
Effect of Treatment, Verbal Intelligence and their Interaction on Aesthetic Self-Concept

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ABSTRACT:

The present experimental study was undertaken to study the effect of Treatment, Verbal Intelligence and their Interaction on Aesthetic Self-Concept. The size of the sample was 154 undergraduate female students. It was designed on the basis of Post-test Only Control Group Design. Treatment namely 'Self-Concept Enhancement Programme' was found to be more beneficial to the students with high Verbal Intelligence for improving Aesthetic Self-Concept in comparison to their counterparts with low Verbal Intelligence. However, Self Concept Enhancement Programme as well as conventional approach was found to be equally effective in enhancing Aesthetic Self-Concept of undergraduate female students. Study also revealed that Aesthetic Self-Concept was found to be independent of Verbal Intelligence.

KEY WORDS: *Treatment, Conventional Approach, Verbal Intelligence, Aesthetic Self-Concept*

INTRODUCTION

Self is learned and not inherited. From our earliest moments of life, we begin to accumulate data about ourselves and our world, and gradually formulate impressions and attitudes about ourselves. Any new impression one has, is interpreted in light of all the beliefs and attitudes he has accumulated within himself. If a new experience is consistent with what he believes, it is stored and self becomes a little larger. On the other hand, if the new experience is not consistent with one's self, it is ignored or rejected. Thus, an established Self-Concept does not make change impossible but merely difficult. Change most rapidly occurs in an atmosphere of acceptance by others, which allows a person to reduce anxiety and threat, and to take ownership of previously rejected experiences (Feist, 1985)

Hence, the Self-Concept of a person can be changed depending upon the experiences he gets. Research studies conducted by Craven (1991), Cowan and Clover (1991), Winkler (1991), Ravid and Sullivan (1992) and Parish and Necessary (1993) support the idea of modifying Self-Concept.

Craven (1991) found that internally focused feedback and attributional feedback enhanced academic Self-Concept of students.

Cowan and Clover (1991) studied the enhancement of Self-Concept through Discipline Based Art Education (DBAE) and showed how it was an all inclusive programme that responded to the needs of all students.

Winkler (1991) used the peer facilitators to enhance Self-Esteem levels of at-risk students in kindergarten and in grades three and five. Results indicated increased levels of Self-Esteem and Self-Confidence after a twelve week Self-Enhancement Programme.

Ravid and Sullivan (1992) in their paper ‘Enhancing Self-Concept Development in Pre-School Children’ concluded that at-risk pre-schoolers may benefit more than the children from higher socio-economic groups from a systematic intervention designed to enhance Self-Concept.

Parish and Necessary (1993) found that students’ Self-Concept was elevated following ‘Let’s Get Excited about life’ a five week programme on second graders according to students’ ratings of themselves and their teachers’ rating of the students.

From the above studies, it is evident that even though there are studies to investigate the effect of specially designed programmes on Self-Concept, However the effect of Treatment, Verbal Intelligence and their interaction on Self-Concept has not been studied. Moreover most of the studies have been conducted on school children and not on adolescents and college students. Hence, in the present study the effect of Self-Concept Enhancement Programme, Verbal Intelligence and their interaction on Aesthetic Self-Concept of undergraduate female students was studied.

OBJECTIVE

The objective was to study the effect of Treatment, Verbal Intelligence and their interaction on Aesthetic Self-Concept.

HYPOTHESIS

There will be no significant effect of Treatment, Verbal Intelligence and their interaction on Aesthetic Self-Concept.

SAMPLE

The sample of study comprised of Students studying in Kasturbagram Rural Institute, an autonomous institute, affiliated to Devi Ahilya Vishwavidyalaya, Indore (M.P.). The study was conducted on undergraduate female students of Arts (B.A. II and B.A. III years) as well as Home-Science (B.H.Sc. II and B.H.Sc. III years). The size of the sample was 154 undergraduate female students. The sample was randomly divided into two groups, namely Experimental Group and Control Group. The students belonged to urban as well as rural areas. Majority of them were from average SES. All subjects were hostlers. Their age ranged from 17 to 23 years. The medium of instruction was Hindi both in Arts and Home-Science Disciplines.

DESIGN

The present study was experimental in nature. It was designed on the basis of post-test and Control Group design.

TOOLS

In this study data were collected in respect of Self-Concept and Verbal Intelligence. The Self-Concept of students was assessed using the Self-Concept List (SCL) by Pratibha Deo (1985). Verbal Intelligence test (Hindi version) by Ojha and Chaudhary was used for assessing Verbal Intelligence.

