



## **SELF CONCEPT AND CONFLICT MANAGEMENT AMONG THE COLLEGE STUDENTS**

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### **ABSTRACT**

Individuals can have different self-concept that change from time to time, which can or can not precise representations of them. It is constantly elaborated, depending on the circumstance and challenged relationships by an individual. At the end of adolescence, the youth gains the capacity to co-ordinate, determination and stabilize contradictory traits and the youth reduces the experience of conflict over the type of person that they certainly want to be. To analyse the Conflict and Self – Concept among the post graduate female students is the main objective of this study. The investigator has collected data from all the 125 Arts and Science Post Graduate Female Students from Chennai. Qualitative and Quantitative Statistical Analysis are done for this study. The major finding of this study is an association between Level of Conflict and Level of Self-Concept among the Post Graduate Female Students.

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**KEY WORDS:** Self-Concept, Conflict Management, Arts and Science Students.

**INTRODUCTION:**

Self-Concept is a mixture of Cognitive Perceptions and Attitudes that people have about themselves. Individuals can have different self-concept that change from time to time, which can or can not accurate portraits of them. It is constantly elaborated, contingent on the situation and challenged relationships by an individual. The inconsistencies and internal conflicts are less at the start of adolescence, then they reach maximum point during the middle of adolescence and then they begin to weakening. During the middle of adolescence, youths develop the volume to compare, but not to resolve self-contradictory attributes. At the end of adolescence, the youth gains the capacity to co-ordinate, resolve and stabilize contradictory attributes and the youth reduces the experience of conflict over the type of person that they really want to be.

**OBJECTIVES OF THE STUDY:**

- To analyse the Conflict Management and Self – Concept

among the post graduate female students.

**LIMITATIONS OF THE STUDY:**

- The investigator was limited only Women Post Graduate Student in Chennai District.
- The investigator has collected data from 125 Arts and Science Post Graduate Female Students.

**HYPOTHESES:**

1. There is no significant relationship between Type of Subjects and Conflict Management among the Post Graduate Female Students.
2. There is no significant relationship between Type of Subjects and Self-concept among the Post Graduate Female Students.
3. There is no association between Level of Conflict Management and Level of Self-Concept among the Post Graduate Female Students.
4. There is no significant relationship between Conflict Management and Self-Concept among the Post Graduate Female Students.

**RESEARCH DESIGN:**

Name of the Study	Variables	Sample	Type of Analysis	Statistical Analysis
Normative Survey Method	1.Conflict Management	Literature (Tamil & English) – 22 Arts (Commerce & Tourism) – 12	Qualitative and Quantitative Analysis	ANOVA followed by DMRT, Chi-Square Test and Correlation Co-efficient
	2.Self-Concept	Science (Physics, Chemistry & Bio-Technology) – 27 Maths – 11 Master of Social Work – 11 Professional Course (MBA & MCA) – 42  <b>TOTAL = 125</b>		

**Hypothesis:1**

There is no significant difference between Type of Subjects and Conflict Management among the Post Graduate Female Students.

**TABLE – 1**

**Significant difference between Type of Subjects and Conflict Management among the Post Graduate Female Students.**

Major Subjects	Mean	SD	F value	P value
Literature	35.91 <sup>a</sup>	11.43	<b>16.258</b>	<b>&lt; 0.001**</b>
Arts	42.00 <sup>ab</sup>	18.72		
Science	58.98 <sup>d</sup>	20.90		
Maths	42.41 <sup>ab</sup>	13.53		
Master of Social Work	54.78 <sup>cd</sup>	18.63		
Professional Course	50.15 <sup>bc</sup>	15.77		

Note: 1. \*\* denotes significant at 1% level.

2. Different Alphabets between Subjects denotes significant at 5% level using Duncan Multiple Range Test (DMRT).

The calculated P value is less than 0.01 level of table value. Hence the Null Hypothesis is highly rejected at 1% level. Therefore, it is concluded that the level of Conflict Management among Post

Graduate Female Students are significantly differ from the different Type of Subject. Based on DMRT, the Level of Conflict Management among Literature, Arts and Mathematics Post Graduate Female

Students are better than the other students.

