



AN INTERACTIONAL STUDY OF LOCALE, GENDER AND DEFENCE MECHANISM ON FIRST DIMENSION OF SELF EXPRESSION OF HIGH SCHOOL STUDENTS

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ABSTRACT

The present study aims to find out the main and interactional effect of defence mechanism and background variables locale (2), gender (2) on first dimension of self expression of high school students. The study was conducted on a sample of 300 high school students. Stratified purposive sampling technique was used to data collection. 2x2x2 factorial design was used to see the main and interactional effect. Locale, gender and defence mechanism were the independent variable whereas scores on self expression was the dependent variable. Defence mechanism Inventory developed by N.R.Mrinal and Uma Mrinal was used. This inventory consist 200 items. It measure five dimensions of defence mechanism and self expression Inventory developed by R.P Verma and Usha Mishra was used to measure two dimensions of self expression. The Result revealed that the three way interactional effect between locale*gender*defence mechanism on first dimension of self Expressions of high school students have not been found to be significant. On the basis of the result obtained the above hypotheses has been partially accepted.

Key words: *Locale, gender, defence mechanism, self expression, high school students*

INTRODUCTION

Systems are found out reactions, which grow unknowingly and furthermore, are utilized unwittingly to meet an unpleasant circumstance. For the most part during a time of worry, there is a danger to the sense of self or self idea of the person. The Guard instrument encourages the person to safeguard their self idea and to shield oneself from tension. Practically every single one of us utilizes these instruments to a limited degree. The educator ought to consequently attempt to comprehend the requirements served by the utilization of barrier component and the safety measures to be taken if there should be an occurrence of their expressive use. Guard components are pervasive in our lives. They are produced by clashes in our social or family connections, by existential issues in our advancement towards development, and by scholarly or proficient misfortunes. Our concerns, absence of fearlessness or trust in others, and sentiments of blame and individual insufficiency are among the primary pointers of the utilization of resistance components. Recognizing and estimating safeguard systems are significant components in psychotherapy for managing character issues. The statement of guard components mirrors the speculations that they obnubilate noteworthy issues.

Analysis (Freud, 1937) have attempted to clarify the few guard instrument that structure over the span of our improvement to manage clashing motivations and internal pressures. They are not obsessive in themselves . They significant for typical living. At times, the utilization of these systems may advance the emotional

wellness of the person. Glaser and sacks (1973) announced that individual will in general be genuinely steady in the particular utilization of guard system. In spite of the fact that these component may serum the reason for easing uneasiness and continuing oneself. They may generally in esteem some proportion of self misdirection and reality mutilation, and are in this way maladaptive.

As of late there has been huge increment in explores on denied youngsters in India to discover the available resources to enhance their part. In a large group of studies directed in the field of hardship. The reliable finding was that denied youngster is probably going to be insufficient in the different part of his intellectual inspirational and character improvement. With an end goal to scan for the system through which hardship applies its effect on the improvement of the kid. Sangit tickoo(2004) examined the feeling of hardship and emotional well-being among school understudies. The current examination was embraced to consider the connection between feeling of hardship and emotional wellness were discovered critical connection between feeling of hardship and psychological well-being shown that feeling of hardship disintegrates psychological wellness. Social accentuation on a free itself or a reliant self can impact musings, emotions, and practices' (Cross and markus, 1999).

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OBJECTIVE OF THE STUDY

To find out the main and Interactional effect of defence mechanism and background variables locale (2), gender (2) on home (First dimension of self expression) of high school students.

HYPOTHESIS OF THE STUDY

H1- There will be no significant main and interactional effect of gender, locale and defence mechanism on Home (first dimension of self expression) of high school students.

METHODOLOGY

Population- The population for the study was taken from all the high schools of Chhattisgarh coming district Raipur.

Participants- The sample for the study was drawn through simple random sampling technique. The students of high school from different urban and rural schools of Raipur were selected. A sample of 300 students (166 urban and 134 rural) was randomly selected

Table no.1 Sample Design

Category of school/Locale	Urban	Rural	Total
Government School	90	60	150
Private School	74	74	150
Total	166	134	300

Instrument- In the present study defence mechanism of High school students has been measured by N.R. Mrinal and Uma Singhal and Self Expression of High School students has been measured by R.P Verma and Usha Mishra.

Statistical analysis-In the present study Defence Mechanism, gender and locale function as independent variables where as self expression dependent variables. An ANOVA with (2x2x2) factorial design have been up to examine the main effects and interactional effect of the independent variables.

RESULTS AND DISCUSSIONS

The collected data was tabulated and analyzed in **table no.2**

HI There will be no significant main and interactional effect of gender, locale and defence mechanism on Home (first dimension of self expression) of high school students.

For the purpose of the present investigation factorial design upon three different independent variables locale (2), gender (2), Defence mechanism (2) were selected.

Three ways ANOVA with (2x2x2) factorial design was used for testing the significance of mean self expression scores to test the Main and interactional effect respectively.

