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RELATIONSHIP BETWEEN SELF-CONCEPT AND ANXIETY LEVELS OF HIGHER SECONDARY STUDENTS

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ABSTRACT:

Self-concept affects student's personality. It has three components – ideal-self, self-image and self-esteem which make a student's personality either positive or negative. When there is difference between self-image and ideal-self, the student experiences anxiety. Anxiety is the state of uneasiness of mind which generates psychological and physiological disturbances that make the self-esteem of student low. That's why anxiety is inversely proportionate to self-concept. The students having average, good and very good self-concept are always less anxious, well-adjusted in school and society. Those students who have below average self-concept are more anxious and less adjusted in school and society. The present study enquires the relationship between self-concept and anxiety. It further studies the effects of different dialectics of location, gender and stream of study on self-concept of higher secondary students for promoting the academic growth of students. A sample of 800 students was chosen from different schools of Varanasi division. Using simple statistical tools such as correlation of co-efficient and t-test were used to find out the relationship between self-concept and anxiety and to understand the nature of self-concept. The study concludes that high level of anxiety adversely affected a student's self-concept and usually the student's of the region have high self concept and it is not affected by location, gender and stream of the study.

INTRODUCTION:

Self-concept is knowledge of self. Knowledge of self refers to knowledge of one's abilities, weaknesses, strengths and attitudes etc. That affects individual's personality (Roger 1959) and adjustment. It makes one's personality either positive or negative. A person who has positive self-concept has higher adjustment level. Otherwise he faces many types of adjustment problems in educational, social, vocational domains **Engel, M. (1959)**. Self-

concept develops in social settings under the influence of important people in our lives, with whom we interact in family, society and school **(Pastorino and Doyle-Portillo, 2013)**.

In early childhood one's self-concept is based upon concrete things as one's height, weight, skin colour, hair style etc e.g. as a six years old girl says - I am fair. It shows that she gives more importance to her physical appearance. In later stages of development, Self-concept becomes more abstract and social e.g. one says that I am an honest person as honesty is an abstract and social trait (**Lewis, 1990).**

Self-concept is dynamic in nature and life-long process; it is influenced by one's present experiences of life as well as it includes past experiences and future expectations of life. As one grows through different stages of development, one develops an intrapersonal world including attitudes, feelings, traits, interests and expectations that form a unique frame of personality and one behaves according to one's self-concept in society **(Crisp, R. j and Turner, R. N. 2007).**

Self-concept consists of (i) Self-image- It is an individual perception. It depends upon the interaction of different people of lives with whom he interact i.e. parents, neighbors, friends and media. All these factors affect the image of person e.g. a young girl who has wheatish color may have a self-image in which she believes she has black color**.** This may have developed in the girl as a result of the perception of her parents and relatives. Generally, children describe themselves more on the basis of physical traits as I am tall, I am beautiful, and I am fair whereas adult people define themselves more on the basis of their social roles.

(ii) Ideal self – It is the self that we want to be. It is dynamic in nature and it always affects self-image and self-esteem of an individual. The view of the ideal self needs to be realistic and obtainable otherwise the person may feel anxiety which may lead to alterations in self concept. Hence, a difference may exist between a person's ideal-self and real experience. This is known as state of incongruence. A state of congruence exists when a person's ideal-self and real experiences are very similar (**Rogers, C. 1959)**.

(iii) Self esteem – It is how one values oneself. One frames a positive or negative view of oneself on the basis of one's evaluation. Positive view is related to high self esteem. Negative view is related to low self esteem. High self esteem lead to confidence, self-acceptance, and optimism in behavior of individual. However if an individual has low self-esteem of himself; he will always have a feeling of pessimism, lack of confidence and sadness **(Miller and Ross, 1975)**.

All these three aspects are important in understanding the behaviour of one's **(Carl, Roger.1959).** Sometimes there is a conflict between the different components of self resulting in anxiety. To maintain good mental health there should be compatibility among the self esteem, ideal self and self-image.

There are many causal factors or independent variables of self-concept. Anxiety is one of them; it is a predominant variable. It usually persists in the behaviour of nearly all the students with varied extend. It is a common belief that self-concept and anxiety are not complementary but contradictory variables.