There is no significant difference between Type of Subjects and Self-Concept among the Post Graduate Female Students.

**Hypothesis: 2**

**TABLE – 2**

**Significant difference between Type of Subjects and Self-Concept among the Post Graduate Female Students.**

Major Subjects	Mean	F value	P value
Literature	110.88 <sup>a</sup>	11.279	<0.001**
Arts	125.56 <sup>ab</sup>		
Science	170.43 <sup>c</sup>		
Maths	152.42 <sup>bc</sup>		
Master of Social Work	161.70 <sup>c</sup>		
Professional Course	157.90 <sup>c</sup>		

The calculated ‘P’ value is less than 0.01 level of table value. Hence the Null Hypothesis is highly rejected at 1% level. Therefore, it is concluded that the level of Self Concept among Post Graduate Female Students are significantly differ from different Type of Subject. Based on DMRT, the level of Self-Concept among

Literature and Arts Post Graduate Female Students are better than the other students.

**Hypothesis:3**

There is no association between Level of Conflict Management and Self-Concept among the Post Graduate Female Students.

**TABLE – 3**

**Association between Level of Conflict Management and Level of Self-Concept among Post Graduate Female Students.**

Level of Conflict	Level of Self-Concept			Total	Chi-Square Value	P value
	Low	Moderate	High			
Low	14 (43.8%) [45.2%]	15 (46.9%) [23.8%]	3 (9.4%) [9.7%]	32 (100%) [25.6%]	20.149	<0.001**
Moderate	14 (23%) [45.2%]	34 (55.7%) [54%]	13 (21.3%) [41.9%]	61 (100%) [48.8%]		
High	3 (9.4%) [9.7%]	14 (43.8%) [22.2%]	15 (46.9%) [48.4%]	32 (100%) [25.6%]		
Total	31 (24.8%) [100%]	63 (50.4%) [100%]	31 (24.8%) [100%]	125 (100%) [100%]		

- Note: 1. \*\* denotes significant at 1% level  
 2. Value within ( ) refers to Row Percentage  
 3. Value within [ ] refers to Column Percentage

The calculated ‘P’ value is less than the table value at 0.01 level. Hence the Null Hypothesis is highly rejected at 1% level. Therefore, it is concluded that there is significant relationship between the level of Conflict and Self - Concept

among Post Graduate Female Students.

**Hypothesis:4**

There is no significant relationship between Conflict Management and Self-Concept among Post Graduate Female Students.

**TABLE – 4**

**Significant relationship between Conflict Management and Self-Concept among Post Graduate Female Students.**

Variables	Correlation Co-efficient	P value
<b>Conflict and Self – Concept</b>	<b>0.497</b>	<b>&lt;0.001**</b>

The calculated ‘P’ value is less than the table value at 0.01level. Hence the Null Hypothesis is highly rejected at 1% level. Therefore, it is concluded that there is significant relationship between the level of Conflict Management and Self - Concept among Post Graduate female Students.

3. There is association between Level of Conflict Management and Level of Self-Concept among Post Graduate Female Students.
4. There is significant relationship between Conflict Management and Self-Concept among Post Graduate Female Students.

**MAJOR FINDINGS OF THE STUDY:**

1. Conflict Management of Post Graduate Female Students are significantly differ from different Type of Subjects.
2. There is significant difference between Type of Subjects and Self-Concept among Post Graduate Female Students.

**EDUCATIONAL IMPLICATIONS:**

The Self – Concept is essentially a social product arising out of experience with people. Thus, self – Concept is primarily a product of Conflict Management. An individual learns the most significant and fundamental facts about himself from inferences about himself made as a consequence of the

ways he perceives others behaving towards him. We learn from the way we are treated by those who surrounded us, in our earliest years by our families and in later years by all those people with whom we come into contact. This has implication for educational practice. Students will learn about their academic abilities from their teachers with when they interact in academic abilities depending on their teachers' treatments. Early experience by a student are likely to be highly important in determining the self-concept because they limit or enhance the possibilities of later experiences.

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