Table no. 2
Summary of 2 x 2 x 2 ANOVA of Home (First Dimension of Self Expression) score of high school Students (N=300)

Source	Sum of Square	d.f.	F value	Sig.
DM	1694.05	1	19.181	.000 *
Gender	19.26	1	0.218	.641 NS
Locale	84.86	1	0.961	.328 NS
DM * Gender	404.23	1	4.577	.033 **
DM * Locale	234.92	1	2.66	.104 NS
Gender * Locale	1.73	1	0.02	.889 NS
DM * Gender * Locale	25.65	1	0.29	.590 NS
Error	26053.9	293		
Total	28275	300		

* Significant at .01 level N = 300

**Significant at .05 level

NS Non Significant

The A Close observation of the **table 2** reveals that main effect of defence mechanism was found to be significant [$F(1/293) = 19.181, P < .01$], indicating significance of defence mechanism on the Home (First dimension of self expression) of High School Students.

Table 3 Showing the main effect of Defence Mechanism on Home (First Dimension of self expression) of High School students

	Defence Mechanism		
	M	SD	N
Low	39.40	9.84	156
High	34.47	8.84	144

It was observed from **table 3** that the low Defence Mechanism (m=39.40) differ significantly from high Defence Mechanism (34.47).

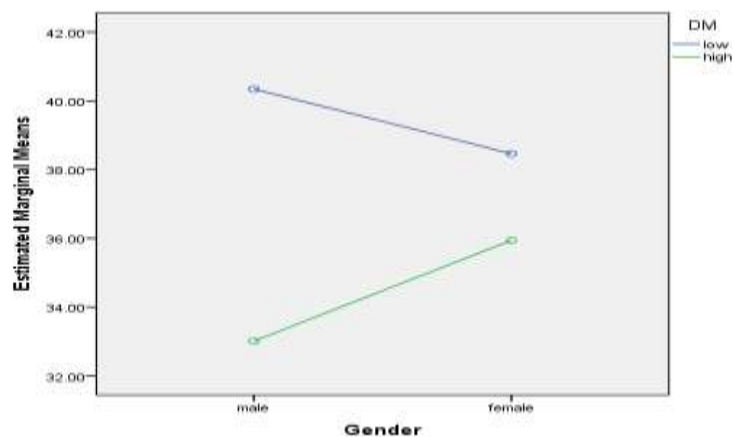
The main effect of gender and locale were not found to be significant even at .05 level of confidence, indicating there were no individual effect of locale and gender on home (First dimension of self expression) of high school students.

But the two order interaction effect of DM * Gender was found to be Significant $F(1/293) = 4.577, P < .05$.

Table no 4 Showing the interaction effect of Defence Mechanism x Gender on Home (First Dimension of self Expression) of High School students

		Defence Mechanism		
		M	SD	N
Male	Low	40.34	10.12	94
	High	33.01	7.15	54
Female	Low	38.46	9.62	61
	High	35.94	9.68	81

Graph No-1 Interactions effect between Defence Mechanism x Gender



It was observed from **table 4** reveals that the male students with low Defence Mechanism ($m = 40.34$) differ significantly from female students with low Defence Mechanism ($m = 38.46$), female students with high Defence Mechanism ($m = 35.94$) differ significantly from male students with high Defence Mechanism ($m = 33.01$). Similarly, female students with low defence mechanism (38.46) scored higher home (first dimension of self expression) than female students with high defence mechanism (35.94). The two order interaction effect of DM * Locale, Gender * Locale was not found to be significant even at .05 level confidence

Further the **table 2 indicate** that the three way interaction effect of Defence Mechanism * Locale * Gender was not found to be significant.

The three way interaction effect of Defence Mechanism x Locale x Gender was not found to be significant. On the basis of the results obtained the above hypotheses has been partially accepted.

FINDINGS

1. The main effect of locale and gender were not found to be significant even .05 level of confidence. Indicating there were no individual effect of locale and gender on home (First dimension of self expression) of high school students. But the main effect of defence mechanism was found to be significant ($F_{1/293} = 19.181$, $P < .01$), indicating significant of defence Mechanism on Home (First dimension of self expression) of high school students.

2. The two order interaction effect of locale*Gender, Locale*Defence Mechanism was not found to be significant even at .05 level confidence. But the two order interaction effect of gender*Defence Mechanism was found to be significant ($F_{1/293} = 4.577$, $P < .05$).

3. Three way interaction effect of locale*gender*Defence Mechanism was not found to be significant.

CONCLUSION

ANOVA with $2 \times 2 \times 2$ factorial design was employed to study main and interactional effect of gender, locale and defence mechanism on home (first dimension of self expression). The above Hypothesis is partially accepted.

SUGGESTIONS AND EDUCATIONAL IMPLICATIONS

Now a day's self expression is becoming very important area for everyone and it is necessary for the development of the society. The classroom is an excellent place for children to practice positive self expression through creative activities such as art, dance and play. As they interact with their teachers peers young children will be learning how to manage their emotions, share and take turns, consider other people feelings and practice self control. These are the skill that children need to foster their healthy development and prevent them from engaging behaviors now and later in life. Self expression is very important because each one of us is unique and different, we all have wonderful talents the need to be used in our everyday life self expression provides children. It is hoped that the present study will provide better interaction among students school should organized different activities like games and sports, drama which should be helpful in their adjustment.

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