Anxiety is a reaction over stress in general. It is uneasiness of mind which is experienced by all people in all stages of development. Anxiety is a psychological and physiological state that creates feelings of fear, worry, uneasiness and dread due to presence or absence of stress. Sometimes anxiety helps students to cope up with a demanding situation. Excessive anxiety is bad as it becomes an anxiety disorder **(K, R. 2012)**. According to a recent epidemiological study, the lifetime prevalence of any anxiety disorder is 28.8% **(Kessler, et al. 2005)**. As anxiety is a psychological or physiological state it has both physical and psychological symptoms. The physical symptoms of anxiety are tremors, restlessness, fearful facial expression, palpitation, sweating, tachycardia, hyperventilation,

diarrhoea, construction in the chest, dyspnoea. As well as generates many psychological symptoms i.e. concentration, negative thoughts, hyper arousal, an inability to relax and tolerate noise, etc.

Generally as anxiety plays negative role in a student's personality development; it creates many problems in teaching learning situation. Often students feel problems of poor concentration, negative thoughts, restlessness, stress and palpitation etc. These problems are barrier in personal, academic and professional growth, so a positive self concept should be developed in students to minimize anxiety. A positive self concept plays major role to cope up with anxiety. It has important role in a student's happiness and success. Students with positive self concept have self confidence, willingness to take risks and set goals they can achieve. Thus we can conclude that those who have positive self concept can face situation full of anxiety better than those with a negative self- concept **(Bergen, D.J 2014, Singh, Sushila.2006, and Singh, Poonam.2010).**

Teacher and Parents should create safe, secure and congenial atmosphere for the development of positive self-concept and also provides personal, educational and vocational guidance for positive development of student.

STATEMENT OF THE PROBLE- "Relationship between self-concept and anxiety levels of higher secondary students".

OBJECTIVES OF THE STUDY- The present investigations are led by the following objectives:

1. To investigate the relationship between self-concept and anxiety of higher secondary students.
2. To investigate the relationship between self-concept and anxiety of the science students.
3. To investigate the relationship between self-concept and anxiety of the arts students.
4. To study the difference between self-concept score of arts and science students.
5. To study the difference between self-concept score of urban arts and urban science students.
6. To study the difference between self-concept score of rural arts and rural science students
7. To study the difference between self-concept score of urban arts and rural arts students.
8. To study the difference between self-concept score of urban science and rural science students.
9. To study the difference between self-concept score of boys and girls student.
10. To study the difference between self-concept score of urban and rural students

HYPOTHESES: The following null hypotheses were formulated and tested to make suitable generalization.

1. There exists no significant relationship between self-concept and anxiety of higher secondary students.
2. There exists no significant relationship between self-concept and anxiety of the science students.
3. There exists no significant relationship between self-concept and anxiety of the arts students.
4. There is no significant difference between self-concept score of arts and science students.

5. There is no significant difference between self-concept score of urban arts and urban science students.

6. There is no significant difference between self-concept score of rural arts and rural science students.

7. There is no significant difference between self-concept score of urban arts and rural arts students.

8. There is no significant difference between self-concept score of urban science and rural science students.

9. There is no significant difference between self-concept score of boys and girls students.

10. There is no significant difference between self-concept score of urban and rural students.

DELIMITATIONS OF THE STUDY

1. The study is confined to the 800 students of class XI and XIIth pursuing in girls and boys of science and arts stream of various schools of rural and urban areas of eastern U.P.
2. The study is limited to the students of eastern U.P.
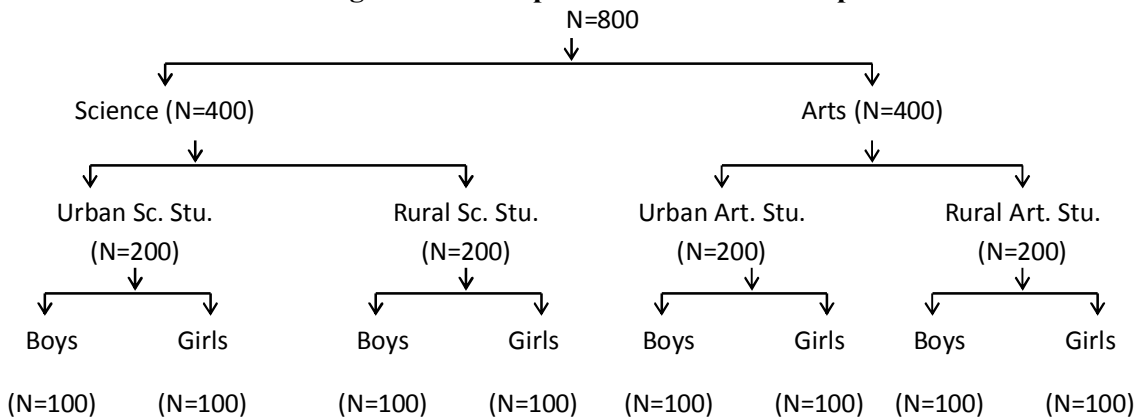3. In this study two variables (self-concept and Anxiety) are taken for investigation.

