

THE EFFECT OF ACTIVITY-BASED MOTIVATIONAL SPEECH PROGRAM ON THE SELF-CONCEPT

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Abstract

How we look ourselves while looking into the mirror? Are we most attractive person? Are we the people, who are mostly neglected or attended by our society? The self-concept is the major determinant of feeling inferior or superior complexities in our life. The self-concept in the student can be built at the school level that will ascertain the future development and role in the society. The programs like Activity-Based Motivational Speech are virtually important that boost the inner self of the students. The present study is an effort to find out the way to encourage the student's self and to help them to create the positive environment with suitable behavior. The study sample consists of n=100 (out of N=351) students, who were facilitated with the intervention of activity-based motivational speech and the result was analyzed with paired t-test ($\alpha=0.01$ level) of pre-test and post-test. Adapted version (Sharma & Sharma, 2016) of Robson's (1969) Self Concept Questionnaire was used to analyze the significant difference of the result.

Keywords:

Activity-Based;
Motivational Speech;
Program, Self-Concept;

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1. Introduction

The self-concept is the focal point for the investigator that is affecting the person in his developmental process. It is affecting the learned belief, attitude, and opinion regarding personal existence. Merriam Webster defined the self-concept as the idea and perception of being an individual of different type. According to Fromm (1956), the self-concept is, “life being aware of itself”.

The significance of internal mental psychological processes is initially judged by Sigmund Freud (1900) and could not determine it as the primary unit. In the professional counseling, the self-concept theory had affected mostly. According to Prescott Lecky (1945), self-consistency is the main factor for human interaction motivation. In the study of Raimy(1948), on the one hand, there is psychotherapy to introduce

With the existence of counseling job, the self-concept has done the profound impact. According to Prescott Lecky (1945), self-consistency is the important factor responsible for human behavior. The self-concept measurement in the counseling session is introduced by Raimy (1948), and psychological treatment is the mode of changing person's perception of himself/herself.

Carl Rogers (1947) emphasized the importance of self-concept and expressed it as the main trait for the interaction of the person with the maintenance of social balance. Roger revealed the struggle of the person for the consistency and there is the need of unconditional positive regard expected from the society with oneself. According to Roger, each person is struggling for the self-actualization and progress through favorable surroundings (Purkey & Schmidt, 1987).

The decline in the interest of researchers is noted in the 1970's and 1980's that is denoted by Patterson (1961) in the form of following factors:

1. The abundance of non-professional practices.
2. Traditional impact of teaching-learning pattern had declined the importance of emotional self of student.
3. The inefficiency of the teacher to prepare proper education pattern that leads toward public's adverse response.

4. Interference of the pre-determined perspectives (religious, humanistic, cultural and so on) of the public that impede the personal growth of the student.

According to Wells, “Education must respond to each individual’s need to develop a positive sense of self, including a desire for competence and continuing self-development and self-evaluation”.

Activity-based program in physical education had increased the self-concept significantly. In the study of Dowell (1968), there was a positive relationship between sports activities and self-concept. According to Ismail and Trachtman (1973), the regular activities increase the self-sufficiency, determination, stagnancy, and imagination. In the study (a program on basic skills) of Elstein (1977), there was a significant gain in physical efficiency, social interaction, and self-concept in the disabled children.

2. Literature Review

The self-concept with appropriate confidence is considered significant not only for Psychology but also for other disciplines. With a study of Marsh and Martin (2011), learning of the student is directly or indirectly affected by the self-concept.

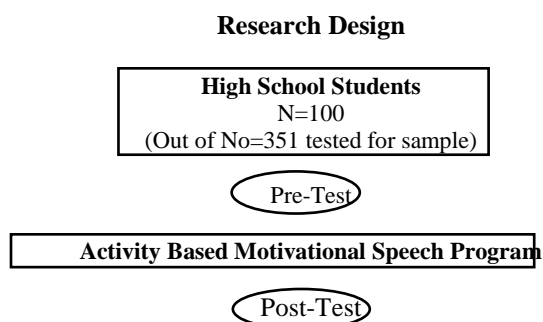
One study was conducted by Coover and Murphy (2002), in which they investigated the correlational analysis among the self-identity, educational stagnancy, and perpetual stereotype. There is an educational achievement of students with the age of eighteen who had a higher level self-concept, self-perception, and self-elaboration. This trait also improved the socialization of the student.

The study by Ishak (2010) was conducted among (sixteen and seventeen years old) students (N=1168) through a survey method. The study analyzed the educational self-concept, physiological self-concept, and sociological self-concept. There was the positive impact on the academic performance and internal self-concept development improved external self-concept.

The academic performance of secondary school students was conducted by Punithavathi (2011) with the effect of self-concept that had the profound relationship. There was also a significant difference among the different categories (schools & grade). The studies of Kuzhia and Subbulakshmi (2012) also confirmed the investigation.