PROCEDURE OF DATA COLLECTION

A group of 154 college students as mentioned under sample was taken for experimentation. Out of 154 students 76 were in Experimental Group and remaining 78 in Control Group. Experimental Group was given the treatment, which continued for 40 working days at the rate of 45 to 60 minutes per day. During the Treatment individual students did the given exercise, which involved her cognitive and affective domains. Before starting a particular exercise students were explained about what was to be done. Then they were made to sit in a circle or in small groups according to the requirement of the exercise. Either the researcher used to coordinate the exercise herself or the students were divided into smaller groups and a leader from the group itself was appointed to coordinate the exercise. Some exercises were based on group discussion while others required guessing ability or play activity like passing the parcel, sharing the achievements and successes.

The Aesthetic Self-Concept of Experimental Group was assessed at the end of the Treatment with the help of Self-Concept List. During the process of experimentation the Verbal Intelligence was assessed with the help of standardized tools as mentioned under Tools. The students of Control Group were not given any special Treatment. They continued with their routine activities of the classroom. The Verbal Intelligence of Control Group was also assessed with the help of same tool as used with the Experimental Group. The Aesthetic Self-Concept of Control Group was also assessed along with Experimental Group with the help of same tool. After administering all the tools, the scoring was done as per instructions given in the respective manuals

RESULTS

In order to study the effect of Treatment, Verbal Intelligence and their interaction on Aesthetic Self-Concept of undergraduate female students, data was analyzed through 2X2 Factorial Design ANOVA of unequal cell size. The results are given in the following table.

A) Effect of Treatment on Aesthetic Self-Concept

From the Table, it can be observed that F-value of 2.26 for Treatment is not significant. It shows that the mean scores of Aesthetic Self-Concept of Experimental and Control Groups do not differ significantly. So, Treatment did not produce differential effect on Aesthetic Self-Concept of students. Thus the null hypothesis that there will be no significant effect of Treatment on Aesthetic Self-Concept is not rejected. It may, therefore, be said that Self Concept Enhancement Programme as well as conventional approach were found to be equally effective in enhancing Aesthetic Self-Concept of undergraduate female students.

Table 1: Summary of 2X2 Factorial Design ANOVA of unequal cell size for Aesthetic Self-Concept

Components	Source of Variance	df	SS	MSS	F-value
Aesthetic Self-Concept	Treatment (A)	1	25.83	25.83	2.52
	Verbal Intelligence (B)	1	6.08	6.08	0.59
	A X B	1	49.50	49.50	4.83**
	Error	150	1539.00	10.26	
	Total	153			

**Significant at 0.05 level

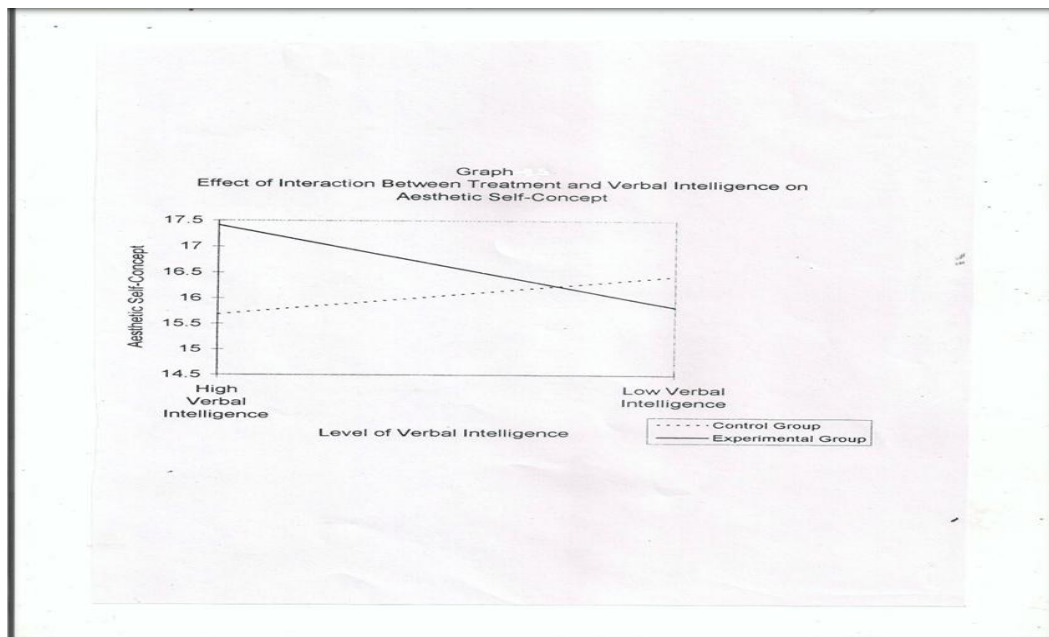
B) Effect of Verbal Intelligence on Aesthetic Self-Concept