METHOD

Considering demand and nature of the study, ex-post facto method of research was followed. This method of research was followed because this research is study of real situation where researcher does not have direct control on intervening variables because their manifestations have already occurred.

POPULATION, SAMPLE AND SAMPLING PROCEDURE

Stratified random sampling method was used for the purpose of sampling. Varanasi division was randomly selected for study out of eight divisions which comprises eastern Uttar Pradesh. Different higher secondary schools of four districts of Varanasi division that defines the population have been taken randomly. Two schools, one from rural and the other from urban area were selected from each of the four district of Varanasi division .800 students were taken by randomly, which consists of four hundred science students and four hundred arts students from urban and rural areas.

Diagrammatic Representation of the Sample

N=800

Science (N=400) — Arts (N=400)

Urban Sc. Stu. (N=200) — Rural Sc. Stu. (N=200) — Urban Art. Stu. (N=200) — Rural Art. Stu. (N=200)

Boys (N=100) — Girls (N=100) — Boys (N=100) — Girls (N=100) — Boys (N=100) — Girls (N=100) — Boys (N=100) — Girls (N=100)

STATISTICAL TOOLS

One sample statistics is used for different purposes depending on needs and the nature of data such as Pearson product movement Correlation Coefficient and t-test are used. On the

basis of Pearson Coefficient Correlation, different required indices for computing co-efficient of correlation were found out and the significance of difference between the different dimensions of particular variable was tested by the t- test.

VARIABLES

Two types of variables are used in the present study-
- (i)   The independent variable: Anxiety.
- (ii)   The dependent variable: Self-concept.

MEASURING DEVICERES

Two measuring devices have been used in the present investigation.

A. Swatva Bodh Parikashan

"SWATVA BODH PARJKSHAN" (A test of self-concept) prepared by G.P. Sherry, R.P. Verma and P.K. Goswami was used to measure the levels of self-concept among the students. This test has been used for its high level of reliability and validity.

B.Anxiety Scale

Sinha W-A self-analysis form (Anxiety Scale), constructed and standardized by Durganandan Sinha was used to measure the levels of anxiety among the students.

COLLECTION OF DATA

For the purpose of sampling collection Principal's permission was taken. Before administering the test rapport was established with the students. Self-concept and anxiety tests were respectively administered upon the selected sampling units. After completion of the test, the answer sheets were evaluated with the help of scoring key and manual of the tools. The scores were arranged systematically for applying statistical analysis.

RESULTS AND DISCUSSION:

RELATIONSHIP BETWEEN SELF-CONCEPT AND ANXIETY SCORE OF THE STUDENTS.

1-   Co-efficient of correlation between scores of self-concept and anxiety of the students

The result of table 1 shows that the Co-efficient of correlation 'r' between self-concept and anxiety of total students were found (-.231).

Since this calculated co-efficient of correlation is low and negative correlation, i.e., -0.231 that is greater than the Pearson's r-table (.081) at .01 level , therefore it is concluded that it has a significant correlation at the .01 level. It means there is a significant negative correlation between self-concept and anxiety of the total students. Thus the null hypothesis is rejected.

It is pre-assumed that there will be negative correlation between self-concept and anxiety of the students. It is because of the reason that both the variables are not complementary but contradictory. The same fact has been repeated here on the basis of this finding. This result shows that if a student is having high level of anxiety his level of self-concept will be a bit low. Similar Result have been found by Singh, Sushila (2006) in "A study of self-concept of science and arts students in relation to their level of Aspiration and Anxiety" and by Fathi- Ashtiani Ali (2007) who studied on "Relationship between self-concept, self-esteem anxiety, depression and Academic Achievement in Adolescents."

Table-1

Population	N	r	df (n-2)	Table value of Pearson's		
				.05	**.01**	**Inference**
Total	800	-0.231	798	.062	.081	P>0.01

Student						

2-   Co-efficient of correlation between scores of self-concept and anxiety of science students (N=400)

The table 2 also tells the relationship between self concept and anxiety of science students. The calculated value of 'r' was found -0.222 which is significant on the basis of Pearson's 'r' table (.128) at .01 level . Obtained 'r' value is low and negative correlation. It means there is again a significant negative correlation between self-concept and anxiety among science students. Therefore the null hypothesis is rejected.