3. Methodology

This research is the assessment of the Effect of Activity-Based Motivational Speech Program on the Self-Concept. The research design is as follows:



3.1. Dependent Variable: Self-Concept

3.2. Independent Variable: Activity-Based Motivational Speech Program (23 days)

3.3. Sample Selection

The number of subjects in this research study was 100 (out of No=351, self-concept) students of 8-10 class of High School Theog, Shimla HP. Sample and assessment tools detail are as follows:

Variable	Questionnaire	Statistical Criteria	Mode of Sample Selection (Obtained Score in pre-test assessment)
Self-Concept	Robson SCQ (Self-Concept Questionnaire)	Mean - $\frac{1}{2}$ SD	Below

The participants selected for the sample of this research were with the lower trait of Self-Concept.

3.4. Assessment Tools Used

An adapted Hindi version of Robson (1989) was used (Sharma & Sharma, 2016) to assess the Self-Concept. This questionnaire expresses the attitudes and beliefs of individuals about

themselves. The questionnaire contained 30(Thirty) statements with four optional response (0=completely disagree, 1=disagree, 2=agree, 3=completely agree).

3.5. Aims and Objectives

To assess the Effect of Activity-Based Motivational Speech Program on Self-Concept.

3.6. Intervention (Activity-Based Motivational Speech Program)

The meditation, motivational speech, and other micro-level activities were comprised in this program. The major list of activities day by day (about 50 minutes) are as follows :

1. Introduction to Activity-Based Motivational Speech Program. Analyzing good and bad personality traits.
2. Introduction to Locus of Control.
3. Comparison between well-prepared interview and less prepared the interview.
4. Goal Focus.
5. Jump in and Jump out activity.
6. Knee Tag.
7. Zip-Zap-Zop.
8. Zombie Tag.
9. Cup Blowing.
10. Jar of Life.
11. Ball filling with two Sticks.
12. Importance of body language.
13. Story Passing.
14. Question paper solving activity.
15. Luck Game
16. Books Management.
17. Floating Candle.
18. Back Flip
19. Separation Anxiety.
20. Group Discussion on self-concept and finding out the methods to improve the personality trait quality of the individual.
21. Imagination Power.

22. Snake Managerial Development.
23. Testing the Personality Development and Feedback.

4. Results

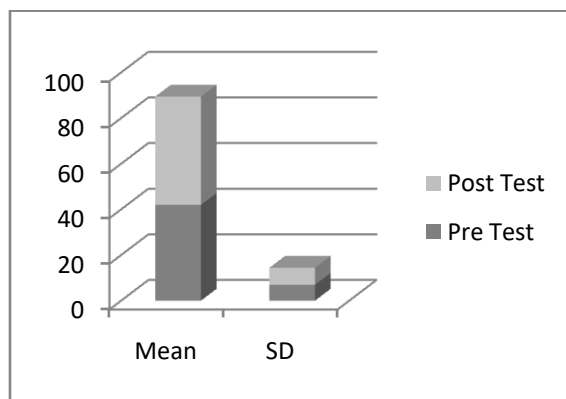
The present research was conducted to understand the Effect of Activity-Based Motivational Speech Program in the improvement of Self-Concept of High School students with the 8-10 grade. A paired t-test was applied to measure the significant difference between the said mean. Means were calculated for pre-test (n=100) and post-test (n=100).

Table: Total Sample t-test for Self-Concept

	Mean	SD	t (N=200)
Pre Test	41.98	6.969	8.669
Post Test	47.49	7.449	

The table shows the significant impact of the Activity Based Motivational Speech Program on Self-Concept as the t value has turned down to be significant at $\alpha=0.01$ level ($t=8.669$, $pc .01$). This reveals that there is a sharp decrement in Self -Concept resulting in the augmentation in the Self-Concept, of post-test ($\bar{x}=47.49$) from that of pre-test ($\bar{x}=41.98$).

Mean Difference of Self-Concept Caused by Activity Based Motivational Speech Program.



5. Conclusion

The present study reveals the significant difference in the self-concept due to given intervention (Activity-Based Motivational Speech Program) through the t-test (pre-test & post-test). There was the increase in the self-concept of the student and they became much more confident in the activity performance. The students who were even hesitated to come into the intervention room were finally participating efficiently. Other traits were also observed to improve like, social interaction, situational coping, competition desire, positive attitude, and morality.

5.1. Recommendations

5.1.1 . The study may be conducted on the impact of teacher's behavior on the high school students' self-concept.

5.1.2 School Management committee need to understand the inferiority and superiority notion of self-concept and implement the rules that affect the appropriate development of the students.

5.1.3.To increase applicability of the education there should be activities used in study pattern.

5.1.4.It should be emphasized to create favorable environment from family, social, institutional, health and psychological level to augment in the positive self-concept of the child.

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