It can be observed from the Table that F-value of 0.59 for Verbal Intelligence is not significant. It shows that the mean scores of Aesthetic Self-Concept of students belonging to two levels of Verbal Intelligence did not differ significantly. So, Verbal Intelligence did not produce differential effect on Aesthetic Self-Concept of students. Thus the null hypothesis that there will be no significant effect of Verbal Intelligence on Aesthetic Self-Concept is not rejected. It may, therefore, be said that Aesthetic Self-Concept was found to be independent of Verbal Intelligence.

C) Effect of Interaction between Treatment and Verbal Intelligence on Aesthetic Self-Concept

From the Table, it can be observed that F-value of 4.83 for the Interaction between Treatment and Verbal Intelligence is significant at 0.05 level with $df = 1/150$. It shows that the Interaction between Treatment and Verbal Intelligence did produce differential effect on Aesthetic Self-Concept of students. Thus, the null hypothesis that there will be no significant effect of Interaction between Treatment and Verbal Intelligence on Aesthetic Self-Concept is rejected.

For studying the trend of effect of interaction between Treatment and Verbal Intelligence on Aesthetic Self-Concept, the Graph has been plotted. From Graph, it is evident that with the decrease in level of Verbal Intelligence, there is found to be a sharp decrease in Aesthetic Self-Concept in case of students belonging to Experimental Group. Hence, present Treatment was found to be more beneficial for students with high Verbal Intelligence because their Aesthetic Self-Concept mean score was found to be much higher than their counterparts of Control Group. Further, the students of low Verbal Intelligence belonging to Experimental Group as well as Control Group were found to possess Aesthetic Self-Concept to the same extent.



DISCUSSION

The study revealed that (i) Self Concept Enhancement Programme as well as conventional approach were found to be equally effective in enhancing Aesthetic Self-Concept of undergraduate female students; (ii) Aesthetic Self-Concept was found to be independent of Verbal Intelligence; (iii) Self-Concept Enhancement Programme was found to be more beneficial to the students with high Verbal Intelligence for improving Aesthetic Self-Concept in comparison to their counterparts with low Verbal Intelligence.

Treatment did not influence significantly Aesthetic Self-Concept of undergraduate students. This shows that some more exercises like appreciation of craftwork, physical appearance and characteristics etc., should have been included in the Treatment to make a significant impact on Aesthetic Self-Concept of students.

Aesthetic Self-Concept was found to be independent of Verbal Intelligence. However, Jeon (1993) did not support the present finding as he indicated that Self-Concept was correlated with intelligence but not achievement. One of the reasons for this finding might be that students are unaware of their Verbal Intelligence i.e. ability of classification, comparing, finding synonyms, general knowledge, reasoning etc. Hence, their Self-Concept does not vary. It is apparent that Self-Concept gets influenced only if one is aware of his abilities and Intelligence. Further, Verbal Intelligence belongs to cognitive domain but Self-Concept belongs to affective domain. Due to this, there seems to be very little commonness between Verbal Intelligence and Self-Concept. Thus, Aesthetic Self-Concept was found to be independent of Verbal intelligence.

Interaction between Treatment and Verbal Intelligence revealed that present Treatment was found to be beneficial for students of Experimental Group with High Verbal Intelligence in enhancing Aesthetic Self-Concept in comparison to Control Group. Whereas, students of Low Verbal Intelligence belonging to Experimental Group as well as Control Group were found to possess Aesthetic Self-Concept to the same extent. Here, it is noticeable that a

relationship emerged between Verbal Intelligence and Aesthetic Self-Concept only when the students were made aware of their abilities of imagination, creativity, perception, observation through various exercises planned in the Self-Concept Enhancement Programme which helped the students with High Verbal Intelligence to increase their Aesthetic Self-Concept. Thus, it is apparent that appreciation, recognition, acknowledgement and realization of their abilities, reasoning and their knowledge are essential to develop their Self-Concept.

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