Table-2

Population	N	r	df (n-2)	Table value of Pearson's		
				.05	.01	Inference
Science Student	400	-0.222	398	.098	.128	P>0.01

3-   Co-efficient of correlation between scores of self-concept and anxiety of arts students (N=400)

The table 3 reveals the relationship between scores of self-concept and anxiety of arts students. The low negative co-efficient of correlation 'r' was found between the self-concept and anxiety of the students. Obtained 'r' (-.241) is greater than the Pearson's 'r'-Table (.128) at .01 level, therefore, it is concluded that there is a negative and significant correlation between self-concept and anxiety of art students. Both the undertaken variables are contradictory not complementary. Which is evident by the computed correlation for the scores of self-concept and anxiety of the art students?

The effects of anxiety and self-concept have been reported in many previous investigations which has negative correlation and the same fact has been repeated here. The correlation was found low and negative on the basis of this finding.

Table-3

Population	N	r	df (n-2)	Table value of Pearson's		
				.05	.01	Inference
Art Student	400	-0.241	398	.098	.128	P>0.01

4-   Comparison of self-concept score of arts and science students.

The result of table 4 reveals that there exists no significant difference between mean scores of the science and arts students as regard to their self-concept. The calculated t –value was found to be 0.603 which is less than table t –value for a difference to be significant even at .05 level (1.96). The difference between the groups was not found to be significant; therefore, null hypothesis is accepted. After comparing the mean scores of the two groups it was observed that the mean score of self-concept of art students (32.74) was a bit higher than that of the science students (32.41).The possible reason for the fact may be that arts students have higher physical self-concept as well as social self-concept where as science students have higher moral self-concept and intellectual self-concept. This argument has been supported by **Gakhar & Bains (2011).**

Table-4
Mean, S.D. and t-value of self-concept score of science and arts students.

Population	N	Mean	S.D.	df	MD	SED	t-value	Inference
Arts group	400	32.74	8.03	798	0.33	0.54	0.603	P<.05

Science group	400	32.41	7.19					

Result of the present study is in contrast to the result of Gakhar & Bains (2011). Chandigarh is more technology oriented city and therefore student of science may have high self-concept as compare to those of students of arts stream. The reasons of the above result may be that Varanasi has been educational and cultural hub from ancient times. It has been a center of higher study of literature, religion, social science as well as science. Both streams have equal opportunity in employment. This finding leads to the conclusion that stream of the study does not plays a significant role in determining the self-concept of the students.

5-   Comparison of self-concept score of urban arts and urban science students.
Table-5
Mean, S.D. and t-value of self-concept score of urban arts and urban science students.

Population	N	Mean	S.D.	df	MD	SED	t-valve	Inference
Urban Arts group	200	32.67	7.93	397	0.71	0.74	0.966	P<.05
Urban Science Group	200	33.39	6.72					

The result of the table-5 indicates that urban arts students have a bit higher scores of self-concept than the urban science students. The difference between the mean of self-concept value is not significant at even .05 level. The null hypothesis is, therefore, accepted.

Thus it may conclude that urban art students are more confident as the urban science students. Academic career of urban art students is more clear as urban science students.

6-   Comparison of self-concept score of rural arts and rural science students.
Table- 6
Mean, S.D. and t-value of self-concept score of rural arts and rural science students.

Population	N	Mean	S.D.	df	MD	SED	t-value	Inference
Rural Arts group	200	32.15	8.14	398	0.06	0.79	0.076	P<.05
Rural Science Group	200	32.09	7.58					

It is clear from the table-6 that the mean value of self-concept scores of the rural arts group and rural science group (32.15 and 32.09 respectively) not differ significantly at .05 level. It is obvious also because the rural students have come from same socio-economic status. But rural arts group is bit greater than rural science group. This observed difference between two mean due to chance sampling fluctuation.

7-   Comparison of self-concept score of urban arts and rural arts students.

The data after analysis presented in the table-7, which showed there existed no significance difference between mean scores of the urban arts and rural arts students as regard to their self- concept. The t-value was found to be 1.814, which is less than the table t-value (1.96) required for a difference to be significant at .05 level. Significant difference was not found between the groups; therefore, the null hypothesis is accepted.

Table- 7
Mean, S.D. and t-value of self-concept score of urban arts and rural arts students.

