variances of averages are equal, as a result we used of numbers, and by regarding that calculated t (- 0/774) is less than critical value in table, so (H_1) doesn`t confirm and we conclude that there is not a meaningful difference between students of basis field and humanities in self-concept (P = 0/440, t = -0/774, d F = 188).

The Third Hypothesis: There is a meaningful difference between boys and girls students in self-concept.

Table 5. Independent Sample Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
khod pendareh	Equal variance assumed	5.860	.016	1.065	212	.288	1.211	1.137	-1.030	3.452
	Equal variance not assumed			1.256	101.886	.212	1.211	.964	-.702	3.124

In analysis of this hypothesis, because in Leven test (P $<$ 0/05), variances of groups aren`t equal, so we use bottom row numbers, and by regarding (t = 1/256) that is less than critical number in table, so $H_1$ doesn`t confirm and we conclude that there is no meaningful difference between boys and girls in self-concept. (P= 0/212, t= 1/256, d F= 101/886).

The Forth Hypothesis: Students with a positive self-concept enjoy a higher degree of both development motivation and mental health.

Table 6. Test
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
Mental health	Equal variances assumed	1.024	0.313	20.900	212	.000	7.160	.343		6.485	7.836
	Equal variances not assumed			20.929	208.442	.000	7.160	.342		6.486	7.835
Development motivation	Equal variances assumed	22.052	.000	16.079	212	.000	41.185	2.561		36.136	46.234
	Equal variances not assumed			16.010	172.893	.000	41.185	2.572		36.108	46.263

A) Mental health: Because in Leven test (P $>$ 0/05) it shows that variances in groups are different, so we use of row numbers, and by regarding t = 20/90, H_1 is confirm (P = 0/000) and we conclude that between students with positive self-concept and students with negative self-concept there is meaningful difference and by comparison, we know that amount of mental health in group with positive self-concept is 9/65 and it is more than group with negative self-concept that is 2/49.

B) Development motivation: Because in Leven exam, P $<$ 0/05, variances of groups are not equal and we use bottom row number, and by regarding (t= 16/01)

H_1 Confirm (P= 0/000) and we conclude that there is a meaningful difference between students who have positive self-concept and students who have negative self–image and in comparison of averages, it is obvious that the amount of development motivation in group with positive self-concept (84/50) is more than group with negative self-concept (43/31).

Discussion and Conclusion
Survey of total hypothesis: Results of this research is about the relation of students` self-concept with field of study, gender, mental health and development motivation and mental health and development motivation are meaningful but field of study and gender are not meaningful and they are equal with Dibaj Nia, Hosseini and Brook Aver and

Marsh researches. In comparative survey of self-concept in different fields of study, there was not a meaningful difference and it is equal to Dibaj Nia`s research. In survey of difference between humanities and basis field, there was no meaningful difference but in researches of Sheykh-ol-Eslami, students of literature and humanities have less depression and general health than students of basis sciences (technical and engineering), in author`s view may be because society have more positive view for basis field`s students.

Naturally this evaluations cause's positive self-concept in this students because self-concept basis is transition of others to a person and in reality thought and feeling of people shows their withdrawal from evaluations that others have about them. In comparative survey of self-concept in gender, there is no meaningful difference between girls and boys that was equal with Virginia and Thampson researches. The last finding of this search shows that, students with positive self-concept has much development motivation and mental health and this finding is equal with Hosseini (1999) and Brook aver, Marsh (1967) researches. Altogether, results of this research with studies are coordinated and shows that the amount of mental health and development motivation have more effect on self-concept than gender, field and studying group and the kind of self-concept has role in the amount of development motivation and health level of people and by regarding self-concept strengthening of students by pay more attention to psyche problems

becomes necessary in universities and need of psychological evaluations and giving consulting services are recommended for students. Limitations of statistical society of research (students) and search`s kind (descriptive, correlation), surveyed limitation in findings, comments and documents about variables. Probable problems about validity of instruments of this research also should be considered.

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