Population	N	Mean	S.D.	df	MD	SED	t-value	Inference
Urban Art group	200	33.39	6.72	398	1.30	0.72	1.814	P<.05
Rural Art Group	200	32.09	7.58					

This finding leads to the conclusion that location of the school does not play a significant role in determining the self-concept of the students. This is due to scientific and technological advancement, government schemes and educational awareness among people.

8- Comparison of self-concept score of urban science and rural science students.

The table 8 displayed that there existed no significance difference between mean scores of the urban science and rural science students as regard to their self- concept. The t-value was found to be 0.660, which is less than table t-value (1.96) required for a difference to be significant at .05 level. Significant difference was not found between the groups; therefore, the null hypothesis is accepted.

Table -8
Mean S.D. and t-value of self-concept score of urban science and rural science students.

Population	N	Mean	S.D.	df	MD	SED	t-value	Inference
Urban Science group	200	32.67	7.93	398	0.53	0.80	0.660	P<.05
Rural Science Group	200	32.15	8.14					

This result also leads to the same thing.

9- Comparison of self-concept score of boys and girls.
Table- 9
Mean, S.D. and t-value of self-concept score of boys and girls.

Population	N	Mean	S.D.	df	MD	SED	t-value	Inference
Boys	400	32.12	7.69	798	0.54	0.90	1.673	P<.05
Girls	400	33.02	7.52					

The above table examines that no significant difference between self-concept of boys and girls. The difference is not significant at .05 level. The null hypothesis is accepted here. The researcher feels that in present scenario parents give equal value to the girl and boy child. So that self-concept of both is not different.

Kale,P.S(1982) who study on the development of self-concept of pre-adolescent level with reference to some family and school factors and Gyanni,T.C (1999) who also studied on Self-concept of the adolescents in relation to certain demographic correlation for example sex, caste and religion has given same result.

10-Comparison of self-concept score of urban and rural students.

On the perusal of result of table 10, no significance difference between mean scores of the urban and rural students as regard to their self- concept was observed. The t-value was found to be (1.701) which is less than table t-value (1.96) required for a difference to be

significant at .05 level. Therefore, the null hypothesis is accepted. Thus, we may infer that the location does not play a significant role in formation (forming) the self-concept of the students. Similar results have been found by Shobhna,J., and Srivastava ,R., (2009) who studied on self-esteem and academic achievement of adolescents of Varanasi districts and Deore, L. D., (2012) who studied on the self-concept among tribal, rural and urban students.

Table -10

Mean, S.D. and t-value of self-concept score of urban and rural students.

Population	N	Mean	S.D.	df	MD	SED	t-value	Inference
Urban Student	400	33.03	7.35	798	0.91	0.54	1.701	P<.05
Rural Student	400	32.12	7.86					

This result is in contradiction with the results found by Parrey,A.A., and Kumar ,I.A.,(2013) conducted a study on self-concept of rural and urban higher secondary school students of Kashmir division and Arora., (2005) conducted a study on 1600 male and female students of XI class studying in secondary urban and rural schools of Kathua, Udhampur and Rajouri districts of J & K state.

The main reason of this contradiction may be that rural urban differential in literacy are also wide in Kashmir. Educational development has remained urban- centric in the state. The literacy rate in rural areas is 48.22% against 72.17% for urban areas according to 2001. (Jammu & Kashmir Institute of management, Public Administration &Rural Development. Report on Education sector in Jammu And Kashmir State. 12/09/2008) Jammu and Kashmir had once been the center of learning for the Persian and Sanskrit language during the start of indo- aryan civilization. Gradually, the nature of militant activities in the state increased that's way Political situation in J&K is not very conducive to socio- economic and education development.

The Varanasi division is a peculiar area of ancient wisdom and educational activities, a centre of socio-economic and cultural prosperity and political awareness where as the state of Kashmir has been a disturbed area due to militancy and other various reasons leading to the poor self concept of the students of rural area of Kashmir.

FINDINGS:

(i) Relationship between self-concept and anxiety – There exists low and negative correlation between self-concept and anxiety of the total students.

(ii) Relationship between self-concept and anxiety of the science students- There exists low and negative correlation between self-concept and anxiety among science students.

(iii) Relationship between self-concept and anxiety of the arts students- There exists low and negative correlation between self-concept and anxiety among arts students. It is clear that self-concept is negatively affected by anxiety.

(iv) Stream of the study does not play a significant role in determining the self-concept of the students.

(v) Location of the school does not play a significant role in determining the self-concept of the students.

(vi) Gender does not play a significant role in determining the self-concept of the students.

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